



Brookdale's Early Years Pedagogy for Provision

PRACTITIONERS— FIRST CONSIDERATIONS

- ⇒ Be aware of what you need to know ([CLICK HERE FOR LINK](#)) & available free training ([CLICK HERE](#))
- ⇒ Remember that practitioners (YOU) are the primary provision in the environment
- ⇒ What do you know about EACH child? What is their starting point? What experiences have they had?
- ⇒ As practitioners, awareness of [Theory of Mind](#) and how this develops in children enables you to adapt your practice accordingly to support further development
- ⇒ Is the environment set up to meet the needs of all children and are you prepared to adapt it throughout the session / day as appropriate in response differing needs?
- ⇒ What is it like to be a child in our setting? - What would the different experiences be for each pupil?
- ⇒ How are you going to move the children on in their development?
- ⇒ We use an agreed, clear attention signal and insist on full attention every time we expect the children to stop and listen
- ⇒ Make sure you have built a connection with EACH child at the beginning of the day
- ⇒ How can families be involved in their child's development and learning? (e.g from sharing an activity on Dojo and encouraging them to practise further at home to sharing via a curriculum morning)

UNIQUE CHILD

- ⇒ Purposefully engaged, curious children
- ⇒ Warm, responsive care
- ⇒ Manageable and interesting tasks with supported choices
- ⇒ Children who feel confident as part of the class family
- ⇒ Opportunities and expectations of individuals being maximised
- ⇒ Children encouraged to understand the talents within them
- ⇒ Consistent boundaries and clear limits
- ⇒ Resilient, confident and capable children who are willing to take risks and ask for help when they need it

POSITIVE RELATIONSHIPS

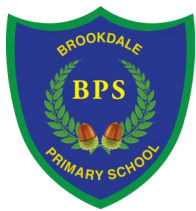
- ⇒ Children who feel loved = children who feel empowered = feeling ready to learn
- ⇒ Co-regulation - "Let me give you some of my calm" and self-regulation
- ⇒ Practitioners who listen to verbal and non verbal cues (OWL - OBSERVE, WAIT, LISTEN)
- ⇒ Consistent and proactive practitioners who positively reinforce discipline and social skills (PSED)
- ⇒ Practitioners engaged in learning and play alongside children; adults who are involved and instructive - **modelling thinking and vocabulary**

ENABLING ENVIRONMENTS

- ⇒ Practitioners who are aware of all the children in the environment and who position themselves effectively to respond to needs and development opportunities as they arise
- ⇒ Practitioners engaging in serve and return interactions with individuals and groups of children
- ⇒ Areas that are inviting and stimulating - look at activities through the lens of the child
- ⇒ Environmental prompts that give clear direction for practitioners to model thinking and vocabulary
- ⇒ An environment that is organised to support children's responsibility, autonomy and independence - print, labels and photographs are used to indicate where to find resources and 'what tidy looks like'
- ⇒ A visual timetable used to reinforce routines
- ⇒ Environments (both inside and out) organised into clear, purposeful areas of provision, enabling the children to be independent and make choices
- ⇒ Consistent expectations of behaviour in, and use of, each area that have been explained and are then regularly modelled and supported

LEARNING AND DEVELOPMENT

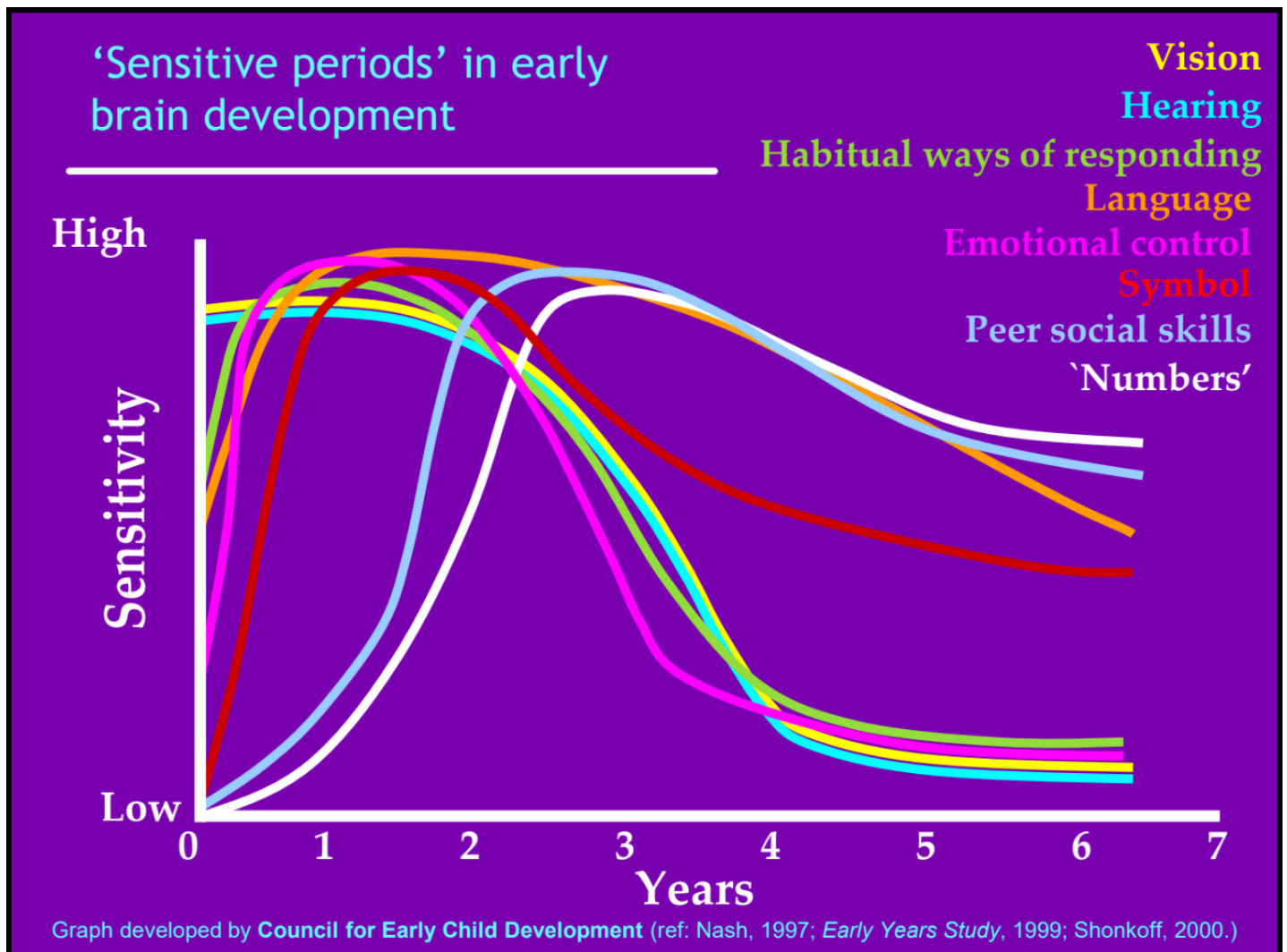
- ⇒ Practitioners who are aware of [sensitive periods in early brain development](#) (PTO - see table) and what to prioritise to maximise learning capacity for the future
- ⇒ Children learning about themselves and others
- ⇒ Practitioners effectively observing, assessing and planning next steps based on knowledge of the previous learning,
- ⇒ Short and snappy input - both in whole class and small group, adult led activities. Adults who are responsive to the age and needs of the children
- ⇒ Modelling and explicit instruction are key features of adult interactions (thinking aloud)
- ⇒ All practitioners modelling expectations and learning behaviours during direct, whole class instruction (good looking, good listening, good sitting)
- ⇒ Activities within continuous provision are linked to whole-class learning and are age and stage appropriate to maximise learning opportunities for all. These provide opportunities for 'in the moment' teaching
- ⇒ Routines for learning which are established using the whole-school pedagogy model
- ⇒ Foundations for social and collaborative learning are being laid through teaching children to learn with and alongside others: taking turns, following new rules and sharing ideas and



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PRIORITY—SPEECH & VOCABULARY DEVELOPMENT

- ⇒ Practitioners model standard English consistently and correctly; when the children make a mistake, practitioners reword it so they hear the correct use
- ⇒ Practitioners use correct vocabulary (e.g 'rabbit, not bunny')
- ⇒ Practitioners join in with children's play, comment, repeat back, wonder aloud and add new words to extend language
- ⇒ Children are explicitly taught new words linked to key concepts (e.g through Concept Cat) which are then transferred into provision by all practitioners
- ⇒ Key words are displayed in all areas of learning to guide practitioners as to the purpose of an activity and the vocabulary to model during play
- ⇒ Practitioners promote use of full sentences and correct / target vocabulary through the 'Say it Again Better' model



REFLECT

- ⇒ Is time spent with children fair? (consider equity and equality)
- ⇒ Have practitioners been consistent and clear in their expectations?
- ⇒ Has our provision (including practitioners) allowed each child to feel secure, comfortable and safe?
- ⇒ How can WE adapt provision to better-meet the needs of individual children?
- ⇒ What are our next steps in learning?
- ⇒ Where can I get advice or support?
- ⇒ Have we given families opportunities to support their child's learning and development? (e.g self-care / independence challenges, phonics flash cards, reading, handwriting, sharing via Dojo)