

HALFWAY NURSERY INFANT SCHOOL

Our Vision for Learning - Intent

(linked to our Teaching and Learning Policy)

In the very simplest terms we want children to ENJOY learning, ENGAGE in learning and make good PROGRESS.



We achieve this by providing

- ✓ Planning and a curriculum which fulfils all statutory requirements and is guided by children's interests, prior learning, gaps in learning, and is relevant to them
- ✓ Continuous and enhanced provision and elements of free flow learning ensure children are engaged, children are active learners and have a wealth of opportunities to learn, consolidate, apply and extend new skills
- ✓ Learning experiences offer a balance between adult initiated, adult focused and child initiated activities
- ✓ Learning that is active, practical, hands-on and first-hand
- ✓ Talk in class, between children and adults, is valued highly
- ✓ Learning in small groups, pairs or independently in a range of cross curricular activities. Only a small amount of time is spent on whole class carpet sessions and these are differentiated and personalised to groups
- ✓ Clear differentiation and challenge throughout all activities and are tailored to meet the needs of specific groups and individuals
- ✓ Opportunities for children to be highly independent in using the learning environment and the resources it has to offer
- ✓ Opportunities for parents, carers and families to play an important role in contributing to classes, their child's learning and assessments
- ✓ Planning which addresses all areas of learning/subjects equally across the whole curriculum, giving breadth and depth
- ✓ Contexts for learning which are based on 'real life' situations and scenarios. Learning should be thematic and cross-curricular with opportunity to consolidate, apply and extend skills in different ways
- ✓ Opportunities for children to work at length and depth without the need to move between topics/concepts/ideas too quickly and frequently throughout a day/week/month
- ✓ Learning that is centred around the whole child and not just data – incl. observations, snapshots, conversations with children/parents, photographs, work samples etc.
- ✓ Greater flexibility in timetabling
- ✓ An outdoor environment that is used frequently
- ✓ Learning to learn skills that are taught and developed

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Our Vision for Learning – Implementation

PEDAGOGY

Whole class teaching may be used to -

- Introduce new learning including modelling of skills, knowledge and understanding, and moving learning forward through challenge and extension e.g. in Reading for Inference sessions
- Enthusing the class about learning, introducing a new topic or concept etc.
- Sharing, exploring, reflecting on learning or information
- Sharing books, stories, poetry, rhymes and singing
- Quick pace games – phonics, maths, thinking skills
- Reviewing, exploring and sharing work, experiences or ideas
- Layered elements to differentiate and challenge all children (Onion Model)

Child initiated learning - Continuous Provision & play

- Developing social skills e.g. give and take, taking on others' ideas, confidence to share ideas in a group
- Problem solving – children are more inclined to develop their own strategies in the absence of an adult
- Trial and error – children are more likely to take risks, investigate and experiment when working independently
- Concentration and perseverance
- Ownership of learning – they have choice and direction
- Adults can become 'interested observers' – noting but not intervening
- Adults can become a resource for the children e.g. can extend language and ideas through commentary
- Imagination, creativity and thinking skills are developed, and adults do not hold them back!

Adult focused/directed activity - Small group work

- Allows adult to assess the children and plan for next steps
- Ability to select and choose children to work on a specific task at an appropriately challenging level, and which addresses gaps in learning – flexible groups to meet needs and respond to ongoing assessments of learning
- Focused learning activity to ensure planned outcomes are achieved and extended
- Teaching and learning responds to assessment for learning outcomes and can be personalised to meet children's needs as the activity progresses, with children suitably challenged
- May include modelled learning, shared learning and/or guided learning elements
- Quality first feedback is immediate and has impact on the progress made

Enhanced Provision - Independent adult initiated activity

- Learning can be achieved independently or in collaboration.
- Practical activities can be open ended and allow for further enquiry/development of investigative skills
- Minimum instructions can be given, but allow for a maximum number of possibilities
- Independent learning skills can be developed, with opportunity to apply, consolidate and extend learning
- Learning may be the process rather the outcome, and adult can observe learning first hand

Discrete Teaching

We appreciate that not everything can be taught thematically, through play or be child led. We teach some subjects/elements such as phonics, SpaG, handwriting, number & computation and RE discretely.

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Our Vision for Learning – Implementation

Our vision for every classroom environment

- ✓ All classrooms will have areas established for Continuous and Enhanced Provision and play, these may need to be flexible. Consider quiet places and places for action, including spaces for individuals, small groups and larger groups to learn, as well as spaces to work together and spaces to learn alone.
- ✓ Areas should include – sand and water play, malleable materials, construction, role-play, small world play, creative area/workshop, writing materials & books (everywhere possible!), listening areas and investigation areas.
- ✓ Space needs to be created for active learning – use outdoors and move out unused tables – remember not all children will be learning at a table in each session! Children will have their 'own space' by having a personalised peg and tray to keep their belongings and books etc.
- ✓ Consider noise levels – speaking and conversations about learning are important, but shouting can affect learning and negatively impact on speaking and listening skills.
- ✓ Consider light levels – children learn better in natural light
- ✓ Resources need to be well labelled, well organised and accessible to all children at any time (using the Early Excellence approach). Children need to be able to choose the correct resources for their learning.
- ✓ Resources need to be maintained by children - this means respecting and taking care of equipment by tidying away, replenishing materials like paint, learning how to clear up spillages or paint etc.
- ✓ Resources should reflect the real world as much as possible.
- ✓ Resources need to be as open ended as possible.
- ✓ Displays should be well presented with mounted work, clear titles, label to explain the learning and engage children, give an overview of skills being presented and be as interactive as possible.
- ✓ Use the outdoors as much as possible! Here's why...
 - Children need the real world to explore and investigate
 - The natural world cannot be simulated indoors
 - Work on a larger scale
 - Children can exercise their bodies more freely
 - Children have more freedom to be messy and adventurous
 - Opportunity to take risks
 - Opportunity to be 'themselves' – increased confidence, self-esteem and speaking and listening skills

Everyone at Halfway Nursery Infant School will take pride in their classroom by keeping it tidy, well organised, child centred, inviting and conducive to learning ☺