

Effective Primary Teaching Practice 2016: THE IMPORTANCE OF RECEPTION

Reception is the most important year. It should provide pupils with a strong foundation for the rest of their time in school. In effective schools:

Teaching is important:

- the timetable is built around what pupils need to learn and by when
- there are many opportunities for pupils to develop their language and their ability to explain their actions, their reasoning and their learning
- pupils spend time every day as a whole class in short sessions (e.g. for maths, phonics and guided reading time). Done well, this is not boring drilling - rather pupils delight in the teaching and make better use of the wider provision as a result

Expectations of learning behaviours and outcomes are consistent with the rest of school:

- similarities between reception and other year groups are emphasised, rather than the differences
- there is explicit consideration of how pupils are taught to develop their reasoning and self-regulation

Planning and assessment is focused:

- planning starts with the learning outcome in mind, rather than the activity
- pupils are able to explain what they are doing and why (i.e. the learning outcome) – where they have the necessary language development
- there is purposeful teaching by all adults to secure specific outcomes through modelling, vocabulary building and focused questioning

Reception teachers are developed, supported and accountable:

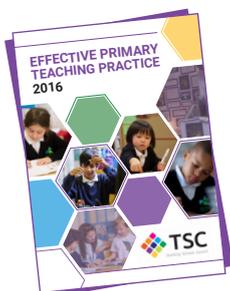
- reception teachers are as accountable as key stage 1 and key stage 2 teachers for outcomes

Pupil starting points are considered:

- teaching focuses on building communication and collaboration skills, especially in developing talk and conceptual understanding
- where starting points are low, they are thinking about how they support nurseries, pre-schools or parents to improve development before children start in reception

How 'school ready' their pupils are at the end is considered:

- bringing year 1 approaches into reception towards the end of the school year and gradually evolving the classroom to support pupils to make a successful transition



For the full report, other posters and tools go to:

<http://tscouncil.org.uk/resources/effective-primary-teaching-practice-2016/>

Written by Dame Reena Keeble, supported by a group of teachers, heads and experts.