



INTRODUCTION TO EARLY EXCELLENCE

5.6.19

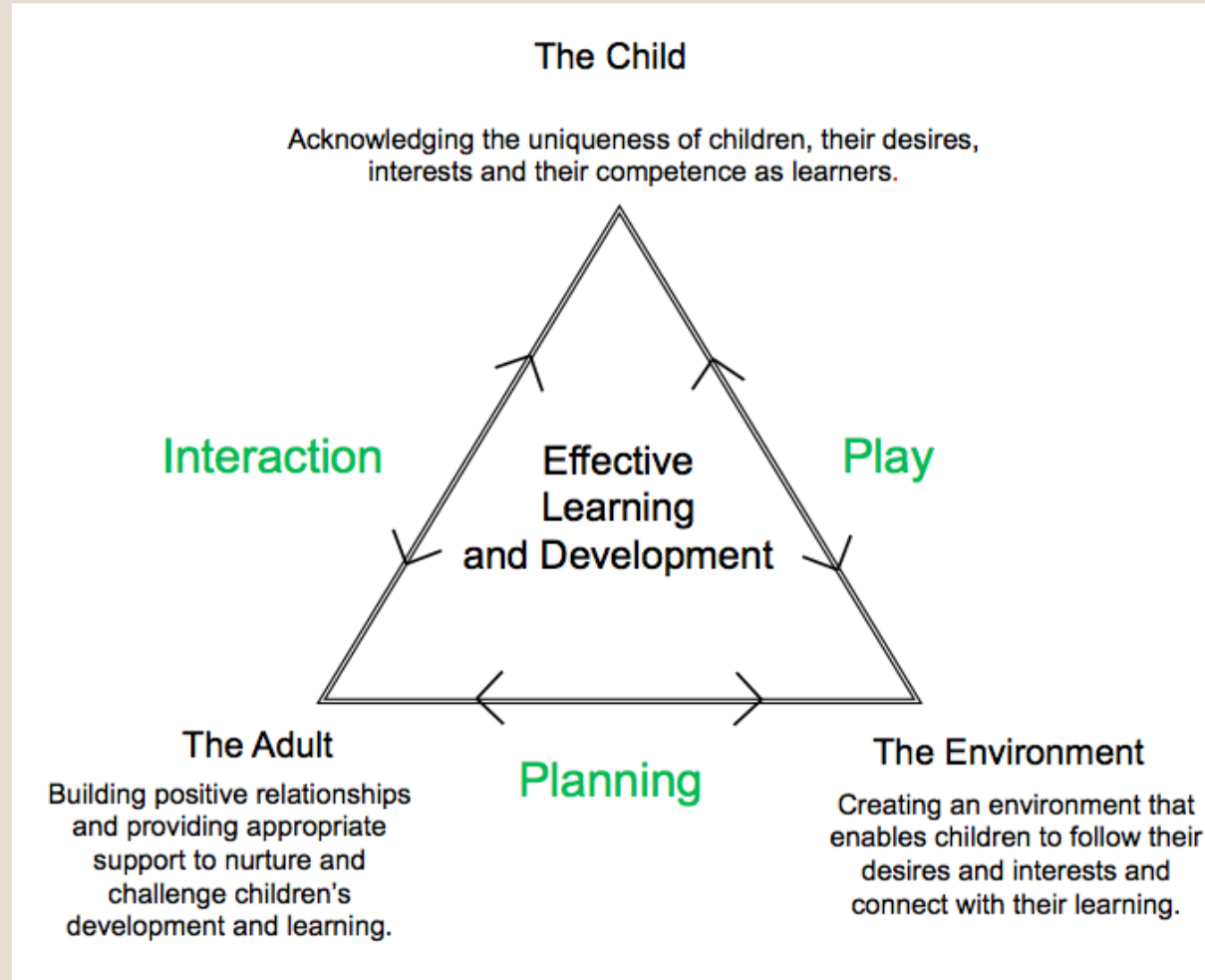
Who are Early Excellence?

We are now an established national leader of pedagogy, provision and practice, specialising in young children's education. Every day we champion the development of inspirational learning and teaching, offering expert advice, support and training to schools and settings across the UK. We help schools and early years settings to understand and respond to the ever changing landscape of education policy and keep a sharp focus on the leadership of quality provision

Key purposes:

- •Introduce the key elements in **effective learning**
- •Explore the nature of effective learning and the range of age/ interest appropriate learning experiences that can be provided
- •Highlight the **importance of play** and how it can offer powerful and unique learning experiences
- •Provide examples of **high-quality provision** and illustrate how resources can be organised to support independent experiences
- •Illustrate how high quality provision supports children's learning and development across the curriculum
- •Focus on the **role of the adult**; the skills, attitudes and knowledge needed to enable children to progress in their learning
- •Support practitioners in evaluating practice and identifying the **impact** on young children's learning and development...


Effective Learning in EYFS



Importance of Play


- “Play is not a trivial pursuit... the purposes of play in promoting learning and development should be made explicit”. - *Independent Review of the Primary Curriculum, DCFS 2009*
- “Play is chosen (by the child), it develops co-operation, consolidates learning whilst opening up new opportunities. It encourages high levels of motivation, creativity, imagination and curiosity; where children can solve their own problems, build resilience and bring about a sense of self-satisfaction”. – *Springfield 2019*

Following children's interests



Background Information

Parent's Views



Where do they like to play

What type of Learner

Visual Learner (use diagrams, pictures, graphs etc to organise ideas/need picture clues to help them)

Auditory Learner (like to listen to information rather than see/hear it. May repeat what they have heard several times)

Kinaesthetic learner (hands on - learn by doing)

Interpersonal learner (reading and writing learner - prefers written instructions rather than images. Loves to make lists!)



Characteristics of Effective Learning

Playing and Exploring
Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning
Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and Thinking Critically
Having their own ideas
Making links
Choosing ways to do things

Interests (through observations/conversations with child)

PLOD (possible lines of direction)

Links to the provision

Possible Enhancements

Interests (through observations/conversations with child)

Next Steps

Stories/Rhymes

New Experiences

Continuous Provision

- • Consistent areas of provision are available to children on a daily basis
- • Space is carefully planned. Areas of provision are placed to complement each other.
- • The environment is attractive, accessible and stimulating
- • Areas of provision are well resourced and well organised
- • Collections of resources are carefully selected to respond to children's natural desires and interests
- • Resources are selected to provide the greatest possibilities for learning
- • Systems are in place to ensure the environment is well maintained and resources are regularly replenished
- • Children have access to a broad range of play-based experiences to support their learning and development

A selection of resources that are there **ALL THE TIME** which allow for open ended play. In addition to this, it's thinking about not just the resources, but the areas themselves, how the resources are presented and how the adults support the children when using them. (The supermarket analogy) – **Springfield 2019**

Photos from Early Excellence Centre



Role of the adult



Role of the adult continued

Interacting to support learning and development

“Teaching should not be taken to imply a top-down or formal way of working. It is a broad term, which covers the many different ways in which adults help 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.”

Teaching and Play in the Early Years: A balancing act.
Ofsted August 2015

The Ofsted logo is located in the bottom left corner of the slide. It consists of the word "Ofsted" in a bold, black, sans-serif font. Above the letter "f" are three stylized human figures in blue, each with arms raised, suggesting a group of people or children. The logo is positioned on a white rectangular background that appears to be a piece of paper or a sticker.

Ofsted

Impact so far...

- Able to use the word 'play' and we have a shared understanding of what that looks like at Springfield
- Areas are well defined allowing children to concentrate and develop/extend specific learning and skills
- Freed adults up to play alongside children, extending play, developing vocabulary and embed learning
- Allowed FA to be delivered in specific areas of the Unit which is relevant to the learning which is being taught
- **Continuous Provision is up and running which as developed independent, engaged, curious, self-motivated, resilient learners!**