

## Greenshaw Learning Trust Early Years Vision

We are committed to providing the best possible early education for all our children in Greenshaw Learning Trust.

### The unique child

We want all children to be **independent** thinkers and effective **communicators** who are **capable**, **confident** and **self-assured**. We are **inclusive** and committed to provide **adaptive practice** to ensure every child has **equitable opportunities**. We build on early childhood experiences and through positive relationships, we nurture curiosity and resilience, empowering every child to **thrive**.

### Enabling environments

We believe in providing all children with a safe and stimulating environment that builds on each individual's interests and needs. We value the importance of our outdoor and indoor environments and believe that these offer children the opportunity to think **creatively** and **critically** and develop problem solving skills.

### Learning and development

Our children have the opportunity to learn through play. Learning will be active, engaging and suitably challenging; recognising that children develop and learn at different rates.

Adults provide **high quality interactions**, are role models for learning, teach children skills and provide experiences which ensure their well-being and success now and into the future. Fundamental to this is consistently **high quality learning opportunities** that develop a rich vocabulary, provide opportunities to practise skills as well as apply and review knowledge so that what children know and can do, they remember. Our children benefit from strong partnerships between all adults and parents/carers.

### Characteristics of Effective Teaching and Learning

Through playing and exploring we want children to be given opportunities to investigate activities with a 'have a go' attitude. We expect learning to be active and encourage children to use their own ideas and make links within their learning by creating and thinking critically.

## Glossary of terms

**Independent** - Confident to make choices and use their own ideas and initiative.

**Communicators** - Being able to share own ideas, thoughts and feelings with others specific to the child.

**Capable** - Age appropriate achievement.

**Curiosity** - Desire for exploration of what you see, hear, touch, taste, smell to gain knowledge of the world around them.

**Resilience** - Involving self regulation persisting and bouncing back, believing in themselves.

Stimulating environment - open ended and support and challenge all children.

**Creative thinking** - Thinking of ideas that are new and meaningful to the child, playing with possibilities/options or finding new ways to do things

**Critical thinking** - Making decisions about how to approach a task, solve a problem/reach a goal, checking how well their activities are going, being flexible changing strategies as needed and reviewing how well the approach worked

**High quality interactions** - Taking place all the time using different pedagogical approaches to engage, motivate and challenge learners.

**High quality learning opportunity** - Engagement and participation results in impact on learning.

**Inclusive** - Creating an environment where every child feels valued and supported, regardless of differences in identity, background, or learning style.

**Adaptive practice** Recognizing that each child learns in their own way and at their own pace, and providing tailored support and opportunities for growth accordingly.

**Equitable opportunities** - Ensuring that all children, regardless of background or ability, have access to the support and resources they need to succeed.

**Thrive** - To grow, develop, and flourish in a positive and successful way. It involves not just surviving, but also thriving in various aspects of life, such as personal growth, happiness, and achievement. When someone is thriving, they are experiencing overall well-being and fulfillment in their lives.