Bligh Primary School

How we teach in Early Years
Pedagogy in EYFS

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Aims

This policy aims to set out Bligh Primary Schools' approach to teaching and learning in early years. It will outline our key approaches to ensuring our youngest children know, remember and can do more as they journey through our early years provision.

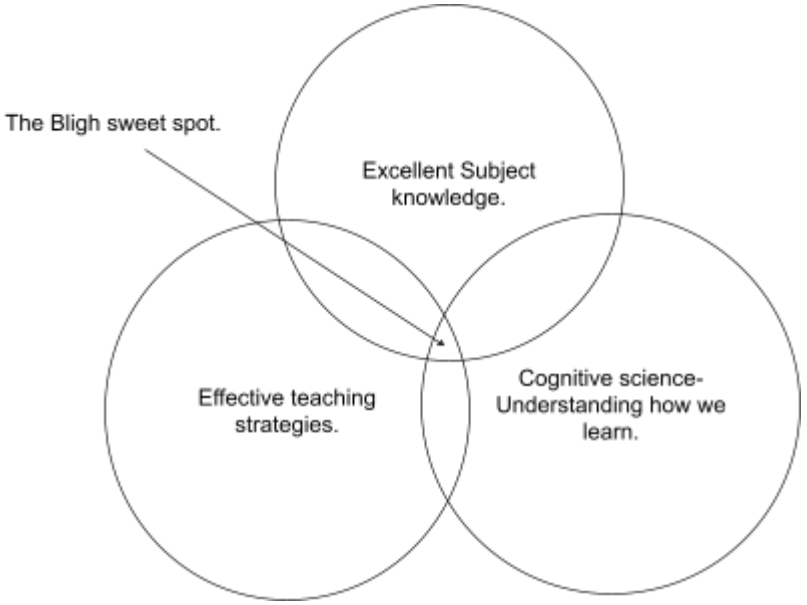
Our intention at Bligh is that children learn the skills and obtain the knowledge that they need to make a successful transition onto the next phase of their education.Long term, our aim is that they are able to make positive **choices** about their futures beyond their compulsory education.

Our children are expected to be ‘Secondary Ready’ by the end of year 6. We believe that this is the best way in ensuring that our children have the best life choices moving through their educational careers.

We intend to aid learning by ensuring disciplinary and substantive knowledge are fixed into our children's long term memory. We are committed to ensuring that EYFS builds secure foundations for children for future learning.

Our pedagogy closely links with our curriculum offer which outlines what children will be learning in EYFS to be ready for their next step of education.

We believe we must mix three important elements in order to create a useful and effective pedagogical model.



In practice- the elements of our pedagogy

“Play-based learning is found to be a highly effective method in enhancing children’s socio-emotional and academic development”.” *Dfe Research paper in early years pedagogy 2015*

At Bligh our pedagogy is playful in approach with environments that are deliberately planned with appropriate resources to facilitate learning with opportunities to practise and apply. This continuous provision (both inside and out) aligns to our power of provision.

We take account of research from early childhood brain development and provide concrete experiences for children that later enable abstraction.Our and a holistic view of the curriculum for children. For example, hatching eggs will act as a stimulus for teaching science knowledge, writing, maths, art, talk and social skills.

The Role of the Adult

We recognise that teaching in early years includes many things with the adult being key.

“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. Integral to teaching is how practitioners assess what children know, can understand and do as well as take account of their interests, and use these to nd monitor progress’ Ofsted Handbook pg 64

Developing communication and language through high quality interactions with adults is part of our pedagogy. This runs alongside the deliberate teaching of speaking and listening skills within the curriculum.

Balance in approach

There will be a balance between adult led activities, adult initiated activities and child initiated activities. The balance of these will change as a child travels through our early years from 2 years old to 5 years old. By the time a child is nearing the end of reception year there will be more adult-led sessions. Adults will match the most appropriate way to teach knowledge and skills and in preparation for transition to KS1.

Routines of the day are valued as teaching time and are planned for.

Observation, assessment and planning

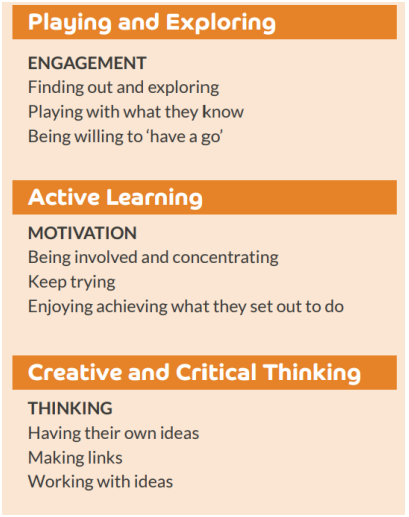
Observation and assessment of children in activities will help adults plan new learning by building on prior knowledge and making links. Planning will be both long term (what we want a child to be able to know and do by the end of (EYFS) , medium term, daily and at times in the moment.

Adults will plan opportunities for children to practise and apply new skills and knowledge. They will ensure ideas are revisited and experienced in different contexts, with opportunities to recall and retrieve previously taught skills and knowledge.

The child

Our pedagogy (linked to the gradual release model used by KS1 and 2) encourages children to move from independence and co - regulation to independence and beginning to be able to self-regulate. The needs of individual children will be met and adaptations made to support their progress.

The characteristics of effective teaching and learning are skills we aim to develop in each child and underpin our pedagogical approach. As part of the day children will undertake child initiated learning allowing them to develop and embed these learning behaviours.



Adults will quickly identify those children not making progress and plan targeted support . If necessary other professionals will be involved.

The parents

Engagement with parents is a key part of a child's time in early years. Part of our approach and teaching is to keep parents informed of their child's learning and support they can give at home.

These key approaches shape how we teach in Bligh Early Years and are underpinned by Maritime Early Years Principles.

