



St Michael & St John's
RC Primary School

Pedagogy in Action

2024-2025

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

SSMJ Mission Statement

At the heart of all our interactions with the children is supporting our Catholic ethos. Its important that children realise the stories we read from the Bible can help us with how Jesus would want us to live our lives today. Staff understand how this needs to be positively reflected in our modelling and reflected in our expectations of the children.

“Jesus said, ‘Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.’”

Matthew 19:14

“Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.”

1 Timothy 4:12

“Behold, children are a heritage from the Lord, the fruit of the womb a reward.”

Psalm 127:3



“At SSMJ we believe children learn best through a range of activities that support the characteristics of effective learning (playing and exploring, active learning and creative and critical thinking). Our activities support this but the context is driven by the children. The knowledge of the professional is key knowing the next steps in learning but putting it into a context that the children are eager to learn about. Therefore, each child has an individualised curriculum that ensures good progress and that essential readiness to begin year 1.”



Characteristics of Effective Learning



Playing and Exploring

Children investigate and experience things and 'have a go'.

I can recognise that my actions have an effect on the world, so I like to repeat them.

I can guide my own thinking and actions by talking to myself as I play.

I can make independent choices.

I can do things independently that I have been previously taught.

I can bring my own interests and fascinations into early years settings.

I can respond to new experiences when they are brought to my attention.



Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

I can keep on trying when things are difficult.

I can begin to correct my mistakes.

I can begin to predict sequences because I know routines.

I can participate in routines.

I can aim for a goal I have set myself.

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Characteristics of Effective Learning



Characteristics of Effective Learning

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

I can take part in simple pretend play.

I can sort materials.

I can review my progress as I try to achieve a goal and check how well I am doing.

I can feel confident about coming up with my own ideas.

I can solve real problems.

I can use pretend play to think beyond the 'here and now' and to understand another perspective.

I can concentrate on achieving something that is important to me.

I can make more links between my ideas.



History of EYFS

- Dame Clare Tickell undertook an independent review of EYFS and published her findings 2008. The new EYFS framework was made up of 69 goals.
- In 2012 a new EYFS framework was published slimming down from 69 goals to 17.
- In September 2020 SSMJ took on the New Revised EYFS Curriculum becoming an Early Adopter school for 2020/2021.
- In September 2021 we took on the new challenge of the new framework building on everything we had learned from the Early Adopter.



EYFS New Framework 2024

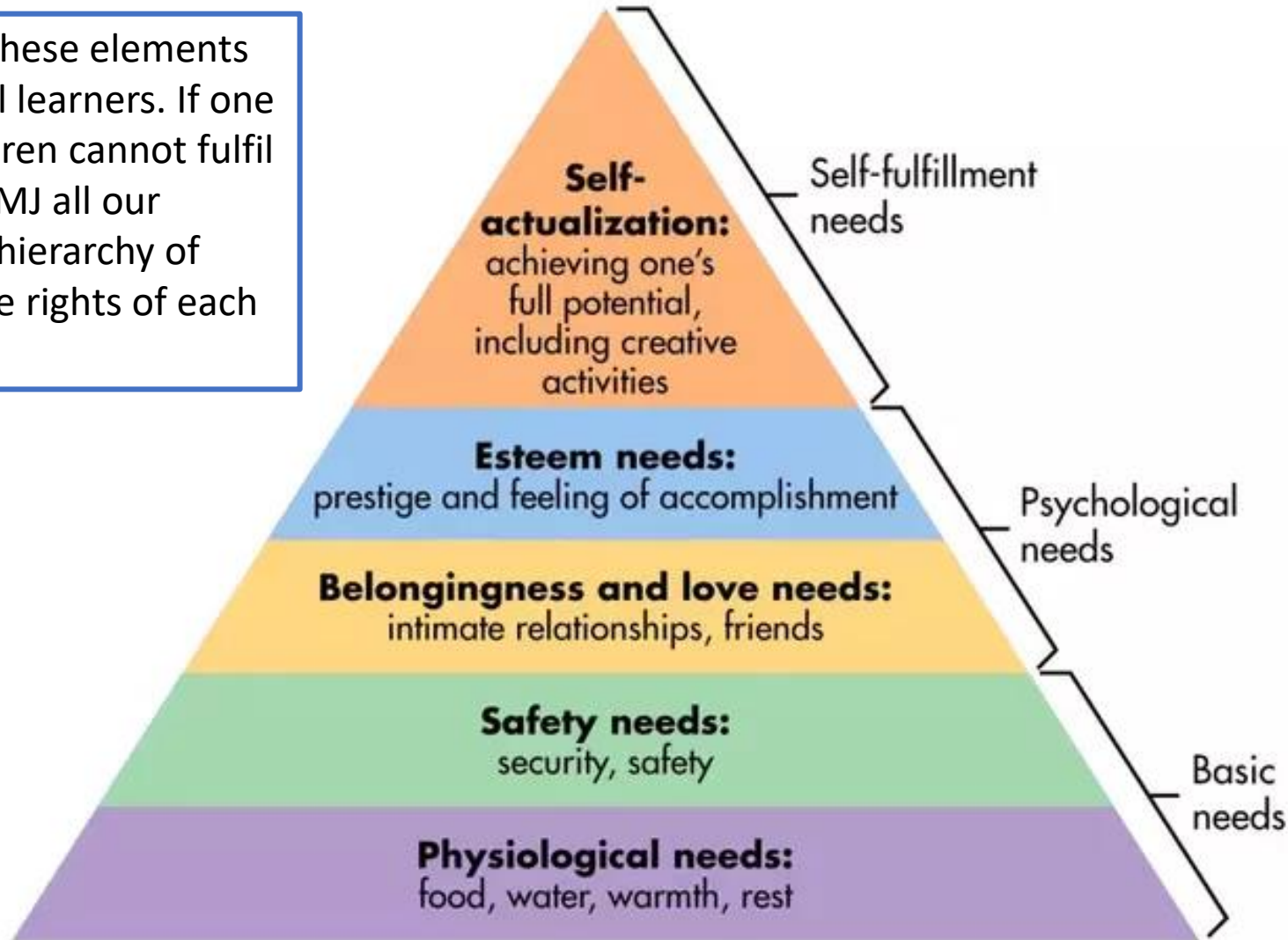
The new EYFS Framework 2024 aims:

- Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.



Maslow's Hierarchy of Needs

Children need all of these elements to become successful learners. If one need is not met children cannot fulfil their potential. At SSMJ all our policies support this hierarchy of needs recognising the rights of each child.



Maslow looked at behaviour leading to 'Self-actualisers':

Experiencing life like a child, with full absorption and concentration;

Trying new things instead of sticking to safe paths;

Listening to your own feelings in evaluating experiences instead of the voice of tradition, authority or the majority

Taking responsibility and working hard;

Trying to identify your defenses and having the courage to give them up.

Avoiding pretense ('game playing') and being honest;

Being prepared to be unpopular if your views do not coincide with those of the majority;

At SSMJ we recognise the importance of promoting these behaviours.



Maslow looked at some of the characteristics 'Self-actualisers' had (What we would like children to have):

Capable of deep appreciation of basic life-experience;

Need for privacy;

Peak experiences;

Establish deep satisfying interpersonal relationships with a few people;

Strong moral/ethical standards.

Democratic attitudes;

Concerned for the welfare of humanity;

Spontaneous in thought and action;

Unusual sense of humor;

Highly creative;

Resistant to enculturation, but not purposely unconventional;

Accept themselves and others for what they are;

They perceive reality efficiently and can tolerate uncertainty;

Able to look at life objectively;

Problem-centered (not self-centered);



At SSMJ we recognise that all children learn in different ways. Piaget and Vygotsky theories can be seen to influence the new Early Years Framework. Within the new Early Years Framework (2024) it can also be said the work of Bandura is also present as recognition within the framework acknowledges the importance of adults modelling and the importance of 'thinking out loud' which has been a significant development within the new framework.

Jean Piaget 1896 - 1980

Children's intellectual development occurs in stages, building-block-like, Swiss psychologist Jean Piaget (1896-1980) believed. Children learn how to interact with the world by moving through four distinct phases, Piaget theorized. During this time, they master certain skills gradually, rather than all at once, or in some cases, not at all. Learning cannot be rushed by simply skipping stages.



The EYFS Statutory Framework “As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for Key Stage 1.”

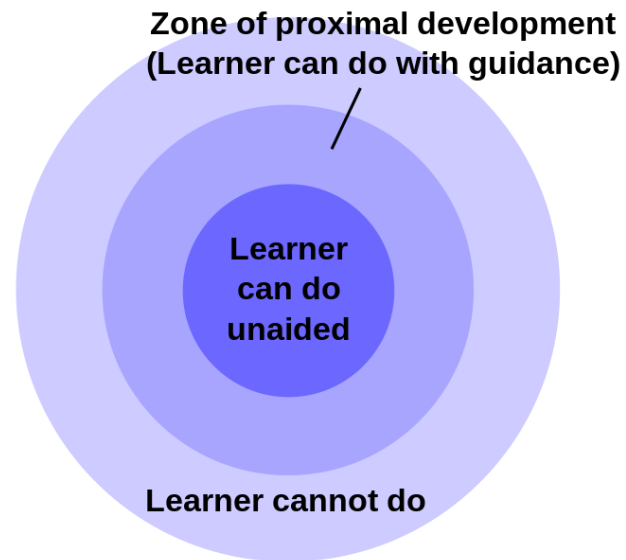
EYFS Statutory Framework Sept 2024 pg 17





Lev Vygotsky 1896 – 1934

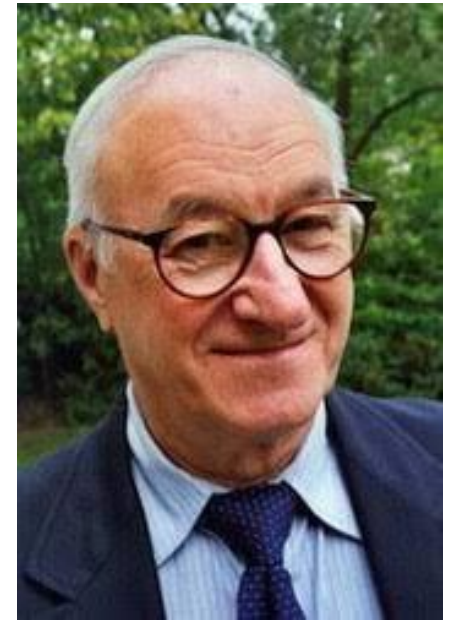
Lev Vygotsky believed that a person has both a set of abilities and a set of potential abilities that can be reached if given the proper guidance from others. The **zone of proximal development** (ZPD) is the distance between a child's *potential to learn* and the *actual learning* that takes place. Vygotsky hypothesized that a “quality teacher” first identifies a child's ZPD and then helps the child learn beyond their ZPD through scaffolding.



At SSMJ we understand the important role a knowledgeable adult can play in developing children's knowledge and moving the child to the centre of proximal development.

“This framework does not prescribe a particular teaching approach. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.”

Albert Bandura in the 1970s, emphasizes the role of external reinforcement, expectations, self-efficacy, and behavioural outcomes in learning, performance, and maintenance of behaviours. One notable aspect of the theory is the prominence of behaviour modelling in the creation of learning and behaviours. He believed that a knowledgeable adult could play a crucial role in children's learning.



At SSMJ we recognise the important role knowledgeable adults play in helping support children. Within the new EYFS framework reference is made to the importance of adults modelling their thinking and decision making process so children have a positive model to follow. Staff ensure they have regular training to ensure staff have up to date knowledge of developments. The EYFS Subject Leader helps ensure staff have up to date knowledge about the EYFS curriculum and how this can be enhanced throughout school.



Children's Rights

Every child has the right (54 Rights of the Child according to the United Nation Convention 1989 where countries pledged to ensure every child has every 'Right') to an Education (Article 28). These 'Rights' outline expectations for every child. No 'Right' is considered more important than another and as a result are all interlinked. At SSMJ we understand these 'Rights' and ensure we support children not only with access to these 'Rights' but that children have the knowledge these 'Rights' exist.

At SSMJ we want every child to have the 'Right' to an Education but more specifically at SSMJ:

Rights (Taken from our Behaviour Policy Sept 2024)

We believe that every member of our school community has a right:

- To learn and to teach without unnecessary interruption
- To feel safe
- To be treated with respect
- To be heard
- To be treated fairly
- To have a nominated 'adult to talk to'





All this information about the new EYFS Framework 2024, theorists, children's rights and our Catholic ethos has influenced our EYFS Policy and the way we teach at SSMJ.

EYFS Policy September 2024:

The main aims of the school, which are:

- To promote, learn and embrace our Catholic Faith.
- To be committed to honesty and responsibility in all relationships
- To provide a rich, stimulating and exciting curriculum which challenges every pupil to achieve their maximum potential and have the best possible start to their school life recognising each child as an individual.
- To create a family ethos with a caring and welcoming atmosphere that gives us all a sense of belonging.
- To provide a calm, safe environment for every person to grow, learn and feel valued allowing them to 'be the best they can be'.
- To provide each individual with the life skills necessary to become a responsible citizen and committed member of the church.
- To provide opportunities to form links with the local, national and international communities, developing our understanding of the world beyond our school.
- To provide a good partnership that works positively between practitioners and with parents/carers.
- To provide a curriculum that encompasses a new Statutory Framework for the EYFS September 2024.

How it all fits together (Pedagogy in Action)

At SSMJ children in EYFS are:

- Given a wide range of activities to select from that will help develop their individual learning needs.
- Encouraged to develop positive relationships with peers, staff and the local community.
- Surrounded by adults who have a good knowledge of the children and how learning takes place.
- Surrounded by adults, who following the example of Jesus, model how to treat others.
- Surrounded by adults who model how to make positive decisions and explain their thinking.
- Given a wide range of experiences that help develop key 'life skills'.
- Given access to a broad and balanced curriculum that reflects their interests.

