



Dunlop ECC



Early Year's Teaching and Learning Policy

Curriculum Rationale: Learning through the Pedagogy of Play

Possible Lines of Development Planning (PLOD Planning)

Documenting Learning in Floorbooks

Curriculum Rationale: Learning through the Pedagogy of Play

In Dunlop ECC, the staff team is highly committed to ensuring all children are supported to be the best they can be and we provide the very best learning experiences and opportunities for the children through the Pedagogy of Play.

Current research and thinking indicates that children are best equipped to learn when they are given opportunities to make sense of their world through exploration, investigation and interaction. This happens naturally for children through play and it is a play-based approach that underpins and directs our teaching and learning curriculum.

The Curriculum for Excellence Experiences and Outcomes are used to frame all learning and assessment of progress, but we also refer ongoing to the recommendations of key documentation, in particular

- East Ayrshire Council Progression Pathways
- National Benchmarks
- Realising the Ambition
- How Good is our Early Learning and Childcare
- My World Outdoors

Curriculum Rationale: Learning through the Pedagogy of Play (contd)

The subsequent advice and support presented to us from both the national and local perspective also directs and shapes our curriculum and the teaching and learning experiences we provide.

We provide a broad and balanced curriculum with many real life opportunities for children to investigate, explore, devise, create and experiment by following a process-orientated, play-based curriculum. We provide a wide variety of play experiences of the highest standard and are based on the children's interests, this involves a balance between adult-led, adult-initiated and child-led activity with particular emphasis placed on the latter.

We are clear that it is our role and responsibility to ensure that the children's learning experiences are all encompassing high quality learning experiences designed to engage and motivate the children and actively involve them in the learning process.

The Dunlop ECC staff team is tasked with assisting the children in their learning journeys through thoughtful observations and careful interventions that enable children to reach their learning potential and through planning responsively according to children's needs, interests and abilities.

Possible Lines of Development Planning (PLOD Planning)

Possible Lines of Development (PLODs) is a learner centred teaching approach for building children's prior experience into the teaching.

The PLODs model ensures children and their experiences and interests are central to the planning, inspiring the children to explore their learning, engage more meaningfully and with sustained interest.

Possible Lines of Development Planning (contd)

In Dunlop ECC, we plan responsively according to children's needs, interests and abilities and allowing PLODs from the children to take the learning forward and with each PLOD developing a wide range of skills. We respond to individual children and their needs offering appropriate support to extend, deepen and challenge learning.

Our planning has strong emphasis on linking learning between curricular areas and this is carefully planned by staff alongside children. We also believe that it is important that learning is related to real life as this will enable our children to be effective participants in society with well-developed skills for learning, life and work.

Both indoors and outdoors play areas are planned effectively for purposeful play which meet children's learning and development needs and to ensure that all children are highly motivated and excited by the wide range of high quality, stimulating and challenging learning experiences being provided. As a result, the children are extremely independent, make choices and decisions, and use the wide range of high quality resources and open ended materials to develop their interests and enhance their play and learning.

Although planning is predominantly responsive to children's interests and ideas, throughout the year, planning is also adult directed and takes account of specific events and celebrations important to the ECC setting, the Primary School and the local context.

Documenting Learning in Floorbooks

Ongoing, the staff team work together to maintain floorbooks for different areas of the ECC, and these are used to document the wonderful learning and experiences the children participate in.

'The Floorbook Approach is an innovative child-led approach to observation, documentation and planning which is now implemented in settings around the world. By listening to children and identifying their interests we can create a unique learning opportunity which excites and interests children.' **Dr Claire Warden (Mindstretchers)**

In Dunlop ECC, we are clear that it is our role and responsibility to ensure that the children's learning experiences are all encompassing and that all that the children learn and experience constitutes their curriculum:

This includes:

- What happens within the ethos and life of our nursery in the setting, local community and beyond the village when on trips and visits.
- All playful learning experiences, including: playtime in the playground, P.E. in the MUGA, Mini Forest School, Learning Walks in the Village and Park Walks.
- Through the development and recognition of each child's personal achievements relating to the Care Plan Personal Learning Targets.
- Taking account of each individual's health and well-being needs.

In striving to meet the wide-ranging needs of all children and families, it is important work is done within the ECC in a culture of collegiality, professional learning and self-evaluation for improvement.