

### Positive Relationships

At Rendell School we believe that positive relationships are a fundamental key to success. Warm and trusting relationships with our children and parents are carefully nurtured right from the onset. Pupil well-being is prioritised to enable our children to become happy and independent learners who love the challenge and adventure of learning. Interactions are based upon a respectful acknowledgment of the feelings of children and their families. We actively encourage our parents to work alongside us, to support their child's learning and experiences.

### Characteristics of Effective Teaching & learning

The Characteristics of Effective Teaching & learning are the cornerstones of our ethos and provision. Our provision enables children to become self-motivated and self-regulated learners. We promote a positive attitude towards our learning experiences which engage children and spark their imaginations, building confidence and resilience through children's natural instincts to discover and explore.

### Role of Adults

All of our EYFS staff demonstrate a secure subject knowledge across the curriculum and know how to scaffold and deepen learning. Our interactions enable "teachable moments" which are unique to the child and situation. These moments are seized and the spontaneity of learning is captured through observation and shared through our 'Tapestry' learning journal. Oracy is at the heart of our interaction and our practitioners carefully model grammatically accurate sentences and ambitious vocabulary.

### Unique Child

At Rendell School we understand that children are individuals first. Our aim is to value, respect and celebrate the uniqueness of every child and our teaching and learning facilitates the development of the whole child. Informed by observations, our practitioners are ready to respond appropriately, refining teaching to cater for all learning styles and needs. Children's interests are used to promote engagement and create a safe, familiar space from which they can explore, broaden their knowledge and experiences and in turn, ignite their curiosity.

## Early Years Foundation Stage



### Teaching key skills

Learning is delivered through Quality First Teaching, a balance of adult directed and child initiated learning alongside opportunities for sustained play based learning through our Continuous Provision. The role of the adult is pivotal as through their interactions they skillfully deliver same day interventions and create opportunities to strengthen and deepen learning and understanding. Targeted interventions are delivered in response to assessment information so that gaps in learning can be diminished.

### Enabling Environments

Our indoor and outdoor environments offer challenging and purposeful play based experiences. Our continuous provision, where all areas of learning can be accessed, allows opportunities to practise personal safety, take risks, revisit learning, problem solve and make connections through their discoveries. It is designed to respond to and support children's learning needs, styles and interests. Activities and resources are chosen to facilitate implicit and explicit challenge and creative thinking. They are easily accessible facilitating independence and choice. Children can become inquisitive, thoughtful and collaborative learners, free to independently develop their own learning.