FLIP: Programme overview and guidance

Everything you need to know about implementing FLIP successfully in your school or setting.

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WHAT IS FLIP?

FLIP is an evidence-informed early intervention programme that helps Reception practitioners identify and support children who need additional help to build the foundations they need to access learning, participate confidently in school life and succeed in future learning.

Built around established educational research and national guidance, FLIP combines targeted six-week interventions, engaging daily sessions and clear assessment tools to help schools identify need early, deliver appropriate support and monitor children's progress.

Designed to complement high-quality classroom teaching, FLIP provides a practical, consistent approach to early intervention and inclusive practice.

Whether you're exploring FLIP for the first time or preparing to deliver your first intervention unit, this guide provides an overview of the principles, research and implementation approach that underpin the programme.

Inside, you'll discover everything you need to know about FLIP, its approach and how to use it.

We hope this guide gives you a clear understanding of how FLIP can support children to develop the strong foundations they need for future learning while helping practitioners deliver evidence-informed intervention with consistency and confidence.

FLIP UNITS

Unit name	Area of focus	More info
Tilly's Travel Tales	Communication & Language Physical Development	Travel on exciting journeys and adventures to develop children's communication, language & literacy and physical development through engaging daily sessions
Tilly and the Journey of Me	PSED	Support children entering Reception who would benefit from additional help recognising and managing emotions, developing self-regulation, building positive relationships and growing in confidence through engaging, activity-based intervention.
Tilly's Voyage into Vocabulary	Vocabulary development	Develop children's vocabulary through explicit teaching, meaningful contexts and repeated opportunities to hear, explore and use new words. The programme supports children in extending both Tier 1 and Tier 2 vocabulary through engaging daily activities.
TBC		

FLIP is more than a collection of intervention activities. It provides teachers and schools with a structured process for identifying children who may benefit from additional support, delivering engaging intervention sessions, monitoring progress and evaluating impact.

WHY FLIP WAS DEVELOPED

Every Reception class is unique. Children arrive at school with different experiences, strengths and starting points, and practitioners work hard to ensure every child receives the support they need to thrive.
In recent years, many schools have identified increasing numbers of children entering Reception who require additional support in key areas of development.
Communication and Language, Physical Development and early vocabulary are among the areas that practitioners frequently identify as barriers to children's confidence, independence and ability to fully access classroom learning.
At the same time, expectations of schools have continued to evolve. Current guidance places increasing emphasis on identifying children's needs early, delivering evidence-informed targeted support and monitoring the impact of interventions alongside high-quality classroom teaching. For many schools, early intervention has become an important part of their wider approach to inclusion and ensuring every child has the best possible start to school.

Identifying children who may benefit from additional support is only the beginning.
Effective intervention also requires a clear implementation process, engaging resources, regular opportunities to assess progress and the flexibility to respond to individual children's needs.

FLIP was developed to support practitioners with each stage of this process. Rather than providing a collection of intervention activities, FLIP offers a structured approach that helps schools:

- **Identify children who may benefit from additional support**
- **Deliver engaging, evidence-informed intervention sessions**
- **Monitor children's progress using practical assessment tools**
- **Review the impact of intervention and plan appropriate next steps**
- **Build a consistent approach to early intervention across the school**

By combining high-quality resources with a clear implementation model, FLIP aims to reduce practitioner workload while increasing confidence in planning, delivering and evaluating targeted intervention.
Ultimately, FLIP has been developed with one simple goal: **to help more children develop the strong foundations they need to participate confidently in school life and succeed in their future learning.**

THE EVIDENCE BEHIND FLIP

FLIP has been developed around established educational research and national guidance on early intervention, implementation and inclusive practice. Rather than following a single piece of research, the programme brings together multiple evidence-informed approaches that have consistently been shown to support children's learning and development.

The programme reflects five key principles.

Early identification

Children benefit when their strengths and areas for development are identified as early as possible. Early identification enables practitioners to provide timely, targeted support before small gaps become bigger barriers to learning.

High-quality teaching first

Targeted intervention should complement, not replace, high-quality classroom teaching. Children make the greatest progress when intervention is reinforced through rich everyday experiences and high-quality interactions across the Reception day.

Consistent implementation

The impact of an intervention depends not only on what is delivered but how it is delivered. Consistent routines, well-prepared practitioners and protected intervention time help ensure children receive the full benefit of the programme.

Ongoing assessment

Assessment should be used to identify children who may benefit from intervention, monitor progress throughout the programme and inform appropriate next steps. FLIP places assessment at the heart of every intervention unit rather than treating it as a separate activity.

Professional judgement

No programme can replace the expertise of skilled practitioners. FLIP provides a structured framework, while recognising that practitioners use their knowledge, observations and assessment to respond to the individual strengths and needs of every child.

THE FLIP APPROACH

At the heart of FLIP is a simple but effective intervention cycle. Rather than viewing intervention as a single event, FLIP supports practitioners through every stage of the process, from identifying children who may benefit from additional support to reviewing progress and planning next steps.

Each FLIP unit follows the same structured approach, helping practitioners deliver intervention consistently while ensuring support remains responsive to individual children's needs.

1 Identify

Use observations, assessment information and professional judgement to identify children who may benefit from targeted intervention. The Identification and Progression Toolkit supports this process and helps establish an appropriate starting point.

2. Deliver

Provide short, engaging daily intervention sessions over six weeks. Sessions are designed to complement high-quality classroom teaching and can be delivered one-to-one or in a small group by a teacher or teaching assistant.

3. Assess

Observe children's participation and progress throughout the programme. Assessment is embedded within every FLIP unit, helping practitioners recognise achievements, identify barriers and adapt support where appropriate.

4. Review

At the end of each unit, review children's progress against their starting points and consider the overall impact of the intervention. Reflect on what has worked well and whether any adaptations are needed for future delivery.

5. Next steps

At the end of each unit, review children's progress against their starting points and consider the overall impact of the intervention. Reflect on what has worked well and whether any adaptations are needed for future delivery.

IDENTIFYING CHILDREN

Identifying children who may benefit from additional support is the first step in delivering effective intervention. This process should be informed by ongoing observation, assessment and professional judgement rather than relying on a single assessment or checklist.
Children enter Reception with a wide range of experiences and developmental starting points. While some children may require targeted intervention immediately, others may make rapid progress through high-quality classroom teaching and everyday interactions. Taking time to understand each child's strengths and areas for development helps ensure intervention is provided to those who are most likely to benefit. The FLIP Identification and Progression Toolkit has been designed to support this process. It helps practitioners identify children who may benefit from a FLIP unit, establish a starting point and monitor progress over time. Children may complete one FLIP unit or several, depending on their individual strengths and areas for development. The units can be done in any order.

Before selecting an intervention unit, consider:

- Has the child's area of need been clearly identified through observation and assessment?
- Is this the most appropriate FLIP unit to support the child's current needs?
- Will the child continue to receive high-quality classroom teaching alongside the intervention?
- Can the intervention be delivered consistently over the full six-week unit?
- Are suitable staff, time and resources available?
- How will progress be monitored throughout the programme?
- What will success look like, and how will next steps be decided at the end of the intervention?

Professional judgement matters

Assessment information provides valuable evidence, but it should never replace professional judgement. Practitioners know their children best. Observations made during play, adult-led activities, routines and everyday interactions all contribute to a richer understanding of children's strengths, interests and developmental needs.

DELIVERING FLIP

The success of any intervention depends not only on the quality of its resources but also on how consistently it is implemented. Research suggests that well-planned interventions delivered by confident practitioners, within a structured routine, are more likely to have a positive impact on children's learning and development.
Every FLIP unit has been designed to be straightforward to implement while providing enough flexibility for practitioners to respond to the individual needs of the children in their group.

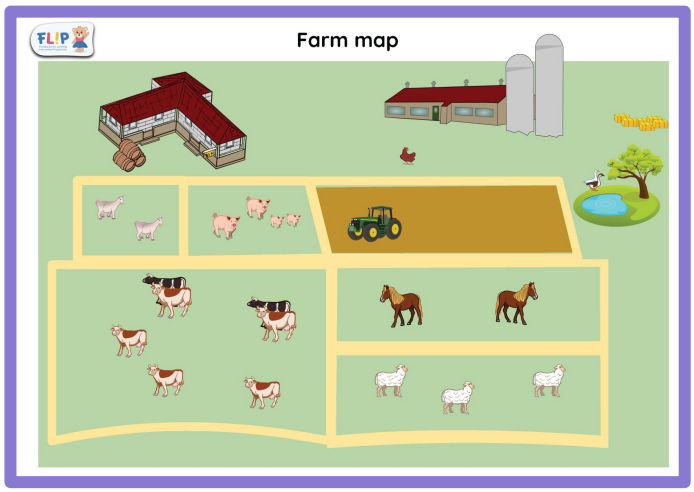
What does FLIP include?

- Unit guide and overview
- Lesson plans and script
- Interactive presentation to model the learning and take you through the lesson
- Hands-on activity cards and resources
- Practitioner notes with tick boxes
- Identification and Progression Toolkit
- Participation Log

Before you begin

Before delivering a FLIP unit, ensure that:

- Practitioners have read the unit guidance and understand the purpose of each session.
- Resources have been prepared and are easily accessible.
- Children who will take part have been identified using the Identification and Progression Toolkit.
- Time has been protected within the weekly timetable to deliver sessions consistently.
- Arrangements have been made to monitor children's progress throughout the programme.



Delivering sessions consistently

Each FLIP unit is designed to be delivered over six weeks, with one short daily session lasting approximately 10 minutes.
Sessions may be delivered on a one-to-one basis or with a small group of children by either a teacher or teaching assistant.
Consistency is important. Delivering sessions regularly helps children develop familiar routines, revisit previous learning and build confidence over time.

DELIVERING FLIP

Structured, but flexible

Every FLIP session follows a carefully planned sequence designed to support children's learning and development. This structure should remain consistent throughout the programme.

At the same time, practitioners should use their professional judgement to respond to children's individual strengths, interests and needs. This may include:

- Adapting questioning
- Providing additional modelling
- Allowing extra thinking time
- Offering further opportunities to practise new skills
- Celebrating and reinforcing success

While delivery may be adapted to meet children's needs, the core learning intentions and sequence of each session should remain consistent.

Working together

Where more than one practitioner is involved in delivering FLIP, it is important that everyone has a shared understanding of the programme's aims, routines and expectations.
Regular discussion between practitioners can help ensure consistency, celebrate progress and identify children who may require additional support or different next steps.

ASSESSMENT & PROGRESSION

Assessment is an integral part of every FLIP unit. Rather than taking place only before and after an intervention, assessment should be viewed as an ongoing process that helps practitioners understand children's progress, celebrate achievements and make informed decisions about next steps. The aim is not simply to measure progress, but to ensure every child receives the right support at the right time.

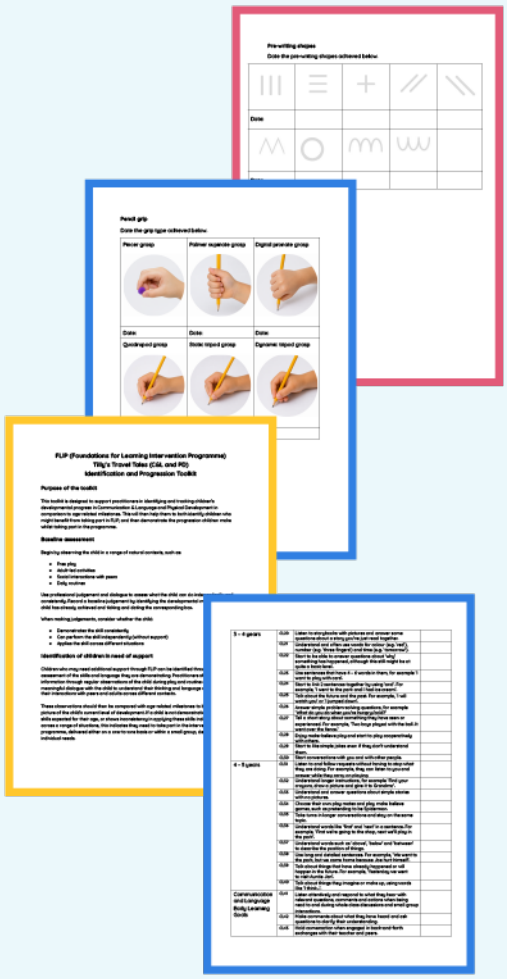
The Identification and Progression Toolkit

The Identification and Progression Toolkit supports practitioners throughout the intervention process.

Before beginning a FLIP unit, the toolkit can be used to identify children who may benefit from targeted intervention and establish an appropriate starting point.

Throughout the programme, it provides a framework for monitoring progress and recording evidence of children's developing knowledge, skills and confidence.

At the end of the unit, the information gathered helps practitioners review progress, evaluate the impact of the intervention and determine the most appropriate next steps for each child.



ASSESSMENT & PROGRESSION

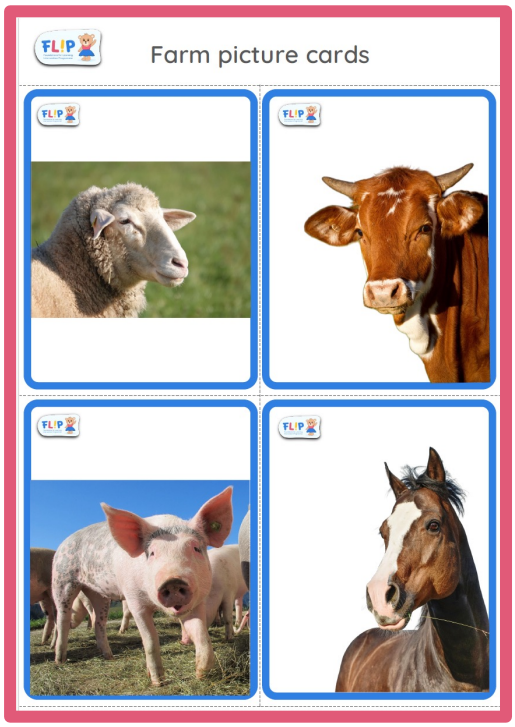
Practitioner Notes and Participation Log

Alongside the Identification and Progression Toolkit, the Practitioner Notes and Participation Log provides opportunities to record observations made during each session.

- Children's engagement and participation
- Signs of developing confidence
- Successful strategies and adaptations
- Areas requiring additional support
- Significant moments of progress

These records help build a richer understanding of each child's learning journey and support meaningful discussions with colleagues and families where appropriate.

Using assessment to inform practice



Assessment should be used to guide professional judgement throughout the programme.

Practitioners may decide to:

- Provide additional modelling or support
- Revisit particular concepts or skills
- Adjust questioning or levels of challenge
- Provide further opportunities for practice

Regular reflection helps ensure the intervention continues to meet children's individual needs while maintaining the core learning intentions of the programme.

ASSESSMENT & PROGRESSION

Reviewing progress

At the end of each six-week unit, practitioners should review the evidence collected throughout the intervention and consider:

- Has the child made the expected progress?
- Which strategies were most effective?
- Does the child require further targeted intervention?
- Is the child now able to continue progressing through high-quality classroom provision?
- What are the most appropriate next steps?

Where limited progress continues to be evident, practitioners should discuss concerns with the school SENDCo. In collaboration with staff and parents/carers, consideration may then be given to:

- Placing the child on an Individual Support Plan using the school's agreed proforma
- Implementing additional targeted strategies or interventions within the classroom environment
- Monitoring progress over a longer period of time
- Seeking advice or involvement from relevant outside agencies where appropriate, such as Speech and Language Therapy, Occupational Therapy, Physiotherapy, or other specialist services

The end-of-programme review should ensure that all decisions are informed by evidence, consistent observations, and the child's individual rate of progress, enabling appropriate next steps to be planned to support continued development and success in school.

FURTHER READING

FLIP has been developed with reference to current educational research, national guidance and evidence-informed practice. The publications below provide further reading for practitioners and school leaders interested in early intervention, inclusive practice and effective implementation.

Education Endowment Foundation

A School's Guide to Implementation (Third Edition)

Guidance on selecting, preparing, delivering and sustaining evidence-informed approaches in schools and early years settings.

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation

Communication and Language Approaches

Evidence on approaches that support the development of children's communication and language skills in the early years.

https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches

Self-regulation and Executive Function

Research exploring how self-regulation supports children's learning, behaviour and long-term outcomes.
https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development/self-regulation-and-executive-function

Personal, Social and Emotional Development

Evidence summaries exploring children's personal, social and emotional development in the early years.

https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development

Tailoring Personalised Support in the Early Years

Guidance on identifying children's individual needs and providing targeted support.

https://educationendowmentfoundation.org.uk/early-years/the-unique-child-tailoring-personalised-support-in-the-early-years

Targeted Academic Support

Guidance on using targeted intervention effectively alongside high-quality teaching.

https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support

Department for Education

Statutory Framework for the Early Years Foundation Stage

The statutory framework setting out the standards for learning, development and care for children from birth to five.

https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Development Matters

Non-statutory curriculum guidance supporting implementation of the EYFS framework.

https://www.gov.uk/government/publications/development-matters--2

FURTHER READING

Reception Baseline Assessment

Guidance on the statutory Reception Baseline Assessment and its role within the EYFS.

https://www.gov.uk/government/collections/reception-baseline-assessment

Inclusive Mainstream Fund: Best Practice for Schools

Guidance to support inclusive practice, early identification and evidence-informed intervention.

https://www.gov.uk/government/publications/inclusive-mainstream-fund-support-for-school-leaders/inclusive-mainstream-fund-best-practice-for-schools

Ofsted

Strong Foundations: The First Year of School

A review of effective Reception practice, curriculum implementation and supporting children's development in the first year of school.

https://www.gov.uk/government/publications/strong-foundations-the-first-year-of-school

Birth to 5 Matters

Non-statutory guidance supporting child development and effective early years practice.

https://birthto5matters.org.uk/

The Communication Trust

Resources supporting speech, language and communication development.

https://www.thecommunicationtrust.org.uk/

ICAN

Guidance and practical resources supporting children with speech, language and communication needs.

https://ican.org.uk/

National Literacy Trust

Research and guidance on early language, communication and vocabulary development.

https://literacytrust.org.uk/

A note about the evidence

FLIP has been informed by current educational research and national guidance. References to the Education Endowment Foundation (EEF), the Department for Education (DfE), Ofsted and other organisations do not imply endorsement of the FLIP programme.

FAQs

What is FLIP?

FLIP (Foundations for Learning Intervention Programme) is an evidence-informed Reception intervention programme that helps practitioners identify children who may benefit from additional support, deliver short, structured intervention sessions and monitor progress over time. Each FLIP unit focuses on specific areas of development that underpin school readiness, helping children build the foundations they need for successful learning.

Which children is FLIP designed for?

FLIP has been designed for Reception children who would benefit from additional targeted support. Practitioners use the FLIP Identification Toolkit to help identify children who may benefit from intervention before gaps become more significant. FLIP complements high-quality classroom teaching and wider EYFS provision rather than replacing it.

What size group is FLIP designed to be used with?

FLIP can be delivered either 1:1 or in a small group of up to 4/5 pupils.

Who can deliver FLIP?

Many schools choose to have teaching assistants, early years practitioners or other support staff deliver FLIP sessions, while teachers oversee the identification of children, monitor progress and determine appropriate next steps. Every FLIP unit includes clear practitioner guidance, lesson presentations, practical activities and assessment materials to support consistent, confident delivery. A comprehensive FLIP Programme Guide is also included, providing guidance on implementing the programme, delivering intervention effectively and making the most of each unit. Teachers should ensure that anyone delivering FLIP has the appropriate knowledge, skills and experience to work with young children, use professional judgement, adapt delivery where appropriate and respond to children's individual needs.

Is training provided?

FLIP has been designed to be straightforward to implement without the need for formal training. Every unit includes comprehensive practitioner guidance, lesson presentations, practical activities and assessment materials, helping staff deliver intervention confidently and consistently. A comprehensive FLIP Programme Guide is also included, providing guidance on implementing the programme, delivering intervention effectively and making the most of each unit.

Because every FLIP unit follows the same structured approach, schools can establish a consistent intervention model that is easy for practitioners to follow. As per the training point below, teachers should ensure that anyone delivering FLIP has the skills, knowledge and understanding of EYFS to enable them to make adaptations and the necessary judgements to run the programme successfully.

Should the units be completed in a specific order?

No, there is no need to complete the units in any particular order. In fact, different children may very well take part in different units – dependent on need and assessment outcome.

FAQs

What areas of development does FLIP support?

As the programme grows, FLIP will include intervention units covering a range of areas including:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Vocabulary
- Oracy
- Emotional regulation
- School readiness

Each unit has its own clear focus while following the same structured FLIP approach.

How long are FLIP intervention sessions?

The sessions are designed to be short and focused – around ten minutes long each day. They should be delivered every school day for 6 weeks.

What equipment is needed to deliver FLIP?

FLIP has been designed to fit into everyday school practice and doesn't require any specialist equipment.

To deliver sessions, you'll need:

- A computer or laptop to display the lesson presentations OR
- A large screen or interactive whiteboard if delivering to a small group.
- Printed activity sheets and any simple resources listed in the practitioner guidance for individual lessons.

Each unit has its own clear focus while following the same structured FLIP approach.

Is FLIP based on educational research?

Yes. FLIP has been developed using established educational research and national guidance relating to early intervention, communication and language, personal, social and emotional development, physical development and inclusive practice. Throughout the programme we reference evidence from organisations including the Education Endowment Foundation, Ofsted and the Department for Education. While these organisations do not endorse FLIP, their research has informed its design.

About Mrs Mactivity

FLIP has been developed by Mrs Mactivity, an award-winning publisher of curriculum resources, intervention programmes and schemes of work used by thousands of schools across the UK.

Our aim is simple: to create practical, inspiring resources that reduce teacher workload while helping every child build the strong foundations they need for lifelong learning.

Every Mrs Mactivity resource is created by experienced educators and developed with careful reference to current educational research, national guidance and classroom practice. We believe that high-quality resources should be engaging for children, straightforward for practitioners to implement and grounded in approaches that support meaningful learning and development.

Alongside FLIP, Mrs Mactivity provides a wide range of curriculum resources and whole-school schemes covering the Early Years Foundation Stage and primary curriculum.

We hope FLIP supports you in making a lasting difference to the children in your care.

Find out more and free trial

https://www.mrsmactivity.co.uk/flip-foundations-for-learning/

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