

Reception

Intent

Why do we teach what we teach?

Our intention in Reception at Southrop is to receive a group of children and give them every opportunity to feel happy, safe and secure in our care, to flourish as learners, to experience the joy of mutual trust, friendship and confidence and to become successful, interested individuals who respect and care for each other and their world and who value and express their unique selves to the full.

Implementation

How do we teach what we teach?

We are fortunate in our cosy village school to have intimate classes where the children are taught in very small groups enabling superb individual attention. The teacher knows each child's passions, foibles and discrepancies, and builds on all of these to deliver a package of learning that is as much a delight as a benefit to each one. We are ready and able to support our SEND children with close monitoring and careful adaptation: the SENDco and TAs are very much part of our team. The children learn in small incremental steps, revisiting their learning frequently, and we will always praise the effort as much as the achievement. For the most part, we are led by the children - by their interests and abilities - and we watch and listen and adapt. Each year provides its own unique blend of characters, and their input, and delivers a marvellous variety of outcomes and experiences.

The DfE has mastered a formal framework and curriculum for all EYFS settings which lists the prime and specific areas of learning that we must cover. At Southrop, we use these to provide the children with the essential basis of their learning. In the mornings, Reception children follow the Read Write Inc scheme for their reading and writing followed by Literacy and Maths. The focused sessions in all these areas are short and implicitly lead to play to support, enliven and embed the learning. Each week, we immerse in a new book and treasure the specific learning opportunities, broader topics and enhancements each of these proffers. New vocabulary and concepts excite and engage the children. There is continuous provision always accessible, both inside and out, and the children's play consistently reflects their learning with excellent narrative and improvisation. We are continually surprised and delighted by the stimulation and experiences the children demonstrate.

We share a classroom with the Year 1 and Year 2 children and, without a doubt, our curriculum is both broadened and enlivened as we enjoy afternoons of activities together. The Reception children are included in

the termly Topic sessions, RE, Science, Computing and PE. They relish the information and experimentation as much as the participation and collaboration with their older classmates. In turn, they are offered balanced learning experiences and are delivered a kindness, acceptance and inclusivity that is hugely reassuring and empowering and a boost to the children's sense of value and confidence.

We are lucky in our small village setting to have a wonderful Forest School environment, a Village Hall that is welcoming and a Sports Field that we use all year round. Every day, the Reception children are engrossed in a multi-dimensional programme, carefully designed to cover the curriculum and deliver invigorated individuals.

Impact

How do we know what our pupils have learnt and how well they have learnt it?

Individual attention and focus on the specific needs of each of the children is afforded by the neat size of the Reception group. Careful and continual observation, with frequent reflection, enables planning that is personal and effective and ensures the cohort is on target for Expected in all areas of learning and against each of the Early Learning Goals.

As well as carefully executed photographs which chronicle the extensive and diverse activities the children experience every day, worksheets and exercise books evidence to the children, and their families, their successes throughout their time in Reception.

Simple incremental progression is clear in weekly displays that show all manner of mark making from drawing and colouring skills to letter formation and sentence structure. This incidental formative assessment indicates the subsequent steps for fulfilling the requirements of early learning and the outcomes needed for the start in Year 1, as well as affirming the steady achievements that the children have made.

Working together in the same classroom, the Key Stage 1 teachers and Reception staff are quick to exchange ideas and commendations and to support their investigation and implementation. Our joint enterprise means we all know all our children and makes the transition into Year 1 comprehensive as well as positive and fluid for the Reception group - physically, emotionally and academically.

The impact of the EYFS curriculum, together with the very special setting at Southrop, ensures a group of Reception children that are curious, capable, pleased and proud - ready to transition to Year 1 and to embrace a lifelong love of learning.