Role of Adults

Characteristics of Effective learning

Positive Relationships

The Characteristics of Effective learning are integral to the teaching and learning process and are the cornerstones of our ethos and provision. Our provision enables children to become self -motivated and self- regulated learners. Positive attitudes towards learning are established through high quality experiences which engage children and spark their imaginations, building confidence and resilience through children’s natural instincts to discover and explore.

The Foundation Stage team believe that positive relationships are a fundamental key to success. Warm and trusting relationships with our children and parents are carefully nurtured right from the onset. High levels of well- being are prioritised to enable our children to become happy and independent learners who love the challenge and adventure of learning. Interactions are based upon a respectful acknowledgment of the feelings of children and their families. We pride ourselves in promoting parents as partners by working together with our parents. Our Key Person system enables us to be responsive and sensitive to the needs, feelings and interests of our children to support their learning and progress effectively.

Our Practitioners are powerful learning facilitators. We appreciate our roles are many and include pondering, reacting, modelling, directing, guiding and challenging. All staff demonstrate a secure subject knowledge across the curriculum and know how to scaffold and deepen learning. Our high quality interactions enable “teachable moments” which are unique to the child and situation. These moments are seized and the spontaneity of learning is captured. Oracy is at the heart of each interaction and our expert practitioners carefully model grammatically accurate sentences and ambitious vocabulary.Through these quality interactions progress is secured.

Our indoor and outdoor environments are safe yet challenging and offer purposeful play based experiences. We offer an inclusive continuous provision through which all areas of learning can be accessed and where children have opportunities to practise personal safety, take risks, revisit learning, problem solve and make connections through their discoveries. It is expertly designed to respond to and support children’s learning needs, styles and interests. We secure high levels of involvement and learning through a “common play behaviour” approach and resources are carefully chosen to facilitate implicit and explicit challenge, creative thinking and capture children’s inspirations. They are easily accessible facilitating independence and choice. Children can become inquisitive, thoughtful learners, be collaborative and independent explorers free to be absorbed in their own learning.

Our belief that learning is a change in long

term memory underpins our approach and the curriculum is delivered through opportunities for repetition allowing for learning to be revisited and progressed. What our children already know and can do is the starting point of learning and our curriculum drivers of diversity, opportunities and environments are chosen to build on and broaden their knowledge and experiences. Learning is delivered through Quality First Teaching, an expert balance of adult directed and child initiated learning alongside opportunities for sustained play based learning through our Continuous Provision. The role of the adult is pivotal as through their interactions they skillfully deliver same day interventions and create opportunities to strengthen and deepen learning and understanding. Targeted interventions are delivered in response to assessment information so that gaps in learning can be diminished. Through this our children experience the journey of moving from novice to expert.

Unique Child

We acknowledge that children are individuals first, each presenting a unique profile of abilities, interests and experiences. Our inclusive ethos values, respects and celebrates the uniqueness of every child and our teaching and learning facilitates the development of the whole child. Informed by observations, our highly reflective practitioners are ready to respond appropriately, refining teaching to cater for all learning styles and needs. Children’s interests are used to promote engagement and create a safe, familiar space from which they can explore and from this place of security we broaden children’s knowledge and experiences to ignite curiosity.

Early Years Foundation Stage

Enabling Environments

Teaching key skills