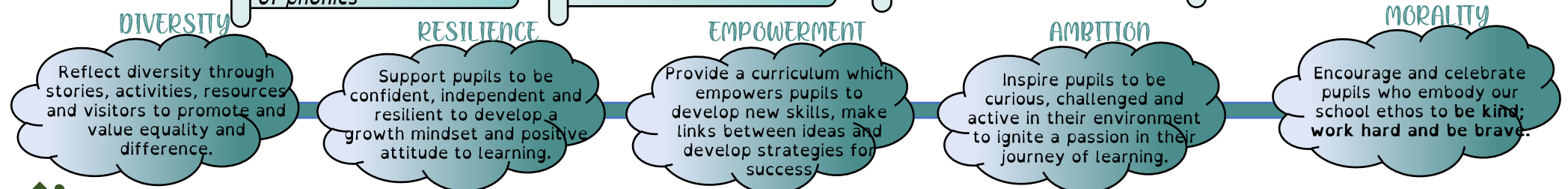
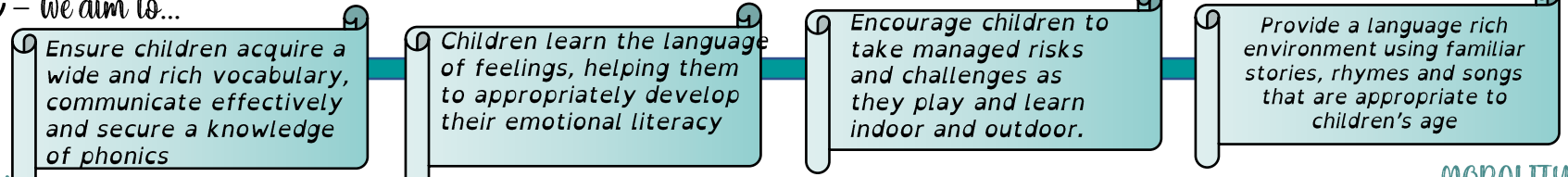


At Berry Hill Primary School, our vision is a simple one: Be Kind, Work Hard, Be Brave. We want to help our children to know the importance of kindness, hard work and being brave. We support children to develop kindness and respect for themselves, others and their environment. Each child is unique and we aim to harness this and support our children to be confident, independent, inquisitive learners who can persevere and be resilient. We know that happy, cared for children thrive and are motivated to learn. We aim for all our children to feel a sense of belonging and pride in their school and in themselves. We aim to create an enabling environment where there is no lid put on learning and all children are supported and challenged. We will be the facilitators of this and provide opportunities and possibilities for them. We have good partnerships with our families and community and between us, we will scaffold and support our children to grow, thrive and be the very best they can be.

Grade descriptors for quality of education "Good"

Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly disadvantaged (including those with SEND), the knowledge, self-belief and cultural capital they need to succeed in life. The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. There is a sharp focus on ensuring that children acquire a wide vocabulary and communicate effectively. The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs. Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. Staff teach children the language of feelings, helping them to appropriately develop their emotions. Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically. Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including details about the school's method of teaching reading and how to help their children learn to read. Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

Intent – We aim to...



Implementation – How do we achieve our aims?

"Play is our brain's favourite way of learning" Diane Ackerman

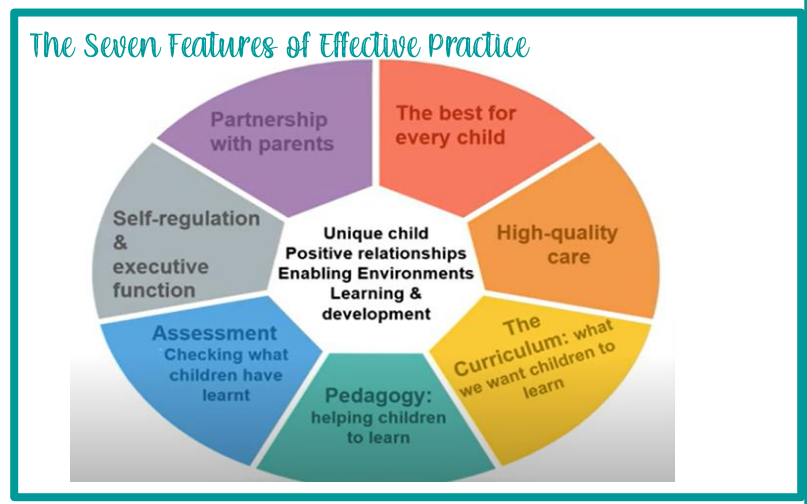
Characteristics of Effective Learning

Playing & exploring	Active Learning	Creating & Thinking Critically
<ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they want to keep repeating them. Plan and think ahead about how they will explore and play with objects. Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. Make independent choices. Bring their own interests and fascinations into Early Years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention. 	<ul style="list-style-type: none"> Participate in routines. Begin to predict sequences because they know routines. Show goal-directed behaviour. Begin to correct their mistakes for themselves. Keep on trying when things are difficult. 	<ul style="list-style-type: none"> Take part in simple pretend play. Sort materials. Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems. Use pretend play to think beyond the here and now and to understand another perspective. Know more, so feel confident coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.



Cultural Capital

At Berry Hill Primary School, we are passionate about celebrating and building on children's early experiences and providing other new opportunities to be curious, explore, try new things and experience awe and wonder. We plan carefully for children to have rich and varied experiences throughout their time in Early Years including inviting visitors in to talk about what we are learning about. Creating practical experiences and visits to places of interest such as the theatre, farms and wildlife parks. They also include workshops, outdoor learning and other skills that can be developed on our school site using skills and expertise of our own staff. We aim to create possibilities for children's knowledge, understanding and abilities to be developed and extended through new opportunities and experiences. Therefore, providing children with the best possible start to their education and promoting future success as they journey through school.



Impact – How will we know we have achieved our aims?

