

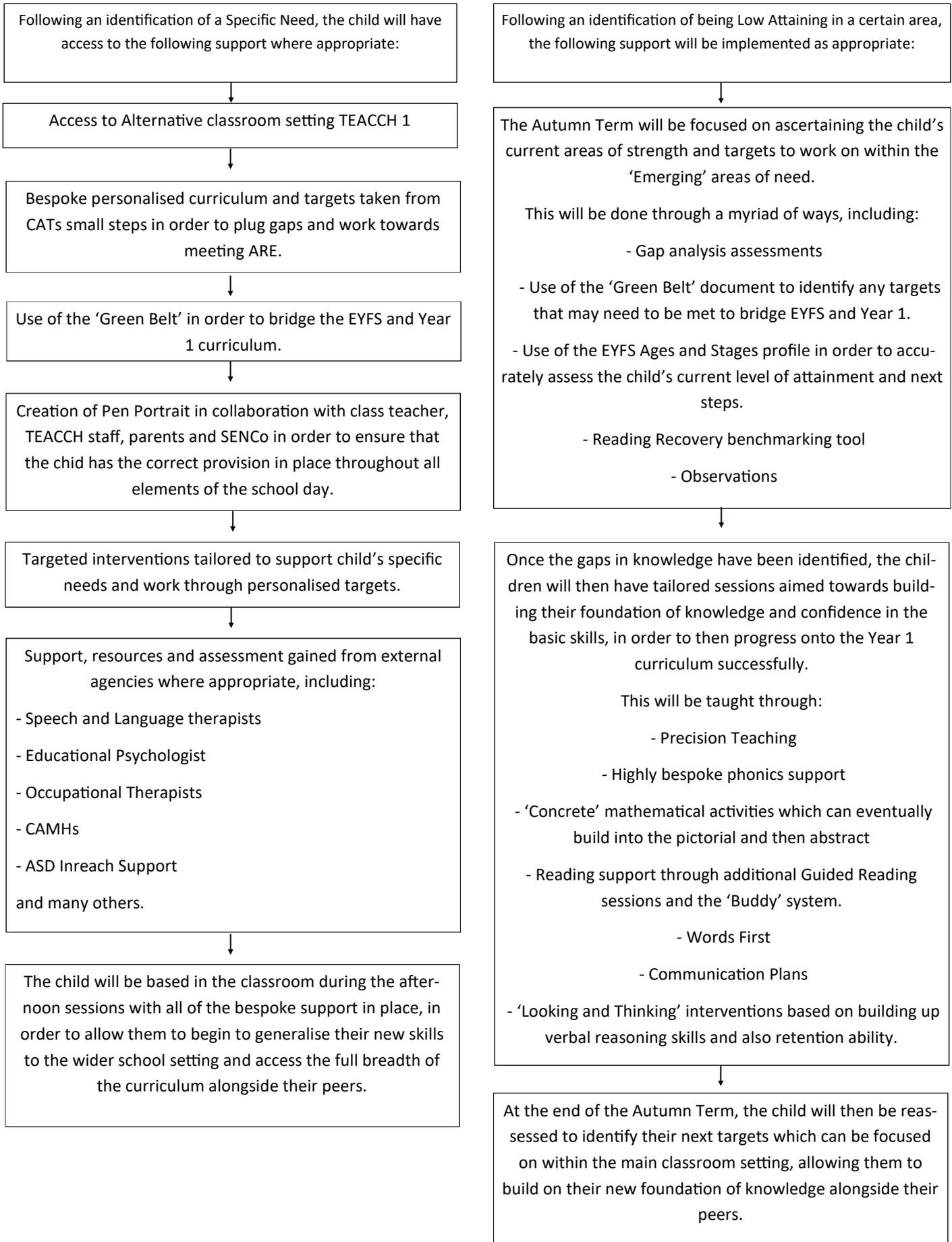


EYFS - Key Stage One Transition Support



EYFS Outcome - Emerging

Following an outcome of 'Emerging', the child will be assessed to identify either a specific need, or as low attaining in this area in collaboration with class teachers, parents and SENCo.





EYFS - Key Stage One Transition Support



EYFS Outcome - Expected

EYFS Outcome - Exceeded

Following an outcome of 'Expected', the child has been identified as being 'Year 1 ready' and the following support will be implemented to ensure that child continues to sustain, and exceed, their current level of attainment.

Following an outcome of 'Exceeding', the child has been identified as working above age related expectation for EYFS and the following support will be implemented to ensure that child continues to sustain, and exceed, their current level of attainment.

White Rose small steps resources will be used in Maths lessons to ensure that the children become confident and fluent in a skill before then applying it to more abstract reasoning and application problems. This allows the children to build on a solid foundation of knowledge throughout the year.

White Rose 'Mastery' resources will be used in Maths lessons to ensure that the child are applying their knowledge at both a pictorial and abstract level as well as showing fluency in the skill.

Tailored phonics assessment and groupings allow children to develop confidence and fluency in the sounds within the phase that they should be working within. This allows them to retain and apply the sounds that they already know, whilst also consistently being exposed to new sounds, building their phonics knowledge and ability over time.

The thematic curriculum approach embedded throughout the school allows for children to develop, and demonstrate, their knowledge to the furthest extent that they can in a myriad of ways. This removes any barriers or ceilings for the children and supports them in develop a range of skills and learning styles.

A range of teacher led interventions are available in order to address any objectives that the children need to plug in order to build on their knowledge. These include:

- Precision Teaching
- Highly bespoke phonics support
- Reading support through additional Guided Reading sessions and the 'Buddy' system.
- Words First
- Communication Plans
- 'Looking and Thinking' interventions based on building up verbal reasoning skills and also retention ability.

The school's marking and feedback policy allows for children's strengths and achievements to be clearly identified each lesson, allowing the children to continue to develop their knowledge and skills within the next session with no lost learning time. This ensures that the children working at a Greater Depth have the time, resources and adult support where needed in order to sustain and exceed their previous achievements.

The school's marking and feedback policy allows for children's strengths and achievements to be clearly identified each lesson, allowing the children to continue to develop their knowledge and skills within the next session with no lost learning time. This ensures that the children working at a Age Related Expectations have the time, guidance and adult support where needed to fully address any previous misconceptions before developing their knowledge further. This allows the children to build on a foundation of knowledge and accuracy.

Teachers' close assessment of the children's progress and outcomes each lesson will allow for any misconceptions or gaps in knowledge to be quickly identified and plugged in order to allow the children to continue to work at a Greater Depth.

A focus on 'application' in all lessons will allow children working at a Greater depth to continuously apply and generalise their knowledge to a variety of contexts, allowing the skills to be further embedded and the children to become confident, independent learners.

The school's child-led homework allows the children to control and develop their own learning outside of school, providing them with the opportunity to increase their skills which will support them in being independent learners as they progress through life.