

# SOUTH THORNIE PRIMARY SCHOOL



Early Childhood Education



## OUR PHILOSOPHY

### + Teaching and Learning

We believe that teaching and learning must be centred on the child and in line with the Early Years Learning Framework, a balance between play based learning and intentional teaching. Play provides opportunities for children to learn as they discover, create, improvise and imagine. Planned and incidental learning occurs throughout the day as a whole class, in small groups and individually, to guide and extend the children's thinking, learning and development.



### + Curriculum

We are steered by the following policies and guidelines, The Early Years Learning Framework, The National Quality Standard, The School Curriculum and Standards Authority and The Kindergarten Curriculum Guidelines. We value a strong focus on balanced literacy and numeracy programs which are embedded in all aspects of learning and teaching.

### + Learning Environment

The learning environments are welcoming and stimulating spaces that engage all children. They are flexible and responsive to the needs, interests and abilities of each child. The indoor and outdoor areas offer opportunities for the children to develop and extend their learning encouraging open-ended interactions, exploration, spontaneity and discovery.

## + Differentiation and Inclusion

We believe that all children have the right to learn and feel safe.

We celebrate student diversity and identify the learning needs of every student, tailoring holistic learning experiences to their level of readiness, strengths and interests.

Each student is a unique individual; our holistic approach pays attention to children's physical, personal and social emotional wellbeing as well as cognitive aspects of learning. We provide positive, productive and supportive learning opportunities and to encourage all children to become lifelong learners.

## + Assessment

The assessment of children's learning and skills development provides staff with valuable information and understanding of how each child is progressing. We encourage all children to persevere and try their best. Consistent purposeful feedback is regularly provided which is also used to inform daily planning and programming.

## + Families and Carers

We acknowledge that parents, carers and extended family are the first and most influential educators of children. We build strong, positive and respectful relationships with the whole family and encourage and support families to collaborate in their child's learning journey.

