

Prior Weston Primary School and Children's Centre



**Teaching and learning
policy for the Early Years
Foundation Stage**

Planning and assessment

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).

Activities that occur are recorded when the cycle is complete. These records are added to the learning journeys for the focus children and on spontaneous planning sheets for activities in which a group of children has been involved.

We plan for systematic whole-class, small group and individual teaching of basic skills in reading, writing, phonics, handwriting and mental maths where children are developmentally ready for this style of learning.



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’ pp22-23

(The revised EYFS Framework 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 the adult.

*

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

Progress and Development

When children show high levels of involvement, the brain is at its most active. At these times, progress and development – deep level learning – is occurring.

High level involvement is most likely to occur when children are able to pursue their own interests. Planning in the moment and the provision of enabling environments are strategies we employ to maximise these opportunities.



An Enabling Environment

We have a **workshop-style** environment indoors and outside. Nothing is set out on the tables. The children select for themselves what they want to do in each area.

The principle is that resources are readily accessible to the children and are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity.



The Role of The Adult

The adults are there to facilitate learning. They do this through observations and interactions.

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.



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 the learning on.



Sir Michael Wilshaw,
Chief Inspector of Schools 2012 - 2016:
*“Early years provision is only as good as the quality of
interaction between adults and children.”*

Planning in the Moment

We use the observation cycle on a moment by moment basis. The focus children are given extra attention, but all the children are busy and learning all the time. The planning sheets are a record of activities that have occurred.



It is particularly important that the adults' input is recorded as an indication of the teaching that has occurred.

The symbol "T" indicates "adult" and adult input is highlighted in yellow, eg:

"T suggests... encourages... models... asks... ponders... helps... offers resources... etc."



The planning sheets are blank on the first day and are filled up gradually throughout the week. These sheets contribute to the child's 'Learning Journey' and all practitioners contribute to them. When possible, photos are printed which are also added to the records.

Additionally, "Wow" moments are recorded for all children as and when they occur.



With a system of focus children, a workshop-style environment and assessments recorded on spontaneous planning sheets and learning journeys, the children have the freedom to learn effectively all the time!

Jane Wotherspoon, HMI National Lead for the Early Years Foundation Stage:

“Teaching... is all those different things that you do as adults to help young children learn...: communicating, modelling language, working with children as they initiate their own play and activities, being ready to intervene in the moment, demonstrating how to do something, explaining why something is as it is, showing children something, exploring ideas with them, encouraging them, questioning them, checking what it is they are understanding, helping them to record something that they did so that they get the structure and sequence of events, providing a narrative for what they are doing, facilitating what they are doing, setting challenges. All those sorts of things are the sorts of things we mean when we talk about teaching.”



Characteristics of Effective Learning (from the revised EYFS Framework)



Playing and Exploring

Do children investigate, experience new things, and 'have a go'?

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Learning Actively

Do they concentrate, persevere if they encounter difficulties, and enjoy their achievements?

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Creating and Thinking Critically

they have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Keeping the Balance

While children initiate and pursue their own learning, the adults support and guide them to extend the learning opportunities.

We assess and review the progress of all the children throughout the year, and we introduce the teaching of specific skills as and when appropriate to individual children and to groups of children.

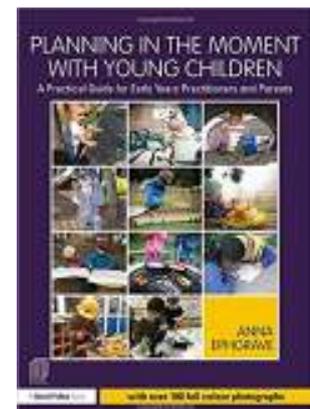
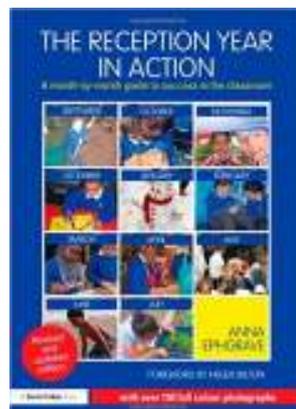
Our expectations for outstanding Early Years practice are exemplified in these publications by Anna Ephgrave:

The Nursery Year in Action;

The Reception Year in Action;

Year One in Action; and

Planning in the Moment with Young Children.





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