



OUR EARLY YEARS DEFINITION OF TEACHING

The **whole child** is at the centre of our practice and is reflected by the value we place on children's **individual ideas, interests** and **home learning experiences**. Practitioners provide children with the **continuous and enhanced** environment with a range of **provocations**. These facilitate children's schematic development, problem setting and solving whilst providing contexts for children's deeper and sustained shared thinking. As practitioners, we provide narratives for children's learning and give them the freedom to **explore concepts, language** and **feelings**, in a **stimulating** and **challenge seeking setting**. Strong **Characteristics of Effective Learning** are applied in lots of **child initiated** daily learning and **planned activities**. In the EYFS provision, Prime and Specific learning areas are interwoven through an **enquiry led approach** which in turn enhances children's holistic development.

Teaching is based on **observations** of what children are doing and saying, as a means to planning meaningful **next steps**. The teaching role includes practitioner's **interactions** as **playful partners** with children, encouraging their curiosity and investigations. Integral to this, is the effective use of open ended and possibility questioning, **adult** and **peer modelling** of **concepts, language** and **learning behaviours**. Practitioners assess when to sensitively encourage, show, demonstrate, explain, question and model, according to **children's needs** and **play contexts**.

Recalling and **reflecting** are encouraged by practitioners so that children can learn from experiences, make **new links** and develop their **intrinsic motivation**. All of these characteristics are central to our whole school vision and aims: A Love Of Learning In A Christian Environment-**Aiming high** and **self belief**, **Community Spirit**, **Enterprise**, **Enquiry** and **Respect**. **Self and Peer assessment** enables the children to become more focused on their **own** and **others' learning needs**, whilst further developing **resilience**, **independence** and a **lifelong love** of **language, thinking** and **learning**.