

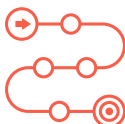


At Isaac Newton, 9% of children joined reception at the expected level on entry. 76% of our children moved into Year 1 at their expected level with GLD.



MEET JOSIE

- Josie came into reception significantly below the expected level, with no area of learning on track.
- On entry all children are assessed using our comprehensive trust baseline assessments for the Prime areas alongside Literacy and Maths.
- Josie's scores showed that for 60% of the tasks she was working well below expected level and 40% just below the expected level.
- We assess our children against the curriculum at benchmark points throughout the year. Josie's assessment by the spring term revealed she had improved to just below expected in all areas.
- At the end of the summer term Josie achieved GLD and was working consistently at the expected level for the end of the year.



JOSIE'S PLAN

As a response to all assessment points, individual tailored support is implemented for all children not achieving the expected level.

For Josie this included: Communication and Language support through talk through stories alongside pre teaching text for the following week. Josie received daily interventions for support in pencil control, name writing and structured activities with talking partners. We encourage children to write for purpose and label their models and work during purposeful play. She was supported with numeracy tasks within provision and also received targeted 1:1 RWI support, tutoring daily.



HOW WAS THIS ACHIEVED?

- As a team we meet regularly to have robust discussions regarding progress which we measure against the curriculum. During these discussions we reflect on children's learning, and this allows us to adapt teaching to meet needs.
- Assessing against the curriculum enables us to identify any gaps in learning alongside the impact of teaching and learning in reception. We respond to this by re-visiting learning that is not concrete, this might be in whole class teaching or targeted intervention.
- We personalise learning for children, identifying the small steps that they need to support them to move forward and bridge knowledge gaps.
- All practitioners are clear of the sequential steps and support needed to scaffold learning through every aspect of curriculum delivery.
- Our children learn through the planned curriculum which in turn is being realised through their everyday actions. i.e. they know more, remember more and can do more because we provide clear systems, combined with a balance between directed teaching, adult directed tasks and child-initiated learning which is carefully considered and constantly reviewed to meet the needs of our classes.