



*Learning is a process of making sense in which you try to understand by actively selecting relevant information, organise it and integrate it with knowledge you already have.*

*Fiorella and Mayer 2014*

Well ordered / resourced learning environment.  
Established routines.



# EYFS Teaching & Learning Policy

January 2022



**Evidence informed practice**



**Planning**



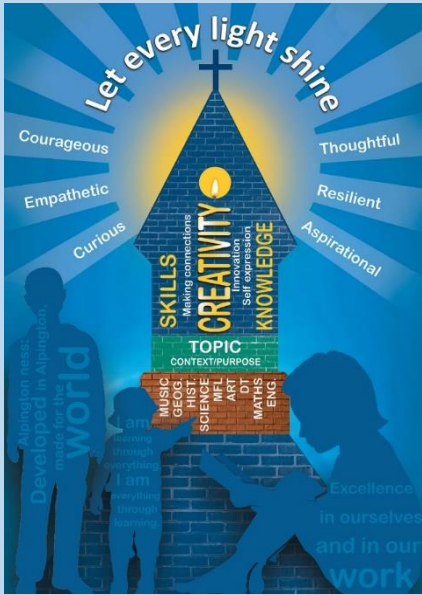
**Teaching**



**Tasks**



**Assessment**



## Evidence informed practice

Stimulating and engaging learning environment inside and out

### Child initiated learning

Learning is developed from my interests and fascinations

### Wellbeing

Learning to keep my mind and body healthy

### Self regulation

Learning to manage my feelings and manage the way I behave enables me to form meaningful relationships and access my learning.

### Adults as guides, facilitators, models and teachers.

My grown-ups at home and at school play a central part in my learning and development.



## The child at the centre of their own curriculum

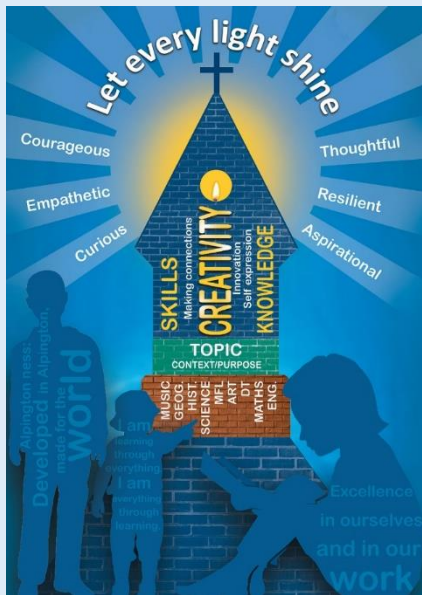
### Free flow

Moving around the environment enables me to follow a line of enquiry and make connections in my learning

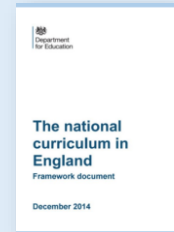
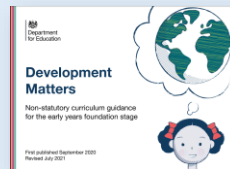
### Learning through play

*"Play is the highest form of research"* Albert Einstein.

Through play my learning moves from the familiar to the unfamiliar.



## Planning



Understanding, creating and sharing		Investigation and change		Real problem and context	
<b>EVYFS &amp; Key Stage 1</b>					
B	K	A	C	D	
Out of the world	8 marks the unit	changing and learning	Food	People and places	Fair and games
London				all measure gear & weight	Right and day
					The great eye
<b>Key Stage 2</b>					
A		B			
Heroes	The Final Frontier	Invaders and Settlers	Strangers	Here and there	Ideas which changed the world
Fantastic Creatures	Survivors	Explorers	Archaeology	Africa	Myths and legends



Environment  
Continuous provision  
Enhanced provision

Time for child initiated / topic led / core skills

What adults will do

What children will / could do



“Nuts on a plate”

### Direct teaching.

The teacher has knowledge that is taught directly to the children. Teaching focuses on practicing, memorising and recalling.

*The monkey proof box* by Jonathan Lear 2019



“Nuts in a clearing”

### Facilitated learning.

Through a sequence of steps, the children learn new knowledge or acquire a new skill. Teaching focuses on guiding children through a sequence of steps until they can apply the skill / knowledge independently.



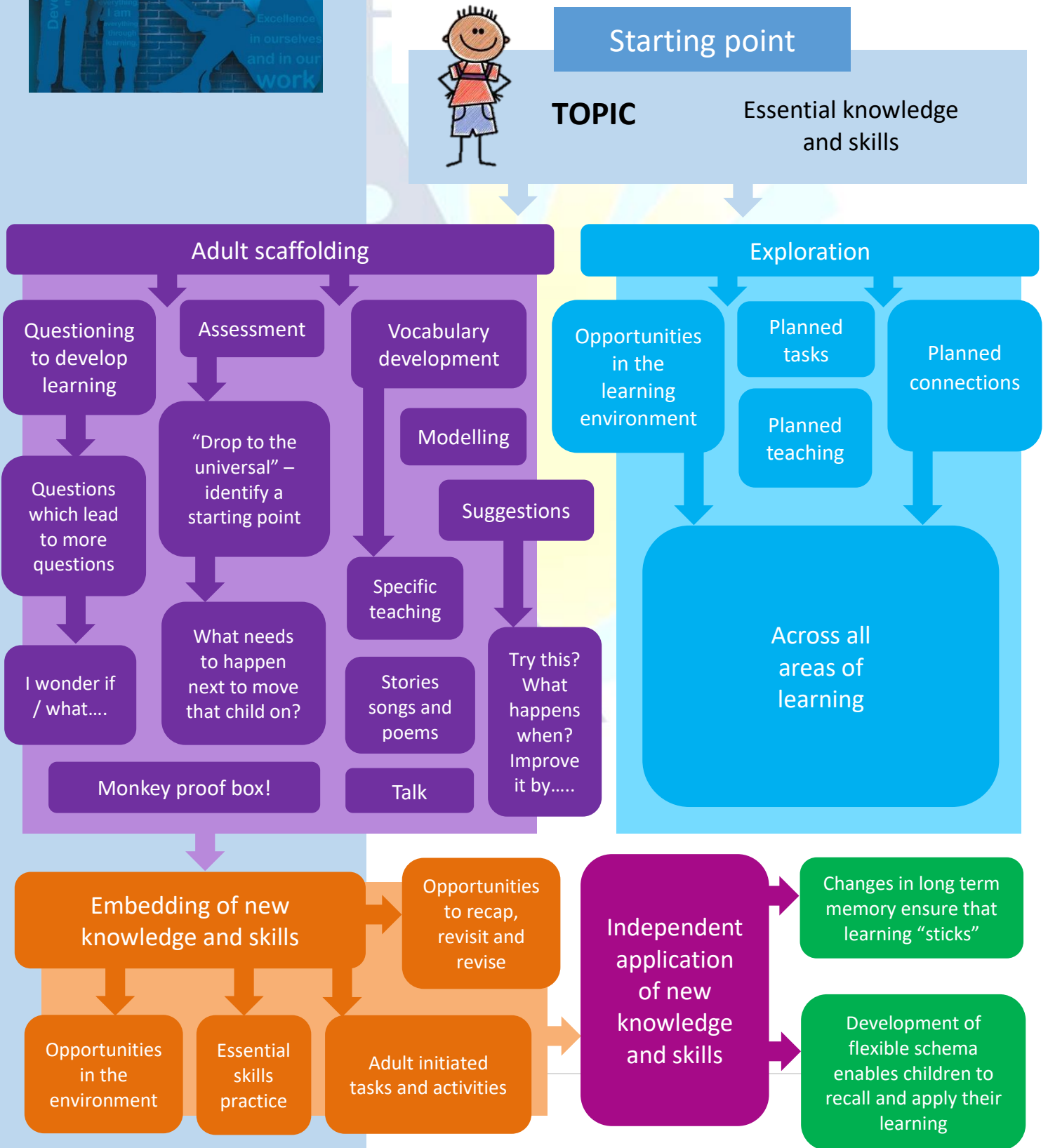
“The monkey proof box”

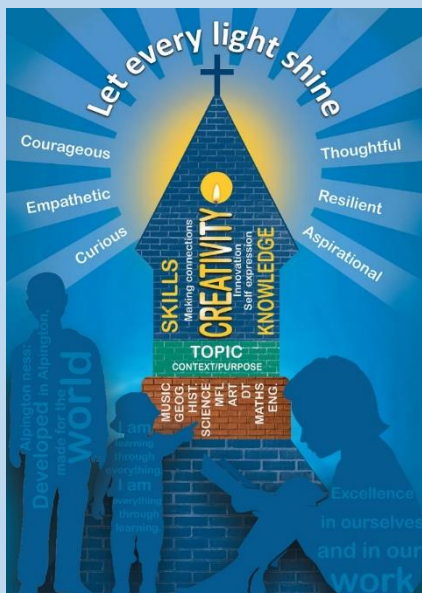
### Creative problem solving.

The teacher deliberately creates a problem for the children to explore and find a way to solve. There will usually be more than one way to tackle the problem. Teaching focusses on facilitating children to discover for themselves and apply learning in a range of contexts.



## Principles of teaching and learning in Robins class





## Assessment

In EYFS assessment and feedback are a continuous process, based on quality interactions between adults and children. Adults in the setting know the children as individuals: their interests, strengths and areas for development. They understand that children in EYFS develop at different rates and that aspects of their development may be ahead of others.

The characteristics of effective learning, expressed through our Alington Values underpin assessment in EYFS.

Observations of learning, some of which are recorded on Tapestry, form the evidence base for children's attainment and progress.

Children's progress towards the Early Learning Goals is recorded on a termly basis. This allows appropriate, timely interventions to be put in place to support learning and development.

**Gaps in learning are identified and filled.**

**Any kind of assessment is only useful if it is used to impact on the children's learning.**

**The impact of teaching and the curriculum can be evaluated.**

**Misconceptions - gaps in understanding or "conceptual knowledge"**

**Skill needs practice - gaps in "procedural knowledge"**

**Missing facts - gaps "substantive knowledge"**

### **How we assess** Ongoing formative assessment / summative assessment

- Observations of children's learning
- Questioning (to explain / to retrieve)
- Conversation / interactions with children
- Making suggestions / creating "problems" and observing children's responses
- Recaps of previous learning
- Phonics assessments
- Reception Baseline Assessment
- School baseline assessment to establish starting points across all Areas of Learning, based on observations and interactions.

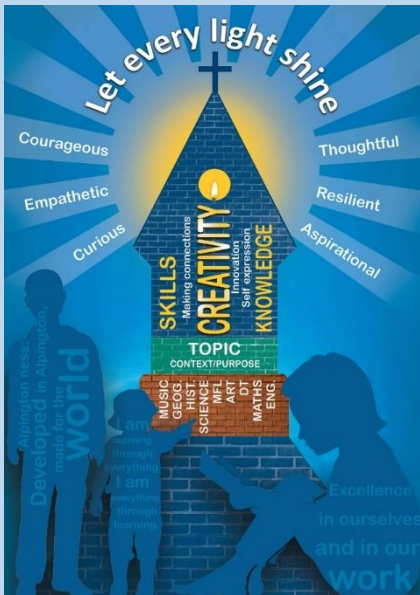
### **Record keeping**

**Record keeping ensures that assessment has impact on teaching and learning**

- Teachers own assessment records. These are useful, manageable and personal to each teacher. There is no requirement from the school that these records are kept in a particular format or are shared with leadership.
- Tapestry for recording observations. Where appropriate these are flagged against the characteristics of effective learning, Alington Values and progress towards the Early Learning Goals.
- Spreadsheet to track progress towards ELG's termly
- Baseline and end of year outcomes on Pupil Asset
- Coverage of the school's EYFS curriculum is tracked

### **Actions**

- Immediate "live" feedback
- Adaptations to planning to ensure knowledge is embedded
- Child works with a teacher or TA to address a gap in conceptual, procedural or substantive knowledge.
- Planned intervention for small groups or individuals
- Regular time to practice



In the Early Years, tasks can be for the whole class or a large group, adult led, small group or child initiated. Learning is facilitated by the learning environment and quality interactions between the children and the children and their adults.

Tasks vary in duration, the level of independence and the level of adult direction, depending on the kind of learning and the stage of development of the child.

As with the rest of the school, tasks are linked to our Alington Values which develop the Characteristics of Effective Learning that underpin children's learning as they progress through the school.

Whole class / large group	Adult led / small group	Child initiated from the learning environment
<ul style="list-style-type: none"> <li>• Phonics</li> <li>• Story time</li> <li>• Vocabulary teaching</li> <li>• Topic teaching</li> <li>• Modelling writing</li> <li>• Modelling / demonstrating / teaching a new concept in maths</li> <li>• Mindfulness activities</li> <li>• Dough Disco</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing sounds</li> <li>• Handwriting tasks</li> <li>• Practicing or applying skills and knowledge in maths</li> <li>• Writing task</li> <li>• Modelling in the role play or other area of the class room</li> <li>• Small group discussion</li> <li>• Speaking and listening activities</li> <li>• Topic / subject specific activity</li> <li>• Small group work to develop learning in line with children's interests.</li> <li>• Group reading</li> <li>• Individual reading</li> </ul>	<p>These are examples – this list is not exhaustive.</p> <ul style="list-style-type: none"> <li>• Retell stories</li> <li>• create their own stories</li> <li>• develop narrative play from own experiences</li> <li>• expand experiences through role play and small world</li> <li>• talk and conversation</li> <li>• practice self-regulation</li> <li>• negotiate and compromise</li> <li>• practice taught skills</li> <li>• apply skills and learning in a context</li> <li>• write / calculate for a purpose</li> <li>• use new vocabulary</li> <li>• practice fine and gross motor skills</li> <li>• learn to compete</li> <li>• express their ideas and opinions</li> <li>• value others</li> <li>• learn and apply skills and knowledge with technology</li> <li>• explore the natural world.</li> </ul>