

Scarning VC Primary School – EYFS Learning Philosophy

<p>Planning</p>	<p>The cycle of planning, observation, teaching and assessment is 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.)</p>	<p>Planning is deeply rooted in practitioners strong understanding of child brain development (Leuvan scale for involvement is tracked to ensure maximum brain development)</p>	<p>Some teaching (phonics, maths inputs) is planned in advance (based on previous observations).</p> <p>Much of the planning happens within the moment – through a high quality interaction which moves learning forward.</p>	<p>Planning is based on the needs and interests of individual and groups of children.</p> <p>Practitioners create enabling environments (both indoors and outdoors) and are skilled observers.</p>
<p>Teaching</p>	<p>The cycle of planning, observation, teaching and assessment is 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.)</p>	<p>We seek to develop and promote lively and inquisitive minds with the desire and skill to explore new ideas.</p> <p>We foster a sense of awe and wonder and develop natural curiosity, so children enjoy learning in and out of school</p>	<p>Positive relationships (between child and practitioner) are established. High quality interaction, sometimes questioning or modelling moves learning forward.</p>	<p>Parents as partners – parents are valued as primary educators and are supported to help their children.</p>
<p>Opportunities for children to master skills</p>	<p>Needs are met on an individual level so next steps (of all levels) can worked on and achieved.</p>	<p>Resilient Life-long learners are developed through appropriate risk taking.</p>	<p>No ceiling is put on learning – use of open ended resources and establishing strong learning behaviours.</p>	<p>Lots of time for play/child initiated learning allows children to master skills.</p>
<p>Assessment for learning</p>	<p>Practitioners assess the next step within a given interaction and move the learning forward.</p>	<p>Emotional, social, physical and intellectual development is assessed through observation and supported through interactions.</p>		<p>Parents are encouraged to add to tapestry.</p>