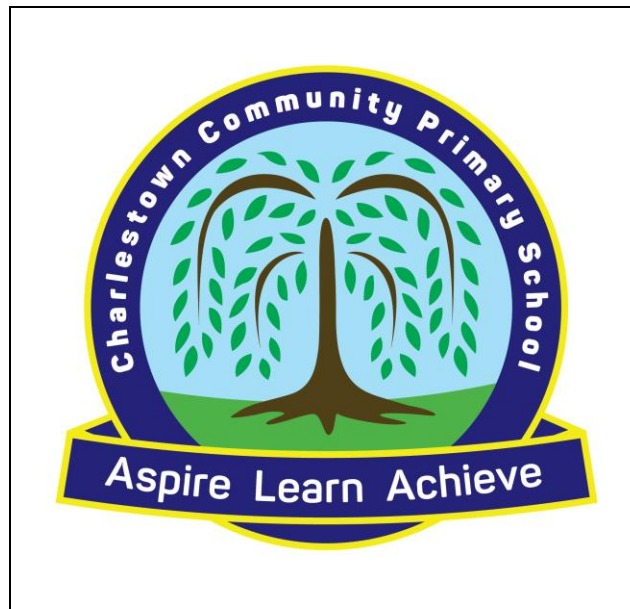


Charlestown Community Primary School



Teaching and Learning Policy

Early Years Foundation Stage

Teaching and Learning Policy

Aims and purposes

At Charlestown Primary any attempt to raise standards in our school must be focused on the classroom.

Continued and sustained improvement is dependent upon improving the quality of teaching and learning that takes place on a daily basis.

At Charlestown Primary the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

This policy outlines the principles for good practice across the Foundation Stage (Nursery and Reception). It uses the four guiding principles from EYFS framework of every child is a **unique child**, children learning through **positive relationships**, children develop well in **enabling environments** and **children develop and learn in different ways and at different rates**.

These principles will ensure a continuity of practice through the Foundation Stage that will enable all children to become competent and confident, independent learners.

The Foundation Stage is a distinct phase in education, which begins when children enter Nursery and continues until the end of the Reception year. The curriculum in the Foundation Stage is important in its own right as well as underpinning all future learning by supporting and fostering children's personal, social and emotional well being and establish positive attitudes and dispositions towards learning.

We expect every teacher to be a good teacher – no child deserves less!

By adopting a consistent and developmental approach to teaching and learning across the Early Years Foundation Stage, we aim:

- To provide consistency of teaching and learning across the Early Years Foundation Stage, which develops as the children move through the Foundation stage
- To enable teachers to teach effectively as possible
- To enable children to learn as efficiently as possible
- To give children the skills they require to become effective lifelong learners
- To provide an inclusive education for all children

- To learn from each other, through the adoption of a collaborative approach to teaching and learning, where good practice is shared.

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experiences in the early years have major impact on their future life chances. A secure, safe and happy childhood is important in its own right and provides the foundation for children to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage – Department for Children, Schools and Families 2012.

Principles for Early Years Education:

These are the principles that practitioners at Charlestown Primary aim to implement into all the areas of teaching and learning in our Foundation Stage.

- **Effective education requires practitioners who understand that children develop rapidly during the early years – physically, intellectually, emotionally and socially**

This means that practitioners in Early Years have to:

- Have an understanding of how children develop from birth to age six
- Have a clear awareness of the knowledge, skills, understanding and attitudes to learning that children need to acquire in order to achieve the early learning goals by the end of the Foundation Stage
- Be aware of how children learn most effectively so that they can identify a range of needs and learning styles within their group
- Be aware of those children who may require additional help and those who are more able and how to support needs
- Be able to evaluate their own practice, recognising the importance of identifying and meeting their training needs

- **For children to have rich and stimulating experiences, the learning environment should be well planned and organised.**

This means that practitioners in the Early Years have to:

- Plan a learning environment, both **indoors and outdoors**, that encourages a positive attitude to learning through rich and stimulating experiences and ensuring that each child feels included
- Use materials and equipment and displays that reflect the community the children come from and the wider world
- Plan an environment free from stereotypical images and discriminatory practice and that reflects British values

- Include the local community and environment as a source of learning
- Encourage children to make choices and develop independence by having equipment and materials readily available and well organised
- Provide high quality resources that inspire children and encourage them to initiate their own learning
- Give the children the space they need for their activities
- **Early years experience should build on what children already know and can do. Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process.**

This means that practitioners in the Early Years have to:

- Plan and organise the learning environment to provide experiences that build on what the children already know and involve themselves in the children's learning
- Enable children to become involved by planning experiences which are mostly based on real life situations
- Allow time for sustained concentration
- Understand that every aspect of learning for young children – personal, social, emotional, physical and intellectual – is interrelated and interdependent and reflect this in planning

- **To be effective, an early years curriculum should be carefully structured**

This means that practitioners in the Early Years have to:

- Plan experiences that are relevant, imaginative, motivating, enjoyable and challenging
- Make effective use of unexpected and unforeseen opportunities for children's learning that arise from everyday events and routines
- Make good use of outdoor space so that children are enabled to learn by working on larger, more active scale than is possible in doors

- **Practitioners must be able to observe and respond appropriately to children**

This means that practitioners in the Early Years have to:

- Make systematic observations and assessments of each child's achievements, interests and learning styles
- Use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- Match their observations to the expectations of the Early Learning Goals

- **To be effective an Early Years curriculum should be carefully structured. There should be opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves. Well-planned , purposeful**

activity and appropriate intervention by practitioners will engage children in the learning process.

This means that practitioners in the Early Years have to:

- **Plan their time well, so that most of it is spent working directly with children**
- Help to extend children’s vocabulary and language
- Help children to see the purpose of those activities
- Accommodate the different ways children learn by planning for the same learning objective in a range of different ways
- Help children consolidate their learning by revisiting the same learning objective many times
- Establish an ethos in which individual achievements are valued
- Plan sessions to include adult-led and child planned activities, with uninterrupted time for children to work in depth

The Role of Adults:

“Practitioners must consider the individual needs, interests and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.” (Statutory Framework for Early Years Foundation Stage 2012)

It is the role of all adults in the Foundation Stage to support children’s learning using a range of strategies. Adults are responsible for setting up a rich and stimulating environment that encourages independent play and investigation. Time needs to be given to allow children to explore the environment independently and learn at their own pace.

Adults need to use a range of teaching strategies such as supporting child initiated play, leading activities that have been planned from child interests and discrete teaching sessions.

Adults need to plan for a balance of these activities depending upon the needs of the child.

It is the role of all adults to ensure that the needs of all children are being met equally and that all children have an opportunity to take part in all activities.

Adult –led activities will become more frequent across the Foundation Stage as children progress with their learning. In the Nursery there will be some appropriate times for whole class sessions such as singing or story sessions and some for maths or phonics. As

children move towards the end of the Nursery into Reception, these may begin to increase and will begin as short as 15 minutes and will increase in length over the course of the children's time in Reception.

“ There is an ongoing judgement to be made by practitioners about the balance between activities led by children and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.” (Statutory Framework for Early years Foundation Stage 2012).

The roles of adults at Charlestown Primary are divided into those of Manager and Targeter.

The role of the Manager includes:

- Ensuring health and safety within the environment
- Managing noise levels
- Supporting the routines of the day
- Supporting children to develop their skills of independence
- Providing emotional and physical support where needed
- Supporting children to resolve conflicts
- Ensuring ongoing maintenance of an effective learning environment (which includes open ended resources)
- Encouraging the children to tidy away resources when finished so adults don't spend teaching time doing this. (Tidy Stations)

The role of the Targeter:

- Targeting specific individual / groups of children
- Targeting specific learning objectives
- Targeting the development of specific areas of the learning environment
- Engaging children in sustained shared thinking
- Supporting children in their next steps in learning

The role of the Targeter and Manager include:

- Ensuring all children are engaged and progressing in active learning
- Offering support and assistance, as needed, to help children to be successful in following their own ideas, including talking about or suggesting strategies and providing practical support
- Monitoring children's learning and identifying their potential next steps in learning
- Providing feedback of significant observations and required next steps to the EYFS team
- Providing specific praise to individuals and groups of children and celebrating learning
- Engaging children in conversation and the language of learning (including the use of open –ended questions)
- **Modelling relevant skills and grammatically correct language to the children, within the learning environment**

Learning:

Learning for young children should be a rewarding and enjoyable experience in which they explore, investigate, discover, create , practice , rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

Characteristics of Effective Learning we aim to develop at Charlestown Primary are:

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

At Charlestown Primary effective learning involves:

- Children initiating activities that promote learning and enable them to learn from each other
- Children learning through movement and all their senses
- Children having time to explore ideas and interests in depth
- Children feeling secure, which helps them to become confident learners
- Children learning in different ways and at different rates
- Children making links in their learning
- Creative and imaginative play activities that promote the development and use of language

Teaching:

Teaching means systematically helping children to learn so that they are helped to make connections in their learning and are actively led forward, as well as helped to reflect on what they have already learnt.

Teaching has many aspects, including planning and creating a learning environment, organising time and material resources, interacting, questioning, responding to questions, working with and observing children, assessing and recording children's progress and sharing knowledge gained with other practitioners and parents / carers.

The quality of each of these aspects of teaching will be informed by the practitioners' knowledge and understanding of what is to be taught and how young children learn.

At Charlestown Primary practitioners are expected to teach children in many ways. The different ways to teach may be selected at the planning stage or may be in response to what children say or do.

Young children do not come into Charlestown Primary in a neat package of social, emotional, physical and intellectual development. During the Foundation Stage, physical and social development will vary enormously from child to child. Therefore at Charlestown Primary the strategies used in learning and teaching will vary and be adapted to meet the needs of the child.

Effective teaching at Charlestown Primary requires:

- Working in partnership with parents and carers, because parents continue to have a prime teaching role with their children
- Promoting children's learning through planned experiences and activities that are challenging but achievable
- Practitioners modelling a range of positive behaviours

- Using language that is rich and using correct grammar. Recognising that what is said and how the practitioner speaks is the main way of teaching new vocabulary and helping children to develop linguistic structures for thinking
- Using conversation and carefully framed questions because this is crucial in developing children's knowledge
- Direct teaching of skills and knowledge
- Children teaching each other
- Interacting with and supporting children in a way that positively affects the attitudes to learning that children develop
- Planning the indoor and outdoor environment carefully to provide a positive context for learning and teaching
- Skillful and well-planned observations of children
- Assessing children's development and progress to serve several purposes. Assessment opportunities may be identified in planning or arise spontaneously
- Working with parents / carers, who are vital partners in the assessment and planning process
- Identifying the next step in children's learning to plan how to help children make progress
- Using assessment to evaluate the quality of provision and practitioners training needs

Planning and Assessment:

All adults are to make informal observations of children at work and play to contribute towards **formative assessments** that are kept on each child. These can be in the form of short written observations, long narrative videos and photographs which are stored electronically on the school EYFS system 2 simple software, which links to the EYFS tracking system Classroom Monitor.

Teachers are to use these formative assessments within their planning cycle. There are three stage of planning.

- **Long term planning** – these are drawn up by the Foundation Stage Team. These plans show the curriculum coverage over all areas of learning during the Foundation Stage and show a progress in skills that are being learnt
- **Medium term planning**- These cover a term or half term period and cover the skills, concepts and knowledge to be taught through a specific unit
- **Short term plans** – These show on a daily / weekly basis how skills have been broken down to a specific learning objective. They show how staff deployment and how a balance of teaching strategies is being delivered. The needs of specific groups or individuals may be highlighted on these plans

Teachers at Charlestown are to plan challenging tasks based on systematic and accurate assessments of children’s previous skills and needs. Plans are to be shared on a regular basis amongst the team with all adults. The Foundation Team is expected to meet at least once a week to discuss weekly plans and any changes that may be necessary. Planning needs to be flexible and responsive to the needs of the children.

Teachers are also expected to keep **summative assessments** on each child in the Foundation Stage.

An on entry assessment will be made for all children starting the Nursery, this will be started through home visits, meetings with parents / carers and transition visits to the Nursery in the Summer Term before the children start the Nursery. This will be continued in the first few weeks that the children are in the Nursery. This data will be collected and collated by the teacher to provide a baseline on entry to Nursery and be used to adapt planning to plug ‘gaps’ in children’s development and learning. This data will be analysed by the Foundation Team Leader and the leadership team through half termly pupil progress meetings. The children in Reception will also continue to be regularly assessed and data collected to see which children are making progress towards the Early Learning Goals. These will be discussed at half termly pupil progress meetings. All Foundation teachers will produce an end of year written report in the summer term for parents / carers.

Effective Planning:

- Reflects, supports and extends individual children’s current interests , learning styles, enthusiasms and the stage of development of each child
- Is a flexible, working document , which is responsive to spontaneous events
- Enables all practitioners to contribute, understand and articulate why experiences have been planned
- Enables children, parents and practitioners to have a voice in the planning process

Accurate Assessments:

- Analyse observations in order to make judgements which lead to action to support individual children
- Provide an insight into how best to help each child develop and learn and prioritise the experiences and opportunities that can be offered
- Are monitored by leaders to identify children’s needs and ensure that all children are making progress to reach their full potential
- Actively engage parents / carers in developing a picture of each child, identifying any learning and development needs

Transition to Year 1:

Reception teachers will formally arrange meetings with KS1 teachers to share end of year data and information about the cohort. They will also provide a written report for KS1 teachers on the 'Characteristics of Learning' for every child in Reception, informing the new teachers how the children learn best.

At the end of Reception the Foundation Stage Profile is completed and submitted to the local authority for each child.

Throughout the year the Foundation Stage teachers need to carry out moderation exercises to ensure consistency of judgments in assessing the children. This needs to be completed in school and across the local school cluster.

Learning Journeys:

Each child needs to have a Learning Journey. This is a record of any significant moments in the children's learning and shows examples of when the children have been assessed. Assessments are recorded on the school software 2 Simple Software which then records the outcomes on the EYFS tracking system Classroom Monitor.

In the Learning Journey there needs to be:

- Information from a child's previous setting if relevant
- Observations that are collated chronologically
- Accessible to parents / carers

Recorded Observations:

- There needs to be a focus on recording 'significant' events i.e. what can the child do / quotes of direct speech/ reference of child's interactions with others / appropriately annotated writing evidence / identified links to learning (Areas of learning / Characteristics of learning) / identified next steps/ over time there is evidence across all aspects of learning / over time there is **evidence of indoor and outdoor learning**
- There should be a variety of forms of observations in Learning Journeys, such as incidental observations, targeted observations and long observations.
- Observations overtime need to show and demonstrate progress in the child's development.

Parental Involvement:

- Parents should be frequently adding information to children's learning journeys through 'Wow Moments' completed at home and regular discussions with staff during a child's VIP visit.

- Parents should regularly receive observations that have been carried out at school via email; these should include next steps for the children to carry at home. Parents are able to reply to the emails and ask questions they feel necessary.

Play:

Well planned play, **both indoors and outdoors**, is a key way in which young children learn with enjoyment and challenge.

In playing, they behave in different ways: sometimes their play will be boisterous sometimes they will describe and discuss what they are doing, sometimes they will be quiet and reflective in their play.

At Charlestown the role of the practitioner will have a crucial role in:

- Planning and resourcing a challenging environment
- Supporting children's learning through planned play activity
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play

At Charlestown we plan that through play, in a secure environment with effective adult support, children can:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practice and build up ideas, concepts and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk or rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problems
- Express fears or relive anxious experiences in controlled and safe situations

At Charlestown Primary practitioners in the Foundation Stage will plan for a range of activities and teaching methods for **both indoor and outdoor learning**. They will plan to ensure that the environment meets the needs of all children and enables the children to develop their learning at the early stages through child initiated play through to more directed teaching as they move through the Foundation Stage and are becoming ready to move in to Year 1.

The Range of learning opportunities in Foundation Stage:

These should all be evident in teaching and learning in the Foundation Stage at Charlestown Primary School. The frequency of their use will vary depending upon the age and development of the children.

- Child / self initiated learning
- Adult directed learning
- Adult led (Whole class / larger group input)
- Smaller group learning

Child / Self-initiated Learning:

Child / Self – initiated – a learning activity wholly decided upon by the child and that is the result of intrinsic motivation to explore a project or express an idea. In doing this the child may make use of a variety of resources and demonstrate a complex range of knowledge skills and understanding (EYFS Profile handbook 2008)

- At Charlestown Primary this will mean that across the course of a day / week children will have the opportunity to self-initiate learning for approximately 50% of their time which will change as the children become older and move through the Foundation Stage.
- **Areas of continuous provision will need to be inviting, stimulating, well resourced, well organised, maintained, replenished, clean and tidy. Resources will be clearly labelled with text and picture / photo and arranged so that children are able to access them independently.**
- Areas of continuous provision will have organisational systems in place so that children can and do access resources and areas of continuous provision independently e.g. the number of children i.e. 4 and four faces on a label mean that 4 children can access an area, children can wear a band to access the outdoor area, children access resources independently and put them away when finished using them
- Adults will encourage children to be independent allowing individuals and groups of children to initiate activities, show initiative and make decisions rather than doing things for them.
- Adults will encourage and support children to work co-operatively e.g. taking turns and sharing and will actively promote 'good behaviour for learning' rather than policing. Adults will teach children how to look after themselves.
- Time for self initiated learning will be planned for. Children need and will have regular opportunities to play at length and explore ideas in depth. Children will become engaged and involved for sustained periods of time. Adults will extend children's thinking, questioning them or encouraging them to find out more.

Children will also be encouraged and supported to ask questions and talk about their learning with both adults and other children.

- **The outdoors will be used as an extension of the indoor environment and will allow for opportunities not readily available indoors e.g. doing things on a larger scale, doing things that are noisy, exploring the natural environment and its resources, being boisterous.**
- The learning environment both **indoors and outdoors** will be accessible to all children. Adults will ensure all children are included and feel safe and secure and valued. They will support children to recognise their own unique qualities as well as accepting each other's differences.

Adult directed learning:

Adult directed learning – A learning opportunity defined by an adult that focuses on a specific learning outcome that the child may complete independently or with adult support. (EYFS Profile Handbook 2008)

At Charlestown Primary this will mean that:

- Adults plan activities with specific learning intentions in mind and will direct groups of children to them. Children will be clear about the expectations.
- Adult-directed activities will offer children opportunities to re visit and apply the skills and knowledge developed from previous adult-led activities.
- Adults will be sensitive to the developmental needs of children and support their learning whilst promoting independence. Children will have opportunities to talk about their learning.

Adult – led learning: (Whole class – larger group input)

Adult-led learning: A learning activity defined structured and delivered by an adult. It focuses on the direct teaching of skills and knowledge with a specific learning outcome in mind. (EYFS Profile Handbook 2008)

At Charlestown Primary this will mean that:

- This will be planned for and is part of a session which will be a whole class or group input delivered **indoors or outdoors by the teacher or other adult.**
- Learning outcomes must be matched to the needs of the children and based on information gathered from ongoing observational assessment. The adult may reference learning in areas of the continuous provision, **indoors and outdoors**, to provide a meaningful context for the children.

- This input must be timed appropriately and will be short, pacy and interactive. **If children are sitting on the carpet, they should be actively involved in the short session with the teacher showing awareness of the developmental needs of the young children.** If this is a practical / hands on session then children may engage for longer periods of time.
- Effective and appropriately timed questioning and prompts will move learning on for the children. Children must be given the opportunity and time to think and respond.
- Adults must promote 'good behaviour for learning' and support children's positive sense of well-being within and ethos of mutual respect.
- Throughout the session other adults must be deployed effectively to support children's learning and to engage in observation. Adults will intervene sensitively in children's learning, demonstrating an understanding of child development and knowledge of each child and their next steps. Adults understand their roles and responsibilities thoroughly. Positive relationships are evident and all adults work together effectively.
- ICT will be used to enhance opportunities and experiences.

Smaller Group work expectations:

Smaller group work- This input will have a clear focus and learning outcome. The adult will have identified specific learning intentions and outcomes which will effectively be communicated to the children in the group.

At Charlestown Primary this will mean that:

- Tasks planned and delivered will engage and interest the children and meet the differentiated needs of the groups of children e.g. learning, social, emotional.
- Tasks will build on what children already know, understand and can do.
- The adult will support learning through appropriate strategies such as modelling skills and knowledge and questioning appropriately.
- Resources will be accessible for children throughout the environment and systems will be in place to promote independence.
- There will be opportunities for children to think, talk and learn together supported by the adult. Children will be given opportunities to talk about what they know and can do.

Meeting the diverse needs of children:

Practitioners need to provide relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of children, so that most achieve the early learning goals and some where appropriate go beyond them by the end of the Foundation Stage.

Practitioners must be aware that children bring to their early learning provision different experiences, interests, skills and knowledge that affect their ability to learn. An awareness and understanding of the requirements of equal opportunities that cover race, gender and disability and the code of practice on the identification and assessment of special educational needs is essential.

Practitioners should plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children of different ethnic groups including Travellers, refugees and asylum seekers and children from diverse linguistic backgrounds.

In order to meet children's diverse needs and help all children make the best possible progress, practitioners should:

- Plan opportunities that build on and extend children's knowledge, experiences, interests and skills and develop their self-esteem and confidence in their ability to learn
- Use a wide range of teaching strategies, based on children's learning needs
- Provide a wide range of opportunities to motivate, support and develop children and help them to be involved, concentrate and learn effectively
- Provide a safe and supportive learning environment, free from harassment, in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged
- Use materials that positively reflect diversity and are free from discrimination and stereotyping
- Plan challenging opportunities for children whose ability and understanding are in advance of their language and communication skills
- Monitor children's progress, identifying any areas of concern and taking action to provide support, for example by using different approaches , additional adult help or other agencies and the school SENCO

Children with Special Educational Needs and Disabilities (SEND):

Practitioners will need to plan for each child's individual learning needs, including those who need additional support or have particular needs or disabilities. The focus should be on removing barriers for children where these already exist and on preventing learning difficulties from developing.

Practitioners have a key role to play in working with parents to identify learning needs and respond quickly to any particular difficulty and develop an effective strategy to meet these needs, making good use of individual education plans, so that later difficulties can be avoided.

Wherever possible staff will be expected to work with other agencies and the school SENCO.

Practitioners will be expected to take specific action to help children with special educational needs to make the best possible progress by:

- Providing for those who need help with communication, language and Literacy skills, and planning, where necessary, to develop understanding through the use of all available senses and experiences through, for example:
 - ❖ Using alternative and augmentative communication, including signs and symbols
 - ❖ Using visual and written materials in different formats, including large print and symbol text, using ICT, other technological aids and recorded materials
 - ❖ Using materials that children can access through sight, touch, smell and sound
 - ❖ Increasing children's knowledge of the wider world by using word descriptions and other stimuli to extend their experiences and imagination
- ***Planning for full participation in learning and in all physical and practical activity through, for example :***
 - ❖ Providing additional support from adults
 - ❖ Adapting activities or environments, providing alternative activities and using specialist advice and support
- ***Helping children who have particular difficulties with behaviour to take part in learning effectively through:***
 - ❖ Setting reasonable expectations that have been discussed with the child and with parents and carers, establishing clear boundaries and appreciating and praising children's efforts
 - ❖ Encouraging and promoting positive behaviour, giving children every chance and encouragement to develop the skills they need to work well with another child or children
 - ❖ Helping children to manage their behaviour and to value and respect their own contribution and that of others

Children with English as an additional language:

There are children at Charlestown Primary who attend our Foundation Stage who have a home language other than English. At Charlestown we value this linguistic diversity and aim to provide opportunities for children to develop and use their home language in their play and learning. These children may be at varying stages of learning English as an

additional language . Some children may be bilingual from birth, some children will be acquiring English as an additional language. As with their first language this needs to be learnt in context, through practical, meaningful experiences and interaction with others. The children may spend a long time listening before they speak English and will often be able to understand much of what they hear, particularly where communication through gesture, sign , facial expression and using visual support such as pictures ad puppets is encouraged.

Learning opportunities should be planned to help children to develop their English and support provided to help them take part in other activities by:

- ❖ Building on children’s experiences of language at home and in the wider community by providing a range of opportunities to use their home language , so that their developing use of English and other languages support one another
- ❖ Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- ❖ Ensuring all children have opportunities to recognise and show respect for each child’s home language
- ❖ Providing bilingual support when possible, in particular to extend vocabulary and support children’s developing understanding
- ❖ Providing a variety of writing in the children’s home languages as well as in English, including books, notices and labels
- ❖ Providing opportunities for children to hear their home language as well as English , for example through use of audio and video materials

Monitoring of Teaching and Learning:

The purpose of monitoring teaching and learning in the Foundation Stage at Charlestown is to ensure that all children receive the highest possible opportunities for learning. At Charlestown we believe that the most effective way to develop teacher’s skills, no matter at what stage of their career, is through developing a model of coaching and sharing good practice. Monitoring teaching through regular observations will enable areas of strength and good practice to be identified and shared and also areas which teachers may need to develop.

Some observations may be general classroom observations; some may be observations of specific areas which have been identified as school priorities on the school improvement plan, they may be an aspect that is a focus of the Foundation Stage such as adult led activities, continuous provision, learning journeys, child-initiated play or it may be an aspect which is linked to INSET and used to measure the impact of this on teaching and learning.

During lesson observations the main focus will be **‘are the children learning and is the lesson moving their learning on?’**

During observations the following may be looked at to ensure that the children are learning in the Foundation Stage:

The Early Years Foundation Stage:

In the Early Years Foundation Stage the style of teaching will be different with much more child initiated learning which will decrease as the children go through the Early Years Foundation Stage and move into Year 1 where they will start to be taught following the National Curriculum where the children will move away from continuous provision to **enhanced provision in year 1**.

Therefore there will be some different / additional expectations of teaching and learning in the Early Years Foundation Stage than in Key Stage 1 and Key Stage 2.

The aspects listed below will be a main focus of general teaching and learning observations in the Early Year Foundation Stage:

- Care and welfare are given a high priority.
- A stimulating learning environment which offers a range of first hand, multi-sensory experiences both **indoors and outdoors**.
- Staff undertaking observations.
- Positive adult – child interactions.
- Children involved in child initiated activities.
- Motivated staff engaged in direct teaching of well planned focused activities.
- Access to high quality resources which support the child’s learning and allow cross curricular opportunities to take place.
- Floor play – using the areas in the classroom not always at tables
- Well planned and resourced continuous provision which reflects the six areas of learning and development.
- Children working independently on adult initiated / child continued activities.
- Flexible organisation across the day – young children need time to consolidate their learning and consideration given to unplanned learning opportunities.
- How planning relates to EYFS guidance
- How planning is matched to children’s needs and interests and recognises that children learn in different ways and at different rates
- How observational assessment informs planning
- **Happy smiling faces – children having fun!**

These may be broken down into the different aspects of teaching and learning in Foundation Stage:

Adult –led:

Whole class / larger group input:

- Clear focus – learning intentions explained appropriately and matched to needs of children
- Explicit links made to children’s prior learning within the continuous provision
- Revisiting of learning intentions to assess children’s understanding
- Session engaging, interactive and of suitable length to meet the diverse needs of all children
- Successful modelling of skills. Knowledge, attitudes and understanding
- Effective modelling of language to extend children’s speaking skills
- Effective questioning and prompts which probe for understanding
- Use of interactive strategies e.g. paired talk
- Positive relationships – children feeling secure and being encouraged to become confident learners
- ‘Good’ behaviour promoted
- Effective deployment of additional adults
- Use of ICT when appropriate

Smaller Group Work:

In addition to the features of whole class / large group input the following should be evident:

- Children grouped appropriately with tasks matched to needs and abilities
- Tasks well planned and purposeful that engage and interest the children and help to achieve and appropriate learning intention
- Tasks are modelled and scaffolded with appropriate resources accessible
- Sufficient opportunity for collaborative work
- Assessment for learning opportunities are maximised and children are actively involved

Adult directed learning:

- Clear focus – learning intentions explained clearly and matched to needs of children based on prior learning
- Activities have previously been modelled through whole class / group sessions
- A balance of adult directed activities **indoors and outdoors**
- Effective use of additional adults
- Organisation promotes independence

Child / Self-initiated Learning:

- Children access all areas of continuous provision (**indoors and outdoors**) independently and demonstrate an understanding of organisational systems
- Individuals and groups of children initiate activities, show initiative and make decisions
- Adults encourage and support children to work co-operatively

- Adults promote 'good' behaviour and teach children how to look after themselves
- Children are active learners having time to explore ideas and interests at length and in depth in a safe, but challenging environment
- Adults recognise when it is appropriate to engage in children's self-initiated activities to challenge and extend children's thinking so that learning is taken forward
- Children are able to ask questions, reflect on and discuss their learning with both adults and other children
- The **outdoors** extends children's learning and provides opportunities that are not so readily available indoors
- Provision promotes an inclusive approach that meets the diverse needs of all children
- Adults are responsive and supportive of children's emotional needs and promote acceptance of each other's differences

Appendix 2: Show the relevant pro forma for observations of general teaching and learning in the Early Years Foundation Stage.

Appendix 1:

Ofsted Grade Descriptors for EYFS:

Outstanding (1)

- Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all pupils in the early years provision, including disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, are making sustained progress that leads to outstanding achievement.
- Gaps between the attainment of groups of children and all children nationally, including those for whom the school receives additional funding, have closed or are closing rapidly. Any gaps between areas of learning are closing.
- A highly stimulating environment and exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well.
- The quality of teaching over time is outstanding and never less than consistently good; it is highly responsive to children's needs.
- Accurate assessment, including through high quality observations is rigorous, sharply focused and includes all those involved in the child's learning and development. Provision across all areas of learning is well planned and based on regular and precise assessments of children's achievement so that every child undertakes highly challenging activities.
- Children are highly motivated, very eager to join in and consistently demonstrate the characteristics of effective learning with high levels of curiosity, imagination and concentration. They listen intently and are highly responsive to adults and each other. They do not distract others or become distracted themselves.
- All children are developing a very good understanding of how to keep themselves safe and manage risks and challenges. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- Children's health, safety and well-being are significantly enhanced by the vigilant and highly consistent implementation of robust policies, procedures and practice.
- Highly successful strategies engage parents and carers, including those from different groups, in their children's learning in school and at home.
- The pursuit of excellence by leaders and managers is demonstrated by an uncompromising, highly successful and well-documented drive to improve achievement, or maintain the highest levels of achievement, for all children over a sustained period of time. The training and development of staff is highly focused and has a significant impact on improving outcomes for children.

Ofsted Grade Descriptors for EYFS:

Good (2)

- Children make at least typical progress and most children make good progress from their starting points. This includes disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, who make good progress relative to their starting points. They develop the key skills needed to make a good start in the next stage of their education.
- Children who join the school at a level below what is typical for their age, but not significantly so, catch up quickly. Any gaps between the attainment of groups, including those for whom the school receives additional funding, and all children nationally are closing.
- The educational programmes have depth and breadth across the seven areas of learning. They provide interesting and demanding experiences that meet the needs of all children.
- The quality of teaching is consistently good.
- All teachers and other adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Learning opportunities are well planned and based on regular and accurate assessments of children's achievement so that every child is suitably challenged.
- Children are motivated and interested in a broad range of activities and are keen learners who regularly display the characteristics of effective learning. They listen carefully to adults and each other.
- Children's good behaviour shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience.
- Parents and carers contribute to initial assessments of children's starting points when they join the school and they are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home.
- Safeguarding and child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.
- Leaders and managers have an accurate understanding of the strengths and weaknesses of the provision through effective self-evaluation. They take concerted action to improve provision and can demonstrate the impact of such action, including the training and development of staff, on children's achievement over time.
- Monitoring ensures that individual children or groups of children with identified needs are targeted, and appropriate interventions are secured so that children receive the support they need, including through effective partnerships with external agencies and other providers.

Appendix 2: Pro forma to observe Teaching and Learning in EYFS:

Class Teacher:	Other Adults:	Number of children:
Focus of Observation:	Date of observation:	Children with additional needs:
Context:		
Adult – led:	Comments:	
<p>Whole class / larger group input:</p> <ul style="list-style-type: none"> • Clear focus – learning intentions explained appropriately and matched to needs of children • Explicit links made to children’s prior learning within the continuous provision • Revisiting of learning intentions to assess children’s understanding • Session engaging, interactive and of suitable length to meet the diverse needs of all children • Successful modelling of skills. Knowledge, attitudes and understanding • Effective modelling of language to extend children’s speaking skills • Effective questioning and prompts 		

<p>which probe for understanding</p> <ul style="list-style-type: none">• Use of interactive strategies e.g. paired talk• Positive relationships – children feeling secure and being encouraged to become confident learners• ‘Good’ behaviour promoted• Effective deployment of additional adults• Use of ICT when appropriate <p>Smaller group work: In addition to the features of whole class / large group input the following should be evident:</p> <ul style="list-style-type: none">• Children grouped appropriately with tasks matched to needs and abilities• Tasks well planned and purposeful that engage and interest the children and help to achieve and appropriate learning intention• Tasks are modelled and scaffolded with appropriate resources accessible• Sufficient opportunity for collaborative work• Assessment for learning opportunities are maximised and children are actively involved	
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The Learning Environment:	
Continuous Provision:	
Adult-directed:	Comment:
<ul style="list-style-type: none"> • Clear focus – learning intentions explained clearly and matched to needs of children based on prior learning • Activities have previously been modelled through whole class / group sessions • A balance of adult directed activities indoors and outdoors • Effective use of additional adults • Organisation promotes independence 	
Child / Self-initiated:	Comments
<ul style="list-style-type: none"> • Children access all areas of continuous provision (indoors and outdoors) independently and demonstrate an understanding of 	

<p>organisational systems</p> <ul style="list-style-type: none"> • Individuals and groups of children initiate activities, show initiative and make decisions • Adults encourage and support children to work co-operatively • Adults promote 'good' behaviour and teach children how to look after themselves • Children are active learners having time to explore ideas and interests at length and in depth in a safe, but challenging environment • Adults recognise when it is appropriate to engage in children's self-initiated activities to challenge and extend children's thinking so that learning is taken forward • Children are able to ask questions, reflect on and discuss their learning with both adults and other children • The outdoors extends children's learning and provides opportunities that are not so readily available indoors • Provision promotes an inclusive approach that meets the diverse needs of all children • Adults are responsive and supportive 	
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of children's emotional needs and promote acceptance of each other's differences	
Assessment for learning:	
Areas of strength:	
Areas for development:	