

How do children learn?

Welcome to Moss Hall Nursery School



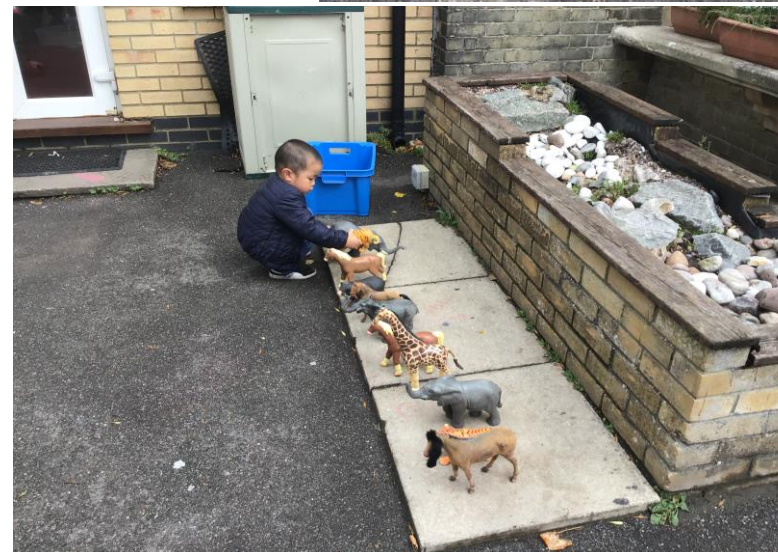
Everything I really needed to know I learned at Kindergarten...



What kind of children do we want?

We want children to:

- ▶ Be confident
- ▶ Be able to manage their feelings
- ▶ Develop social and communication skills - form positive relationships, respect one another, to listen, to challenge, to negotiate and to compromise
- ▶ Be creative
- ▶ Be imaginative
- ▶ Be curious
- ▶ Be problem solvers
- ▶ Develop a positive disposition to learning – so that they become lifelong learners (it is much more than getting children “ready for school”)



Characteristics of Effective Learning

Playing and Exploring

Children need to

- ▶ Investigate
- ▶ Experience things
- ▶ Have a go



Characteristics of Effective Learning

Active Learning

Children need to

- ▶ Concentrate
- ▶ Keep on trying if they encounter difficulties
- ▶ Enjoy their achievements



Characteristics of Effective Learning

Creating and thinking critically

Children need to:

- ▶ Develop their own ideas
- ▶ Make links between ideas
- ▶ Develop strategies for doing things



An enabling environment

- ▶ We provide time, space and freedom for children to follow their ideas
- ▶ We provide open-ended resources that can be used in many ways



Positive relationships

- ▶ We respect children
- ▶ We delight in their company
- ▶ We use genuine interactions
- ▶ We bring out the best in a learning moment
- ▶ We encourage children to keep wondering
- ▶ We avoid focus on end products and external expectations



Teaching in the Early Years

- ▶ Teaching in the early years should not be taken to imply a “top down” or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.”
- ▶ **Ofsted, September 2015**
- ▶

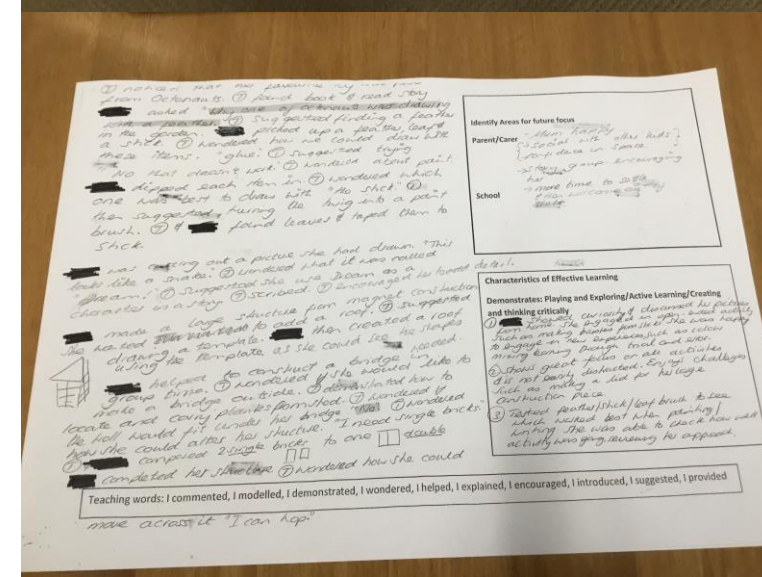
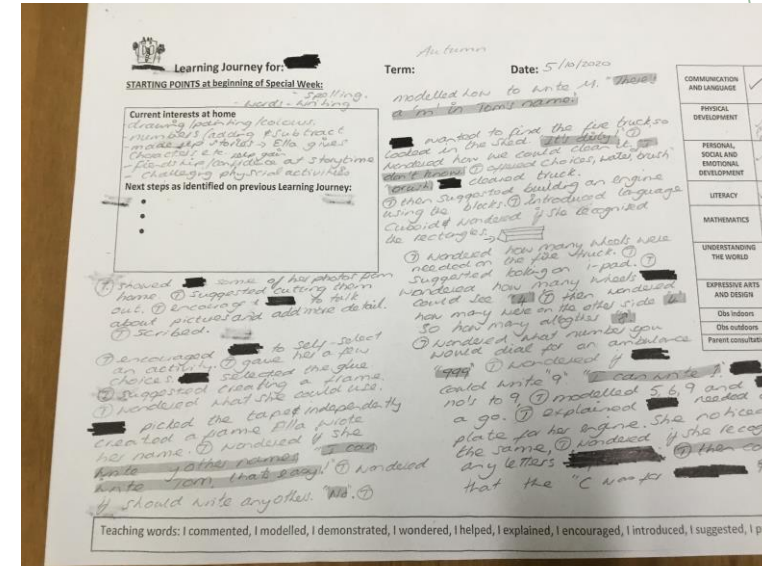
Planning in the moment

- ▶ The Role of the Adult
- ▶ The staff are there to facilitate learning.
- ▶ They do this through observations and interactions.
- ▶ Our staff know the children very well and have a solid understanding of child development. This ensures that the staff enhance and extend the learning at an appropriate level.



Focus Children

- ▶ During the week we have “focus children” and on an A3 piece of paper we record quality learning interactions and learning experiences for these children. This makes up part of their learning journey.



Observations

- ▶ All observations made of children are based on high quality interactions between children and staff. They include any teaching that has taken place.



Parental Involvement

- ▶ When it is a child's "special week" the parent is invited to meet with the key person to discuss the child's current interests to help us plan for their learning and development.
- ▶ After the "special week" the parent and key person meet again to review the learning.



In the moment

- ▶ We do not plan ahead, but stay “in the moment” with the children as they explore and learn. We observe carefully, and enhance the learning whenever we notice a “teachable moment”. Our observations, interactions and the outcome are recorded afterwards.
- ▶ Put simply – we let the children choose what to do, join them and support them in their pursuits and then write up what has happened.



Getting it right

We know we have got it right when we see:

- ▶ High levels of wellbeing
- ▶ High levels of involvement



Find out more

www.foundationyears.org.uk

Talk to us. We love to talk about children!

