



Teaching and Learning at Stock C of E Primary School January 2026

Aims and Purpose

“Every teacher needs to improve, not because they are not good enough, but because they can be even better. Teacher quality is the most important factor to address in raising learner achievement.” - Dylan William

We recognise that any attempts to further raise standards at Stock C of E Primary School must be focused upon the quality of teaching and learning in the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of achievement for all pupils. The aim of this document is to help the teachers in the school become the most effective practitioners they can be by using principles established from evidence based best practice research, cognitive science and experience.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
- to create effective learning environments to support and facilitate pupils learning
- to give children the skills they require to become effective lifelong learners
- achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills
- deliver academic excellence and secure knowledge into long-term memory through developing secure schemas with connected networks of ideas
- enable children to become confident and interested learners, actively engaged in their own learning
- develop children’s self-respect and respect for the cultures and values of others

Core principles of practice at Stock

Each teacher at Stock has their own unique personality which they bring to the classroom. This variety is what makes our school such a special place to learn and work. We recognise however that certain consistencies are fundamental to first quality teaching and have agreed the following as our core principles. Our behaviour and feedback policies link to these principles.

1. We **create culture** for learning
 - Clear routines
 - Positive relationships
 - Positive reinforcement of expected behaviour and attitudes - Gospel Values
 - High expectations of all pupils

2. We **secure attention** to ensure ALL children are learning
 - ALL children listening, responding, engaged and learning – push for 100%
 - Every minute counts
 - Choral response – I say, you say
 - Track the teacher, track each other

3. We **optimise** our **communication**
 - Lessons planned to develop key knowledge and skills
 - Teaching in small steps
 - Clear explanations and modelling
 - Success criteria

4. We **drive thought** and oracy
 - When we pose questions we aim to get everyone thinking and responding – cold call, mini-whiteboards
 - Talk partners followed by full sentence answers
 - Practice is quiet (whisper if talk is needed)
 - Scaffolds provided to enable high expectations to be met (vocab banks, sentence starters, models)

5. We **gather and give feedback** (see feedback policy)
 - Frequent and pacy checks for understanding
 - Live-marking for immediately feedback and response including self-marking where possible
 - Feedback given to success criteria
 - Visualisers used to celebrate success and identify errors we can all learn from

6. We ensure **consolidation**
 - Daily review of previous learning
 - Curriculum is planned to ensure progression
 - Knowledge organisers outline key content for each unit which is revised (in development)
 - Recall of material taught in previous units (in development)

Teaching and Learning strategies - Instruction

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



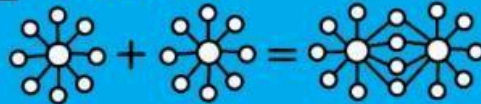
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

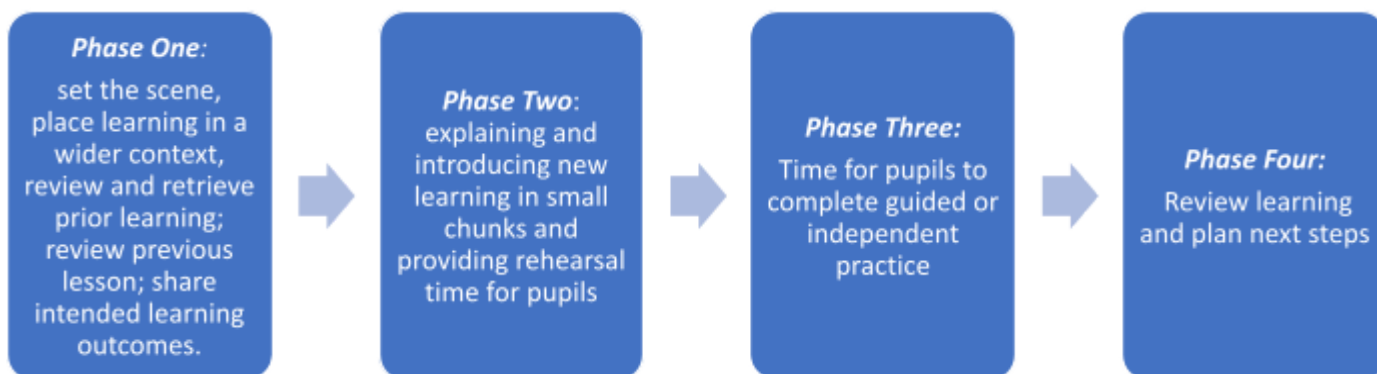
At Stock we have spent time researching the Rosenshine principles and reflected on how these support our planning so that all learners are supported and reach their potential. Whilst we do not specify a specific format for planning to take, teachers are expected to plan with consideration of Rosenshine's principles. Teachers are clear that their role is to teach in a precise way which makes it possible for all children to engage successfully with tasks at the expected level of challenge.

At Stock, we strive to have the following elements in a typical lesson:

1. A daily review of previous learning using retrieval practice strategies.
2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
3. Teachers asking a variety of open questions, and using a range of questioning techniques, to establish children's understanding.
4. Teachers model clearly, using the visualiser to model expectations of presentation and how to approach a task or problem
5. Time for children to do guided practice.
6. Teachers check all children's understanding in a variety of ways.
7. Children have a high rate of success, with enough mistakes to show that they are being challenged.
8. Scaffolds are provided for those who would benefit.
9. Children are given opportunities to practice independently.
10. There are regular reviews of learning to recall knowledge taught previously in the current and previous years (in development)
11. High expectations of oracy. Children are expected to answer in full sentences. All adults are models of standard English.

A detailed guide to our lesson structure at Stock

Lessons in our school should will typically follow a basic structure made up of four key phases:



Precise interpretation of the four-phase structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact. Teachers may well scroll through the phase more than once during the lesson. The phases are not always sequential. Review, for example, is not confined to the end of the lessons.

Phase One – Review and retrieve prior learning

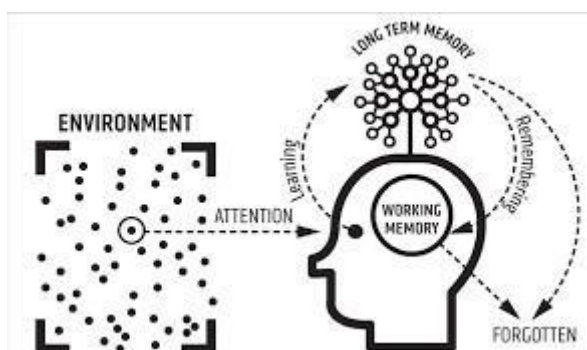
REVIEWING MATERIAL

1 Daily review

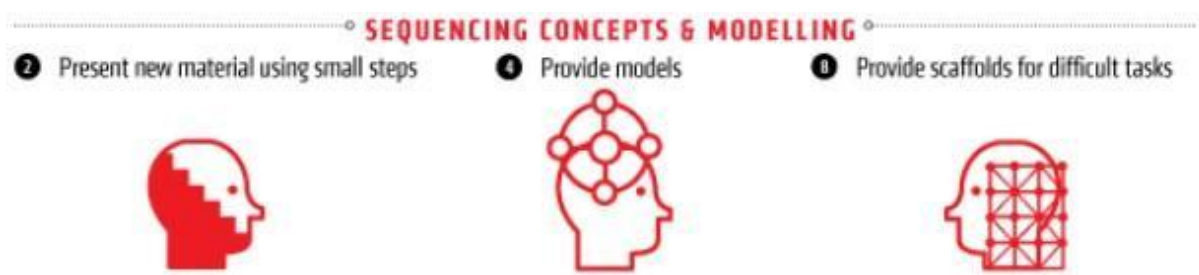
10 Weekly and monthly review



Rosenshine’s evidence shows that lessons should include some recall of previous learning – not just of recently learned information, but also of information that was learned much earlier. This helps to build and strengthen the schema of knowledge in the child’s mind, enabling new information to be understood, stick more easily and for longer. For knowledge to be used and applied in the long-term memory, knowledge needs to be retrieved. It is vital that children are asked to search their memory for prior learning and then apply this knowledge in their learning.



Phase Two – Explaining and introducing new content and providing opportunities to rehearse



Providing Pupils with new Information or Skills

This is the teaching phase. Although it is our intention for pupils to understand the information as they encounter it, the emphasis within this phase is upon providing new content in small chunks. The quality of the input at this stage will clearly have a large bearing upon the extent to which the children understand information that they are given. We aim to achieve this through teaching skills in sequential parts with regular opportunities for children to rehearse and discuss their learning. At Stock c of E primary school we use a range of techniques to try to ensure that the input is of high quality on a daily basis.

Questioning (including checking for understanding)



Effective Questioning and Classroom Talk is essential to develop learning & higher order thinking, promoting imagination, speculation, creative thinking & to pitch a suitable challenge level. This is where the quality of questioning is paramount. Questions can highlight misconceptions and challenge children to think deeper. The greatest value of questioning is that they force children to practise retrieval; this strengthens and deepens memory hence the importance of high-quality questioning. Although we

encourage questions to be planned, we also encourage questioning to be responsive to what is happening in the lesson.

At Stock, we ensure talk time is given to children to allow them to talk to other children and adults. We use talk partners to promote talk in all classrooms. Wait times are given to allow children to pause and review to enable the children to process the information.

Some effective questioning techniques that are used daily at Stock:

Questioning techniques	
Cold call	Question, thinking time, select
No opt out	If students get an answer wrong or don't know, go back to them to check that they now
Check for understanding	Ask selection of students to relay back what they have understood about the question under discussion.
Probing questioning	Make each question and answer exchange a mini dialogue, probing to explore student's understanding.
Say it again better	Accept students' first half-formed responses but then help them to reframe a better more complete response.
Choral response	Use techniques like mini whiteboards to provide simultaneous responses from a whole class.

Monitoring levels of understanding

We recognise the importance of ensuring that levels of understanding of taught concepts are secure before learning is moved on in lessons. To achieve this, teachers ask carefully crafted questions, and carefully monitor pupils responses to questions and tasks. Our feedback policy has been developed to ensure all adults in the room are monitoring levels of understanding and are able to give live feedback which can be acted upon immediately by the child.

Provide Models and Scaffolds

Rosenshine found that successful teachers spent longer guiding children's practice through explanations and modelling than less effective teachers. After children have been exposed to high-quality explanations and models, they can begin to be involved in the knowledge recall or procedural process. This is where children begin to take ownership over parts of the task with the support of the teacher as a scaffold or guide. At Stock, we understand the importance of providing scaffolds to support understanding. This could be in the form of a sentence starters, word mats, writing frames or physical resources. We have high expectations and with these scaffolds expect all children to take part in the learning.

The input phase is punctuated through clear modelling of whatever it is that we want the children to be able to do. Opportunities for modelling key learning points are carefully considered in every lesson and clearly outlined within lesson planning. Through ensuring periods of input are followed by rehearsal activities, teachers ensure that children are given opportunities to apply and deepen their understanding before the lesson moves on. For example, a teacher might be modelling how to use embedded clauses within sentences. They might ask the children to work with a partner to construct a sentence together on a whiteboard before continuing with further instruction.

Phase Three - Time for pupils to complete guided or independent practice



Guided Practice

More effective teaching occurs when you give more time for guided practice, this is directly linked to children spending more time asking questions, more time checking for understanding and using more worked examples. The idea is that if learners are going to be successful in becoming confident and independent within a certain knowledge area, the teacher needs to make sure they are forming strong schema early on. Therefore, at Stock, we ensure learners spend ample time rephrasing, elaborating and summarising new material in order to store material in their long-term memory. All children need to practice, however, practice must be guided so that the chance of forming misconceptions is minimised. If children have any misconceptions, then these misconceptions are unpicked, and retaught where appropriate.

At Stock, guided practice is where learning activities involve thorough explanations, high frequency, short answer questions or simple tasks where the teacher and learners are engaged interactively, with plenty of modelling, corrective or affirming feedback and aspects of re-teaching where gaps remain.

Within lessons and over a series of lessons within a teaching unit, children are given time to practice using new knowledge and skills. Rosenshine recognises independent practice as a vital part of learning because it provides pupils with the much-required opportunity to complete a procedure or activity over and over. He identifies 'overlearning' as necessary for pupils to become fluent or automatic in a skill. When children become automatic in a process or skill, they free up their working memory which can be used to apply their learning to new contexts. This is when pupils can consolidate their learning.

Independent Practice

At Stock, we consider the following when planning effective independent practice.

- Planning the right practice activity (during independent practice, pupils should work on the same material covered during guided practice to give them an opportunity to consolidate their learning).
- Providing further guides and scaffolds
- Using collaborative practice to best effect
- Gradually removing scaffolding

The more children practise the material, the stronger the retrieval strength becomes. Without enough independent practice, children will find it more challenging to recall information or procedures at a later stage as the retrieval strength of the new material won't be as strong.

Phase Four - Review learning and plan next steps

The emphasis in this phase is reviewing what has been learned and reflecting on how and why it has been learned. Review is key to memory, and we understand that it is important not just to confine it to the end of the lesson. *Teachers plan opportunities for children to recall knowledge, not just from the current unit of work, but from previous units in the year and year groups (What do I remember cards in development).*

Classroom Environments

The surroundings in which children learn can greatly influence their academic performance and wellbeing in our school. The better the school looks, the more it inspires the people inside it. A well cared for and organised classroom and school can make pupils feel that they want to achieve and how they themselves are perceived is important.

At Stock c of E primary school we believe that classrooms should be calm, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. To ensure a sense of consistency across the school the following points below need to be taken on board in each classroom.

- Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Tables in rows (Year 3 onwards) to ensure all children are easily able to face the teacher
- Classrooms are well-resourced (sharp pencils, glue sticks that work etc)
- Pupils are taught to respect equipment and resources

Learning walls

Learning walls should reflect current learning but to avoid cognitive overload they should not be unnecessarily busy. Typically, a learning wall would consist of:

- Vocabulary
- Images with captions related to the topic
- Examples of the knowledge that is being taught in the unit
- Models (particularly in maths)
- Golden writing - on the classroom door & changed weekly.

Assessment

Assessment at Stock school includes both formative and summative approaches.

Formative assessment is an ongoing process that takes place during lessons and learning activities. Teachers use strategies such as questioning, observation, and feedback to identify pupils' understanding, address misconceptions, and adapt teaching to support progress.

Summative assessment takes place at the end of a unit (writing) or term for the other subjects and is used to evaluate pupils' overall attainment. This includes tests, quizzes and standardised assessments. Together, formative and summative assessment enable teachers to monitor progress, support learning, and ensure that pupils achieve the expected outcomes for their stage of education.

We use an assessment system called 'Sonar' at Stock which enables us to track closely the progress of all children.

Appendix A: EYFS Policy

Introduction

The Early Years Foundation Stage (EYFS) Policy sets out to clearly identify the aims, principles and organisation of the Foundation Stage at Stock C of E Primary School.

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) January 2024.

Aims

We believe that childhood is a time where the children learn best through practical learning and play. Through this, they discover the excitement of learning, the rewards of achievement and acquire important life skills. The Early Years setting, with its colourful, well-resourced and stimulating environment, encourages children to develop the skills and attitudes that will help them to become confident and active members of a diverse, constantly changing society. It is through this process that children will work towards and achieve the Early Learning Goals.

Equality

We believe that every learner is entitled to access all learning opportunities and that these are relevant to everyone irrespective of gender, race, disability, religion and ability. It is our intention to ensure that no child is excluded or disadvantaged whatsoever. Initial meetings with parents allow them an opportunity to inform us about their child's ethnic and cultural heritage, as well as any other needs. Our curriculum is flexible, allowing us to adapt it to cater for different languages, cultural experiences and special needs of all children. Discrimination in any form will always be challenged. Any cultural differences among the children will be used in a positive way to enrich the children's knowledge and understanding of the world. We adapt the curriculum to ensure all needs are met and, where necessary, teachers will plan specific strategies for individual pupils.

Curriculum Organisation

Principles & Intent

The Statutory Framework for the Early Years Foundation Stage forms the basis of philosophy in our Early Years setting. As outlined in the Statutory Framework:

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up".

The EYFS is based upon **four** principles:

1. *Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
2. *Children learn to be strong and independent through positive relationships
3. *Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. *Importance of learning and development. Children develop and learn at different rates.

Implementation

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework (January 2024). The EYFS curriculum is organised into **seven areas of learning and development** that shape the educational programme in our early years setting. All of these areas of

learning and development are important and inter-connected.

The seven areas are made up of **three prime** areas and **four specific** areas:

PRIME AREAS

These are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

- Communication and language
- Physical development
- Personal, social and emotional development

SPECIFIC AREAS

There are also four Specific Areas, through which the prime areas are reinforced and applied.

These areas develop essential skills and knowledge children need to participate successfully in society:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Communication and language development involve giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are helped to understand the importance of physical activity and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In addition, the different ways that children learn are fundamental and we must reflect these in our practice. These '**Characteristics of Effective Learning**' underpin learning and development across all areas and support the child to remain an effective and motivated learner.

These include:

Playing and Exploring – Children investigate and experiences things, and ‘have a go’

Active Learning -Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At Stock, we aim to provide a secure foundation for future learning and ensure that children learn and develop well and are kept healthy and safe.

Teaching Strategies

At Stock, we provide both child-initiated and carefully planned adult-led activities. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Enhanced play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

Planning

We feel that it is important to offer children a high-quality curriculum where everyone can develop to their full potential in a secure and stimulating environment.

When planning the early years curriculum, we:

- Consider the needs, interests, and development of the children in our care, and use this information to plan a challenging and enjoyable experience for them in all areas of learning and development.
- Stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

Having a thorough understanding of child development helps us to achieve this. We utilise the guidance from the document ‘Development Matters’ which sets out statements that our children should acquire at each stage to move progressively towards the end of year Early Learning Goals. We consider these milestones when scaffolding learning opportunities through play and plan to ensure that a high standard of teaching and learning is consistent across EYFS.

Play in the Foundation Stage

Well planned play, both indoors and outdoors is an important way in which young children learn with enjoyment and challenge. Play is crucial for children’s development, to build their confidence as they explore, to tackle and resolve problems and to relate to others. Children learn by leading their own play, as well as participating in play which is guided by adults. For this reason, we ensure there is a combination of child-initiated activities and adult directed activities in our curriculum. Through purposeful play opportunities, in a secure environment with effective adult support, children can practise new skills, make decisions, and solve problems. They are able to explore, develop and represent learning experiences that help them make sense of the world. We highly value the importance of quality play in the curriculum and make good use of adult intervention to extend the children’s thinking and move their learning on. This, of course, becomes a powerful vehicle for learning. The children also learn to understand the need for rules, along with working alone or alongside others. Taking risks and making mistakes are viewed positively and learning to think creatively and imaginatively is also considered important.

Contexts for Learning

Children's learning takes place holistically and this learning is a balance of adult-initiated and child-initiated learning. It does not take place in subject areas but involves all aspects of their daily routine. In Stock School, it does not always take place inside a classroom but also in the outdoor classroom and the local woods.

A child's learning is not only intellectual. A child learns across a range of contexts and will therefore develop physically, emotionally, socially and spiritually. We also value and respect child-initiated learning and acknowledge that all children have a wide range of interests and motivations as starting points for a practitioner's teaching. It is important that we make valid connections between what we plan and the child's everyday experiences and interests. The importance of children's personal, social and emotional development is crucial and gives them the best opportunity for success in all other areas of learning. This area encompasses developing respect for others, social competence and having a positive disposition to learning. The way in which young children feel about themselves will have a direct link to how they succeed now and in later life. In order to learn, children must believe that they are able to do so. It is our intention to provide a secure environment, where children feel valued and are safe.

Core principles of EYFS practice at Stock

Within our teaching we want to give every child the opportunity to learn, and we do so with these principles.

1. We **create culture** for learning

Class routines

Relationships

Expectations on behaviour and positive attitudes

High expectations of all pupils

2. We **secure attention** to ensure ALL children are learning

All children listening, responding, engaging and learning

Pace in lessons

Choral response – I say, you say

Tracking the teacher, the board

3. We **optimise our communication**

Lessons planned to develop key knowledge and skills

Teaching in small steps

Clear explanations and modelling

Clear focus

4. We **drive thought** and oracy

We give the opportunity for everyone to think

Talk partners

Encourage responses in sentences.

5. We **gather and give feedback** (see feedback policy)

Live-marking

Celebrate success

We want the children to grow in confidence to respond and share their knowledge within lessons. We do this by introducing the cold call technique when asking direct questions, and where appropriate, the use of individual white boards to 'show me' their attempts. We encourage them to 'say it again better' in their responses to encourage them to respond in sentences.

When the children are producing written work, we 'live mark' with them. This allows the children to understand their successes in their work but also allows us to highlight how they can make something even better. To keep the feedback relevant and visual, elements that have achieved the focus are marked with a

pink pen, any areas that need a little more attention are circled or underlined in a green pen. If further work is required, children can over write on a yellow highlighter.

Independence

It is important that children are able to facilitate things for themselves and we, therefore, encourage and promote independence. Independent learning is encouraged through both continuous provision where children can make their own selection from a variety of resourced areas, as well as planned enhanced activities. Independence is also promoted through the use of a class visual timetable with clear pictures to help the children anticipate the day's activities, which supports *self-regulation*. Low level stations for independent tasks like handwashing, getting hats and coats, access to drinks all promote their *personal, Social and Emotional Development (PSED)*

Health and Safety

EYFS staff take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage':

- Safeguard children.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

Children are also encouraged to consider their own health and safety when playing and exploring, e.g., carrying scissors safely, looking out for obstacles etc. An appropriate number of EYFS staff are Paediatric First Aid trained, including lunchtime supervision.

Assessment

Assessment plays an important part in helping us to recognise children's progress, understand their needs, plan activities, and assess the need for support. These assessments are carried out throughout the year and take many forms e.g., formal and informal observations by all staff, through group work, discussions with children and work produced.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Reception Baseline Assessment (RBA): A short individual assessment within the first six weeks of a child starting Reception.
- The Early Years Foundation Stage Profile - a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding 7 and abilities, attainment against the early learning goals (ELGs), to determine whether a child is meeting the expected level of developments at the end of the Reception Year (expected) or not yet reaching this level (emerging) as well their readiness for Year 1.

The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Our 'Little Wandles' Phonics assessments take place at the end of each 5-week block. This information allows for purposeful catch up interventions as well as ensuring that the children are reading books that are matched to their phonic ability.

Children are assessed against the prime and specific areas each term to check they are 'on-track' - to ensure 'keeping up rather than catching up'. Pupil progress meetings follow this assessment where every child is discussed individually and actions and further interventions put in place if needed.

Reporting to Parents

We always aim to keep parents informed about current and future work that their child will be

undertaking, through the school website. We work hard to provide parents with assessment information. Parents are invited to attend two progress meetings with the class teacher. The first takes place in the Autumn term, the second in the Spring term. At these meetings parents are given an update on what the children are working on and if there are any areas of learning that are being focused on. Information is given to parents on how they can support their child at home.

An overview of pupil progress and attainment is reported annually in a report, which is sent home to parents as part of the end of year report. This will summarise each child's attainment against the Early Learning Goals, as well as a short commentary on the children's skills and abilities in relation to the three key characteristics of effective learning.

Parental Involvement

We firmly believe that the EYFS cannot function without the enduring support of parents. A quality curriculum is dependent on practitioners and parents working together and we, as practitioners, view parents as the children's first educators and respect the learning that takes place at home. Naturally, we value the expertise of parents and family members to enhance the work of our setting. We encourage parents to use the 'Evidence me' platform as a means to communicate learning and life experiences happening outside of school.

Transition

When the children start school, parents are invited to an individual meeting with the class teacher so that they can share important information about their child with us, for example: their child's likes, dislikes, achievements and any medical information. We have also developed good links with surrounding pre-schools and value their input into making the transition from nursery to school a smooth and happy one.

In the term before the children start, teachers visit the main feeder pre-schools. In addition to this, we organise two induction sessions in the last half of the summer term for children prior to them starting school.

Children attend the first meeting with their parents for a small group, stay and play session, then stay for the second in the classroom alongside all their peers. This is when the parents have their meeting with the EYFS lead.

Children who attend the Stock Pre-school have additional opportunities to visit the school in the second half of the summer term to have experiences of eating both a hot and cold lunch in the hall, extra play and story sessions in the classroom with the current Reception class.

Children will then have a gradual transition into school, they all attend part time for the first week with both afternoon and morning sessions. With half the class in attendance per session, it allows the children to become familiar with each other, the staff and routines including the school lunch. After this transition period, Reception children will attend for the full school day.

The children are expected to follow the timings and routines of the main school; however, they do not attend all Collective Worship sessions, but gradually increase their attendance during the first half term. Once the children have started Stock School they have access to the outside classroom during playtimes and lunchtimes on a need-based transition strategy. This approach provides a secure, controlled introduction to the broader school environment before children integrate with the main playground population. When the children are ready they will transition onto the main school playground.