

## 'Reach for the Stars'

### Vision:

At Howe Dell, we aspire to create a cohesive community of life-long learners, who are equipped with skills and knowledge to positively impact the world.

### Values and aims:

Through our bespoke and ambitious curriculum, we embed our values: kindness, growth and respect.

**Kindness** is the foundation of all our interactions and is modelled throughout our community.

**Growth** is fostered within our therapeutic ethos. Through personal development we grow resilient, curious learners both in the classroom and the wider world.

**Respect** is fundamental to us all. We value differences, celebrate diversity, and promote inclusivity, creating a safe and supportive community where everyone is welcome.

The children are introduced our Golden Expectations in Nursery and Reception and are encouraged to follow them throughout their time at Howe Dell.

### Intent

At Howe Dell we want children to be happy confident, well-rounded individuals with a love for learning. We believe in providing all children with a safe and stimulating environment that builds on individual's wants, needs and interests. We value the diversity of all individuals, and pupils at Howe Dell are treated with equity. We believe that all our children matter, and we give them every opportunity to achieve their best. Our curriculum is designed to recognise children's prior learning, from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Howe Dell, ensuring all children reach their full potential from their various starting points. We believe children should have the opportunity to learn through play and it should be fun, engaging and suitably challenging. We value the importance of our outdoor environment and believe that it offers children the opportunity to develop their thinking, taking risks and problem-solving skills. Adults provide high quality interactions modelling vocabulary and skills throughout our provision using CUSP early foundations. We are committed to providing the best possible start to each child's school life, teaching them knowledge, skills and giving those experiences that will ensure their well-being now and their success in the future. We believe that high level of engagement ensures high levels of attainment. We therefore provide an ambitious, engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences. By the end of Reception our intent is to ensure that all children make at least good progress from their starting point and are equipped with knowledge, skills and vocabulary to effectively transition to Year 1.

### Implementation

Our curriculum begins in the Foundation Stage when the children first join us. At Howe Dell we deliver a wide and varied curriculum, using CUSP resources to support the delivery of teaching and learning. EYFS staff understand how ELGs feed into the National Curriculum through our robust planning and PD opportunities. In reverse, colleagues throughout the school understand the key ELGs that link to each foundation subject and the progression of their subject area. Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. Children are taught to use and apply subject specific language and terminology which is consistently modelled by practitioners. At Howe Dell we plan purposeful enrichment to enhance children's knowledge and understanding. We use our community and the children's local environment to explore new learning opportunities. Early Years has a strong focus on Communication and Language as this forms the foundations for reading and writing. Wellcomm screening happens in Nursery and Reception to ensure baseline judgements are accurate and children are getting the bespoke intervention that they need. Practitioners engage with children everyday through both adult-led and child-initiated learning to enhance the continuous provision, modelling high quality play and communication. We further

enrich language development through the repetition and familiarity of nursery rhymes which are sequentially planned to ensure progression. As great reading unlocks our curriculum, phonics begins at Howe Dell in Nursery and is embedded into the curriculum through Little Wandle Letters and Sounds SSP. This is taught daily with fidelity, following resources and structure that are consistent from Nursery and throughout the school. Within Nursery children focus on listening to sounds in the environment concentrating on segmenting and blending to support their transition through Early Years. Children in Reception use their phonics knowledge to participate in reading practice sessions which focus on decoding, prosody and comprehension. Our core texts expose children to a range of books that not only develop a love of reading but have been chosen specifically to underpin our core values and represent our diverse community. As well as daily phonics lessons, we use high-quality texts to teach CUSP structured story time. We use drawing club which opens the world of tales and stories to children whilst at the same time enriching their language skills, developing their fine motor and phonic skills, and spending dedicated time together. Drawing Club is a safe platform from which to start a child's journey as a writer and author. To support children in becoming story tellers we also use Helicopter stories to scribe children's ideas. We introduce Letter join handwriting in Reception to support children with their fine motor skills and letter formation using the Little Wandle handwriting phrases. We use Essential Maths to teach mathematical concepts, applying and discussing them within our everyday setting. We believe that it is important that children not only find out how to achieve the correct answer, but also fully understand what they have done and why. We teach Maths through learning sequences, focussing on small step progression throughout the year, deepening understanding and mastering concepts.

### **Impact**

'Assessment at a glance' enables practitioners to collate information for individual learners against each area of learning. These outcomes are used to review provision and indicates the adaptations that need to be made to the curriculum to ensure all learners make strong progress. Parents engage with children's learning via Google Classroom. Parents regularly share their child's home learning and achievements. Teachers complete Little Wandle assessments half termly to identify individual attainment and implement daily catch-up/keep-up and repeated practice sessions as required. These assessments inform our planning for reading practice sessions, ensuring that learners read books which match their phonic 11 ability. To enable parents to support their children with reading and phonics at home, parent workshops are held early in the autumn term. As a result of attending the workshop, one parent commented that: The goal of having the children be able to read before Christmas seemed quite unattainable before the session, but seeing the actual progress that my child is making, I am beginning to feel confident about it.