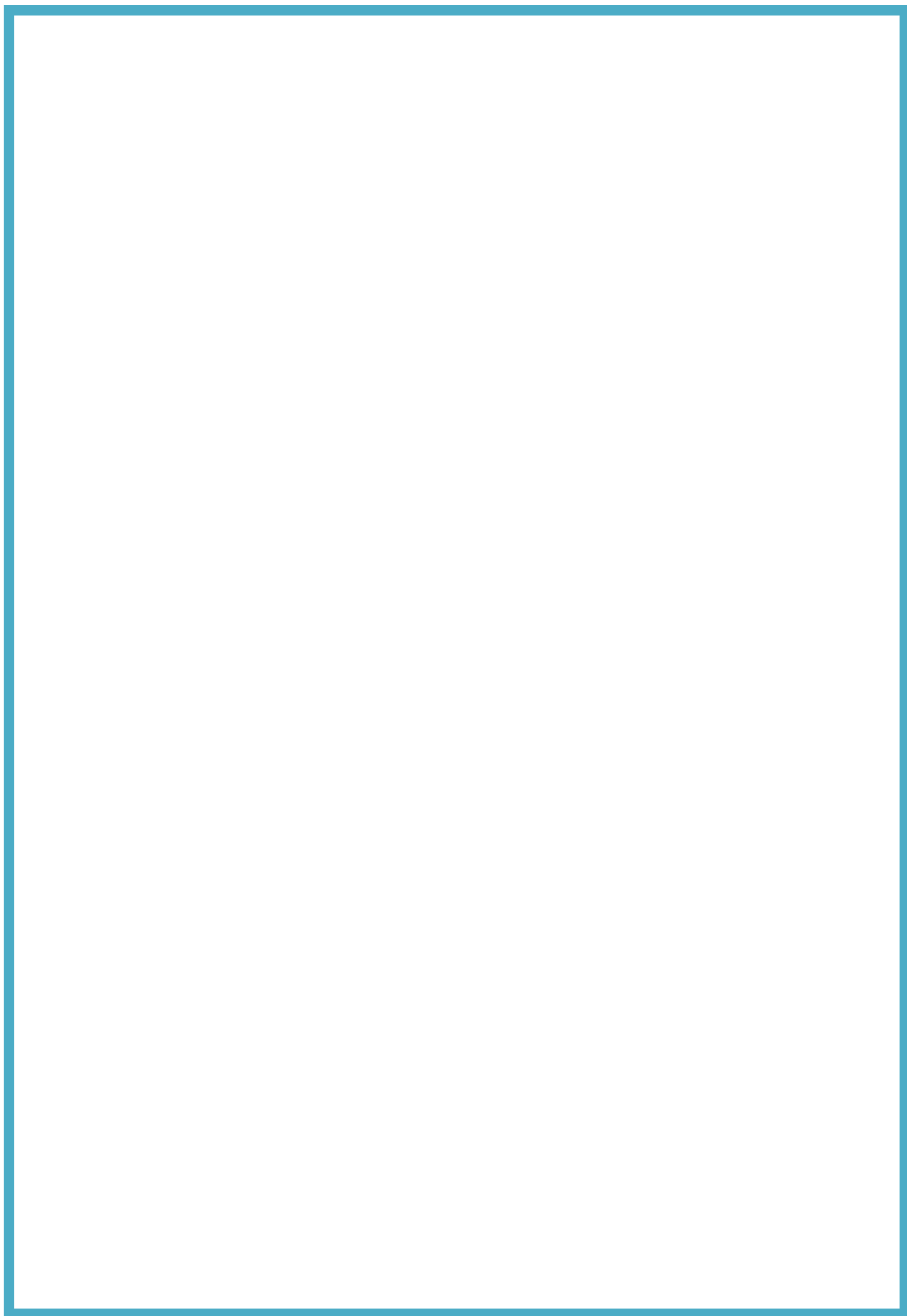




Teaching and Learning in Early Years

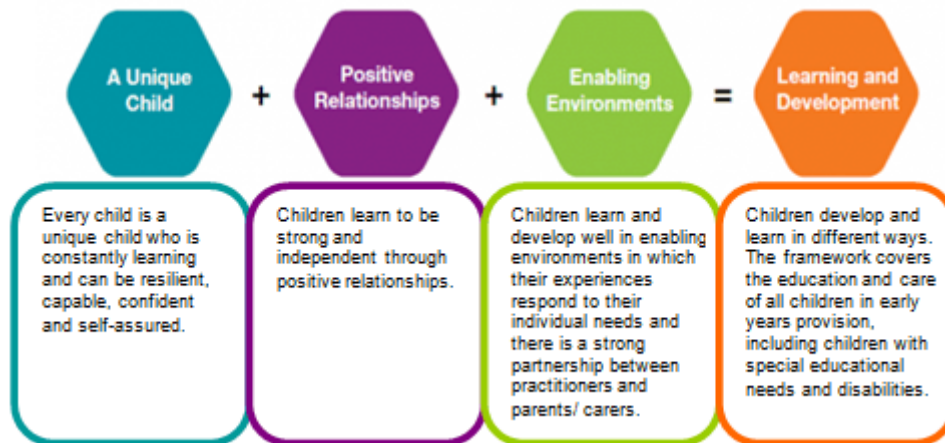
September 2018-19





Early Years Foundation Stage

At Delce Academy we follow the Early Years Foundation Stage Principles that recognise the importance of a holistic approach to educating young children.



Areas of Learning and Development

The EYFS Curriculum

The children will be taught the seven areas of learning and development set out in Development Matters in the Early Years Foundation Stage (EYFS). This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

For each area of learning the guidance sets outlines the Early Learning Goal which the children are assessed against at the end of the Early Years Foundation Stage.

Three Characteristics Of Effective Learning

The **Characteristics of Effective Learning** support the development of the **Unique Child** in how children are learning through their interactions with people and things in their environment.

Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things

As parents you are the first teacher in your child's life. To support the development of these characteristics please consider the following questions.

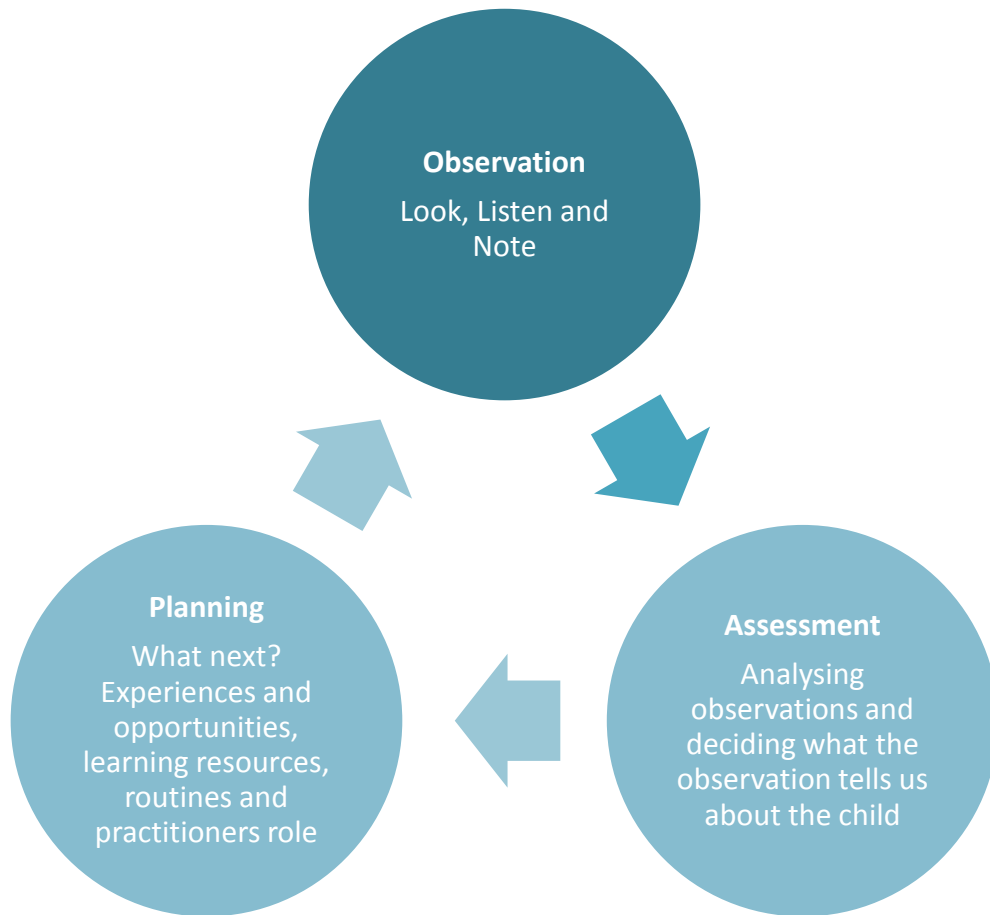


Playing and Exploring – Does your child investigate and experience things, and 'have a go'?

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

Creating and Thinking Critically – Does your child develop their own ideas, make links between ideas, and develop strategies for doing things.

Planning



At Delce Academy we believe that the Early Years provision should hook learning experiences closely around the children's interests. In response to the children's natural curiosity and engagement planning occurs 'in the moment' to intertwine teaching of key skills with an enquiring child to create progress and attainment across and beyond the Early Years curriculum.

The environment and learning experiences are planned for following a cycle of observation, assessment and planning carried out with a combination of key learning priorities and a moment-by-moment basis. Some interactions and activities that occur are recorded when the cycle is complete, these are examples of children's 'wow' moments. These records are on the learning journeys for the focus children and on weekly planning sheets for activities in which a group have become involved.

Individual learning journeys are developed through a combination of children's learning, focus children assessments and observations, well-being and involvement scales and parent and child voice.



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 skillful 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.

We work this way because high- level involvement occurs in child- initiated activity. The role of the adult is to scaffold and facilitate the learning journey.

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 skillful staff. Planning focused on learning priorities and in the moment interactions helps to make this possible.

An Enabling Environment

At Delce Academy we strive to ensure that the children feel safe and confident so that they can explore and learn through their play independently.

To facilitate this, strong classroom expectations and boundaries are established so that every child feels secure to explore the setting freely and develop their own learning enquiry.

Our ground rules establish that we are:

- Respectful to each other
- Walk and talk indoors (outdoors is for running)
- Take care of the classroom and outdoor area

These feed into the class rules which are written with the children.

We have a **free-flow 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 children the opportunity to select resources to support their chosen activity. The indoor and outdoor environment is established to support the children in selecting, using and putting away resources without the support of an adult.

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 the learning on.

Sir Michael Wilshaw says:-
“Early years provision is only as good as the quality of interaction between adults and children.”

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.

Examples may include phonics groups, whole class reading and sharing of a text, math groups.



Transition To Reception



When a four year old sets off for their first day at “big school”, they should be full of positive emotions – excitement, confidence and happiness. This happens if they know exactly where they are going, who will be there, what they will be able to do when they get there and how long they will be staying there. A successful transition means the child settles quickly into school, learning and developing from day one. Practitioners welcome a class of children (who they already know very well) and these children are settled, confident and ready to learn.

Transition will be successful if:-

1. Practitioners know each child, including their interests and needs
2. The school is able to meet these interests and needs
3. Practitioners have formed a relationship with each family
4. Children know, and like, the practitioners
5. Children are familiar and happy with their new school environment, its routines and expectations
6. Children have met and made friends with some of the other children who will be in their class



Getting To Know Your Child

Visit the pre-schools:-

When children attend a pre-school setting the practitioners there will know them very well. One way to get to know your child is to visit them in their pre-school and see them operating in an environment which they know, with staff that they trust. In the Summer Term, the Reception teachers from Delce Academy spend much of their PPA time going to visit children in their pre-schools. If we cannot visit all the children, we ring the pre-schools to discuss the children and

if they say we would benefit from coming to see a particular child, then we make the effort to do so. At the visit, before the child knows who we are, we observe them to assess their social skills, independence, confidence, language and physical ability. After about 20 minutes, we have a good picture of the child and can then play with them for a while, having some fun so that they have a happy first impression of us. We take along a little booklet about school, with lots of photos to share and leave with the child – this can then be a focus for discussions and excitement in the weeks leading up to the transition. Finally we spend time talking to the key person and looking at any records or “special books”. If your child has an end of year report, please share these with the reception staff.



Play sessions in school:- We invite your child to a stay and play session with a parent and a stay and play session without a parent. These are an opportunity to come and join in with a free-flow session in Reception. This allows the children a chance to explore their new class and to meet some of the staff and children that will be coming to school with them.

Home visits:- During the summer term the reception staff carry out home visits to support making final preparations to the class environment for September. For Delce Academy staff the home visit is the third time that they meet the children – they should recognise the teacher and begin to feel more comfortable with them! This visit is crucial as the starting point for building a relationship with you as families, a time to exchange information and a further opportunity to gain a better understanding of your child.



Helping Your Child Start School



THESE PICTURE BOOKS ABOUT GOING TO SCHOOL MAY BE HELPFUL:

- I am too Absolutely Small for School (Charlie and Lola) by Lauren Child
- Starting School by Janet and Allen Ahlberg
- Topsy and Tim Start School by Jean and Gareth Adamson
- Harry and the Dinosaurs Go to School by Ian Whybrow and Adrian Reynolds
- Come to School too, Blue Kangaroo! by Emma Chichester Clark
- Going to School Sticker Book and Starting School Sticker Book – Usborne



LISTENING GAMES

Play some fun listening and doing games to help with following instructions. 'Simon says' or 'Can you find?' games are great for this.



CAN DO ATTITUDE

Help to develop your child's independence and a 'can do' attitude by giving them a few everyday responsibilities as they get closer to school age. Perhaps they could lay the table, feed a pet or put their own laundry away.

Some things to try

- Chat with your child about starting school. What do they think it will be like? What are they most looking forward to? Is there anything they're unsure or worried about?
- Look at the school's brochure, prospectus or website together and talk about the pictures.
- Find photos of you and other family members at school, and chat about happy memories from your own school days.
- If possible, visit the school with your child before they start – either on formal open days or other events.
- Read books together about starting school (see the next page).
- If your child seems anxious about school, try focusing on the things they'll like best – maybe the sandpit, mud kitchen or new friends. Perhaps they have some friends from preschool who will be starting reception at the same time.
- Practise the school morning routine, including getting dressed and eating breakfast in time to leave.
- Practise the school run so that you're both prepared for the school morning journey

KEEP TALKING TO YOUR CHILD ABOUT THEIR FEELINGS ABOUT SCHOOL

... and some things to avoid

- It's natural to feel nervous about your child starting school, but remember that your child can easily pick up on your emotions. Try to be relaxed and positive, rather than showing your own nerves.
- Try not to make comments such as "I hated school" or "I was rubbish at school", which might give your child a negative attitude. ... and some things to avoid
- Try not to bombard your child with endless talk about school – treating it in a matter-of-fact way rather than focusing on the "big step ahead" will help soothe an anxious child.
- Don't over-hype school, as your little one may feel let down or mistrustful if it doesn't live up to expectations!