

Our Ethos!

At Great Barford Primary Academy we will.....

- Observe pupils **engaging** in quality interactions.
- Bring the learning to the child, enhancing, not interrupting it.
- **Question**, **facilitate**, **scaffold** and **challenge**; whilst providing a safe, **caring** and **enabling** environment.
- Record the child's individual journey, progress and outcomes.



We work in this way because research has shown that high-level involvement and learning occurs in child initiated activities.



“Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week.

It is in these moments of curiosity, puzzlement, effort or interest – the ‘teachable moments’ – that the skilful practitioner makes a difference.

By using this cycle on a moment-by-moment basis, the adult will always be alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).”

From National Strategies document Learning, Playing and Interacting P.22 – 23

“Teaching is all those different things that you do as adults to help young children learn...communicating, modelling language, working with children as they initiate their own play and activities, being ready to intervene on the moment, demonstrating how to do something, explaining why something is as it is, showing children something, exploring ideas with them, encouraging them, questioning them, checking what it is they are understanding, helping them to record something that they did so that they get the structure and sequence of events, providing a narrative for what they are doing, facilitating what they are doing, setting challenges, all those sorts of things are the sorts of things we mean when we talk about teaching.”

Jane Wotherspoon – Lead HMI for Early Years.

“Practitioners must consider the individual needs, interests and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.”

Revised EYFS 2014.



What is planning in the moment (ITMP)?

ITMP is an observation cycle on a moment by moment basis. Practitioners will **watch**, **listen** and **respond** to individual children, moving their learning on. This learning process is recorded when the cycle is complete. These records are added to the children's Learning Journals and are documented on the spontaneous planning sheets. Practitioners have focus children each week **NOT** focus activities (this is approximately 10% of the group).

Through this process the children and the adults have time and space to engage in meaningful conversations. The children set the agenda and the practitioners are there to **communicate**, **encourage** and **support** with the children. The brain is at its most active when children show high levels of involvement.



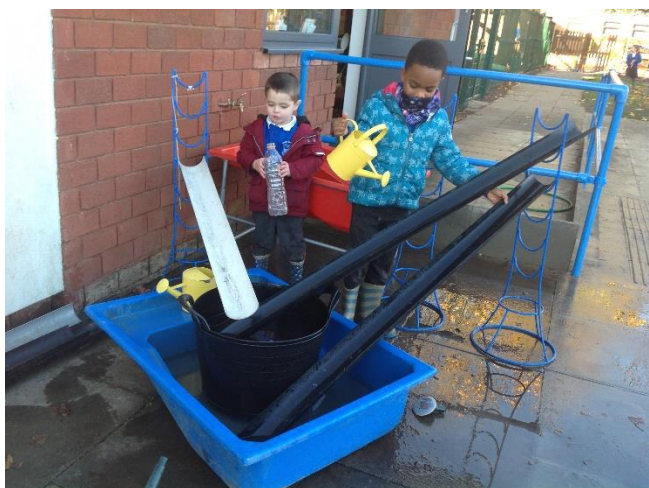
An Enabling Environment

“The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.” Loris Malaguzzi

In our early years learning areas, we have carefully designed an environment that plays a part in encouraging creativity and well-being. Creating the right environment is important for all children and enables them to construct and challenge to benefit their learning and growth. Our inside and outside environments have equal importance and we strive to ensure that high quality provisions are available daily for children to be involved and be motivated in open-ended and high engaging activities. The environments are well

resourced and accessible for all children to be able to select something that fascinates them and lead in their own learning.

At Great Barford Primary Academy we do not set out activities for the children to do but rather support all children in choosing their own interests. We aspire for the children to be enjoying and immersed in their own learning driven by their own fascination and intrinsic motivations.



The Characteristics of Effective Learning **(CEL)**

Playing and Exploring: do they investigate and experience things, and ‘have a go’?

Learning Actively: do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?

Creating and Thinking Critically: do they have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We comment on the CEL in both the Planning in the Moment documentation and in the Children’s Learning Journals. Parents are also welcome to and do contribute to assessment.

Within our recording of learning and assessment of next steps we use the Leuven Scales of Well-being and Involvement.

Well-being is linked to self-confidence and good levels of self-esteem and resilience.

Involvement refers to being intensely engaged in activities and is believed to be a necessary condition for deep level learning and development.

