

## Judgement record (JR)

To what extent is the Reception curriculum fit-for-purpose in preparing children for Year 1 and the demands of the National Curriculum?

Ofsted region: <input type="text" value="Select..."/>	Date of Visit:
Name of School:	URN:
S/HMI:	OE at last inspection: <input type="text" value="Select..."/>
School type: <input type="text" value="Select..."/>	LA:

### Pre-visit analysis

From the last inspection report, RAISEOnline (RoL), the Ofsted data dashboard and the school's website, please note evidence about:

- children's attainment on entry and any noted weaknesses
- proportions of SEND and FSM pupils overall
- school deprivation indicator
- the quality of teaching in the early years

- any relevant gaps between FSM and other children, as presented in RoL/dashboard
- any changes in the gaps between FSM and other children between 2014 and 2016, as presented in RoL/dashboard
- the outcomes for FSM pupils and the difference to other pupils in the school in reading, writing and mathematics at KS1 and KS2 – does the school ensure that the good start children experience in the EY is maintained at KS1 and KS2?
- the school's stated aims and objectives for the Reception (early years) curriculum
- specific intervention programmes being used in Reception to help children to catch-up, including in their speech and language and reading.

**Previous inspection report:**

**RoL/Dashboard:**

**Website:**

## **Initial telephone call to the school**

**Please record any pertinent information highlighted to you at the point of notifying the headteacher about the survey visit. This may be confirmation of pupils on roll, a particular philosophy or approach to teaching or whether the school has any two-year-old or nursery provision.**

Does the school have two-year-old provision?

If yes, when did this start and how many two-year-olds are in school?

Start Date:

No of two-year-olds:

Does the school have a nursery (3-4 year olds)?

If yes, when did this start and how many nursery children are in school?

Start Date:

No of three- and four-year-olds:

**Throughout your visit, please remember, we are looking to report on the following key question in the final, published report:**

**To what extent is the curriculum in the Reception year fit-for-purpose in preparing children for Year 1 and the demands of the National Curriculum across key stage 1?**

**To answer this overarching question, this judgement record (JR) guides you through an evidence-gathering process. It has been designed to unpick this question in further detail through a series of focused discussions and observation of the curriculum in action at various points throughout the day.**

**We are looking to explore the following research questions.**

- What motivates school leaders to ensure that children receive a strong Reception Year and meet or exceed the expectations for their age when starting school?
- How do school leaders interpret the requirements of the statutory EYFS and the EYFSP? How does this translate into everyday practice?
- How do leaders view play and the 'characteristics of effective teaching and learning' in Reception? How does this translate into everyday practice?
- What do school leaders aim to achieve during the Reception Year? Where relevant, is this affected by on-site two-year-old or nursery provision?
- What are the features of a Reception curriculum that allow children to achieve well throughout their time at school, especially those who are disadvantaged?

- What do effective leaders see as the pre-requisite knowledge, skills and understanding children need before starting in Reception?
- What do schools identify as the bedrock of their practice in securing strong outcomes in early reading, writing and mathematics before children start Year 1?
- How successful is the Reception Year at preparing children for the demands of Year 1 and the National Curriculum? Is Reception an effective transition year from pre-school to school?

## Meeting 1 – setting the scene by defining leaders’ vision of the curriculum

**An initial overview discussion with headteacher and/or leadership team  
(approx. 45 mins)**

1. What is the purpose of the reception year in your school? Explore the headteacher’s vision for reception-aged children.
2. What do you want children to have achieved by the age of five, in your school? Explore all aspects of development, for example, academic, social, emotional, character development.
3. What are the key factors that you take into account when designing your Reception curriculum to fulfil these ambitions/aims? Establish how the school make decisions about the curriculum they offer i.e. are some areas of learning given more/less time than others?

Please list the top three factors identified:

- 1.
  - 2.
  - 3.
4. To what extent have these decisions about the Reception curriculum been influenced by:

- other settings and/or schools

1 Strongly influenced	2	3 Average influence	4	5 Limited influence
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**No Evidence**

Supporting comments:

- local authority advisers/consultants

1 Strongly influenced	2	3 Average influence	4	5 Limited influence
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**No Evidence**

Supporting comments:

- external organisations/consultants

1 Strongly influenced	2	3 Average influence	4	5 Limited influence
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**No Evidence**

Supporting comments:

- the demands of the Early Years Foundation Stage Profile (EYFSP) i.e. assessing against 17 early learning goals

1 Strongly influenced	2	3 Average influence	4	5 Limited influence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**No Evidence**

Supporting comments:

- research evidence

1 Strongly influenced	2	3 Average influence	4	5 Limited influence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**No Evidence**

Supporting comments:

5. In a typical week, how much time do you devote to each of the following areas of learning? It is likely that leaders do not analyse their curriculum time in this way. If needed, encourage leaders to give a realistic estimate of how they divide the time. Explore whether the allocation of time shifts across the year in preparation for Year 1 and the demands of the National Curriculum.

Aspect of the Curriculum	Approximate Number of hours (Autumn)	Approximate Number of hours (Summer)
1. Communication and language		

2. Listening and attention		
3. Understanding		
4. Speaking		
5. <b>Physical development</b>		
6. Moving and handling		
7. Health and self-care		
8. <b>Personal, social and emotional development</b>		
9. Self-confidence and self-awareness		
10. Managing feelings and behaviour		
11. Making relationships		
12. <b>Literacy</b>		
13. Reading		
14. Writing		
15. <b>Mathematics</b>		
16. Number		
17. Shape, space and measures		
18. <b>Understanding the world</b>		
19. People and communities		
20. The World		
21. Technology		

22. <b>Expressive arts and design</b>		
23. Exploring and using media and materials		
24. Being imaginative		

6. What is the rationale for the proportions of time described above?

7. What are your views about the time children have to **practise their skills** so that they become embedded? *If possible, explore the proportions of time that leaders devote to this type of teaching.*

Proportion of time:

Explanation:

8. What are your views about the time spent in Reception **teaching the whole class**? *If possible, explore the proportions of time that leaders devote to this type of teaching.*

Proportion of time:

Explanation:

9. What are your views about the time spent in Reception on **child-initiated activities**, independent of an adult? *If possible, explore the proportions of time that leaders devote to this type of teaching.*

Proportion of time:

Explanation:



10. How do you adjust your Reception curriculum for children with different needs, abilities and characteristics? *Explore how leaders/staff adjust their curriculum for different groups, including disadvantaged children, SEND, summer-born, most-able.*

Disadvantaged:

SEND:

Most-able:

Summer-born:

Other:

11. Do you use any particular intervention strategies for children who need to catch-up quickly with their peers? **YES/NO** Explore the rationale for using any stated interventions and capture any perceived impact that can be triangulated through observation. Please also name any interventions being used.

Named interventions:

Rationale:

Perceived impact:

12. How do you evaluate the success of your curriculum? *Probe for a response linked to the stated purpose and aims articulated as answers to Q1-3.*

## Meeting 2 – implementation of the curriculum

**A discussion with leaders, teachers and additional adults  
(approx. 60 mins)**

1. To what extent do the requirements of the EYFSP drive how you design your curriculum? *Probe to explore differences between areas of learning and the significance of accountability measures in a leader's thinking.*
2. 14. Which aspects of the EYFS **help** you in meeting the aims you hold for the reception-aged children in your school?
3. Which aspects of the EYFS **hinder** you in meeting the aims you hold for your reception-aged children?
4. To what extent are the following aspects of early years provision embedded within your own Reception curriculum? *How does your own curriculum reflect these approaches/beliefs?*
  - **free-flow** (continuous access to indoors/outdoors)

1 Strongly embedded in curriculum	2	3 Average	4	5 Poorly embedded in curriculum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supporting comments:

- **outdoor learning**

1 Strongly embedded in curriculum	2	3 Average	4	5 Poorly embedded in curriculum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supporting comments:

- **child-initiated activity**

1 Strongly embedded in curriculum	2	3 Average	4	5 Poorly embedded in curriculum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supporting comments:

- **providing an enabling environment**

1 Strongly embedded in curriculum	2	3 Average	4	5 Poorly embedded in curriculum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supporting comments:

- **play-based approaches**

1 Strongly embedded in curriculum	2	3 Average	4	5 Poorly embedded in curriculum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supporting comments:

- **formal teaching**

1 Strongly embedded in curriculum	2	3 Average	4	5 Poorly embedded in curriculum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supporting comments:

- **observational assessment**

1 Strongly embedded in curriculum	2	3 Average	4	5 Poorly embedded in curriculum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supporting comments:

5. How do you teach **spoken language and comprehension**? *Explore the extent to which children are taught to: (please tick all those that are raised in discussion)*
- listen and respond appropriately to adults and their peers
  - follow simple spoken instructions
  - speak clearly, so that they can be understood by others
  - maintain attention and participate in talk on a range of topics, taking turns to speak and listening to what others say
  - listen attentively to a wide range of stories, non-fiction, rhymes and poems

- become familiar with a few traditional and modern stories
  - recognise and join in with predictable phrases
  - talk about stories they have heard and say which ones they like
  - recite traditional and modern rhymes and poems
  - discuss word meanings, linking new meanings to those already known
  - take part in role play
6. How often do staff read out loud to children? i.e. storytime
7. How do you choose the books you read aloud to children?
8. How do you teach **phonics** in Reception? *Explore the extent to which children are taught to: (please tick all those that are raised in discussion)*
- apply phonic knowledge and skills as the route to decode words
  - respond speedily with the correct sound to graphemes (letters or groups of letters) taught in the school's phonics programme
  - read accurately by blending sounds in unfamiliar words that use only the grapheme-phoneme correspondences that have been taught, including words with adjacent consonant sounds and simple words with more than one syllable
  - read a small number of exception words, including common words and words of special interest to children, noting unusual correspondences between spelling and sound and where these occur in the word
  - respond speedily to upper-case letters with the sound that has been taught for corresponding lower-case letters, when required by the programme being followed or by the end of the Reception year
  - read words without overt sounding and blending once confident in their decoding, but not before
  - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
  - re-read books to build up their fluency and confidence in word reading

9. Do you use a particular scheme to support the teaching of phonics?

Name:

10. Is there anything you **do not do** when teaching phonics in Reception? *This gives leaders and staff an opportunity to state any practice, pedagogy or advice they do not follow i.e. teaching phonics for only 20mins a day.*

11. How do you teach **reading comprehension** in Reception? *Explore the extent to which children are taught to: (please tick all those that are raised in discussion)*

- apply phonic knowledge and skills to decode unfamiliar words accurately, before trying to understand them
- use pictures and context to help understanding of unfamiliar vocabulary, once the word has been decoded
- expect what they read to make sense and ask for help when they do not understand a word or text
- sometimes discuss and answer questions about what they have read, to show they understand
- sometimes discuss the content of a text with an adult once they have mastered its decoding, for example, talking about what is happening, how characters feel, or how things could have turned out differently
- talk about books they have read and say which ones they like

12. Do you use a particular scheme to support the teaching of reading comprehension?

Name:

13. Do you have a particular reading scheme?

Select... ▼

Name:

14. Do you have a particular way of categorising your reading books? *Explore the rationale provided and whether this is the same for phonic readers as well as reading scheme books.*
15. Is there anything you **do not do** when teaching children to comprehend their reading? *This gives leaders and staff an opportunity to state any practice, pedagogy or advice they do not follow i.e. we do not use comprehension questions or we do not implement guided reading.*
16. How do you teach **spelling and handwriting** in Reception? Explore the extent to which children are taught to: *(please tick all those that are raised in discussion)*
- listen to sounds and identify the correct corresponding graphemes (letters or groups of letters), according to those correspondences that have been taught in the school's phonics programme
  - sit correctly on a chair at a table when writing
  - hold a pencil correctly and comfortably using the tripod grip
  - write a corresponding grapheme (letter or group of letters) after listening to a sound
  - form lower-case letters in the correct direction, starting and finishing in the right place
  - form capital letters, as prompted by the phonics programme being followed or at least by the end of Reception
  - spell words by identifying the sounds in the order in which they occur and using their phonic knowledge to represent those sounds with graphemes
  - write, from dictation, simple English words made up of the grapheme-phoneme correspondences learned
  - write correctly a few of the common exception words that have been learned for reading; write their own name correctly
  - write simple sentences from dictation with words from these two categories, as above, with words spelled correctly; repeat sentences before writing; begin sentences with capital letters and finish with full stops; read them back

17. Do you use a particular scheme to support the teaching of spelling and handwriting in Reception?

Name:

18. Is there anything you **do not do** when teaching children to spell or form their letters?. *This gives leaders and staff an opportunity to state any practice, pedagogy or advice they do not follow i.e. we do not teach cursive script.*

19. How do you teach **writing composition** (composing sentences and short texts) in Reception? *Explore the extent to which children are taught to: (please tick all those that are raised in discussion)*

- participate in class or group talk as preparation for writing
- compose and write independently, when they have the necessary skills (see Notes and guidance following), for example captions for pictures, to recount events or about a topic that the class has talked about
- rehearse out loud what they are going to write about
- compose a sentence orally before writing it
- sequence sentences to form short narratives
- re-read what they have written to check that it makes sense
- read aloud what they have written

20. Do you use a particular scheme to support the teaching of writing composition in Reception?



21. Is there anything you **do not do** when teaching writing composition? *This gives leaders and staff an opportunity to state any practice, pedagogy or advice they do not follow i.e. we do not allow children to write without first having rehearsed their sentence orally.*

22. How do you teach **mathematics** in Reception? *Please note down the key features of the mathematics curriculum that are discussed.*

23. Do you use a particular scheme to support the teaching of mathematics in Reception?

Name:

24. Is there anything you **do not do** when teaching mathematics? *This gives leaders and staff an opportunity to state any practice, pedagogy or advice they do not follow i.e. we do not rush children into using formal notation to record calculations.*

25. Do you use any other schemes in Reception? *Explore whether the school uses particular approaches to other aspects of the curriculum, for example, physical development or personal and social development.*

Name(s):

26. How does the school teach children to acquire the **characteristics of effective teaching and learning** (COETL)? *Explore what value leaders/staff place on these aspects of education. Are the COETL a coherent part of the vision and embedded into everyday practice?*

27. How have you organised your classroom? What is the rationale behind the environment you have created? Which aspects of your teaching does this help or hinder. Why? *It may be helpful to take a photograph of the classroom environment to help illustrate the points made.*

## Meeting 3 – the influence of statutory assessment and training

**A discussion with headteacher, EY leader and/or staff  
(approx. 45 mins)**

1. What do you believe children should know, understand and be able to do on **entering** Reception?
2. What do you believe children should know, understand and be able to do on leaving Reception?
3. If the school has two-year-old provision or nursery classes, establish how leaders ensure progression across areas of learning from the youngest to oldest children in their school. *Explore if there is a difference between the prime areas and literacy and mathematics.*
4. In your view, is the current model of assessment in Reception fit-for-purpose? *Explore leaders' views of the EYFSP, especially as tool to benchmark attainment at the age of five and support transition into Year 1.*

5. Do leaders/staff assess all areas of learning in the same depth? Explore whether the school has a particular approach to assessment. Does this help or hinder their curriculum and teaching?
6. Do you feel staff new to your school are particularly well trained to teach:
  - a. spoken language and its comprehension?

b. word reading (systematic, synthetic phonics)?

c. reading comprehension?

d. spelling and handwriting?

e. writing composition?

f. place value?

g. calculation?

Select...

h. shape, space and measures?

Select...

i. problem solving and reasoning?

Select...

7. Explore where leaders see strengths or gaps in staff knowledge/training, in relation to the subject themes above.

a. Spoken language and its comprehension:

b. Word reading (systematic, synthetic phonics):

c. Reading comprehension:

d. Spelling and handwriting:

e. Writing composition:

f. Place value:

g. Calculation:

- h. Shape, space and measures:
- i. Problem solving and reasoning:
- 8. How do leaders ensure that staff have suitably high levels of subject knowledge to teach aspects of early language and/or mathematics? *Explore any specific training and/or materials used.*
- 9. What do you think are the crucial aspects of **spoken language and comprehension** that staff have to understand and apply in their teaching for the reception year to be effective?
- 10. What do you think are the crucial aspects of **early reading** that staff have to understand and apply in their teaching for the reception year to be effective?
- 11. What do you think are the crucial aspects of **early writing** that staff have to understand and apply in their teaching for the reception year to be effective?
- 12. What do you think are the crucial aspects of **early mathematics** that staff have to understand and apply in their teaching for the reception year to be effective?

## Activity 1 – understanding and application of the EYFS and EYFSP

**Discussion with leaders/senior staff, teachers and additional adults  
(approx. 30-45 mins)**

This activity is focused on the discussion generated by a series of statements taken from the Statutory Early Years Framework (EYFS) and the published guidance to support the Early Years Foundation Stage Profile (EYFSP).

Group members will be given a series of statements on cards and asked to discuss:

- a) if they are familiar with the statement/example i.e. where has it come from?
- b) what they understand the statement to mean i.e. what they think it is telling or guiding them to do.

**Record** the discussions in the free-text box underneath each statement.

1. 'children learn and develop well in **enabling environments**'

a)

b)

2. 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity...there is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults...as children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.'

a)

b)

3. 'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children's successful learning and development.'

a)

b)

4. 'Practitioners' assessments are primarily based on observing a child's daily activities and events. In particular, practitioners should note the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts.'

a)

b)

5. 'The government does not prescribe how ongoing assessment should be undertaken. The EYFS profile is not intended to be used for ongoing assessment or for entry level assessment for early years settings or reception classes.'

a)

b)

6. 'EYFS profile data is used to:

- inform parents about their child's development against the ELGs and the characteristics of their learning
- support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers
- help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.'

a)

b)

7. '**Responsible pedagogy** must be in place so that the provision enables each child to demonstrate their learning and development fully...'

a)

b)

8. 'Observational assessment is the most reliable way of building up an accurate picture of children's development and learning. This is especially true where the attainment demonstrated is not dependent on overt adult support.'

a)

b)

9. 'Practitioners need to observe learning which children have initiated rather than only focusing on what children do when prompted.'

a)

b)

10.

Darcy was very pleased when she found a familiar book, "It's this one! It's about a mole. That's where it says mole." Then she added, "I can't read it yet because I don't know all the things yet." She turned to the first page and exclaimed with a broad smile, "Oh I can! That says baby. I've got a new baby!" She read most of the first 3 pages. She sound talked - it, it's, nest, big and help and used contextual clues for more complex words. She was supported with the word 'waited'. She then continued to tell me the story. She used picture clues, talked about the details in the illustrations and characters feelings. "I think that the little bird is his friend. That's good news." She made connections and was very pleased with one page when she exclaimed, "He's reading a book like me!" As she turned to the last page she said, "And that's the end."



a)

b)

## Activity 2 – children’s reading, writing and mathematical ability

**A series of focused activities to be conducted with children to assess the standard of their reading, writing and mathematical ability near the end of the Reception year.**

**(approx. 60 mins in total)**

Please work with three children to unpick their reading, writing and mathematical ability. This is also an opportunity to get a view of the quality of teaching over time and a sense of how much time (and practise) children have received to hone and master their emergent skills.

- Listen to the children read, including looking at their home-school reading record.
- Look at the children’s writing, over time.
- Look at the children’s mathematical understanding, over time.

**Where possible, please take photographs of children’s work that would help exemplify aspects of practice we may wish to highlight in the published report.**

1. **Child A** is working at the expected standard for their age (as selected by the school)
  - a. Reading
  - b. Writing
  - c. Mathematics

2. **Child B** is a disadvantaged child.
  - a. Reading
  - b. Writing
  - c. Mathematics
  
3. **Child C** is considered to be most-able.
  - a. Reading
  - b. Writing
  - c. Mathematics

## Summary to support feedback to leaders

**Brief summary of your visit, triangulating the evidence gathered from discussions with leaders/staff, activities with children and the observations of curriculum in practice throughout the day.**

<b>What is working well?</b> (Please use short bullet point responses)	<b>What could be improved?</b> (Please use short bullet point responses)

## Observation 1 – the teaching of early reading

Complete a direct observation of practice relating to the teaching of early reading during the course of the day. This may be a series of shorter observations to capture the different elements of teaching that the school considers part of its reading curriculum.

When investigating children's **reading**, please focus your observations and questions around whether staff:

- ensure that children are clearly and consistently taught to apply phonic knowledge and skill as the route to decoding words; strenuously avoid multi-cueing for word reading at all times
- ensure extensive opportunity for children to practise grapheme-phoneme knowledge and blending, at each small step of learning
- encourage overlearning to embed phonic knowledge and blending
- ensure extensive opportunity for children to practise correctly applying phonic knowledge when reading words
- teach exception words not as 'sight words' but by pointing out which grapheme-phoneme correspondences in the words are familiar to the children and which are surprising; ensure they are introduced gradually but practised extensively to embed them
- ensure that children practise reading with books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- encourage children to read familiar words without sounding out, as soon as they can do so easily, but not before then
- ensure that meanings of words are explained and discussed once children have practised decoding them; rehearse meanings to embed
- judge appropriately when children would benefit from re-reading books to focus on comprehension once decoding has been mastered, and when they are ready to move on; ensure that parents understand why rereading may be beneficial
- talk often with children about the books they read, to both monitor and extend comprehension; support and encourage other adults who hear them read to do the same.

**Evidence/Observations:**

**Strengths:**

(Please use short bullet point responses)

**Weaknesses:**

(Please use short bullet point responses)


To what extent were the leaders' views explored in meetings, evident in the observed practice?

## Observation 2 – the teaching of early writing

**Complete a direct observation of practice relating to the teaching of writing during the course of the day. This may be a series of shorter observations to capture the different elements of teaching that the school considers part of its literacy curriculum.**

When looking at children's **writing**, please focus your observations and discussions around whether staff:

- teach and provide practice in writing letters as, or shortly after, the grapheme-phoneme correspondences are introduced
- teach tripod pencil grip and correct letter formation
- ensure that children learn to write sitting correctly on a chair at a table, both of suitable height
- ensure that children use pencil and paper for letter formation and writing practice
- simultaneously, teach the spelling of appropriate words by segmentation, through oral rehearsal, modelling and by providing extensive practice through dictation and writing them independently; check that they can be read and support as needed
- teach the writing of words as children learn to decode them, by modelling both segmentation and transcription; provide extensive practice with children responding to dictation and writing words independently; check that they can be read and support as needed.
- show children how to compose and write simple sentences by saying what they plan to write using phonic knowledge, handwriting skills and simple punctuation to write it, and reading back what has been written

- begin writing composition sessions by talking extensively with children about the topic they will write about
- encourage independent writing only once the component skills begin to be established and not before children know, or nearly know, at least one way to represent each English phoneme, so that their writing is phonically plausible
- encourage some oral rehearsal of sentences before writing
- sometimes accept, but never model, incorrect but phonically plausible spelling
- encourage correct spelling, but use professional judgement to decide when to alert children to spelling that is phonically plausible, but not correct
- check that children’s writing can be read and understood; if not, provide extra support as needed
- ensure that parents and carers understand the stage of writing their children have reached, what phonically plausible spelling is, and when and why it is acceptable.

**Evidence/Observations:**

<p style="text-align: center;"><b>Strengths:</b> (Please use short bullet point responses)</p>	<p style="text-align: center;"><b>Weaknesses:</b> (Please use short bullet point responses)</p>

**To what extent were the leaders’ views explored in meetings, evident in the observed practice?**

**Observation 3 – the teaching of early mathematics**

**Complete a direct observation of practice relating to the teaching of mathematics during the course of the day. This may be a series of shorter observations to capture the different elements of teaching that the school considers part of its EY curriculum.**

When working with children to ascertain their mathematical understanding, please focus your observations and questions around:

**[to be provided by the expert mathematics group]**

**Evidence/Observations:**

<b>Strengths:</b> (Please use short bullet point responses)	<b>Weaknesses:</b> (Please use short bullet point responses)

**To what extent were the leaders' views explored in meetings, evident in the observed practice?**

## **Observation 4 – observation of the wider curriculum offer**

**Complete a direct observation of the reception classroom/s and outdoor areas to capture the different elements of teaching that the school considers part of its early years curriculum.**

- Describe the reception classroom and outdoor area (supported by photographs, where appropriate) focusing on the range of experiences on offer.  
Look for:
  - physical education
  - physical development
  - art
  - music

- singing
- drama
- role-play
- story-telling
- use of technology

**Evidence/Observations:**

<p style="text-align: center;"><b>Strengths:</b> (Please use short bullet point responses)</p>	<p style="text-align: center;"><b>Weaknesses:</b> (Please use short bullet point responses)</p>

To what extent were the leaders' views explored in meetings, evident in the observed practice?

**Identifying what works well through a written case study or a 'good practice' filming opportunity.**

If there is something that is working particularly well that you feel needs to be highlighted and disseminated more widely, please log details here so that it can be followed up at a later date.

1. Does this school have a feature of Reception practice that would be worthy of dissemination through:

- a written case study?

If yes, which aspect of the school's work would be the focus or theme of the case study?

- a 'what works well' film?

If yes, which aspect of the school's work would be the focus or theme of the filming?

**We are particularly keen to film exemplar approaches to the early years curriculum, either particular areas of learning or specific enrichments and enhancements that go beyond the everyday and the expected.**

2. Does this setting have an exemplar approach to an area of learning?

Please state the area of exemplification:

- communication and language, including vocabulary development
- physical development, including physically active play or the promotion of an active and healthy lifestyle through, for example, P.E., competition, and/or sport
- personal, social and emotional development, including approaches to self-regulation or attitudes to learning
- literacy, including systematic, synthetic phonics (SSP), early reading and writing
- mathematics, including the effective use of practical resources, models and images to support conceptual understanding (mastery approach)
- understanding the world, including visits and visitors or the promotion of equalities and fundamental British values
- expressive arts and design, including experiences of drama, theatre, music, art and the promotion of individuality, creativity and imagination
- other enrichments that bring the curriculum to life – what makes the difference?

If other, please state theme/focus:



