



BISHOP  
GROSSETESTE  
UNIVERSITY

**BGTEACHER**   
**DEVELOPMENT**  
**PARTNERSHIP**  
*Learners and learning at its heart*

## **Guidance for 0-3 School Experience**

**PGCE Primary Full-time  
2018-19**

## **Aims and Purposes of 0-3 School Experience**

Those awarded QTS must demonstrate:

*They are aware of expectations, typical curricula and teaching arrangements in the key stages or phases before and after the ones they are trained to teach.*

The 5-day experience is intended to contribute to your awareness of such matters.

## **Guidance**

As well as observing the general organization and structures of such a setting you should consider through your observations and discussions with the professionals in the setting some of the questions on the following pages.

**Please remember that you are not there to be overtly critical of what is available, or to act as an inspector!**

Whilst in the setting it is expected that you will offer help, interacting, as appropriate, with children and helping with routine tasks.

Reflect upon the questions set, and your overall experiences, uploading them into the evidence section of your eRPD.

Discuss with the practitioners the following aspects of the provision:

- Promoting Health
- Safeguarding
- Ensuring children enjoy and achieve
- Develop social skills and citizenship

## **Transition from Birth-Three and Three-Five**

Discuss with staff how transition is managed from birth-three and three to five:

- How do staff in the settings work together to support ease of transition for children?
- How is continuity of experiences and learning progress for the children assured?
- How is information about children's learning shared between settings?
- What are the arrangements for pastoral support, for example what liaison opportunities are provided with parents and/or carers?

## **Development Matters in the Early Years and Foundation Stage 2014**

**Overarching Principles – make notes on the following:**

### **A Unique Child**

- How does the setting promote the unique child, for example qualities such as resilience, capability, confidence and self-assurance?
  - How do practitioners:
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- understand and observe each child's development and learning?
- assess progress and plan for next steps?
- support babies and children to develop a positive sense of their own identity and culture?
- identify any need for additional support?
- keep children safe?
- value and respect all children and families equally?

### Positive Relationships

- How are positive relationships enhanced, for example, use of a key person, groupings of children and liaison with parents and/ or carers? Children learn to be strong and independent through positive relationships.
- How do practitioners become:
  - warm and loving, and foster a sense of belonging?
  - sensitive and responsive to the child's needs, feelings and interests?
  - supportive of the child's own efforts and independence?
  - consistent in setting clear boundaries?
  - stimulating?

### Enabling Environments

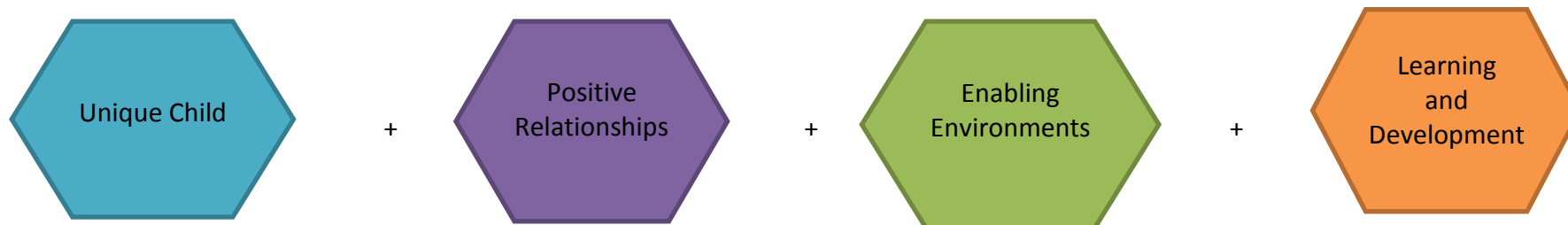
- How do staff and parents/carers share information about the children and their progress?
- How is the learning environment in the setting organised?
- How do they cover the areas of learning and development?
- What roles do staff take when working with the children?
- How is the free-flow learning organised?
- How do practitioners:
  - value all people?
  - value learning?
  - offer stimulating resources, relevant to all the children's cultures and communities?
  - provide rich learning opportunities through play and playful teaching?
  - provide support for children to take risks and explore?

### Learning and Development

Children develop and learn in different ways and at different rates.

- How is the setting organised?
  - What are the routines for the day?
  - How are the staff organised to support this aspect?
  - How are children with special needs or English as an additional language supported?
  - Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.**
  - How do they foster the characteristics of effective early learning through:
    - Playing and exploring?
    - Active learning?
    - Creating and thinking critically?
  - **What interventions are being put into place for individual children?**
  - **What provision is being made for EAL children?**
  - **How is the Pupil Premium being used for individual children?**
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Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments. The four themes of the EYFS underpin all the guidance. This document - **Development Matters** - shows how these themes, and the principles that inform them, work together for children in the EYFS.



Themes	Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. Practitioners:	Children learn to be strong and independent through positive relationships. Positive relationships are:	Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. Enabling Environments:	Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.
Principle	• understand and observe each child's development and learning, assess progress, plan for next steps	• warm and loving, and foster a sense of belonging	• value all people	Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.
Practice	• support babies and children to develop a positive sense of their own identity and culture	• sensitive and responsive to the child's needs, feelings and interests	• value learning	They foster the characteristics of effective early learning through:
	• identify any need for additional support	• supportive of the child's own efforts and independence	They offer:	• Playing and exploring
	• keep children safe	• consistent in setting clear boundaries	• stimulating resources, relevant to all the children's cultures and communities	• Active learning
	• value and respect all children and families equally	• stimulating	• rich learning opportunities through play and playful teaching	• Creating and thinking critically
		• built on key person relationships in early years settings	• support for children to take risks and explore	

## **Useful sources for information and reading**

It is recommended that you make use of the Libguides reading lists-

[https://bishopg.worldcat.org/profiles/BGU\\_PGCE\\_Primary/lists/3830923](https://bishopg.worldcat.org/profiles/BGU_PGCE_Primary/lists/3830923)

[https://bishopg.worldcat.org/profiles/BGU\\_PGCE\\_Primary/lists/3754105](https://bishopg.worldcat.org/profiles/BGU_PGCE_Primary/lists/3754105)

Beckley, P. (2012). *Learning in early childhood: A whole child approach from birth to 8*. London: SAGE.

Beckley, P. (2013). *The new early year's foundation stage: Changes, challenges and reflections*. Maidenhead: Open University Press.

Moyles, J. R. (2010). *The excellence of play*. Maidenhead: Open University Press

Nutbrown, C. (2011). *Threads of thinking: Schemas and young children's learning*. London: SAGE.

Powell, J., & Uppal, E. L. (2012). *Safeguarding babies and young children: A guide for early year's professionals*. Maidenhead: Open University Press.

## **Useful websites**

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.gov.uk/government/publications/2010-to-2015-government-policy-childcare-and-early-education/2010-to-2015-government-policy-childcare-and-early-education>

[www.eyfs.info/](http://www.eyfs.info/) The Early Years Forum

[www.foundationyears.org.uk](http://www.foundationyears.org.uk) Foundation years: From pregnancy to children aged five

<http://www.foundationyears.org.uk/2014/08/department-for-education-resources-for-early-years-pupil-premium/>

[www.tactyc.org.uk](http://www.tactyc.org.uk) TACTYC – Association for the professional development of early year's educators

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**BISHOP GROSSETESTE UNIVERSITY**

**POST GRADUATE CERTIFICATE IN EDUCATION (PRIMARY)**

**3-7 AGE RANGE**

**DETAILS OF 5-DAY EXPERIENCE IN A 0-3 SETTING**

<b>Trainee Name:</b> (Please print)	
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<b>School Name and Address:</b>	

<b>School Telephone Number:</b>	
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<b>Head Teacher Name:</b>	
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<b>No of days in school:</b>	
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<b>Trainee Signature:</b>	
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<b>School Representative Signature:</b>	
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<b>Please Print Name:</b>	
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<b>Position:</b>	
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<b>Date:</b>	
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