**Newbrough Primary School – Early Years Foundation Stage**

**Teaching and Learning Policy**

**Planning**

This is carried out through a mixture of termly overviews (identifying themes that would naturally occur due to the time of year/events/festivals), weekly plans (phonics, maths and specific texts that will be used) and then most importantly, ‘moment by moment’ planning. This is a cycle of observation- assessment-planning-observation that is carried out on a moment by moment basis and allows us the flexibility to respond to children’s interests and maintain high levels of engagement.

We work in this way because *“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 skilful 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 p22-23. The revised EYFS advises us to continue using this document.

We identify ‘focus children’ on a weekly basis rather than focus activities. In this way the adult goes to the child and there are high levels of involvement through child-initiated activity.

**An Enabling Environment**

Our environment changes throughout the year in order to ensure that we are meeting children’s needs and interests, encouraging independence and providing opportunities for high levels of engagement in a variety of activities. Resources are available to the children to select themselves. These may also change in response to our moment-by-moment observations and good understanding of our children to continually ensure progress and development.

**The Role of the Adult and Quality Interactions**

Most teaching is conducted through observing and interacting. The staff 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. As the children become involved in activities, we observe and join them, when appropriate, having quality interactions (teaching) to move the learning on. There is also group teaching for phonics and number.

**Progress and Development**

We want children to show high levels of involvement in their play as this is when the brain is at its most active and progress and development are occurring. This occurs when children are able to pursue their own interests in an enabling environment, supported by skilful staff. The attention we pay to how we set up our classroom and garden and planning in the moment helps to make this possible. As well as keeping an individual Learning Journal for each child to record evidence of their development, we also track key-skills for reading, writing and number.

**Three Characteristics of Effective Learning**

These are the different ways in which the child engages with other people and their environment. They underpin learning and development across all areas and support the child to remain an effective and motivated learner. Our system of focus children, the well-thought out environment and records kept on spontaneous planning sheets and learning journals ensure that children are learning effectively all the time.

**Playing and Exploring** – do they investigate and experience things, and ‘have a go’?

**Learning Actively** – do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?

**Creating and Thinking Critically** – do they have and develop their own ideas, make links between ideas, and develop strategies for doing things.

**Assessment**

Adults make formative assessments of children continually and this information is used to ensure that interactions, tasks and challenges are appropriate to the individual child. Children are tracked termly against developmental milestones and also in key skills in phonics, literacy and maths.

Reception children undergo the statutory ‘Reception Baseline Assessment’ within the first 6 weeks of their reception year.