



Ludlow Infant Academy

Policy for Child Initiated Learning

Accepted by Governing Body _____
Signed Governing Body

Accepted by Staff _____
Signed Headteacher

Review Date _____

The Nature of Child Initiated Learning

In this policy "Child Initiated Learning" occurs when the child makes choices and decisions from a wide range of opportunities on offer within a safe and encouraging environment. "Play is the principle means of learning in childhood." Plowden Report 1967.

At Ludlow Infant Academy we believe that "play underpins all development and learning for young children." (Development Matters Early Years Foundation Stage DFES 2012) It helps children develop socially, emotionally, intellectually, creatively and physically.

Through Child Initiated Learning, in a secure but challenging environment with effective adult support, children can:

- explore, develop and represent learning experiences that help them make sense of the world
- practise and build ideas, concepts and skills
- learn how to understand the need for rules
- take risks and make mistakes
- think imaginatively and creatively
- communicate with others as they investigate or solve problems.

Play is accessible at any level and encourages children to become confident learners. Play links the learning in all areas of the curriculum and develops independence.

Entitlement

In Reception child initiated learning is called "Discover and Explore" and it occurs throughout the day. The children are also encouraged to take an active role in planning their topics and the activities that take place.

We believe child initiated learning:

- is the vehicle for developing a child's learning experience,
- allows children to make links in their learning,
- should be practical, fun, first hand and exciting,
- allows ownership through a variety of learning styles.

Discover and Explore time allows skills taught to be practiced, reinforced and mastered.

The Early Years Curriculum

Play allows children to make decisions. Child initiated learning is included in our curriculum to promote attitudes, dispositions and feelings at the heart of learning. It equips the child with skills to respond to the rapidly changing world. It will maintain standards because it provides the motivation, impetus and reason to develop necessary knowledge and skills.

Play underpins the delivery of all the EYFS (Early Years Foundation Stage). Children must have the opportunity to play indoors and outdoors. (Development Matters Early Years Foundation Stage DFES 2012)

Planning

We will provide inviting, accessible, unusual, exciting and diverse resources to tempt curiosity evoke awe and wonder and motivate learning. Play needs to be well planned and must meet the needs of both boys and girls. Although most children play spontaneously, some may need support and this will be planned for where appropriate.

Assessment

Children are encouraged to assess their own learning and given feedback on how to move their learning on. Adults have the opportunity to assess children's learning through observation, interaction and by asking key questions to challenge their play.

From observing and reflecting on children's spontaneous play as practitioners we are able to build on this by planning and resourcing a challenging environment. This supports and extends specific areas of children's learning and helps to develop a child's language and communication in their play.

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