

The Ways of Weoley

Implementation

Teaching, learning and assessment strategies & pedagogical approaches.

Every moment during the school day is seen as a learning opportunity. Staff recognise the importance of play and use it effectively as a vehicle for developing children's skills and understanding. They employ a variety of pedagogical strategies for the different learning opportunities. Staff identify which strategy or strategies are likely to best suit and have the most impact on learning for each particular child/group of children, according to what has been observed and their knowledge of children's personalities, circumstances, and prior knowledge and skills. Staff observe, listen to and work with children to facilitate learning. Ongoing observation assessment allows us to respond quickly to children's learning by enhancing ideas, selecting new resources, challenging children's thinking, modelling vocabulary and selecting the most appropriate teaching strategy to move their learning on in the moment. Below is a table containing the key pedagogical approaches used by practitioners at Weoley Castle Nursery School:

| <u>Strategy/Method</u> | <u>Description</u> | <u>Example of what might be said</u> |
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| Explicit teaching / direct instruction | Directing student attention toward specific learning in a highly structured environment. It is teaching that is focused on producing specific learning outcomes. It can involve clearly showing children what to do and how to do it Children are Today, we are learning about winter. Winter is one of the four seasons. It comes after autumn. It is often very cold in winter and people have to dress in warm clothes. Look outside the provided with all the information they need to | Today, we are learning about winter. Winter is one of the four seasons. It comes after autumn. It is often very cold in winter and people have to dress in warm clothes. Look outside the window, you will see frost on the floor. That is because the temperature outside is very cold today. It is winter. |

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| | complete a task/skill independently | |
| Commenting own actions /commenting children's actions/ thinking out loud | Practitioners carry out an action/skill/task whilst purposefully narrating/explaining what they are doing as they go along Quiet pauses are beneficial between commenting and questioning to encourage thinking and processing | I'm putting a little bit of water on my clay. My clay is getting softer because the water is breaking it down a little bit. Oh, I forgot to put an apron on, I must do that now otherwise my clothes might get dirty. I'll try and remember before I start playing with the clay next time! I'm squishing it in my hands so that it keeps getting softer and then I can roll it easily. Ooh, I need a little more water. That's better, it is the perfect texture now. Oh dear, my hands are very messy now - never mind, I can wash them after. |
| Explicit teaching of vocabulary | Explicit teaching new vocabulary and its meaning | The hedgehog in this story comes out at night time and SLEEPS during the day. Hedgehogs are nocturnal. Nocturnal means something is awake at night and sleeps during the day. Nocturnal. Can you say that? Noc-tur-nal. Hedgehogs are nocturnal because it is safer for them to come out at night. |
| Modelling language and use of vocabulary | Using appropriate language/vocabulary/terminology/grammatical structures purposefully to expose children. Often modelling of vocabulary is used within a period of time after explicit teaching of vocabulary to model its use in context | That would be a perfect tunnel for a hedgehog to hide in during the day. Nocturnal animals who sleep during the day like to have a cosy place to keep safe and rest during the day, don't they? While we are here at nursery today, I wonder how many nocturnal animals like hedgehogs there are |

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| | | sleeping somewhere safe nearby. |
| Modelling (actions/skills/behaviours) | Practitioners showing children how something can be done, often without drawing attention to it verbally (if drawing attention to the modelling, see demonstrating) Children learn by observing. | N/A |
| Demonstrating | As modelling, with the addition of purposefully verbally explaining what is being shown, in an instructional manner | I like how you created a hole in your model to make space for the pipe cleaner. I'm going to use the end of this paintbrush as a tool. Look, I'll show you how I am going to make a hole in my model. I'm holding the model nice and still with one hand, and then I push the tool in, just far enough to make a little hole, but not too far that it comes through the other side. Now twist it a little so it doesn't get stuck. And finally, pull it out. |
| Questioning | Practitioners ask questions to gain immediate feedback on children's knowledge, thinking and/or understanding. Effective questioning is open-ended, requiring deep thought and a response of more than one word. Practitioners must consider thinking time after asking a question. Practitioners should carefully consider how they word a question and avoid asking multiple questions at once, without time for processing/response in between. Questioning supports informal assessment. | It doesn't quite fit, does it? What tool could you use to make a bigger hole? Why? What are you working on? • Explain... Can you tell me how you made that? • Why do you think...? How do you know...? • How could we find out...? What might happen if...? • What is the same about...? What if...? Why was it important to...? How could you make it better? Do you agree? Why/Why not? How would you do it next time? What do you notice? How do you know that? What do you know about...? What could you try instead? Is there another way you could do it? |

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| | | Tell me... What do you think would happen if...? How did you do that? What else can this be used for? What else is like this? I wonder what would happen if... Do you know? What are you trying to do? How else could you do that? What else could you use? Why might that be better? What can you tell me about...? What do you think will happen? |
| Observing | Practitioners watch what children are doing in order to decide how best to respond. Observation may be prolonged to see how far children take their own learning themselves before intervening/deciding if intervention is appropriate. | N/A |
| Playing alongside | Practitioners may choose to play alongside children in order to gradually involve themselves in the play or to observe/'listen in' inconspicuously at a closer distance | N/A |
| Encouraging idea development | Following observation or interaction, where appropriate, practitioners may support children's own ideas by encouraging the extension of their ideas. Questioning is often appropriate here. | What about having another look on the shelf to see if there is anything else there that might help? That was a great idea. What else could you try? How could you make it stand up by itself? Oh no, I've run out of space. I can't think what else I could use... I wonder how / why... |
| Proposing ideas | Following observation or interaction, where appropriate, practitioners may support children who are struggling and at risk of giving up, who are lacking ideas/knowledge or have exhausted their own ideas, by suggesting an idea | You could try... It might be a good idea to... Good try. I think it could stand by itself if you tried... That was a great idea. Look at what Hana is doing. That is a different way of doing it, isn't it? Hmm. I wonder if |

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| | | that would work with your design. What about asking if Damien can hold it still while you fetch another one? I think... because... |
| Sabotage | Purposeful incorrect modelling or sabotage to elicit a response | N/A |
| Challenging children's thinking/ideas | Following observation or interaction, where appropriate, practitioners may challenge an idea that a child has/children have in order to encourage deeper thinking | |
| Facilitating children working together/ encouraging collaboration | Practitioners encourage children to join others' play, encourage them to allow another child to join their play, make suggestions for working together (often with a great reason why or how they could help each other) Collaborative learning actively encourages learning and focusing together, coming up with solutions/ideas/processes together, sharing roles, negotiating and sharing ownership. | Amaan is building too. Why don't you build together and then you could make your structure even better? Jannat wants to visit the shop but there is no shopkeeper. Would you like to join? That looks very tricky. Why don't you see if Kimi would like to help you? This puzzle is very tricky. We need help! I'd love someone to come and help us with our instrument show. Wouldn't it be great if we had some more friends playing in our band? |
| Giving feedback | Feedback may occur at various points in a learning sequence to keep children on track, encouraging them to achieve their learning goals. Feedback may be in the form of praise or offering thoughts on their learning/actions/processes/outcomes. Effective feedback encourages deeper thinking and may support children to generate questions for further inquiry. | Thank you for being such a kind friend. Please remember to use kind hands. We all have a right to be safe. Great jump. It would be much safer if you checked the space was clear before you jumped next time. What might happen if you don't look before you jump? I love your portrait. Remember if you add a little bit of white, the brown paint will get lighter. What do you think about using a mirror so |

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| | | you can match the colour of your hair carefully? |
| Multiple exposure | Deep learning develops most effectively over time via multiple, spaced interactions with new concepts, including different activities/experiences to vary the interactions children have with new knowledge. | N/A |

Weoley Castle Nursery School provides a creative, inclusive and enriching curriculum where children actively learn through play experiences. Development Matters supports staff to identify children's developing knowledge, skills, understanding and attitudes and to be clear on the next steps for children's learning. We focus on nurturing children and celebrating their individuality. There is a strong emphasis on relationships between staff, children and families. Staff know children well and build on their past experiences and current knowledge. Children have the right to play and we understand the importance of play for children's learning. Children are encouraged to be fully immersed in their own play and learning. Key workers have a deep understanding of how play supports children to learn and develop. We plan and lead adult focus learning opportunities as well as encouraging child-initiated play which supports children to develop a range of skills across all areas of learning. Children are able to take part in a variety of activities in a stimulating and well-resourced environment. Children at Weoley Castle Nursery School learn by playing and exploring, being active and thinking critically and creatively. Throughout the child's journey at nursery, we focus on the prime areas of learning as they underpin all areas of learning.

Curriculum

It is also important to note that how children learn is just as important as what children learn. We have thought carefully about sequencing and progression to build on learning and skills over time. This includes a focus on communication and language, early reading, personal, social and emotional development and physical development as these underpin all learning. We have designed a progressive curriculum with an emphasis on developing key skills which we believe will enable our children to make expected progress and thrive. We have thought carefully

about the balance between adult directed and child-initiated play. We strongly believe that play is a child's work; yet we recognise the need for well-planned adult directed learning.