



MIDDLETON PARISH CHURCH SCHOOL

Teaching and Learning Policy for the Early Years Foundation Stage

Planning:

The cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis.

We have focus children each week (approximately 10% of the group).

Some interactions and activities that occur are recorded when the cycle is complete.

These records are on the learning journeys for the focus children and on 'in the moment' planning sheets for activities in which a group have become involved.

Other observations of children are recorded electronically on '2simple' software.

We work in this way because...

"Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child's thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment)."

From National Standards document Learning, Playing and Interacting p.22-23
The revised EYFS advises us to continue using this document.

We have focus children NOT focus activities.

The adult goes to the child. The child is NOT called out to come to the adult.

We work this way because high-level involvement occurs in child-initiated activity.

The only time the children are led by an adult is for discrete phonics and maths teaching which is always carried out at the start or end of a session so that the child-initiated learning is not broken.

Progress and Development:

When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment, supported by skilful staff. Planning in the moment helps to make this possible.

An Enabling Environment:

We have a workshop style environment indoors and outside. All resources are available to the children. The children select what they want to do in each area. The principle is that resources are accessible to the children and they are varied, open-ended and high quality. This gives the children the opportunity to select resources to support their chosen activity.

The Role of the Adult:

The adults are there to teach. They do this through observing and interacting. Our adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level for each unique child.

Quality Interactions:

The children become involved in activities of their choice. The adults observe the children carefully, join them when appropriate, and engage in quality interactions (teaching) to move learning on.

Planning In the Moment:

We use the observation cycle on a moment by moment basis. The focus children are given extra attention, but all of the children are busy learning all of the time. The planning sheets are a record of activities that have occurred. It is particularly important that the adults input are recorded. The symbol "T" indicates "adult". Adult input (teaching) is then highlighted: "T suggests...encourages... models...asks... wonders... helps...provides...etc..."

Planning:

The "planning sheets" are blank at the start of the week. They are then filled up gradually during the week. All adults contribute to these sheets. When possible, photos are printed and added to the records. In addition, "Wow" moments are recorded for all our children as and when they occur - this is most often done on the 2simple software.

The Characteristics of Effective Learning:

Playing and Exploring – do they investigate and experience things and 'have a go'?

Learning Actively – do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?

Creating and Thinking Critically – do they have and develop their own ideas, make links between ideas and develop strategies for doing things?

These have all been linked to characters from traditional tales to make them more accessible for children as they are encouraged to reflect on their own learning.

With a system of focus children, a workshop style environment and records kept on spontaneous planning sheets and learning journeys, the children are learning effectively all of the time!

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"Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide

and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations”

Keeping the Balance:

The children initiate their own learning and the adults support and guide them to extend the learning opportunities. Throughout the year we assess and review the progress of all the children. We introduce teaching of specific skills as and when appropriate to individual children and groups of children,` as well as daily discrete phonics and maths sessions taught in differentiated groups that reflect the individual needs of the children in them.

Sara Thomas
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