



Early Years Foundation Stage

A rich educational foundation developed through play and learning.



Signature

Pedagogies

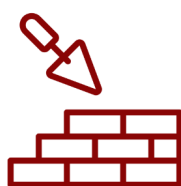


“There is good evidence of the importance of early years education on a range of outcomes, and particularly for children from low-income families.”
- Education Endowment Foundation

“Early childhood education and care can take many forms and is more than just preparation for primary school. It focuses on the holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and well-being.”
- Nuffield Foundation

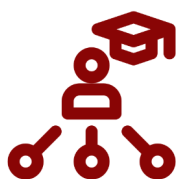
“Science shows that life is a story for which the beginning sets the tone. That makes the early years of childhood a time of great opportunity, but also great risk. Children’s brains are built, moment by moment, as they interact with their environments. In the first few years of life, more than one million neural connections are formed each second – a pace never repeated again. The quality of a child’s early experiences makes a critical difference as their brains develop, providing either strong or weak foundations for learning, health and behaviour throughout life.”
- UNICEF

At Moorside, we realise the limitless potential of the unique child and aim to offer positive relationships, an enabling environment and a rich sequence of teaching and learning to support their development.



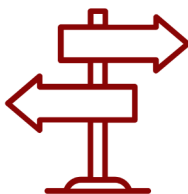
FOUNDATION FOR THE FUTURE:

Children’s early experiences determine their future achievement and dispositions towards learning. Teachers support children to develop essential characteristics of engagement, motivation and critical thinking through their play and learning. Teaching is also knowledge rich and builds a foundation for many concepts.



PEDAGOGICALLY AWARE:

The Early Years Curriculum is compliant with the learning aims of the Statutory Framework and has been built upon non-statutory guidance, expertise from evidence centres and professional reflection. It strongly advocates the balance of a playful curriculum with focused learning. Pedagogical strategies include free play, collaborative play, playful learning, learning games and teacher-led instruction.



AFL DRIVEN PRACTICE:

AfL is an organic element of early childhood practice and is delivered through sustained shared thinking. SST incorporates a range of strategies (questioning, extending, prompting, reviewing, reflecting) that offer children feedback in the moment to extend their knowledge and provide further application through play and playful provision.



INCLUSIVE COMMUNITY:

Teaching explicitly values the unique child and partnership with families. Transitions are commonplace in Nursery and Reception and are heavily supported to welcome all to Moorside. Where appropriate, early intervention and SEND support is rapidly introduced to ensure all children have a positive start to their learning journey.



MASTERY INFORMED:

The principles of the EYFS are explicitly aligned with the Mastery Learning approach. The enabling environment is suitably challenging; positive relationships celebrate effort and persistence; progress of each individual child is closely monitored; and learning sequences consist of small, chunked strands of knowledge that allow children to experience success.



RETRIEVAL CURRICULUM:

Inspired by Bruner’s ‘spiral curriculum,’ our curriculum offers sequential steps towards achieving the Early Learning Goals that are repeated throughout the year(s). With each revisited sequence of learning, knowledge is deepened and children are supported to showcase their understanding.



AfL Driven



Inclusive Community



Striving for Excellence



Mastery Informed



Retrieval Curriculum



At Moorside, we aim to develop children’s conceptual understanding, application of knowledge and metacognitive reflection of learning through:

“It describes all those processes by which teachers and learners use information about student achievement to make adjustments to the students learning that improve their achievement. It’s about using information to adapt to your teaching and adapt the work of the students to put the learning back on track - if you like, to make sure that the learning is proceeding in the right direction and to support that learning.”
- Dylan Wiliam

“All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.”
- Education Endowment Foundation

“Teachers using formative assessment approaches and techniques are better prepared to meet diverse students’ needs – through differentiation and adaptation of teaching to raise levels of student achievement and to achieve a greater equity of student outcomes.”
Centre for Educational Research & Innovation



HIGH-QUALITY FEEDBACK:

To be of quality, feedback is positive, specific and action focused. It clarifies children’s understanding by reminding them of prior knowledge, the lesson’s guided instruction, learning wall scaffolds and peer discussion. Action is immediate to avoid the development of misconceptions.



TARGETED FEEDBACK:

Teachers triage children throughout their learning sequence. They decide in the moment how to most effectively feedback. This could be whole-class feedback on an error, group feedback on a shared misconception or individual support. Feedback is both reactive (in the moment) and proactive (informing future lessons).



CONCEPT-FOCUSED FEEDBACK:

Feedback is delivered to develop conceptual understanding and confidence to apply the required methods and processes across multiple examples. Activities provide opportunities to showcase this application and assess understanding. Knowledge building is prioritised over task completion.



DYNAMIC STRATEGIES:

Classrooms are stimulating environments where children are confident to contribute and share their knowledge. Children participate in AfL activities that include: targeted questioning, show me (white)boards, agree/disagree, choral response, cold calling response, finger voting, and multiple choice quizzing.



COLLABORATIVE LEARNING:

Collaboration is a celebrated school value and at the core of our Moorside pedagogy. Children work collaboratively in lessons through talk-partner activities, collaborative instruction, peer-assessment / peer-marking and group work. The 5Ts empowers children to use each other as a learning resource and develop a class learning community.



METACOGNITIVE LEARNING:

Children are active participants in the classroom and are guided to act as agents of their own learning. Teachers check for understanding regularly, but also support children to monitor their own understanding. A growth mindset is actively encouraged at Moorside.





“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.”
- SEND Code of Practice

“Our ambition is to create a society that celebrates, encourages, and enables the success of all children and young people, including those with SEND and in alternative provision. A society where we hold high aspirations for all children and young people, recognising that although success looks different for everyone, it is no less worthy of celebration.”
- Department for Education SEND & Alternative Provision Improvement Plan

“Schools work best when adults believe in children and children believe they believe in them.”
- Dave Whitaker
Wellspring Academy Trust

At the heart of the Convention on the Rights of the Child is the principle that all human beings are of equal worth and share an equal entitlement to enjoy the rights set out in the Convention. An understanding of human rights is central to global citizenship. A global citizen is someone who understands everybody has rights and is committed to working towards a world where everyone can realise their rights.”
- UNICEF

At Moorside, we strive to develop an inclusive learning community that is responsive to children’s, and families’, cultural diversity and neurodiversity.



ADAPTIVE TEACHING:

Teaching is responsive to children’s needs and considers which scaffolds may be required to access learning. Additionally, teachers identify barriers to participation and learning, actively removing them or reducing their impact. Children with SEND are empowered through supportive Graduated Approach cycles.



INCLUSIVE CLASSROOMS:

Ensuring children are present in classrooms to participate in learning is a core value at Moorside. Teaching is adapted and adjustments are made to ensure that children are in class and develop a sense of belonging with their peers. To provide children with a responsive learning offer, some children may access bespoke interventions outside of the classroom, however these are kept to a minimum.



EMOTION INFORMED PRACTICE:

Learning is effortful and sometimes uncomfortable which can lead to unpleasant emotions such as frustration or despair. Children are supported to develop emotional awareness and emotional literacy through the Zones of Regulation approach. Feelings are acknowledged and children are provided with strategies to self-regulate and cope with daily challenges.



RESTORATIVE APPROACHES:

Children are social agents who are actively building and sustaining friendships and professional relationships. At times, they may experience emotional dysregulation and require support from peers and adults. We aim to provide support that is empathetic, offers solutions, remains positive and focuses on restoration. Distractions and diversions are offered to support self-regulation and coach children to learn from their actions.



GLOBAL CITIZENS:

Children have a rich offer that develops their cultural capital. The curriculum actively explores international contexts with many subjects applying knowledge to different countries. This is also enhanced with educational content from the immersive learning platform Lyfta, where children ‘visit’ international communities and explore the diversity of other societies.



FUNDAMENTAL BRITISH VALUES:

Children experience the values of democracy, the rule of law, respect and tolerance and individual liberty through the Moorside curriculum. The Smart School Council empowers children’s democratic voice, reinforcing the PSHE curriculum’s content on citizenship and respecting others.





Mastery Model Informed Teaching

Small, sequential steps to developing confidence and competence.



Signature

Pedagogies



At Moorside, we appreciate the learning is effortful and that cognitive load of the working memory can be alleviated through the Mastery Learning approach.

“Learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied. Subject matter is broken into blocks or units with predetermined objectives and specified outcomes.”
- Education Endowment Foundation



UNIVERSAL TEACHING:

Teaching offers all children an equal chance to success by utilising the AfL approach to appraise understanding and ensure children understand the instruction and application of knowledge. An equal chance advocates that a range of teaching methods are employed to ensure every child accesses learning.

“It seems reasonable to expect that some students will need more concrete illustrations and explanations than will others; some students may need more examples to get an idea than do others; some students may need more approval and reinforcement than others; and some students may even need to have several repetitions of the explanation while others may be able to get it the first time.”



SEQUENTIAL LEARNING:

Teaching guides children along a purposefully planned sequence of learning that is segmented into steps of knowledge. Lessons develop understanding of concepts and schemes of information through small blocks of knowledge at a time. Children are then instructed and supported to apply this knowledge to activities and experiences that draw upon the use of models, conceptual understanding and hard thinking.



AfL DRIVEN PRACTICE:

Learning is collaborative and ensures that all children have an opportunity to deepen their understanding and practice applying their knowledge. A strong AfL approach supports teachers to gauge the level of understanding in the classroom and how much time to dedicate to each element of the learning sequence.

- Bloom, 1968
Learning for Mastery



DELIBERATE PRACTICE:

Learning has a clear outcome, usually the retention of knowledge and proficiency to apply understanding to a range of situations. Teaching is a deliberate sequence that has specified goals; challenges children to deepen their understanding, utilises mental representations to build conceptual models; and provides feedback for learners to respond to.

“Learning allows us to register information from life experiences in our memory and to react more effectively in the future. We can think of learning as a goal: the long-term retention of information and the ability to transfer it to the novel situations we find ourselves in during the course of life.”



TIMELY INTERVENTION:

Teachers offer high quality feedback throughout the lesson and learning sequence, but also highlight when intervention is needed to support learning. This could involve returning to instruction to offer more examples, live marking to check for errors and misconceptions, targeted group support and an adaptation of the teaching sequence.

- Evidence Based Education



FLEXIBLE GROUPS:

Teachers recognise that children will be novice learners when embracing new concepts and will develop expertise. Some children may develop expertise faster than others and can share their insight and understanding through flexible grouping arrangements. Classrooms are dynamic spaces for learning and idea sharing.



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Retrieval Curriculum



Retrieval Practice Curriculum

Supporting the encoding and retrieval of knowledge.



Signature

Pedagogies

At Moorside, we view learning as a dynamic process that requires effortful, repeated practice and a continuous review of established knowledge.

“Retrieval practice is a strategy to rehearse already learned information by trying to recall it from memory, or to actively locate the piece of information in one’s mind. When applied effectively it allows learners to identify gaps in their knowledge and actively resolve them. Therefore, it’s a crucial stage of a meaningful learning process that allows learners to use the knowledge they have acquired in any relevant future situation.”
- Efrat Furst

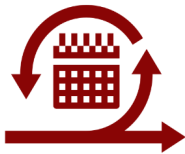
“Retrieval practice describes the process of recalling information from memory with little or minimal prompting. Low stakes tests (such as individual questions or quizzes) are often used as methods of retrieval practice as these require pupils to think hard about what information they have retained and can recall. When used in this way, tests can be a strategy for learning in addition to being an assessment of learning. The retrieval practice evidence base (both basic and applied) suggests that testing learning is often a better strategy for learning than restudying or recapping the same information.”
- Educational Endowment Foundation

“Retrieval practice is a learning strategy, **not** an assessment strategy.”
- Pooja Agarwal



MEMORY BUILDING:

Learning is recognised as a change in long-term memory that requires effortful opportunities to encode and retrieve information. The retrieval curriculum is focused on learning over time and understands that immediate performance after instruction is not indicative of true learning.



DAILY REVIEW:

Lessons begin with a short ‘Do Now Activity’ that provides an opportunity for retrieval practice. The activity may also be designed to prompt prior knowledge that will be necessary for the instruction and activities in the lesson ahead. DNAs are flexible and may subject focused, disciplinary knowledge focused or substantive knowledge focused. DNAs are also an effective tool to gauge the strength/accuracy of prior knowledge.



EXPLICIT INSTRUCTION:

Teaching supports retrieval practice by providing suitably challenging activities that offer children opportunities to recall and apply knowledge. Cognitive overload is reduced through clear, sequenced instruction that guides children to acquire, rehearse, connect, and apply knowledge. Teachers signal key information (linked to prior knowledge) to deepen understanding.



AfL DRIVEN PRACTICE:

Retrieval practice is primarily a learning approach that supports children to deepen conceptual understanding through deliberate practice. However, AfL practice ensures that prior knowledge has been accurately retained and evaluates whether misconceptions have developed over time. Carousel, an interactive quizzing programme, supports teachers with this.



REHEARSED NARRATIVES:

Narratives are a powerful tool for children to organise and consolidate knowledge for rehearsal. It also provides children with a linear structure to connect disciplinary concepts and substantive knowledge. Children practice narrative rehearsal of knowledge from their first day at Moorside develop their expertise throughout their school career.



CONCEPTUALLY SPACED PRACTICE:

The curriculum is built upon a purposeful sequence of spaced practice. Blocked practice is utilised initially for new concepts and processes, then spaced out as children develop expertise and confidence with applying the new knowledge. Substantive knowledge is used to revisit and develop disciplinary concepts.



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Retrieval Curriculum