

Our Statement of Intent.

At Northlands we believe a good early education is the foundation for later success. We make sure our curriculum is fit for purpose and meets the needs of the children; careful consideration is given to ensuring that resources and opportunities available for the children are suitable for their stage of development, encourage independence and provide challenge, equipping them for KS1 and beyond.

- Prioritising language and literacy- as the corner stones of learning; we ensure that sufficient time is given to developing children's spoken language and teaching them to read and write.
- Securing children's personal, social and emotional readiness to learn is paramount; including resilience, perseverance, concentration, the ability to listen, to take turns and co-operate.
- Reading is at the heart of our provision. Listening to stories, poems and rhymes feed children's imagination, enhance their vocabulary and develop their comprehension.
- One to one reading and shared reading are both strategies we use to teach reading.
- We attach great importance to the teaching of numbers in building children's fluency in counting, recognising small numbers of items, comparing numbers and solving problems
- There is carefully balanced mix of whole-class teaching, small group teaching, partner work and play
- Play is an important part of the curriculum and is used to provide engaging and motivating activities which develop independence, perseverance, fine and gross motor skills and opportunities to consolidate learning. Learning through play can be directed or undirected and can be inside or outside,

- Sufficient direct teaching time is given each day to develop reading, writing and maths with frequent opportunities for children to practise and consolidate these skills

At Northlands, typically, an area we need to focus on is improving our children's communication skills. To this end, we plan a balance of input with formal teaching, for example phonics is taught systematically according to Jolly Phonics scheme, and play activities where conversational language or discussion can be promoted and vocabulary naturally developed. This balance is achieved with staff carefully deployed during child initiated continuous provision to extend learning primarily through purposeful shared engagement.

Assessment

At Northlands, our introduction of the Wellcomm assessment for communication confirms that our children have significantly lower than age expected levels of language on entry to nursery. So much so that we consider Language to be the central element to drive our curriculum in order to close the gap in readiness for reception. We value this assessment tool as it enables us to use the diagnostic framework within the programme to create early intervention groups and activities to further support progress.

We are also introducing Tapestry to provide parents with protected access to online information about their child`s development.

Partnerships with parents

At Northlands we value our relationships with parents and work hard to include them in their child's learning.

We use the initial home visits to start the process of involving parents in their child`s learning and development by assessing what children can already do, know and understand. In this way, staff

start to get to know parents and build productive relationships with them .

Staff use discussions and displays to show parents ways of supporting their child`s learning at home. Home learning books or items such as scissors, play dough or other appropriate materials can be provided with guidance for parents so that they can continue with activities at home to support learning.

In reception parents are invited into sessions where teachers model how we teach reading, writing and maths, enabling parents to understand our methods and support home learning.