

Intent At Woodford Primary School, we are committed to providing each and every child with the support they need in order to reach their full potential. We truly believe that all children should receive the best possible start to their educational journey. The Early Years Foundation Stage Curriculum forms the underpinning and overarching framework for learning and development. We intend to enable our children to learn holistically, through play and through experimentation and exploration whilst making friends and developing social skills. We plan high quality learning experiences, which help children to gain a broad range of knowledge, and skills, taking into account the children's needs, interests and previous achievements. We provide opportunities for our children to deepen their understanding by playing, talking, observing, questioning and reflecting. We also recognise the importance of a caring environment where children can develop their self-esteem and feel confident to 'take risks' to enhance their learning. We seek to work in partnership with parents and carers to provide a consistent approach to learning.

- Expectations**
- High quality adult interactions.
 - A safe, calm, nurturing environment
 - Positive relationships are built and nurtured with both the children and parents.
 - Continuous provision activities are planned carefully to ensure that all children are able to access the breadth of the curriculum.

- Opportunities**
- Transition process - visits to school, transition bear and book, home visits.
 - Tapestry and Dojo - sharing learning between school and home/home and school.
 - Access to a wide range of progressive resources and activities.
 - Outdoor learning
 - Parent craft afternoons (Christmas and Easter)
 - Parent open afternoons to share learning
 - Visitors
 - Visit to the local church
 - Farm visit
 - Sports day
 - Positive noticing
 - Sharing favourite stories
 - Language rich environment

- Adaptations**
- Pre and Post teach opportunities
 - SHREC approach to language
 - Widget symbols
 - Visual timetables
 - Sound mats
 - Vocabulary display and class vocabulary book
 - Consistency in approaches across the Early Years Phase.
 - Personal, actionable feedback
 - Targeted intervention at point of need
 - Resources and equipment e.g. pencils and paintbrushes.
 - Stem sentences

Diversity

At Woodford we understand the importance of diversity. Our curriculum is underpinned by the British values and ensures our pupils are well rounded individuals who will impact positively on society.

Individual liberty: We invest a great deal of time in creating a positive culture in our Early Years setting so that children are in a safe environment where choices and freedoms are encouraged and valued. Pupils are given the freedom to make a variety of meaningful choices such as choosing pupil initiated activities

Mutual respect and tolerance: The children are taught to value differences in themselves and others and most importantly to show respect to everyone. We use the mirrors and windows concept to reinforce this through stories and images.

Democracy: The children understand that sometimes choices are determined by the majority, for example, choice of story at the end of the day and the choice of our end of term class treat.

We encourage the children to respect each other's decisions and discuss how children feel when their choices aren't successful.

The rule of Law: We ensure that the children know the reasons for the rules in our school, why they must be followed and the consequences of breaking them. This understanding is consistently reinforced through assemblies, by adults throughout the school and through our curriculum.

- Social Structures**
- Meet and greet each morning to make a positive start to each day.
 - Consistent routines and expectations
 - Silent signals
 - Talk partners
 - Shared discussions
 - Choral rehearsal
 - Storytelling

Vocabulary

We believe in the importance of prioritising Early language acquisition. Vocabulary is the springboard for succeeding at school. It is a key component of children learning to read, gaining skills in all subjects and it enables complex thinking to take place. Building vocabulary in our young children is of paramount importance to us.

CURRICULUM DELIVERY				
Grow the potential for all children - children secure new knowledge and achieve. Enact the planned curriculum content.				
	Consistent Approach	Common Language	Teacher/TA Role	
Entry	Ready for learning: • Meet and greet/welcome • Calm and silent • Magnet eyes • Prepared (equipment, pre-teach)	Positive Calm 'Ready to learn.' '1, 2, 3'	Meet and greet. Set expectations for learning.	
Starter	Review/Retrieval of knowledge. Set the purpose for new learning to connect schema (know, do remember).	Knowledge Retrieval Knowledge quizzes	Check knowledge. Connect schema. Assessment.	
Teacher Instruction (I do)	Specify and define new vocabulary. Narrated modelling to demonstrate new knowledge. Questioning to deepen thinking of concept/new knowledge. High-quality collaborative learner talk.	Narrated modelling Vocabulary Questioning Thinking Cold Calling Oral rehearsal 'MTYT' 'TTPY' 'Magnet eyes' 'Choral wave'	Direct instruction. Model and explain new knowledge. Circle the room. Listen to discussion. Give feedback. Question understanding.	
Guided Practice (We do)	Exploring the idea in small steps to allow learners to master the concept and connect the schema. High-quality collaborative learner talk. High-quality talk around exemplars of excellence. Scaffolding support to adapt access for children to progress with knowledge content. Assessment for learning. Independent 'overlearning' to secure concept to long-term memory.	Components Connections Scaffold Small steps 8 Talk Moves Choral responses 'Do it, do it again, do it yet again.' 'Say it again better' 'MTYT' 'TTPY'	Listen to discussion. Address misconceptions. Circle the room. Live feedback. Question.	
Deliberate Independent Practice (You do)	Scaffolding support to adapt access for children to progress with knowledge content. Questioning to assess how well the new knowledge has been secured. Live feedback to address misconceptions and deepen thinking.	Overlearning Applying Questioning Independent practice Silent practice Focused feedback 'Show what you know.' 'Do it, do it again, do it yet again.'	Address misconceptions. Live action feedback. Circle the room. Targeted support. Responsive teaching. Adaptive scaffolds.	
Exit	Review/Retrieval of new knowledge. Assessment as learning.	Knowledge quizzes Synoptic tasks Progress measure 'Tell me what you have understood.'	Check knowledge. How well have all children secured curriculum content?	
All children included in learning and have access to the curriculum content ~ Equity. All children secure new knowledge and progress with learning.				

All children included in learning and have access to the curriculum content through their needs being met. All children secure new knowledge and progress with learning.