



Atherstone Nursery School
Autumn 2017

A Framework for Learning

October 2017

Introduction

Pedagogical Reflection

Practitioners at Atherstone Nursery School have reflected together over the past term about the key elements which underpin successful learning for children attending our nursery. The purpose of this process was to make their learning visible.

We have considered the learning, knowledge and skills which our children need alongside the wider context of what is needed to be a 'learner'. This ethos forms the foundation for our curriculum, planning and assessment processes

Children at our setting need our support and intervention to develop in five key areas to become competent learners

- Curious and ready to learn more
- Resilient, empowered, and able to keep persevering
- Able to communicate
- Independent learners and problem solvers
- Sociable, with good well-being and self esteem



Children at our setting are curious and ready to learn more

We can see this through.....

- ❖ Children who concentrate on activities which interest them for lengthy periods of time
- ❖ Children who choose activities and resources independently and use these in imaginative ways
- ❖ Children who ask 'how, what, why, where, when' questions – to adults and peers
- ❖ Children who talk activities through with an adult
- ❖ Children's expressions of awe, wonder and excitement
- ❖ Children who make connections between ideas, experiences and resources
- ❖ Children who show sustained thinking and concentration in their play



Children at our setting are resilient, empowered, and able to keep persevering which gives them the confidence to reach their full potential

We can see this through.....

- ❖ Children who play with an awareness of how to keep safe and are prepared to take safe risks to explore something new
- ❖ Children who respond positively to new experiences and can cope with changes in routine
- ❖ Children who explore the environment independently, shape their own learning and seek new experiences
- ❖ Children who try again with the belief that ‘they can’ achieve
- ❖ Children who display resilience in face of adversity
- ❖ Children who are willing to try again if they do not succeed the first time



Children at our setting able to communicate to help them learn and be part of a social group

We can see this through....



- ❖ Children who communicate with words and gestures
- ❖ Children who have a good understanding of language and use this to help them make sense of the world and learn
- ❖ Children who ask us lots of questions and can talk about their ideas
- ❖ Children who have good recall and talk of past experiences
- ❖ Children who know that letters communicate meaning and start to link sounds and letters
- ❖ Children who have the confidence to talk to familiar adults, peers and visitors
- ❖ Children who show awareness of the listener



Children at our setting who are confident and creative independent learners and problem solvers

We can see this through....

- ❖ Children who think and behave imaginatively and find different ways to solve problems
- ❖ Children who are keen to try out new ideas and thinking
- ❖ Children who can make decisions independently
- ❖ Children who collaborate and work together, especially with people that are different than themselves.
- ❖ Children whose learning involves investigating, discovering, inventing and cooperating.
- ❖ Children who question and challenge, making connections and seeing relationships and envisaging what might happen



Children at our setting are sociable, with good well-being and self esteem to enable them to take a place in our community and the wider world

We can see this through.....

- ❖ Children who display enjoyment and happiness
- ❖ Children who look healthy and are active
- ❖ Children who can observe boundaries, begin to manage their own feelings and respond appropriately in different social situations
- ❖ Children who have good social communication skills and can make their feelings and needs known
- ❖ Children who display a sense of belonging in different social groups
- ❖ Children who seek confirmation when they are not sure because they know they will be heard and listened to
- ❖ Children who have a go at things and persevere
- ❖ Children who can build good relationships
- ❖ Children who can communicate their likes and dislikes through body language word or deed
- ❖ Children who have empathy, care and understanding for others



Questions to ask ourselves.....What do we need to consider in our role as the supportive adult, our planned curriculum, our learning environment

For children at our setting to become curious and ready to learn more, we need:	
How do the adults need to be?	What should our curriculum and learning environment include?
	Opportunities for learning within the dimensions of
<ul style="list-style-type: none"> ❖ Ask open ended questions ❖ Provide open ended resources, provocations to stimulate thinking and spaces of enquiry ❖ Listen carefully to children's responses ❖ Model language and thinking skills ❖ Teach specific skills in a developmentally appropriate sequence ❖ Know and understand each child and the ways in which they learn ❖ Supportive and encouraging ❖ Plan a curriculum focussed on children's needs and interests ❖ Positive, enthusiastic, responsive practitioners ❖ Exploit opportunities to enrich learning and move it forwards ❖ Verbalise children's thinking and seek to extend it ❖ Seek out provocations which inspire curiosity and wonder 	<p>Physical Development:</p> <ul style="list-style-type: none"> ❖ Resources to build and create on a large and small scale to develop challenge in gross and fine motor skills, encouraging children to be curious about what they could do with their bodies and minds ❖ Open ended resources which stimulate all of the senses and support schematic learning ❖ Resources which require physical challenges ❖ A curriculum which promotes independence and new choices in relation to healthy eating <p>Intellectual Development</p> <ul style="list-style-type: none"> ❖ Resources to solve problems with, that stimulate excitement, curiosity and the 'what's this?' and what can I do with it' questions in children's minds ❖ Planning which provides opportunities for children to discover new things and consider how things work and how they can be used ❖ Time to persevere with tasks that at first present some difficulties ❖ Time to experience sustained involvement in activities to develop their concentration, strength and stamina ❖ A developmentally appropriate curriculum based on knowledge of each child and working in partnership with their family <p>Emotional Development</p> <ul style="list-style-type: none"> ❖ Experiences which lead to success, achievement and help to develop a positive attitude when things do not work ❖ A learning environment which develops independence in selecting activities and resources ❖ Appropriate systems for rewards, praise and encouragement which nurture self-esteem and build on intrinsic motivation <p>Social Development</p> <ul style="list-style-type: none"> ❖ Resources which have to be shared and collaborated with ❖ A curriculum which provides opportunities for cooperative play and to share and take turns ❖ Opportunity to work in small and large groups and with partners
<p>Links to the Characteristics of Effective Learning: <i>Being willing to have a go, enjoy finding out and exploring, being involved and concentrating, choosing new and different ways to do things and finding new ways. Persevering when things are tough, are keen to try again. Showing high levels of energy, fascination and enthusiasm</i></p>	

For children at our setting to develop the confidence to become *resilient, empowered, and able to keep persevering* we need:

How do the adults need to be?	What should our curriculum and learning environment include?
	<i>Opportunities for learning within the dimensions of</i>
<ul style="list-style-type: none"> ❖ Good role models with a positive 'can do' attitude ❖ To provide spaces and experiences which offer both challenge and support based on children's developmental needs and interests 	<p>Physical Development:</p> <ul style="list-style-type: none"> ❖ Environments in which they can set themselves challenges in safe and secure spaces, physically and emotionally ❖ A curriculum which considers different ways in which children can use their bodies in physical activity ❖ Space to move in a range of different spaces at different levels, in natural and made environments indoors and outside ❖ Physical challenge and the opportunity to take safe risks
<ul style="list-style-type: none"> ❖ Able to listen to and value children's ideas and conversations ❖ Use praise effectively to motivate and support children to 'have a go' or 'try again' ❖ Practitioners to articulate children's achievements ❖ Reciprocal relationships where the adult does not dominate the learning and exploration ❖ Practitioners with high expectations for every child ❖ Tasks well matched to developmental stage ❖ Practitioners understand the next steps in learning 	<p>Intellectual Development:</p> <ul style="list-style-type: none"> ❖ Positive and inclusive images throughout the learning environment ❖ Experience respect for their own individuality and learning styles ❖ A skills based curriculum focused exploration and adult intervention to support children to become competent learner ❖ Opportunities to both consolidate, problem solve and face challenges <p>Emotional Development:</p> <ul style="list-style-type: none"> ❖ Plan a curriculum and provide resources which support children to develop self-esteem and self-worth ❖ Planned opportunities and experiences for children to acknowledge the need for help and seek help from others ❖ Schedules and routines which flow with a child's needs ❖ Planned spaces which meet the diverse range of need
	<p>Social Development:</p> <p>A planned curriculum and learning environment which takes account of children's need to:</p> <ul style="list-style-type: none"> ❖ Express a range of feelings both negative and positive in real and play situations ❖ Develop an understanding of fairness, justice, right and wrong ❖ Form positive relationships with familiar adults ❖ Form positive relationships with other children ❖ Opportunities to see and develop respect for the differing needs and values of others ❖ Learn about and exercise self-regulation at an appropriate level for their stage of development

Links to the Characteristics of Effective Learning

Maintaining focus for a period of time, showing high levels of energy, fascination and enthusiasm Enjoying achieving what they set out to do, meeting their own goals and building on the intrinsic motivation which supports long-term success, rather than relying on the approval of others. Persevering when things are tough, are keen to try again

For children at our setting to develop the skills and abilities to *able to communicate* and to help them learn and be part of a social group we need:

How do the adults need to be?	What should our curriculum and learning environment include?
	<i>Opportunities for learning within the dimensions of</i>
<ul style="list-style-type: none"> ❖ Use knowledge from the Time to Talk Strategy ❖ Articulate slowly and enunciate clearly ❖ Practitioners who are good listeners, give children time to respond and value what they say ❖ Use appropriate vocabulary to develop and enrich a child's language experience ❖ Enable communication friendly environments ❖ Recognise difficulties and know how to respond ❖ Observe, reflect and enter dialogue with others to support learning ❖ Practitioners who articulate a child's understanding and thinking and are cued into non-verbal communication ❖ Use a range of aids to support communication ❖ Provide good role models with regard to the inter-play between listening and responding. 	<p>Physical Development:</p> <ul style="list-style-type: none"> ❖ A curriculum that provides opportunities for singing, dancing and responding to the rhythm and rhyme in a wide range of genres ❖ A positive response to children giving up dummies ❖ A variety of snack and baking opportunities to develop responses to tastes, and textures and develop muscle tone <p>Intellectual Development:</p> <p>A curriculum & learning environment which provides opportunities for children to:</p> <ul style="list-style-type: none"> ❖ Listen to and use oral language including well-told stories ❖ Listen and respond to the sound and rhythm of words in rhymes, poems, stories and songs ❖ Respond to information and instructions ❖ Respond to questions about their experiences ❖ Create their own, and retell familiar rhymes, stories etc. and share them with others ❖ Ask and answer questions ❖ Use language for a variety of purposes e.g. to describe, explain, predict and develop ideas ❖ Explore meaning and extend vocabulary ❖ Express themselves through gesture and body language ❖ Experience activities which build listening skills <p>Emotional Development:</p> <ul style="list-style-type: none"> ❖ Opportunities to express needs, thoughts and feelings with increasing confidence in talk and non-verbal language ❖ Support to express their needs and preferences appropriately and in a range of ways e.g. through symbols and signs ❖ Experience being listened to <p>Social Development:</p> <p>Time within the planned curriculum to:</p> <ul style="list-style-type: none"> ❖ Take part in short and more extended conversations ❖ Share ideas and information ❖ Talk with others about personally meaningful experiences ❖ Discuss issues and ideas ❖ Planning which supports understanding of our place as an individual, member of a group at Nursery, part of a Family and a wider community

Links to the Characteristics of Effective Learning *Pretending objects are things from their experience, representing their experiences in play, making plans with others and knowing how to carry them out*

For children at our setting to become confident and creative independent learners and problem solvers, we need:

How do the adults need to be?	What should our curriculum and learning environment include?
	<p>Opportunities for learning within the dimensions of</p> <p>❖ Be a partner in play so that children learn to clarify their thoughts, regulate their activities, take on imaginative roles and rehearse their skills with increasing independence</p> <p>❖ Observe acutely to see the connexions and steps in learning that children make before planning a new challenge or ‘problem’ that leads to new skills or knowledge.</p> <p>❖ Be attuned to the ways in which children share their ideas through sounds, gesture and body language. Model your thinking aloud, Talk helps children to understand what they experience.</p> <p>❖ Instruct, model and demonstrate. Children learn new skills by watching others or being shown how to do something.</p> <p>❖ Ensuring uninterrupted periods for children to develop their play.</p> <p>Physical Development:</p> <ul style="list-style-type: none"> ❖ Have a range of opportunities indoor and outside that encourage physical independence, children learn and remember things by taking experiences in through the senses as they move <p>Intellectual Development:</p> <ul style="list-style-type: none"> ❖ Plan a curriculum which builds on childrens interests, and deep curiosity so they use all their senses to explore hands-on activities and real life problems ❖ Ensure time for children to practise, repeat and, apply skills and knowledge in a range of different ways and to build mastery <p>Emotional Development:</p> <ul style="list-style-type: none"> ❖ Provide emotionally safe and secure spaces so that children are confident to try new things ❖ Build self confidence and self-esteem through a balance of offering what children need to consolidate alongside new provocations and challenges ❖ Celebrate achievements <p>Social Development:</p> <ul style="list-style-type: none"> ❖ Have uninterrupted time and planned activities which allow independence and collaboration to stimulate involvement with the ideas and thoughts of others that move learning forward ❖ Ensure learning includes time to listen, discuss and reflect with the child. They deepen their understanding as they recreate experiences or communicate their thinking in many ways – in role-play or small world play, pictures, movements, models, and talk.
	<p>Links to the Characteristics of Effective Learning: Try out and practise ideas and skills, take risks, explore their feelings, learn from mistakes, be in control and think imaginatively. Creating problems, and finding solutions being flexible – testing and refining solutions. Playing and working collaboratively with peers and adults</p>

For children at our setting to become sociable, with good well-being and self esteem to enable them to take a place in our community and the wider world we need:

How do the adults need to be?	What should our curriculum and learning environment include?
Opportunities for learning within the dimensions of	
<ul style="list-style-type: none"> ❖ Patient, caring and consistent ❖ Positive role models ❖ Value each Childs uniqueness ❖ Encouraging and supportive 	<p>Physical Development:</p> <ul style="list-style-type: none"> ❖ Routines and approaches which encourage independence in self-care ❖ Experiences which teach them how to use space carefully with an awareness of others ❖ A curriculum and learning environment which ensures successful development of fine and gross motor skills through a range of challenges
<ul style="list-style-type: none"> ❖ Knowledgeable about early childhood development ❖ Listens carefully and responds thoughtfully ❖ Works in partnership with wider family and caregivers ❖ Supports children to build relationships in small and larger groups 	<p>Intellectual Development:</p> <ul style="list-style-type: none"> ❖ Time to recall and reflect on past experiences in their own lives and at our setting ❖ Provision that allows them to find out about their own culture, religion and family structure and those of other people ❖ Opportunities to find out where they live, their immediate environments, local community and the wider world around us ❖ Participate in a range of open ended activities with no right or wrong answer or approach
	<p>Emotional Development:</p> <ul style="list-style-type: none"> ❖ Communicate ideas through a variety of media ❖ Explore their feelings and those of others and communicate them through drama, movement and painting ❖ Planned times for 1:1, small group activities to explore emotions and feelings ❖ A curriculum and environment which supports all children to voice their ideas and opinions and to be heard
	<p>Social Development:</p> <ul style="list-style-type: none"> ❖ Opportunities to share resources, ideas and experiences ❖ Ability to access learning through inclusive environments ❖ A curriculum that leads to understanding of the need for safety and care of themselves and others ❖ Group times and social times, which focus on developing respect for their own individuality and provides opportunities to demonstrate respect for the differing needs and values of others through sharing and collaboration
<p>Links to the effective characteristics of learning</p> <p><i>Showing satisfaction in meeting their own goals, being proud of how they have accomplished something with somebody and not just the end result or their own outcome, able to work productively with others.</i></p> <p><i>Understanding the perspectives and emotions of other people.</i></p>	