



GREENHEART GET SET!

2. Pedagogy: A guide to Get Set teaching

Contents

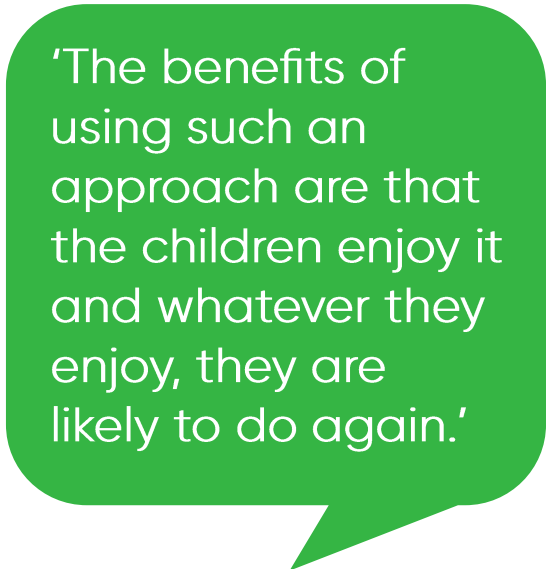
1. Introduction	2
2. Understanding Continuous Provision	2
The Importance of Play-based Learning	2
Child-Initiated Learning.....	3
3. Facilitating and Scaffolding Learning	3
Teacher-led Learning and Guided Learning	3
Differentiation and Personalised Learning.....	4
4. Outside Areas.....	4
5. Fostering a Supportive Learning Community	4
Promoting Collaborative Activities.....	5
Peer Learning and Peer Support	5
Cultivating a Supportive Learning Environment	5
6. Journey Boards: Reflecting on Learning Progress.....	6
Creating a Journey Board	6
Documenting Learning.....	6
Interactive Engagement	7
Reflecting and Extending Learning.....	7
7. Assessment: Monitoring Progress and Tailoring Support	7
Observations and Documentation	8
Tailoring Support and Challenges	8
Reflective Practice and Continuous Improvement	9
8. Partnership with Parents	9
9. Conclusion	10

1. Introduction

This pedagogy guide is designed to support teachers new to implementing the Get Set approach in Year 1. It focuses on the pedagogical aspects of the Get Set approach, including Continuous Provision, and provides detailed suggestions and instructions for creating an inclusive, engaging, and effective learning environment. By following these guidelines, teachers can foster independence, active engagement, and tailored teaching approaches to facilitate optimal learning experiences for all children. This guide should be read in conjunction with the series of Get Set instructional booklets.

Get Set aims to develop a curriculum approach that effectively builds upon Nursery and Reception learning models into Years 1 and 2, whilst ensuring high levels of challenge, engagement, and differentiation. Teachers place children's needs and interests at the heart of the curriculum and incorporate a balance of continuous and enhanced provision with more formal teaching styles and directed activities.

The Get Set approach builds resilience, self-regulation, confidence, and leadership potential by facilitating and developing independence.



'The benefits of using such an approach are that the children enjoy it and whatever they enjoy, they are likely to do again.'

2. Understanding Continuous Provision

Continuous Provision is a central element of the Get Set approach, offering children the opportunity to access resources and engage in self-directed learning experiences throughout the school day. It goes beyond traditional teacher-led instruction by empowering children to explore, investigate, and extend their learning independently. As teachers, your role within Continuous Provision is that of a facilitator, scaffolder, and teacher, supporting children's learning and guiding their thinking through skilful interactions.

The Importance of Play-based Learning

Play-based learning is a cornerstone of the Get Set approach, recognising its significant contribution to children's overall development as learners. Engaging in play allows children to make connections, explore ideas, and develop problem-solving skills. To support play-based learning, teachers should create an environment that promotes purposeful play, where children can freely engage with open-ended resources and materials. Through play, children develop social skills, autonomy, and motivation to learn.

The learning environment is divided into multiple Learning Labs that link directly to different areas of the curriculum. Each Learning Lab is a clearly defined area of provision where children independently access appropriate resources they wish to use.

Invest time at the beginning of the year discussing which resources are available to the children and train them how to use these resources effectively. Use 'Tidy cards' as a guide for children to return resources back to their original boxes and baskets. Ensure the same resources remain accessible throughout the year so children become familiar with how they work and can continue to develop their skills.

Plan to use additional resources and enhancements to entice and excite the children into a new topic and to meet the needs of your planned curriculum objectives.

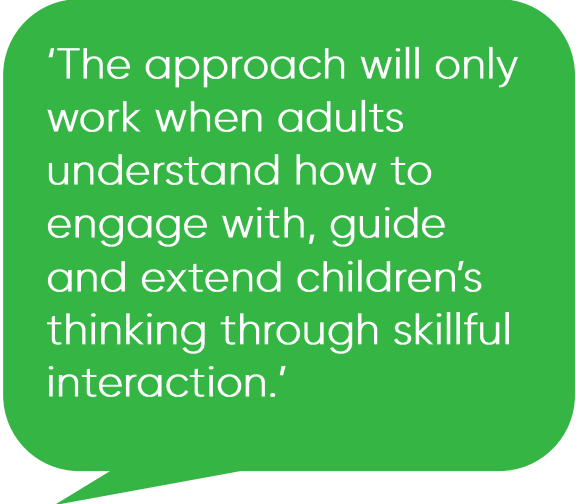
Child-Initiated Learning

Child-initiated learning is an integral aspect of Continuous Provision. It refers to activities that are wholly decided upon by the child, driven by their intrinsic motivation to explore a project or express an idea. Child-initiated learning provides opportunities for children to demonstrate a complex range of knowledge, skills, and understanding. Teachers should value and support children's interests, incorporating them into the curriculum to enhance engagement and facilitate deeper learning experiences.

Think strategically about how children will use the Learning Labs and which resources lend themselves to having cross-curricular links. It is recommended that you locate these labs within close proximity of one another. By situating the Writing Lab close to the Role Play Lab, children are encouraged to independently access writing materials, e.g. to write a prescription for a Doctor's surgery. Similarly, tape measures and timers from the Maths Lab can be used to complete an independent investigation in the nearby Enquiry Lab.

3. Facilitating and Scaffolding Learning

In the Get Set approach, teachers take on multiple roles to effectively support children's learning. As facilitators, you will organise the learning environment, provide resources, and adapt opportunities to meet each child's needs. Scaffolding focuses on supporting the development of emerging skills, helping children move from an inability to complete a task to independent mastery. Skilled interaction, questioning, modelling, and prompting are key strategies for scaffolding children's learning and extending their thinking.



'The approach will only work when adults understand how to engage with, guide and extend children's thinking through skillful interaction.'

Teacher-led Learning and Guided Learning

Teacher-led learning plays a vital role within Continuous Provision. It involves short whole-class inputs and focused group work to introduce new concepts, skills, or content. These structured teaching moments provide guidance and support for children's learning. Guided learning, on the other hand, entails working closely with individuals or small groups to address specific learning needs, reinforce understanding, and provide targeted support.

Differentiation and Personalised Learning

Differentiation is essential to meet the diverse needs of children in Year 1. As teachers, you should adapt activities, resources, and approaches to accommodate different learning styles, abilities, and interests. Personalised learning involves understanding each child as an individual and tailoring the curriculum to their specific needs and next steps. By providing targeted challenges and support, you can promote progress and optimise learning outcomes for all children.

Adults play a significant role in ensuring there is sufficient stretch and challenge. They must guide and extend children's thinking through skilful interaction and must have the skills to push the learning on further. This is underpinned by a secure knowledge of the National Curriculum and quality interactions. Suggestions of how this can be achieved, and example questions, should be shared with staff on short-term plans so that adults are aware of how to teach next steps within the provision.

4. Outside Areas

The outdoor area is an important part of the Get Set curriculum and should work to extend the classroom, not replicate. Proper use of an outdoor area can overcome classroom limitations such as mess, noise and physical activity, with children able to explore freely the wonder of nature in all weathers.



When designing the outdoor provision, it is important to remember that even a limited space can be transformed to allow children to actively learn and critically think using the Get Set approach. Some children will engage more effectively with an activity in an outside environment; accordingly, it may be necessary to transport an activity from one environment to the other.

5. Fostering a Supportive Learning Community

Collaborative learning and peer interactions are essential aspects of the Get Set approach; promoting teamwork, communication, and shared problem-solving. As teachers, it is important to actively encourage and facilitate collaborative activities that allow children to learn from and with their peers. By creating a supportive and inclusive learning environment, children can work together, build social skills, develop empathy, and cultivate a strong sense of community.

Promoting Collaborative Activities

Design and implement collaborative activities that require children to work together towards a common goal. Encourage teamwork and cooperation by structuring tasks that necessitate collective efforts and contributions from all participants. These activities can include group projects, cooperative games, partner work, and collaborative problem-solving tasks.

Create opportunities for children to engage in meaningful discussions, actively listen to their peers, and share their ideas and perspectives. Foster an environment where all voices are valued and respected, promoting inclusivity and the appreciation of diverse viewpoints.

When planning collaborative activities, consider the interests, abilities, and diverse needs of the children. Strive for balanced groupings that provide opportunities for children to learn from one another and support each other's learning.

Peer Learning and Peer Support

Peer learning allows children to learn from their peers, reinforcing their understanding and promoting deeper learning. Encourage children to take on roles as both learners and teachers within the classroom. Peer learning can be facilitated through activities such as peer tutoring, collaborative problem-solving, and peer feedback.

Provide opportunities for children to engage in structured discussions, debates, and presentations where they can share their knowledge and insights with their peers. Encourage active listening, constructive feedback, and respectful questioning to deepen understanding and encourage critical thinking.

Cultivating a Supportive Learning Environment

To create a supportive learning environment that fosters collaboration and peer learning, establish clear expectations for respectful and inclusive interactions. Teach and model effective communication skills, such as active listening, turn-taking, and constructive feedback.

Design classroom spaces that facilitate collaboration, such as group work areas, flexible seating arrangements, and shared resources. Encourage children to work in pairs or small groups, allowing them to learn from each other and develop teamwork skills.

Promote a growth mindset and a sense of community within the classroom, where children feel safe to take risks, make mistakes, and learn from one another. Celebrate and acknowledge the strengths and achievements of individuals and groups, fostering a positive and supportive learning culture.

Regularly reflect on the effectiveness of collaborative learning strategies and make adjustments as needed. Seek feedback from both children and colleagues to gain insights into the impact of collaborative activities on children's learning and social development.

By prioritising collaboration and peer learning within the Get Set approach, teachers can create an inclusive and supportive learning community. Through collaborative activities and interactions, children develop essential social skills, deepen their understanding, and cultivate a sense of belonging and shared responsibility for their learning.

6. Journey Boards: Reflecting on Learning Progress

Planning in the Get Set approach requires careful consideration of curriculum objectives and child-initiated learning. Journey boards serve as visual representations of the learning journey within the Get Set approach. They provide a dynamic and interactive tool for documenting, reflecting, and celebrating children's progress over time. Journey boards should be displayed prominently in the classroom, serving as a shared resource for children, teachers, and parents. These boards act as living documents that evolve and grow as children explore, inquire, and make connections within their learning environment.



Example of a Journey Board

Creating a Journey Board

Select a dedicated display area in the classroom where the journey board can be easily seen and accessed by all. Choose a format that allows for flexibility and adaptability as the learning journey progresses. A large magnetic or cork board can be ideal for displaying materials and arranging them in a fluid manner.

Divide the journey board into sections that represent different stages or aspects of the learning process. Common sections include "Plan," "Do," and "Review." Each section serves a specific purpose and allows children to engage with the content at various stages.

Alongside the Journey Board, utilise shelves or hooks to exhibit 3D work examples and objects created by the children, promoting ownership and pride in their work. Thoughtfully position resources and enhancements to entice and excite children in line with planned curriculum objectives. Use sticky knowledge, which represents essential knowledge that will stick with the children, and plan activities and texts that support its development.

Documenting Learning

During the planning phase of a topic, involve children in generating ideas, brainstorming questions, and sharing prior knowledge. Record these ideas on sticky notes or index cards and

place them in the "Plan" section of the journey board. This establishes a starting point and sets the direction for further exploration.

As children engage in activities, investigations, and projects related to the topic, document their experiences using photographs, samples of work, or written observations. Display these artifacts in the "Do" section of the journey board, showcasing the active learning taking place. Organise the materials in a way that highlights the connections and progress made by the children.

Encourage children to reflect on their learning and share their thoughts, insights, and questions. Provide opportunities for them to contribute their ideas, observations, and personal reflections to the journey board. These contributions can be represented through written notes, drawings, or recorded audio or video reflections. Place these reflections in the "Review" section of the journey board, capturing the children's evolving understanding and growth.

Interactive Engagement

Make the journey board an interactive space that invites children to actively engage with the displayed materials. Provide additional opportunities for children to contribute to the board by adding their own sticky notes, drawings, or comments. Encourage them to share their connections, new discoveries, or questions that arise as they explore the topic further.

Regularly revisit the journey board as a class, discussing the displayed content, reflecting on the learning journey, and celebrating achievements. Encourage children to share their thoughts, ask questions, and make connections with their own experiences. Use the journey board as a springboard for deeper conversations and to foster a sense of ownership and pride in their learning.

Reflecting and Extending Learning

As the topic progresses, encourage children to review and reflect on their previous contributions to the journey board. Prompt them to consider how their thinking has evolved, what new connections they have made, and how they have grown as learners. This reflective process encourages metacognition and helps children develop a deeper understanding of their own learning processes.

Based on the reflections and insights gained from the journey board, identify opportunities to extend and deepen learning experiences. Use the children's interests, questions, and emerging themes as a guide for planning future activities or investigations. By building upon their prior knowledge and experiences, you can create meaningful and relevant learning opportunities that align with their individual needs and interests.

By using journey boards as a reflective tool, teachers empower children to take ownership of their learning, foster deeper connections, and celebrate their achievements. The journey boards create a sense of shared learning, encouraging collaboration and dialogue among children, teachers, and parents.

7. Assessment: Monitoring Progress and Tailoring Support

Effective assessment and documentation strategies are essential for monitoring children's progress, identifying areas for development, and providing targeted support. Through regular observations, photographs, and documentation, you can capture and document children's

learning journeys, gaining valuable insights into their achievements and identifying next steps for their development.

Observations and Documentation

Observation is a powerful tool for understanding each child's unique learning preferences, abilities, and interests. By carefully observing and documenting their interactions, play, and engagement with learning experiences, you can gather valuable information about their progress and development.

When observing, be attentive to the child's interests, strengths, challenges, and interactions with peers and the environment. Take note of their problem-solving skills, critical thinking abilities, communication, and creativity. Capture these observations through written notes, photographs, or videos, ensuring to respect confidentiality and privacy guidelines.



Documentation serves as a record of each child's learning journey and allows for reflection, analysis, and planning. It helps track their achievements over time and guides you in tailoring activities and experiences to cater to their individual needs. Organise documentation in a systematic and accessible manner, ensuring that it reflects the breadth and depth of their learning. Online systems, such as Tapestry and Seesaw, support teachers to collate observations, photographs and videos and share these with parents effectively.

Tailoring Support and Challenges

Recognising that each child is unique, with varying learning preferences and abilities, assessment plays a pivotal role in adapting learning opportunities to cater to individual needs. Through ongoing assessment, you gain a deeper understanding of each child's strengths and areas for development, which informs your instructional decisions.

Use assessment data to identify areas where children may need additional support, scaffolding, or challenges. Consider their current knowledge, skills, and understanding to plan appropriate learning experiences that build upon their prior learning and provide opportunities for growth. Differentiate instruction by adjusting the level of support, complexity of tasks, or the depth of questioning to meet the diverse needs of your learners.

Reflective Practice and Continuous Improvement

Effective assessment requires ongoing reflection and evaluation of your own practice. Engage in regular self-reflection and collaborative discussions with colleagues to critically analyse the effectiveness of your assessment strategies. Consider how well the assessments align with your pedagogical approach and whether they capture a comprehensive view of each child's learning and development.

Continuously seek professional development opportunities to enhance your assessment practices and deepen your understanding of child development. Stay informed about current research and best practices in assessment, ensuring that your approaches remain responsive and supportive of children's holistic growth.

By employing effective assessment strategies, you can gain valuable insights into each child's progress, tailor learning experiences to their individual needs, and foster collaborative partnerships with parents. Assessment serves as a catalyst for reflective practice and continuous improvement, supporting the ongoing development of a rich and meaningful learning environment for all children.

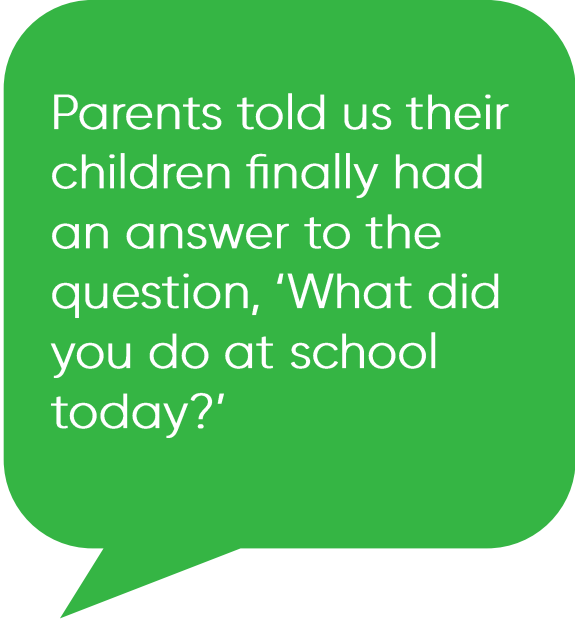
8. Partnership with Parents

Sharing observations and assessment information with parents is vital for developing meaningful partnerships and enhancing their understanding of their child's learning and development. Regularly communicate with parents about their child's progress, strengths, and areas for growth. Share anecdotes, examples of work, and photographs that highlight their child's learning experiences. This may be achieved through an online portal or parental newsletter.

Journey boards provide a valuable window into children's learning experiences, enabling parents and the wider community to actively engage with and celebrate children's progress. Encourage parents to visit the classroom and explore the journey board, inviting them to contribute their own reflections or comments.

Consider hosting special events or showcases where children can present their learning journey to parents, peers, and members of the community. These events allow children to articulate their learning, build confidence in public speaking, and further develop their communication skills.

Provide opportunities for parents to contribute their insights, observations, and knowledge of their child's interests and abilities. Collaboratively discuss their child's progress and set goals for future development. Ensure that assessment information is communicated in a clear, accessible, and supportive manner that empowers parents to actively engage in their child's learning journey.



Parents told us their children finally had an answer to the question, 'What did you do at school today?'



9. Conclusion

By following these detailed suggestions and instructions, teachers new to the Get Set approach can confidently implement Continuous Provision in Year 1. This will create a dynamic, inclusive, and engaging learning environment that promotes independent learning, personalisation, and optimal progress for all children. Through play-based learning, child-initiated activities, effective facilitation, scaffolding, and differentiation, teachers can foster a love for learning and lay a solid foundation for children's educational journey.