# Pedagogy: Helping children to learn

Children are powerful learners, every child can make progress in their learning, with the right help.

Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.

Practitioners carefully organise enabling environments for high-quality play, sometimes, they make time and space available for children to invent their own play and sometimes, they join in to sensitively support and extend children’s learning.

Children in the early years also learn through group work, when practitioners guide their learning; older children need more of this guided learning.

A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

| **Areas to consider about your setting** | **Supporting Evidence** | **Links to support and identify improvements** | **Actions you have identified**  | **Date actions need to be completed**  |
| --- | --- | --- | --- | --- |
| Do all staff have a good understanding of the Early Years Foundation Stage (EYFS) including the four guiding principles? |  | [Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf) |  |  |
| Do all staff have a good understanding of the learning and development requirements of the EYFS? |  |  |  |  |
| Is there a wide range of continuousprovision available which is engaging andexciting? How do you know? |  | [What is Continuous Provision and why is it important? (earlyexcellence.com)](https://earlyexcellence.com/practice-and-pedagogy/using-continuous-provision/)[What is continuous provision? FSF podcast E34 w/ Alistair Bryce-Clegg (youtube.com)](https://www.youtube.com/watch?v=pbOq6Jm7ugg) |  |  |
| Are children able to choose their own resources for their play? |  |  |  |  |
| Is there a warm responsive relationship between adults / children? |  | [Help for early years providers : Relationships (education.gov.uk)](https://help-for-early-years-providers.education.gov.uk/personal-social-and-emotional-development/relationships) |  |  |
| Does teaching consider:* Individual needs
* Individual interests
* Individual stage of development

For each child in your care and are adults using this information to plan challenging and enjoyable experiences for each child in all areas of Learning and Development |  | \*Definition of Teaching  |  |  |
| Do practitioners use questions skilfully and listen perceptively to children during activities to reflect on their interests and needs, extend activities and give children explanations that improve their learning?  |  |  |  |  |
| Does your continuous provision give opportunities for children to develop their communication and language? |  |  |  |  |
| Do practitioners working with the youngest children focus on the three prime areas of learning?  |  | [Prime Areas – Birth To 5 Matters](https://birthto5matters.org.uk/prime-areas-of-development-and-learning-lay-vital-foundations-in-the-early-years/) |  |  |
| How do practitioners support and promote home learning opportunities ? |  |  |  |  |
| How and how often do parents share information about their childs learning at home? |  |  |  |  |
| Equality and Inclusion - Do practitioners actively challenge gender, cultural and racial stereotyping?What opportunities are available for developing childrens understanding of people, families and communities beyond their immediate experience? |  |  |  |  |
| Is there evidence of good inclusivepractice, e.g. visual prompts, resourcesthat reflect and value the diversity of children’s experiences? |  |  |  |  |
| Is teaching mindful and considerate of children with English as an additional langague, disadvantaged or SEND.  |  |  |  |  |

**\* Definition of teaching from the Early Years Inspection Handbook April 2024**

Teaching 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 that adults provide, and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.

Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and to monitor their progress.