

Early Years Foundation Stage Pedagogy at Lilleshall Primary School

The EYFS team at Lilleshall have explored a range of models for teaching in EYFS through a focus on the Seven Features of Effective Practice in our EYFS meetings. We explored how the practice we have developed has been influenced by a range of models including Highscope – Plan Do Review model, British Nursery School Model and elements of Reggio Emilio.

Friedrich Froebel states that:

“Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul.”

We felt that this statement should be at the heart of our curriculum. We also recognise that children need to be taught specific knowledge through direct and sequential teaching in order to gain the knowledge base that will ensure they are equipped to deal with the expectations of the Year 1 curriculum.

We recognise that as practitioners in a reception class we need to be able to understand many different ways of presenting learning to children. We have explored all the different pedagogical approaches below and use them with a ‘toolbox approach’. We have the confidence to teach in different ways and the experience to know how to choose the right pedagogical approach for the learning intention or learning situation. At times this may mean that we start with one approach and then recognise a change is necessary in order for the children to achieve.

The following pedagogical approaches will be used in our classroom on a daily basis:

Adult Directed Whole class teaching: Short well-planned sessions over the course of the day where children experience hierarchical learning with specific learning intentions. Sessions include – daily phonics and whole class reading, maths introductions and key concept teaching, storytelling, learning and reciting poetry.

Adult directed Small group teaching: Short well-planned sessions over the course of the day where small groups of children with similar abilities experience hierarchical learning with specific learning intentions and have the opportunity to discuss, practise and repeat learning from whole class sessions as well as learn new knowledge at the right level for the particular group of children.

Adult directed 1-1 teaching: Children will work with an adult on a specific area of learning for a short, focused time with a specific learning intention. An example of this may be an intervention with a child to practise blending sounds together into words with the direct teaching approach of My turn, Our turn, Your turn.

Adult responses to child led or initiated learning: This area involves skilled adults sensitively observing children engaged in play and recognising when they can move a child's learning forward. The adult will then engage with the child or children to enable the play to be developed so that children are gaining key knowledge and vocabulary. This may be a short

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interaction lasting a few minutes or a longer more engaged session during continuous provision.

Scaffolding learning: We recognise that we can scaffold children's learning. We have designed a ladder of scaffolding which is shared with children when appropriate during their first half term in school. We encourage children to be specific about the support they want when asking for help:

- 1- Do it for me
- 2- Model it for me
- 3- Prompt me and I will try myself
- 4- I will be independent

As adults we are responsible for encouraging children to try and move towards the independent stage with each interaction.

Repetition and practice: Children learn more and remember more when learning is repeated. Children will be encouraged to repeat activities and practise in different contexts until they have succeeded in gaining the knowledge and skills they need to succeed.

Pre / Post teach: These sessions are used to enable children who find learning more difficult or learn at a slower pace to keep up with the learning in the class. The pre teach sessions introduce key children to the content of the specific learning prior to doing this as a whole class. They will then repeat that learning alongside the class. The child will also have an opportunity to consolidate the day's learning in a post teach session ensuring that the learning will be embedded.

We choose to use books or experiences as a vehicle for the majority of learning and will follow a theme in the classroom which children will experience whilst also having the freedom to follow their own lines of enquiry and learning which are over and above the curriculum content we have designed.

The end points we have designed are the expectation for all children following the full year in our class but many will learn beyond this curriculum by completing additional learning either within the chosen themes / texts or outside of them. For example during a focus on growing plants and following watching chicks hatch some children were interested in the development of the chick inside the egg and the inside of a seed. We were able to explore the similarities and differences between the embryo and food source in an egg and seed and how the egg has an air sac and the seed has air holes in the seed coating. This knowledge was additional to the expectations in Reception but some children were interested and ready to explore that line of enquiry.

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