Zig Zag Education

Education and Early Years T Level (Level 3) | 603/5829/4

Course Companion

for T Level Technical Qualification in Education and Early Years

Element 2: Supporting Education

Update v1.1, August 2024

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Teacher's Introduction

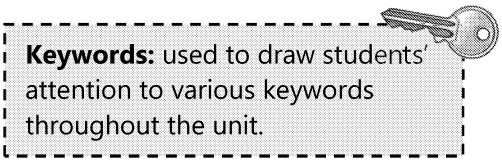
This course companion is for **Element 2: Supporting Education**, part of the NCFE Cache T Level Technical Qualification in Education and Early Years (603/5829/4). The aim of this resource is to guide students through the core content of this element, providing them with in-depth information that covers each of the specification points. This resource aims to provide students with the knowledge and skills that will help them succeed in the assessment for this qualification.

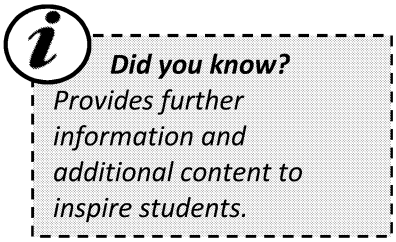
Remember!
Always check the exam board website for new information, including changes to the specification and sample assessment material.

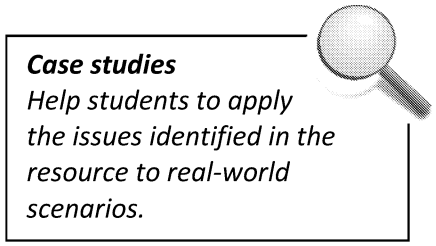
For clarity and ease of use, the content of this course companion matches the order of the specification points. The content is structured as follows against the element's assessment criteria:

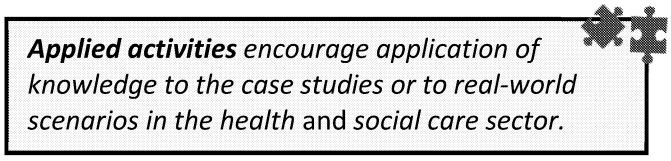
- **2.1** – The origin and the purpose of the Early Years Foundation Stage and the National Curriculum from Key Stage 1 to Key Stage 4.
- **2.2** – The skills and attributes that support children and young people's education.
- **2.3** – The key concepts underpinning a range of theoretical approaches, the strengths and criticisms of each approach, and how they complement one another to inform practice.
- **2.4** – How metacognition supports children and young people to manage their own learning.
- **2.5** – How practitioners provide effective feedback and why it is important in supporting children and young people's educational development.
- **2.6** – Why up-to-date and appropriate technology is important to effectively support children and young people's educational development.
- **2.7** – How personal, educational and environmental factors may affect engagement and development in reading, literacy and mathematics.

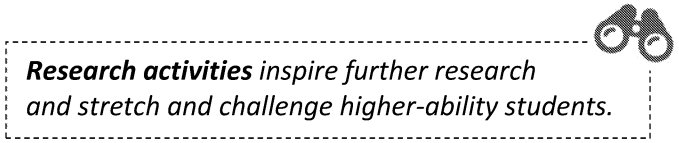
Throughout the resource, there are key features to keep an eye out for:











Some of the activities can be completed using either computers, smartphones or tablets to aid students' research, and/or can be completed outside the classroom as homework.

There is also a set of **revision questions** provided at the end of each section (with answers included). These should help students recap their knowledge throughout the course companion and will ensure that they have understood what they have read.

October 2023

Update v1.1, August 2024 ***(to match specification changes for first teaching September 2024)***

- Removed reference to 'EEF Ark Mathematics Mastery Project' from underpinning evidence under 'Behaviourism' on pp. 13 and 14.
- Removed reference to 'Marion Dowling's Young Children's Thinking', 'Cathy Nutbrown's Threads of Thinking' and 'The 30 Million Word Gap by Hart and Risley' from underpinning evidence under 'Social constructivism' on p. 19.
- Removed reference to 'Malaguzzi's 100 Languages of a Child' and 'Paulo Freire's Pedagogy of the Oppressed' from underpinning evidence under 'Humanism' on p. 23.

Chapter 2.1 The origins and purpose of t
Foundation Stage and the National Curriculu
to Key Stage 4

The Early Years Foundation Stage (EYFS) and the National Curriculum from Key S
guidance documents that cover children and young people throughout their aca
16 years old.

Curriculum: is the planned educational content, subjects, resources and assessments undertaken in formal education.

Did you know? *By the 1880s all children aged between 5 and 10 years old had to attend compulsory educatio*

The Early Years Foundation Stage

The most recent version of the Early Years Foundation Stage Statutory Guidance
and became effective as of 1st September 2021. Previous revisions took place in 2
came into effect in 2008 with an aim to provide high-quality and affordable child
environments for children which encompasses their safeguarding and welfare. T
government requirements for children regarding childcare, curriculum, and fund
certain age groups in 1996.

Research activity

Follow this link for the up-to-date version of the EYFS – **zzed.uk/12336-frame**

- What legislation do the learning and development requirements of the E
- What is the ratio of adult:child for three-year-olds in a nursery setting?
- What are the three prime areas of learning?
- If a child who attends the setting has special educational needs, what rol
identified as having to support children with special education needs?

Learning and Development

The EYFS is divided into seven areas of learning and development; this comprises
prime and specific areas of development.

Areas of Learning and Development	The Early Years Foundation Stag		
Prime	Communication and language	Physical development	
Specific	Literacy	Mathematics	Underst the w

The **prime** areas of development:

1. **Communication and language** (CL): this area underpins a child's learning de
spoken language and back and forth interactions from an early age are the f
language development.
2. **Physical development** (PD): this area of development is associated with a ch
includes gross motor movement, which is their ability to move their bodies,
special awareness, as well as fine motor movements for hand–eye coordina
care, and also links to early literacy.

3. **Personal, social and emotional development** (PSED): this area is comprised
self-regulation, which can be described as the ability to understand their ow
Secondly, managing self, which involves the development of independence a
increasing their confidence to be willing to try new things. This also includes
toileting, and the benefits of a healthy diet. Finally, building relationships, w
having the ability to work cooperatively with others, making positive attach
the ability to empathise.

The **specific** areas of development:

4. **Mathematics**: this area of development consists of being able to count, and
the relationships between them, in addition to developing spatial awarenes
and measure in a variety of different situations and methods, such as cookin
to adults and friends is also key.
5. **Literacy**: this area aims to promote reading for children, under the sections
word reading, and additionally emergent writing. Basically, developing an u
rhymes and poems.
6. **Understanding the world**: as a citizen of the world, children should underst
environment in which they live. They should explore outside of this area and
will increase knowledge and broaden horizons, such as visits to the park, lib
speakers such as doctors, police and educators, in addition to exploring dive
mediums, such as creative, reading and food tasting.
7. **Expressive arts and design**: this area supports children's imagination and cr
repeated exposure to and experiences of music, dancing, art, drama and tec

The progress check at age two

Between the ages of two and three, all children should have a progress check and t
provided with a short written report on their child's learning and development. At t
physical development, communication and language development, and personal, s
This progress check must identify the child's strengths and any areas where a dela

Early learning goals and assessments

By the end of their reception year, which marks the completion of the statutory g
(2021), children should have attained certain levels of development. These are m
learning goals (ELGs). To form judgements as to whether a child has attained the
early learning goals, teachers are expected to carry out observations and use the
knowledge of the child. This information is recorded in the Early Years Foundatio
Additionally, when children start their reception year, they will undergo a comm
known as the Reception Baseline Assessment (RBA).

Characteristics of effective teaching and learning

The EYFS (2021) provides three characteristics of effective teaching and learning
planning for children and the different rates at which they learn to meet individu

- **Playing and exploring** – involves trying new things, investigating and explor
- **Active learning** – improving concentration, persistence with a task and enjo
- **Creating and thinking critically** – developing, linking ideas, and problem-sol

The scope of the Early Years Foundation Stage and inspection

The EYFS (2021) sets out the principles, practices and expected outcomes for children, in addition to the legal requirements for the well-being and safeguarding of children aged 0–5 years.
The Office for Standards in Education, Children's Services and Skills (**Ofsted**) carries out regular inspections of early years settings to ensure that the statutory and legal requirements associated with the quality of education and the safeguarding and well-being of children are being met.

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The National Curriculum

The National Curriculum (England) is statutory guidance which primary* and seco
includes information about the school curriculum, the statutory requirements fo
development and acquisition of mathematics, language and literacy and progran
under the National Curriculum. The content of the National Curriculum is decide
with the most recent update being 2014. The subjects within the National Curric
subjects, which include English, Mathematics and Science, and are taught across
subjects which include Art and Design, Citizenship, Computing, Design and Techn
History, Music, and Physical Education, and are taught at different key stages.

There are **four** key stages which cover pupils aged 5–16 years:

Key Stage 1 5–7 years → **Key Stage 2** 7–11 years → **Key Stage 3** 11–14 years

* *Academies are no longer under the statutory guidance of the National Curriculum (Eng
the content.*

The structure of the National Curriculum (England)

Key Stage	1	2	
Age	5–7	7–11	11–
Year groups	1–2	3–6	7–
Core Subjects			
English	✓	✓	
Mathematics	✓	✓	
Science	✓	✓	
Foundation Subjects			
Art and Design	✓	✓	
Citizenship			
Computing	✓	✓	
Design and Technology	✓	✓	
Language	✓	✓	
Geography	✓	✓	
History	✓	✓	
Music	✓	✓	
Physical Education	✓	✓	

Primary education

Learners are aged 4–11 and the education setting is guided by the EYFS, and the N
Key Stage 1 and Key Stage 2.

Secondary education

Learners are aged 11–16 and the education setting is guided by the National Curriculum guidance for Key Stage 3 and Key Stage 4.

Post-16 education: 16–19 (A level and Technical)

The options available to learners after they have finished Key Stage 4 are as follows:

- Undertake A Levels
- Undertake vocation-based qualifications, such as T Levels
- Become an apprentice, and undertake a qualification while in employment; an apprenticeship can last from 1–4 years dependent on level, and learners are paid an apprentice wage
- Undertake a traineeship – normally a short-term job that could lead to an apprenticeship
- Find a job

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2.1 Revision questions

1. The Early Years Foundation Stage (EYFS) framework consists of three prime a and development.

   Identify **one** area.

2. What is meant by the term 'early learning goal'?

3. Explain why inspections are carried out by the Office for Standards in Educa and Skills (Ofsted) in early years settings.

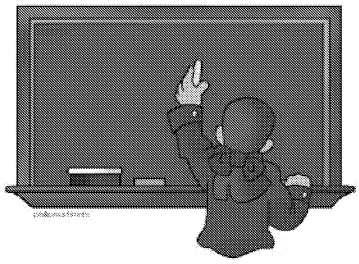
4. Outline the key stages and the age ranges in the National Curriculum.

5. Outline the **three** core subjects in the National Curriculum.

Chapter 2.2 How adults can effectively sup
young people in educatio

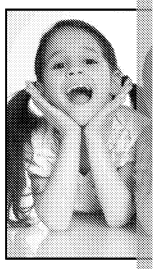
Adults play a key role in children and young people's educational journeys, suppo
child or young person to successfully navigate their way through education.

Involving children in their own planning



It is important where possible to ensure that ch
centre of decisions being made about or for the
their educational journey; involving children an
planning can only serve to ensure full engagem
being planned for them as they have taken an a
This would mean it is more likely that they will
therefore, learn.

One example of involving children and young people in their own planning could
child in a nursery setting on a one-to-one basis, using the seven areas of develop
and a theme, and asking the child to think of as many activities, games and resou
that particular theme.



Another example could be that in a school setting the children are asked about a project they would like to do and then given the autonomy over that project to decide how they would go about achieving the learning outcomes and how they would like to present the project.

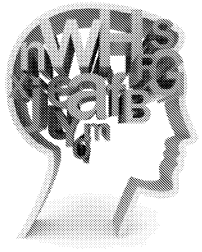
Applied activity:
Observe and make notes on how the early years educators in your current sett
their own planning.

Your notes could include the answers to the following questions:

- What age group are you observing?
- What method/s is the adult using to involve children and young people in t
- Is it one to one, or is it in small or class groups?
- What type of questions is the adult using?
- Who is doing the most in the way of speaking?
- Is the adult using visual/audio/video aids?
- What emotions/moods/expressions are the children showing?
- Was this a successful activity? If not, why not?
- Speak to the adult in charge and get feedback on their thoughts about the

Communicating clearly, using positive and ap for age and stage of development

To be able to effectively communicate with children and young people you shou adapt your communication skills to meet the needs of the individual child or you



Language

When talking to children and young people it is impo and receptive language. Children should feel heard b you acknowledge their thoughts, ideas and feelings, a take this into account. The way you speak should be a appropriate, remembering that just because a child o does not necessarily mean that they are at that stage could be factors such as a delay in speech or a disabi

Facial expression and body language

The way we hold ourselves and our facial expressions play an important part in how we communicate. As practitioners and teachers, we should have positive facial expressions, such as smiling and nodding, and positive body language, so good posture, and being at the same level as the child or young person so as not to come across as intimidating.

Proximity

There are times when we would need to be close to a child or young person to communicate on a one-to-one basis, and there are times when we may be giving out instructions from a distance. At all times it is key to gauge a distance by which you try to be close enough to communicate effectively but not too close that the child or young person could feel intimated.

Giving effective feedback and facilitating chil people's self-assessment

Giving effective and constructive feedback positively im achievement. Formative feedback includes comments a identifying strengths and weaknesses, ultimately enhan young people's learning and subsequent assessment. K should be timely; clear and detailed; relevant to the cri and interactive. We should also facilitate children and y can do this by helping them to scrutinise their own wor produce a self-assessment from which they can set the

Managing own and others' time

As a practitioner or teacher, you should be organised and manage your time productively. This involves working out goals and making a list of priorities, on a PC, phone or Post-it notes, or as a hand-written list on paper, whatever works best for you. Tasks should then be broken down into manageable subtasks, as some tasks can feel overwhelming. Additionally, you should value your time, reward yourself for completing tasks, and be sure to schedule in breaks and rest – you cannot pour from an empty cup!

To effectively manage others' time involves being experienced and knowledgeab
activities will take, monitoring the children and young people, allowing extra tim
differentiation, and having additional tasks to stretch and challenge those who m
prevent children from becoming frustrated or bored.

Research activity:
Effective time management – conduct research into practical ways you can ma
create a plan for the week to include college, your real work environment, and
hobbies you take part in – and don't forget to give yourself some 'rest' time. W
Could anything be moved or rearranged for your week to run more smoothly a

Providing nurturing experiences and opportu
children to be able to express feelings, and ho
positive behaviour

Classroom management is a key aspect of delivering lessons to children and you
behaviour management. To provide an environment where everyone can learn a
overenthusiastic, or even disruptive, need to be managed effectively. Setting bou
start of an academic year is an effective way to introduce expectations, and thes
child or young person needs reminding.

Observing and assessing individuals, providi
interventions through early identification

Observations are carried out continuously by practitioners and teachers – this could be formal or informal, but mostly, it is making a note of something that you have observed that you would like to follow up on. Assessments can also be formative and summative; assessments can be carried out during a lesson to check understanding and consolidation of learning, or at the end of a term to check progress and development.

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Observations and assessments identify, an
teachers about, which children may benef
through this early identification, interventi
those children with the additional resource
need to get back on track developmentally.

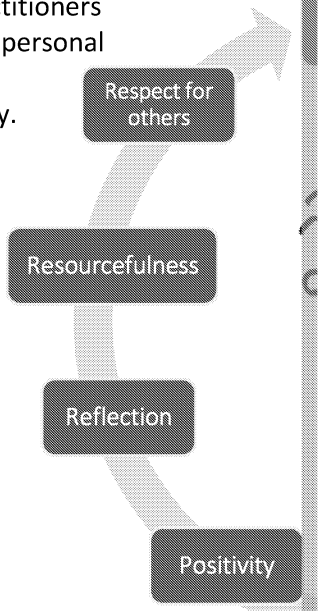
Engaging disengaged children and young peo
them in their own learning and assessment

At times, children and young people can lose motivation and interest, resulting i
This can be addressed by involving them in their own learning, such as giving the
activities they would like to do surrounding the theme. Engaging children and yo
assessment could include peer-marking, creating questions about a subject they
their peers, judging presentations and getting involved in the assessment proces

Attributes that inform teachers'/practitioners' behaviour and why they are important to effec children and young people's education

There are professional behaviours which teachers/practitioners must adhere to as part of their role, and there are also personal attributes that are important to support children and young people throughout their educational journey.

See the diagram (right) and table (below) for more information on the professional behaviours and why they support children and young people's education.



Applied activity:
Draw a spider diagram with attributes that inform teachers'/practitioners' professional behaviour in the centre. Write as many as you can remember on each leg.

Check your answers. How many out of 10 did you get correct?

Professional behaviour	Why is it important to effectively support children's / y
Approachability	Children and young people must feel that they are able to co problem or need support.
Confidence	A positive role model for children is an adult that is confiden turn makes children feel secure and safe.
Empathy	The ability to put yourself in someone else's shoes and imag skill, and children will benefit by feeling that they are being h
Knowledge	Adults should have knowledge specific to the subject they a with regard to any changes or developments. They should b at the appropriate level and use the correct language for tha
Passion	When teachers and practitioners are passionate about a sub children and young people to take an interest and engage.
Patience	This is a vital skill as you must have patience and understand adapt, repeat and redesign the way that you deliver content You must also allow children and young people to express th safe environment.
Positivity	Having a positive attitude towards your role and others' attr
Reflection	All practitioners and teachers should be reflective – this is w activity/lesson/day, etc. and think about what went well, wh what they would do differently next time.
Resourcefulness	Being able to create masterpieces with extraordinarily little of the practitioner's or teacher's magic powers! It involves t the box to achieve best outcomes.
Respect for others	As part of equality, diversity and inclusion, practitioners and thoughtfulness and respect for all.

2.2 Revision questions

1. Identify and explain **two** ways in which teachers/practitioners can support c
people during their education.

2. Explain why giving effective feedback can support children and young peopl

3. What is the link between communication and learning?

4. Give an example of the negative impact to a child's learning if the adult has a

5. Edith is 13 years old, and she has started to fall behind in most of her subjec
The pastoral team have had an informal meeting with Edith to try to unders
reason for the decline in her other subjects.

   Edith has said that her English teacher, Mrs Lovejoy, makes everything so in
Edith and helps her turn mistakes into a learning opportunity, she feels com
Mrs Lovejoy and is not afraid to put her hand up and answer a question or a

   Discuss the potential impact on Edith's learning and development regarding
from the other subject teachers.

Chapter 2.3 Theoretical approaches t

The way in which children learn, the links to growth and development, and how t throughout this process has been researched, and different theories have been d The existence of theoretical approaches to learning is a result of the findings of d Pavlov, Bandura and Vygotsky, to name a few. The theoretical approaches to lea children and young people to predict, observe, plan, develop and explain childre when learning. Although many approaches complement one another it is also im are outdated as they were developed in a different socio-economic environment modern science.

Behaviourist approach

The behaviourist approach to learning studies the changes in a child or young person's behaviour because of their environment and **external stimuli**, and incorporates the principles of operant and classic conditioning. Based on a scientific approach, the behaviourist approach allows little space for the discussion of mental process and the development of logic over time; additionally, it is thought that the approach tends to be passive, and children and young people are not encouraged to take autonomy over their own learning.

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The difference between classical and operant conditioning

The difference between the two types of conditioning is the timing of the extern occur **before** the behaviour, it is classical, and if it occurs **after**, it is operant.

Antecedents

The theory suggests that stimuli signal expected behaviour or responses; 'anteced before or precede' a behaviour. Therefore, this aspect of behaviourism falls unde The theorist associated with this aspect of behaviourism is Ivan Pavlov (1849–193 that classical conditioning is not usually employed as a teaching strategy for child

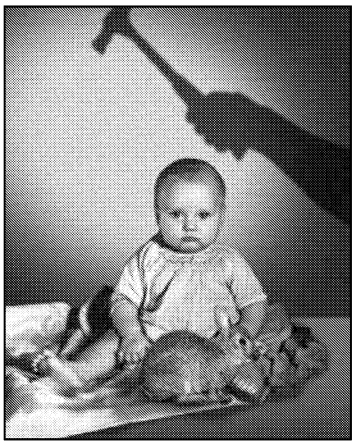
Pavlov's dog study: The study occurred as a result of an observation from a sep Pavlov noted that just before the dogs were due to be fed, they started salivati and so the experiment was formulated. The dogs would hear a bell and then w period of time, the dogs would produce saliva upon hearing the bell, which he 'conditioned reflex'.

Pavlov continued the study by ringing the bell, but not feeding the dogs, and af the dogs stopped salivating upon hearing the bell. The 'conditioned reflex' wan stopped altogether, which is known as 'extinction'.

Pavlov's studies were only conducted on animals; however, his work encouraged conducted experiments that would uncover the theory of operant conditioning.

Consequences

The theory suggests that a stimulus is used to encourage or reduce the occurren behaviourism also falls under classical conditioning theory, and the research con (1878–1958), who built upon Pavlov's dog study by conducting an experiment on



Watson's 'Little Albert' experiment: The study w
month-old boy called 'Little Albert' who was surp
by loud noises. Watson and Rayner decided to co
study on a human subject. The neutral stimuli us
and a monkey. Albert showed no fear when expo
next time 'Little Albert' was exposed to the stimu
together to create a loud noise, which startled hi
neutral stimuli and the loud noise, 'Little Albert'
'Little Albert' had only to be shown the neutral st
and he would attempt to crawl away. The experi
conditioning could cause a phobia, as 'Little Albe
a white rat, had now become conditioned to fea

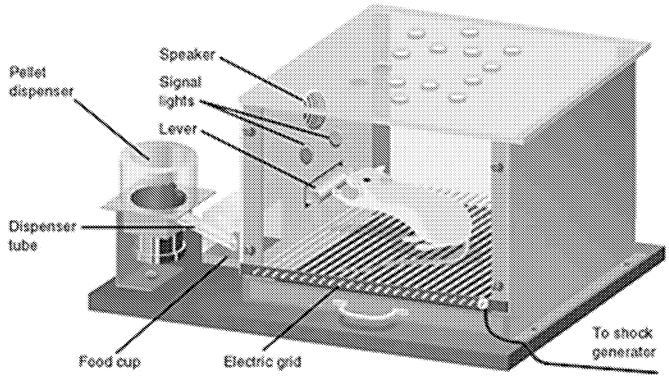
Links to pedagogic practice

Questioning:

- *A teacher asks a question to gain a response (antecedent)*
- *The student responds (behaviour)*
- *The teacher offers feedback/reward (consequence)*

Positive and negative reinforcement

This theory, also identified as 'operant conditioning', covers when behaviour can
consequences, by way of either positive or negative reinforcement. Theory and e
'operant conditioning' include Edward Thorndike (1874–1949) and his cats and p
consequences influenced behaviour, which he called 'law of effect'. B F Skinner (1
conducted further work on Thorndike's theory on 'operant conditioning' with the



'Skinner's box' e
Skinner created a
isolated and surro
lever. When the a
performed a certa
punished or rewa
theory of operant

Positive reinforcement: this is reinforcement that is likely to encourage a person
will be a reward. Examples of positive reinforcement could include praise, sticker

Negative reinforcement: this is reinforcement that is likely to stop a certain type
negative reinforcements could include the removal of restrictions if a child has in
not attempting to climb a fence again after the person was electrocuted the first

Case study:

*Josephine is 30 months old and has just moved rooms in nursery. She is finding
it difficult to settle into the routine of the new room and has been disrupting the
screaming and shouting at her key person.*

*Using the theory of reinforcement, as her key person, why might it be worth ign
seeking behaviour?*

Continuity and motivation

Continuity

The behaviourism approach can be used to form learning and behaviour, but the l
it is not repeated, and, therefore, central to long-term associations. For example,
incorrect answers to questions, the teacher may choose to praise the effort rathe
answer. While the learner may not immediately answer questions correctly after
reinforcement may motivate them to continue participating and eventually impro

Motivation

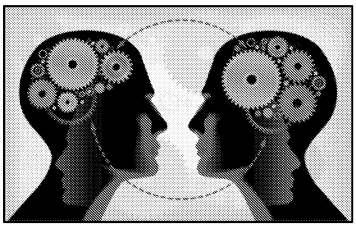
The behaviourism approach helps to motivate learners by the reinforcement aspe
reward charts or praise – but if this stops, it is likely that the learners will not fee
learning activity and the forming of good habits. For example, if a child receives a
which they may add to their sticker chart, this will serve as motivation to gain mo

Therefore, behaviourism is not typically employed as the sole approach to teachi
reinforcement. When learners are intrinsically motivated to learn, their compreh
information tend to improve without the need for continuous external rewards.

***Links to pedagogic practice**:*

- *Positive reinforcements such as praise and stickers can be used to motivate cl
  positive behaviour.*
- *Rewards can be given to children to celebrate achievement.*
- *Some behaviours are given no attention so as not to reinforce the behaviour*
- *Praise is given to encourage effort and behaviour.*

Cognitive constructivism



The cognitive approach to learning focuses on the
place in the brain, and relates to the brain's ability
through experiences, thoughts and senses, and is
processing model.

Cognitive constructivism theory

Cognitive constructivism is based on several key principles that shape how know
These principles include:

- **Mental processes and knowing:** cognitive constructivism emphasises that le
mental processes and how individuals make sense of information. It focuses
construct knowledge in their minds, rather than passively receiving it from t
recognises the importance of an individual's thinking, perception, and proble
learning process.
- **Linking new information to prior knowledge:** according to cognitive constru
processed and understood by connecting it to existing knowledge and exper
connections between what they already know and new information, allowin
understanding. This process of linking prior knowledge with new informatio
integrating new concepts effectively.
- **Changes in schema as a measure of learning:** schema refers to mental frameworks or structures that individuals use to organise and interpret information. Cognitive constructivism suggests that learning involves modifying or expanding existing schemas to accommodate new knowledge. A change in schema indicates that learning has occurred. As individuals encounter new information and construct new meanings, their schemas undergo revision or refinement, enabling deeper understanding and more complex thinking.

By embracing these principles, cognitive constructivism provides a framework for u
engage in the process of acquiring knowledge. It highlights the role of mental proce
new information to prior knowledge, and the significance of schema development a

Diagram: 2.3 Key Features of cognitive constructivism

Pedagogical approach and how it is applied

There are three main links that cognitive constructivism has to pedagogical appro

High Scope	Established in 1970 in Michigan, USA, High Scope is an educ involves teachers awakening children's interests by providi resources that encourage them to explore materials and in These resources are matched to the learners' age and stage focuses on active learning as a foundation for gaining and b through play and exploration of environments and people.
Project-based learning (PBL)	Learners are encouraged to develop knowledge and skills by problems, such as designing a product, and are responsible solutions. The four key phases of project-based learning are development, and presentations.
Virtual reality	Using digital technology to supplement the teaching of a su content, learning takes place within a simulated real-world directly interacts with objects and tests out their ideas and of their actions.

Underpinning evidence

Piaget's Stages of Cognitive Development – Jean Piaget (1896–1980)

Piaget created experiments to better understand how children and their cognit time. He concluded that children develop set patterns of actions and thinking w draw conclusions about the world in which they live. These are now known as sc children go through processes of absorbing new information and then new sche new information. They are 'constructing' their thoughts, hence the 'constructiv their thinking as children grow and are exposed to new experiences. Piaget grou development into four general stages.

Piaget's stages of cognitive development:

Stage	Feature	Explanation
Sensorimotor *(0–2 years)*	Object permanence Use of symbols	During this stage, children are nat sensory experiences and the wor permanence, understanding that when out of sight. Additionally, th of symbols, realising that words ar world objects and ideas, all while motor responses.
Preoperational *(2–7 years)*	Symbols used in play Egocentrism Animism Inability to conserve	Children use symbolic thinking to e a stick as a wand. They are also un themselves in someone else's posi way they think and see the world is does. Their imagination is strong, a objects as if they have feelings: 'M table, naughty table.'
Concrete operations *(7–11 years)*	Ability to conserve Solve mental problems with concrete objects	Children can problem-solve with th as counters. Their ability to conserv a short, wide glass and a tall, thin g amount of water, whereas previou that the taller glass held more liqu
Formal operations *(11–15 years)*	Solve mental problems using abstract thought Ability to analyse and hypothesise	Young people can problem-solve u example, 'in their head', and are a hypothesise because they can app to a new idea.

Applied activity:
Piaget suggested that schemas are not limited to the way we think about things, actions; for example, what you do when you first wake up, the order in which you wash your face or brush your teeth.

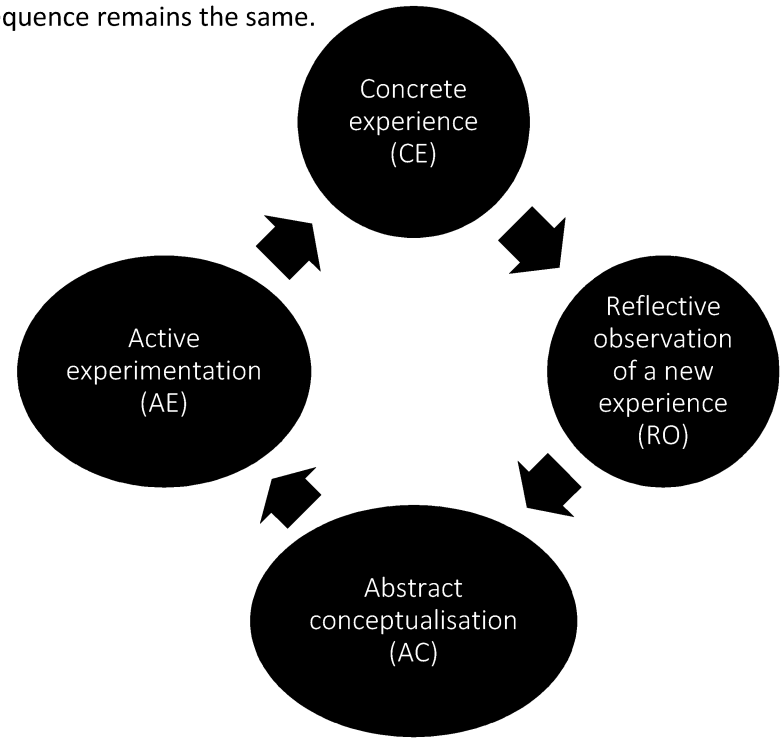
When in the real work environment, have you seen any examples of physical sch examples of physical schemas?

Bruner's Three Modes of Representation – Jerome Bruner (1915–2016)
Influenced by the work of Vygotsky and Piaget, Bruner suggested that there we Children acquire these modes of thinking over time, as shown in the table belo

Enactive *0–1 years*	Children learn through physical movements and actio
Iconic *1–6 years*	Children learn through images and icons, e.g. thinking in their head or looking at picture books.
Symbolic *7+ years*	Children learn by encoding thinking using symbols and research purposes.

Bruner also suggested that adult play is a significant role in children's developm understand most concepts so long as they were delivered at an appropriate ag known as the spiral curriculum. In addition to the spiral curriculum, Bruner beli through 'discovery learning', where adults are the facilitators in providing envir children 'discover', as opposed to the 'rote learning' or 'chalk and talk', where a writing on a board, where there is no learner participation.

Kolb's Experiential Learning Cycle – David Kolb (1939–)
David Kolb, an American theorist, published the experiential learning theory (E that learning occurs after a person has experienced something new, and then re they have learnt. Kolb's model includes four distinct stages – the cycle can be s sequence remains the same.



Kolb's E Cycle –

Concre learner experie

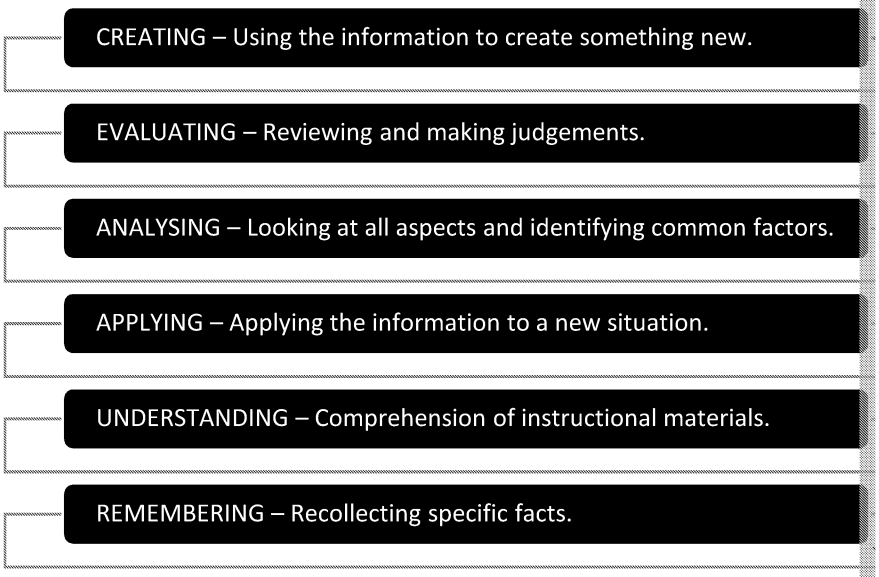
Reflect experie recalls t and ref

Abstra when th the lear

Abstra the lear thinkin

Bloom's Taxonomy

The revised version of Bloom's taxonomy is a constructivist pedagogical device th
help define learning outcomes for children and young people. It emphasises the
knowledge and skills through 'active learning' and can aid the development of as
scaffolding the delivery.



Social constructivism

The social constructivism theory also believes that children are 'active learners' a
because of exposure to real-life experiences and activities. Specifically, the socia
that older children or adults play a significant role as the more experienced othe

Key features of social constructivism

Active	Children and young people learn through socially interacting an experiences with peers or teachers.
Interactive	The development of children and young people's knowledge is d quality of real-life experiences and interactions with others.
Environment	The environment in which children and young people live and le society can influence the value of their interactions.

Pedagogical approach and how it is applied

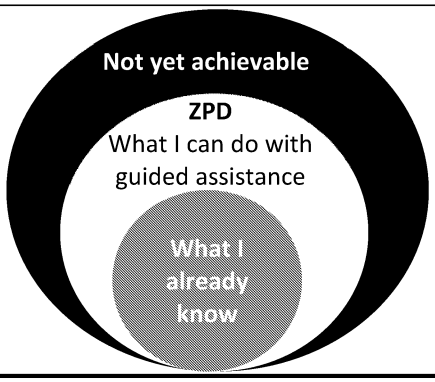
Social constructivism significantly influences pedagogical approaches by emphas
interaction and collaboration in the learning process. It recognises that learning
but is deeply influenced by the social and cultural context in which it takes place
social constructivism informs pedagogical approaches:

Enquiry-based learning	Modelling	Flipped learning	Commentary	sl
• Planned activities to provoke curiosity. • Interaction between peers.	• Adult involved in play. • Adult models how to complete a task while child observes. • Child practises the task.	• Easily accessible learning materials provided. • Teacher observes exploration and scaffolds. • Differentiation included to make it accessible for all. • Formative assessment used throughout.	• Talking through activities introducing new vocabulary. • Explaining verbal thought processes.	•

True or false?
Schools should focus on a curriculum aimed at constructing
knowledge as children are skilled at constructing and interp
new knowledge with the support of the teacher.

Underpinning evidence

Theorist/Approach	Explanation
Bergmann and Sam's Flip Your Classroom	The idea of the flipped classroom existed before it Chemistry teachers Jon Bergmann and Aaron Sams that learning materials can be introduced before th and they can gain a basic understanding of the sub as a webinar, distribution tools such as YouTube, p research papers and web content, and, of course, t such as books and articles. This then allows the 'fli learners are in the classroom there is more time av discussion, collaboration, peer-based and problem the teacher being more of a facilitator and guide. T and reflect and use this as a stepping off point for

Theorist/Approach	Explanation
Bruner's Discovery Learning	Introduced by Jerome Bruner, this theory encourages lea knowledge and past experiences – they need to use their search for new information to make new truths. Rather th suggests that learners should actively seek answers to sol comprised of five principles: • **Principle 1: Problem Solving** – learners actively seek t undertaking activities that probe, requiring calculated • **Principle 2: Learner Management** – teachers should a own pace, whether this be working alone or with a gr constraints and allows learners to take control of and • **Principle 3: Integrating and Connecting** – involves tea combine previously learnt knowledge with new, and t world scenarios. This will enable learners to extend th new ideas. • **Principle 4: Information Analysis and Interpretation** process-orientated approach. Learners, upon receivin out an analysis, understand and acquire new knowled without understanding its content. • **Principle 5: Failure and Feedback** – we learn when w else, a different approach, looking at it from another the box'. This theory does not focus on the end result and processes, the teacher provides developmental fe move forward.
Vygotsky's Zone of Proximal Development (ZPD)	 The zone of proxima children's cognition support of the 'mor usually the adult, ar they already know a through scaffolding.

Connectivism

The connectivism theory is a new learning theory which was first introduced in 2
Stephen Downes. The theory suggests that technology is a key component in lea
that learners combine data, thoughts and theories in a useful manner. The theor
learners and technology, which gives us a plethora of opportunities to choose ho
includes peer collaboration and discussions allowing unique perspective to be ai
environment. It promotes learning through multiple aspects of technology, such a
networks, social media, and databases.

Theory

Connectivism theory is comprised of the following key components:

1. **Technology**
   Digital technology is changing what and how we learn, and supports many s
   earlier theories. Today, we are connected to the world via fibre-optic techno
   access to online information and communities of learning. Connectivism em
   and online platforms to facilitate learning, collaboration, and the creation o
2. **Nodes and Links**
   Connectivism recognises the importance of networks in learning. It acknowle
   across various sources, such as people, websites, online communities, and re
   These objects are known as nodes. Learners are encouraged to actively parti
   information, collaborate, and construct knowledge, understanding that the d
   is paramount.

   Learning involves connecting new information to existing knowledge, linkin
   perspectives. The theory highlights the importance of understanding the rel
   emerge through these connections. When we make these connections, or 'l
   learners establish and maintain connections to form new knowledge. There
   knowledge is formed and what knowledge is, but also where to find knowle
3. **Currency**
   Currency refers to the relevance and timeliness of information in a rapidly ch
   Currency recognises that the value of information can diminish or informati
   The theory recognises the importance of identifying current and up-to-date i
   emerging trends and developments. The theory is focused on 'the process' o
   acquisition of knowledge.
4. **Informal**
   Formal learning is no longer seen as the core way knowledge is acquired. Be
   receivers of knowledge, whereas with connectivism, knowledge is dispersed
   connectedness inform learning. Informal learning can happen through conv
   Internet, engaging in hobbies or personal interests, or participating in online
   role of informal learning in supplementing and enhancing formal education,
   fostering collaboration and knowledge exchange in online networks and co

Pedagogical knowledge and how it is applied

Massive Open Online Courses (MOOCs)

Massive Open Online Courses (MOOCs) are online courses designed to be access
MOOCs offer a flexible and scalable approach to education, allowing learners to a
content and resources from renowned universities, institutions, or experts.

Massive	There can be over 100+ learners on the course.
Open	The courses are available for any learner, anytime, anywhere.
Online	All course content is delivered via the Internet.
Course	Course content can feature a mix of traditional course materials.

Social networking
Often, when a group of learners find themselves in the same class, they will set u
where they can exchange information informally, chat to each other about the le
content, pass on messages and chase absenteeism, enabling them to take contro

Gamification
Online applications such as Kahoot, Baamboozle, Quizlet Live and Gimkit can act as interactive plenary activities, with consolidation of learning, tasks and assignments into fun competitions.

Applied act
Create a qu
theories fo
gamificatio
Baamboozl

Immersive learning
This is when learners are given a task with which they can engage themselves to
find, consider and make connections between knowledge that can be in the digit

Underpinning evidence

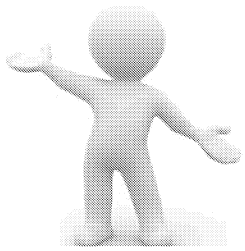
Downes' Modernised Learning Delivery Stages:
Downes' research was in conjunction with the Canada School of Public Service
increasing, modernising and making more effective the current online program
They suggested that activities should be amalgamated into the current delivery
presence for learners. Downes focused on mobile devices, virtual libraries, vide
online delivery.

Did you know?
'I want and visualize and aspire towards a system of society and learning where each person is able to rise to his or her fullest potential without social or financial encumbrance'
Downes, 2011

Siemens' learning theory for the digital age and Massive Open Online Course
This theory is based upon the framework that learning is supported by networ
Traditional methods of teaching are suggested to be outdated as they do not a
and lack learner contributions and judgements. The traditional classroom is lef
knowledge-rich huge networks and connections that can be made via technolo
pedagogical approach known as Massive Open Online Courses (MOOCs) has en
design and guide their own learning journeys.

Lave and Wenger's Community of Practice:
Communities of Practice (CoP) are comprised of three components; these include the domain, a shared area of interest; the community, to share and exchange, and engage in activities; and the practice, or practitioners, who develop and share resources and useful tools, provide expertise, and facilitate as well as participate in problem-solving. CoPs are groups of people who have a similar interest and want to learn how to improve their knowledge and skills re that interest. CoPs are, therefore, a process of social learning, often using an on platform to share knowledge, encourage innovation, and find solutions.

Humanism



The humanism approach to education is b
the key view being that people are good a
should focus on the 'whole' child, inclusive
welfare of the child, who is inherently thir
For example, if a child is hungry, tired or c
and pay attention to learning. The role of t
are being met within the educational envi

Theory

Humanism theory is comprised of the following key concepts that are interrelate

Theory	Application
Holistic learning	It is a learning approach in which learners construct a through their own unique intellect, feelings, values a effective and a 'whole' learner development. It iden about acquiring knowledge but also about personal integration of various aspects of one's life.
Student-centred	Personalised learning that meets learners' own indiv role is to facilitate and scaffold rather than deliver in unique needs, interests and abilities of each student individual student. It empowers students to take ow
Self-actualisation	Is a central concept of the theory in which a person full potential. However, this is only achievable if the the first instance.
Agency	Agency refers to the capacity to act independently. learning is to intentionally seek knowledge, explorat

Did you know? *Student-centred learning has been defined as 'an approac choose not only what to study but also how and why that topic might be of*

Pedagogical approach and how it is applied

Humanism theory in education is centred around the belief that education shoul whole person and their unique abilities, interests and potential. It emphasises th initiated learning, personal growth, and individual autonomy. In pedagogical app theory, the following principles are commonly applied:

Safe and nurturing environment: The learning environment is one in which the student feels physically and emotionally safe and can, therefore, solely focus on their learning.

Student-initiated: Learning is directed by the student, who is given the freedom to manage their own learning experience.

Th
th
em
o

Underpinning evidence

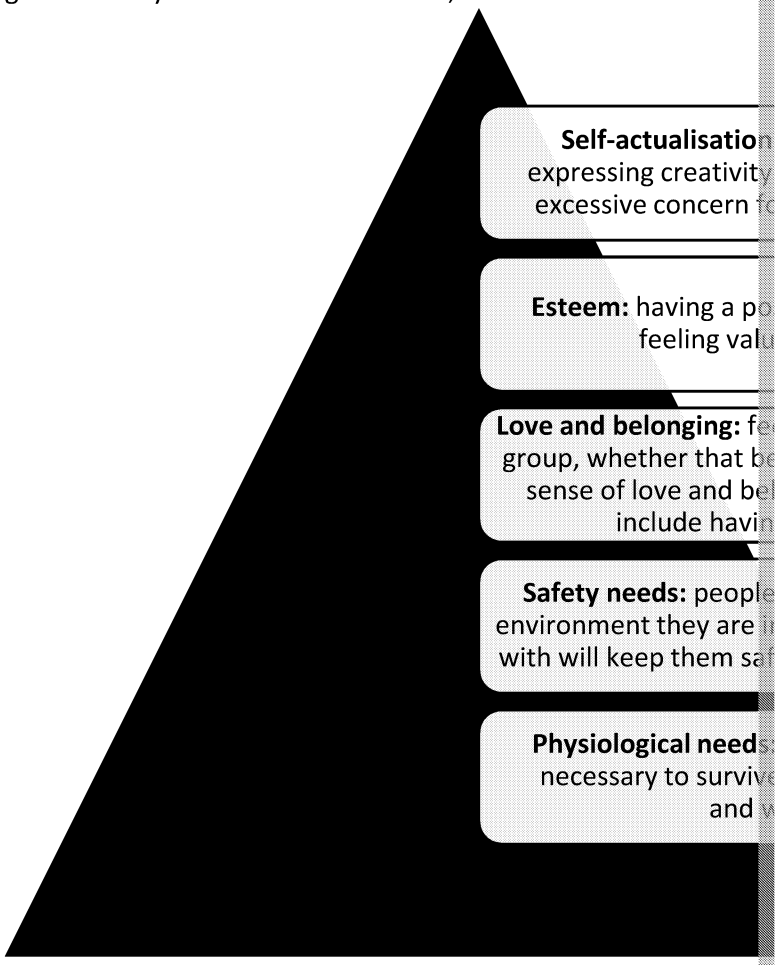
Bronfenbrenner's Ecological Systems: Bronfenbrenner's ecological systems theory, later renamed the bioecological theory, is based on the belief that children's development is influenced by a wide range of environmental factors. The systems are made up of five parts:

1. **Microsystem:** the immediate environment; for example, parents, siblings, teachers and friends.
2. **Mesosystem:** is the relationships within the microsystem, how they can positively or negatively affect a child's development, e.g. if a child does no their teacher this can affect their learning.
3. **Exosystem:** is where events, people and places not directly connected to t their development. For example, a parent may lose his or her job, and this family unit, and stress and arguments may affect the parents' interactions
4. **Macrosystem:** is concerned with the wide environment such as culture, re There are countries where there is limited access to healthcare and where after the age of 12; conversely, in a country like the UK (United Kingdom), remain in education until 18 and the NHS allows free access to health serv
5. **Chronosystem:** recently, the COVID-19 pandemic caused the country to lo stopped from attending educational settings. This has indirectly impacted education at that time, and the educational system and its students are st country's economy.

Applied activity:
Conduct research into Bronfenbrenner's ecological systems. Ca with all the aspects of the system included? Put yourself in the m up with examples of the five parts that make up your ecological

United Nations Convention on the Rights of the Child (UNCRC, 1989):
This convention has been signed by 196 countries worldwide. The convention i to a child's rights regardless of where they live or their circumstances. Article 1 child', states that 'Every child has their right to express their views, feelings an them, and have their views considered and taken seriously'. There are also arti rights and how education should teach children to show respect to and be resp culture and the environment in which they live.

Maslow's Hierarchy of Needs: Maslow created the hierarchy of needs, a set of
the highest need, self-actualisation. Maslow submits that the basic needs must
through the stages until they reach self-actualisation, as below.



Carl Rogers' Freedom to Learn: In his book of the same name, Rogers identifies the need for children and young people to experience meaningful learning. This involves meeting the wants and needs of the child and focuses on a positive learning environment; this can also be referred to as **experiential learning**. Rogers identified five elements of experiential learning. They were:

Expe
proce
exper

1. **Quality of personal involvement**: when the learner engages with both the
2. **Self-initiated**: through exploration and discovery a child can find stimuli w
   investigate, comprehend and make sense of.
3. **Persuasive**: it changes the child, it makes a difference to their behaviour, t
4. **Evaluated**: did this experience meet the child's needs, will it lead to more
   knowledge take them?
5. **Essence in meaning**: the knowledge gained leads to a whole new experien

Applied activity:
Research humanism – what are the six key features of holistic learning?

2.3 Revision questions

1. Which approach is based mostly on a teacher's direct instruction?

2. Outline the **three** areas of Vygotsky's zone of proximal development and ide
approach it belongs to.

3. Explain what is meant by cognitive constructivism.

4. Explain the **three** ways in which the humanist approach can be seen in educ

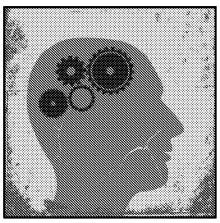
5. Ethan is sitting in his Child Development class. The teacher has a PowerPoin
areas of development, and she is giving the class an explanation of each of t
make notes as they work their way through the presentation. After this she
complete. She walks around the classroom and Ethan asks for some directio
task is to get into groups and present the three prime areas of development
classmates can decide the best way to present the information. The teacher
onus is on Ethan and his classmates to think for themselves.

   a) Identify which theoretical approaches are being used.

   b) Explain how each approach supports Ethan's learning.

   c) Evaluate how effective this way of learning could be for Ethan's develo

Chapter 2.4 How metacognition supports ch
people to manage their own lea



Metacognition is a term that was first introduced in 1979 b
developed further in the 1980s by researchers working with
cognitive development. Put simply, metacognition is thinkin
something that we do every day without being aware. It is a
own thoughts to enable us to understand and manage our f

Metacognition:
understanding and being aware of your own thought processes.

Research activity:
Conduct further research into metacogn

- What is the root of the term metac
- What are the two key elements of m
- What are the two types of metacog
- What is a key factor in metacognitio
  possess in order to successfully utili

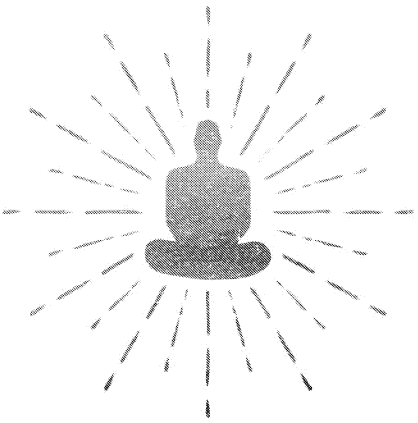
The importance of metacognition

Do you remember a time when you were listening to your teacher in class and th
distracted with thoughts of something else? When you realised you had done thi
you able to bring your thoughts back into the classroom and focus on the task in
If so, this is the skill of metacognition, when we are thinking about our thinking.
Metacognition incorporates a wide range of strategies that we use to help us dev
concentration and memory and improve our learning.

Strategies to support children and young peop
own learning

When we think about thinking, we are reflecting on our learning and experience
learning. Here are some of the strategies children could use:

Strategy	Explanation
Identify the strengths and areas for development in their own learning	Metacognition skills can help children and you strengths and areas for improvement. To deve understanding children and young people mu weaknesses and be able to plan how to progre
Use cognitive strategies to '**construct**' knowledge	Making connections between separate pieces of information to form a new concept is how we use cognitive strategies to construct knowledge. Children build upon their previous experiences, for example.
Use metacognitive strategies to regulate and evaluate their own learning	Motivation is a key factor in metacognition. Ch be able to not only identify what they have fo they need to do next, but also to 'motivate' th into action.



'Thinking about thinking.'

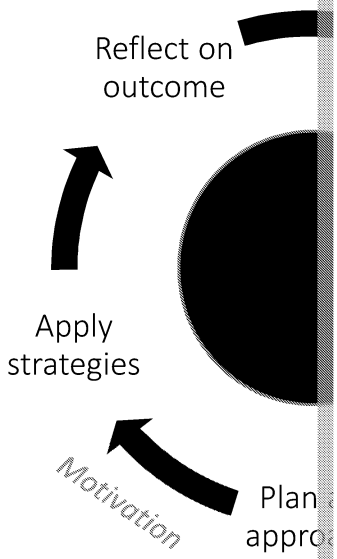
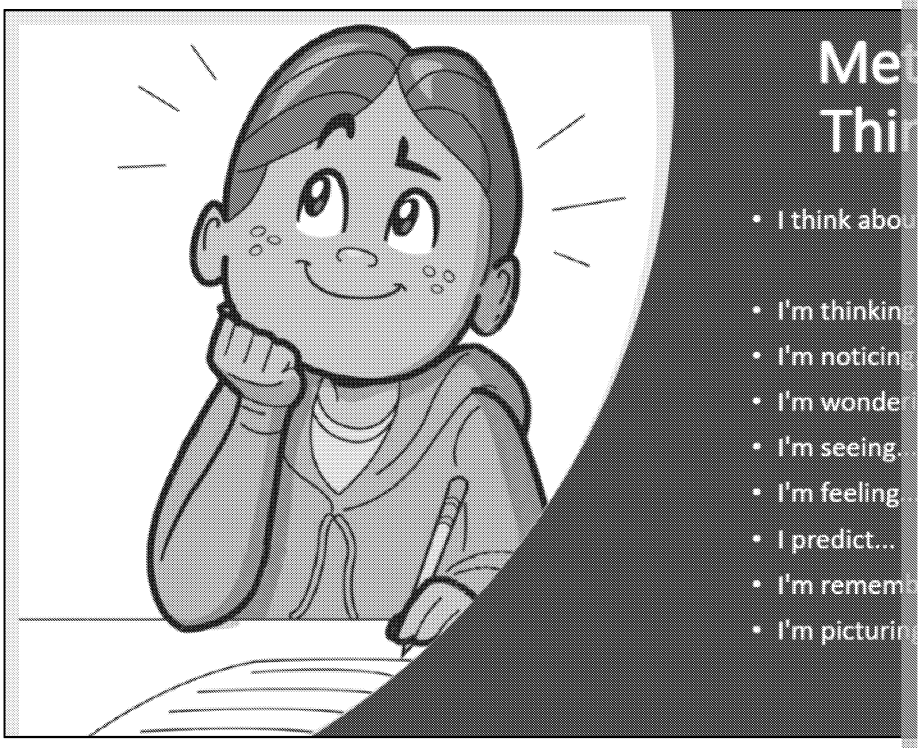


Figure: The meta

How metacognition positively impacts childre to manage their own education and achieveme

Metacognition skills develop over time and help children and young people to be As children's memory and analytical skills develop, they can start to effectively m progress. Utilising metacognition strategies can have a significant positive influen children and young people. Learners who employ metacognition are more likely t their cognitive abilities and academic achievements would suggest.

Adults should support children and young people to develop their metacognition s to complete an activity, providing an environment free from distractions, discussin them in the past, and asking questions which will encourage independent thinkin



Building a set of transferable strategies and skills that can be a and situations

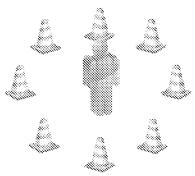
Children and young people that can effectively apply and use their metacognitio experiences and link them with new situations using the correct strategies to ass

Better preparation for assessment

Standardised testing and assessments are used to ascertain children and young p knowledge and understanding of a subject or theme. To achieve the best possibl learners should ensure that they revise for the test/assessment. Learners who ca effectively use metacognition strategies can assess the task, evaluate their areas development, plan an approach, and apply strategies to help them remember th content for the test/assessment.

Monitoring their own understanding

As well as using metacognition strategies to assess the task, evaluate areas for d apply strategies, children and young people can use metacognition skills to reflec task. They can see gaps in knowledge, **and** know how to rectify this, such as by a research, or even repeating the task.



Identifying barriers to their own learning and

By using their metacognition skills effectively, children and y in which they learn best. This includes what would serve as information to be delivered, and the techniques that they u information and are able to recall it when required.

Learning from mistakes to avoid them in the future

Children and young people learn by trial and error – making mistakes is good! Th skills will be able to analyse their errors or mistakes and grow as learners, subseq educational development.

Adapting their learning strategies as appropriate to the task

Children and young people with strong metacognition skills have identified ways correct strategies to support them; they are, therefore, able to adapt and utilise the task at hand.

***Case study*:** *Zoe and her best friend Ariba are in secondary school and hav Literature class together. The class have been asked to write a book report have just finished reading. Zoe and Ariba both adored the book but don't re Zoe decides to break down the task and make a plan. She reviews the main makes an outline for her report, and this in turn makes completing the repo Ariba puts off the book report until the night before it's due. Tired and anxi and writes the report in one go.*

Applied activity:

- Who has used their metacognition skills most effectively?
- Who is more likely to achieve the higher grade for their bo
- How have adults helped the girls to develop their metacog

2.4 Revision questions

1. Define the term ‘metacognition’.

2. Explain **two** strategies that can be used to support children's own learning.

3. Give **one** example of a metacognition ‘thinking stem’.

4. Describe **two** ways adults can support the development of metacognition sk
young people.

5. Joseph has just started Year 7 in a secondary school. He studies 10 different
teachers. This is quite different from his experience in primary school, where
felt that he understood all the information he received, but now he is strugg

   How can children and young people identify barriers to their own learning a

Chapter 2.5 How practitioners provide effec why it is important in supporting children a educational development

Practitioners support children and young people's educational development by p helps them to learn and develop their subject knowledge.

Key points for effective feedback

Recent research suggests that constructive feedback positively impacts children a young people's achievement. Formative feedback includes comments aimed at fostering development by identifying strengths and weaknesses, ultimately enha the quality of children and young people's learning and subsequent assessment.

Effective feedback should be the following:

Timely: 	To have maximum impact and effect, feedback should be given learner will respond positively and can apply what has been sug which will improve the learner's subject knowledge. Conversati motivate the learner as they are still engaged in and interested recall the information more effectively.
Clear and detailed:	Effective feedback should involve a constructive dialogue that f specific areas for improvement.
Relevant to criteria:	Most of the teaching is usually to a specification with criteria th successfully complete the qualification, whether it be SATs (Sta violin grading, or a referee or coaching certificate. Learning exp utilise various teaching methods to ensure learner engagement to see how the lesson or session relates back to the relevant cri they are aware of what they need to do to achieve.
Action-orientated:	For learners to develop, effective feedback should include areas for improvement linked to actions, such as spelling and grammar (SPAG), expansion of content to meet the command verbs, or questions to answer to understand the task better. These actions should be clear, and the learners should be given a sufficient timescale to complete them.
Ongoing: 	Children and young people should be inv and to maintain motivation and for learn should be continuous and ongoing. This p learners to be reflective and continually
Interactive:	For effective feedback to be interactive, there should be a two- teacher and learner, in the form of direct questioning and stret develop their answers. When this process runs smoothly, and le then this can help with their belief in self and motivation.

Case study: *There is a large cohort of learners enrolled on Level 3 Childcare an sixth-form college. The learners come from a wide range of backgrounds and d schools. Their previous knowledge is varied as some undertook a Level 2 Childc part of the GCSEs and others have not had any previous experience of the subje their first formative assessment.*

Applied activity:

- Do the learners require feedback from their first assessment
- If so, why is it important that the learners are given action-o
- Should the teacher give generalised or individual feedback?
- How can the teacher make the feedback interactive?

2.5 Revision questions

1. Define 'action-orientated' feedback.

2. Outline **one** reason it is important for feedback to be 'ongoing'.

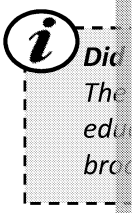
3. Explain **two** ways in which 'timely' feedback will benefit the learner.

4. Identify why clear and detailed feedback might impact a young person's pro

5. Sophia's teacher has handed back a test which she recently undertook – the
   7/10 and annotated the work 'well done'.

   Explain how the lack of developmental feedback affects Sophia's ability to i
   this subject.

Chapter 2.6 Why up-to-date and appropria
important to effectively support children ar
educational development



The term **ed tech** (education technology) refers to the use of technology to support teaching and learning and day-to-day management of education settings.

In education settings technology has been woven through the curriculums and frameworks and is used to support and develop learning as well as for sharing information, and partnerships.

Technology is not used as much by early years setting children (EYFS framework) because didactic and concrete play and experiences are key to their development; however, the children's key person and other professionals may use technology to record observations, and take photos and videos to track progress, as well as share information with parents and other professionals. As children progress to primary education and change to the National Curriculum, technology is introduced to develop knowledge, conduct research, and improve technology skills.

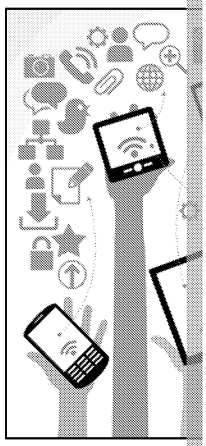
How technology may be used to support educa

Technology is frequently used in the classroom environment and has many pract
uses. Listed below are some of the ways in which technology could be used to su

Type of technology	How it may be used to support educ
Monitoring children's / young people's progress	Most settings have software or an online platform other professionals to record and share informati **Applied activity – Educational Online Tr** • Which online platform is used by yo • What is included in the package? • How easy is it to use? • What do the practitioners think abo • What do parents think about the pla • What do you think about the platfo
Ease of sharing information	The software platform used by most settings can of devices such as tablets, notebooks and laptops shared with professionals and used to communic
Using a variety of media to introduce and explore a topic	A topic could be introduced using a video clip, a p from an online newspaper, using a variety of diffe applications. Once it is introduced, children can b further explore the topic and the several types of out this exploration.
Planning and designing suitable online and offline learning materials and assessment	As technology is more frequently used with educ professionals have investigated ways in which the activities for consolidation of learning, and forma These activities and assessments are normally de framework – for example, the National Curriculu specification – in mind to engage and assess learn

Type of technology	How it may be used to support edu
Equipping children / young people to navigate a vast amount of information and evaluate the validity of sources	As the use of technology is now included in the N children and young people are taught how to acc online information as they progress through key Understanding that not everything that is online biased is also a skill to be developed.
Making learning accessible for children / young people with special educational needs and disabilities (SEND)	Making learning accessible to children and young the use of high-tech communication systems whi mobile device like a tablet or laptop. These syste symbols that produce speech synthesis. Other wa accessible to children and young people with SEN colour and font sizes, online applications that sup touchscreen technology, and the use of audio bo
Communicating and collaborating safely with children / young people online	Technology opens up communication opportuniti seconds. Children and young people can connect other side of the globe; they can talk about their experiences. Teachers and other professionals sh and young people to 'stay safe online' and discuss and appropriate use of social media.
Modelling legal, ethical and secure methods of assessing/using online data and media	As well as staying safe online and teaching a child information private, it is the role of the adult to m regarding the legal, ethical and secure methods fo information such as video clips and website conte accompany their work.
Helping to prepare children / young people for future careers and digital citizenship	Technology and social platforms are now part of e children and young people receive accurate and u navigate and use technology to become proficient help them to achieve their future goals.

Research activity:
In 1999, Dr Sugata Mitra started his 'Hole in the wall' experiment which saw the beginnings of Minimally Invasive Education. Conduct your own research into the experiment. What do you think about the findings?



2.6 Revision questions

1. What does the term 'ed tech' refer to?

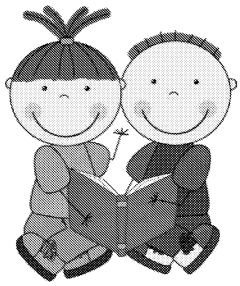
2. In the pre-school room at Rainbow Day Nursery, the Room Supervisor, Katie, She has shared this information with the children during circle time. When s questions, Austin raises his hands and asks, 'Where do babies come from?' T a class project, Life Cycles.

   Identify and explain how **two** technology methods can be used to support th development of life cycles.

3. The reception class from Field Cross Primary School are visiting a local zoo. O identifies an animal as a horse. The teacher, Mrs Abbott, takes a photograph, they look at the photo in more detail and find out more about it – the black a Serkan is so excited!

   Explain why this is a good example of how technology can build on real-life e

Chapter 2.7 How personal, educational and en may affect engagement and development ir and mathematics



There are three broad areas that are considered factors tha people's engagement in reading, literacy and mathematics core and essential for children and young people to achiev for children and young people.

Personal factors

The following are some of the factors that may affect emerg

Level of cognitive and language development	Cognitive development is important for both language a as it relies on the ability of a child or young person to be order to speak, read, write and problem-solve. The high more likely the child or young person will be able to spe to reading and writing. Language is also needed for mat
Special educational needs and disabilities (SEND)	There are several factors surrounding children and your experience development delay due to a disability or add take longer to grasp concepts. Alternatively, they could setting due to a medical diagnosis and miss a lot of imp fall behind.
Confidence to try without fear of failure	Luckily, children are optimistic and usually are not fearf ever seen a baby try to walk, fall, and then give up? Chi Mistakes are how we learn. If for some reason a child fe miss many wonderful opportunities to learn and develo
Bilingualism: English as an additional language (EAL)	A person who is bilingual is known to speak two langua more than two languages is known as multilingual, but t for both. A child or young person that speaks multiple la the vocabulary to contextualise and use mathematics te
Physical health and well-being	Children and young people who are happy and healthy a settings more frequently than those who suffer with phy The better the learner's attendance, the more likely the experiencing all that the curriculum must deliver throug
Motivation and interest	For a child to learn and develop effectively they must be what they are being taught. A lack of motivation and int development as they will not be engaging with the mat that teachers and practitioners differentiate and deliver and capture the interest of all the learners, though this comes to reading, literacy and mathematics.
Socio-economic circumstances	Children and young people from socially deprived areas opportunities as others – their housing could affect the could affect their attendance at school, they may not ha or they may miss meals, and this can cause a lack of con people. Because they are hungry and can't focus, they m and activities which will expose them to new literacy an trips to the zoo, library, museum or theatre.
Previous experiences and support	If a child or young person has been encouraged and enj literacy activities in the past, they are more likely to hav in the future.

Educational factors

The following are educational factors that could affect children and young peopl
and mathematics:

Research – socio-economic circumstances*:*
Use government and local authority websites to determine the socio-economic
live. Additionally, you could look into schools and the number of free school me
employment rates, etc.

The quality of teaching and support at varying stages in develo

Teachers and teaching support staff are vital at all stages of children and young p
and support staff should be highly trained, professional, and motivated to impro
young people. A good rapport and relationship between learner and teacher onl
the learner and prepare them for later life. Listed in the table below are some ex
quality teaching can make a difference at varying stages of development.

Setting/Subject	Reading	Writing
Early Years	Teachers should share books with babies and young children, pointing out pictures and words. In addition, they should develop play and songs around children's favourite stories to prepare them effectively for reading.	Teachers should create inquiry and curiosity in babie and young children around mark making with various materials and on different surfaces. Role-modelling writing for children is also a way to encourage emergent writing.
School	Children are introduced to reading using phonics and mnemonics. They are taught methodically and are supported by supportive and encouraging adults. Once they can sound out and read simple sentences, the world of literature is available to them, and adults can help them to understand and later analyse and reflect upon stories, songs, plays, poems and text.	Adults provide children with enthusiasm and confidence to learn to write using well-established strategies and methods. This will enable children to be enthusiastic towards writing and build their confidence.

Age- and stage-appropriate materials

The materials and resources used to support children in their learning can be ben
concrete experiences. A well-resourced learning environment can provide childre
learning experiences and applications. Whether home-made or shop-bought, all r
age- and stage-appropriate or they will be ineffective because they are either too
or too easy and they get bored quickly.

Use of aids and adaptations

Children and young people with additional needs or disabilities may need aids an
participate fully in the educational experiences.

Use of synthetic phonics (reading and literacy)

Synthetics phonics is a learning approach used to teach children to read and write
sounds and are taught from simple to complex, starting with consonant-vowel-co
It is a highly structured approach which teachers follow, and children begin by lea
not move on to other sounds until they have mastered these; these are: S-A-T-P-I

Applied activity – Synthetic phonics:
Find out if your placement uses synthetic phonics as an approach to teaching ch
what programme does it use and are any other methods used alongside it to su

Environmental factors

Listed in the table are some examples of environmental factors that could affect c
emergent literacy and numeracy:

Factor	Effect
Exposure to a stimulating, language-rich environment, and resources	Children's exposure to language is extremely signifi The amount they are exposed to language, through friends and experiences, makes a significant differe mathematical skills. For example, a child aged two a mother in a fifth floor flat, who does not yet attend mother cannot afford to travel on the bus to various language exposure than a child aged two and a half with other children, staff, parents and family, taking zoo, and reading storybooks before bed.
Opportunities to practise and apply knowledge	Children and young people should be provided with consolidate their learning. This can often be done vi Sometimes these tasks require the use of a laptop, all may have and so could miss valuable learning op
Support and involvement from parents or carers, peers, and other professionals	The people involved in children and young people's impact on their development. Having supportive an parents, carers, peers, and other professionals can b encouragement, advice and guidance.

2.7 Revision questions

1. Identify the **three** broad areas that can affect children and young people's e
writing and mathematics.

2. How can physical health and well-being affect a child's engagement with rea

3. How does the quality of teaching and learning support children in early year
development of reading?

4. What are the consequences of not using age- and stage-appropriate materia

5. Jaxon is five years old and is in reception. His teacher, Mr Thomas, has spok
identified a delay in his literacy development.

   How can a language-rich environment impact positively on Jaxon's literacy s

Chapter 2.1

1. Award **1 mark** for any one of the following:
   - Personal, social and emotional development
   - Physical development
   - Communication and language

2. Award **1 mark** for the following:
   - Expectations in each area of development at the end of the EYFS.
   - *Accept any other suitable answers.*

3. Award **1 mark** for:
   - To ensure that the statutory and legal requirements associated with ed safeguarding and well-being of children are being met.
   - *Accept any other suitable answers.*

4. Award **1 mark** for each correctly identified stage and age range, total of **4 m**
   - Key Stage 1: 5–7 years
   - Key Stage 2: 7–11 years
   - Key Stage 3: 11–14 years
   - Key Stage 4: 14–16 years
   - *Accept any other suitable answers.*

5. Award **1 mark** for each of the following:
   - English
   - Mathematics
   - Science

Chapter 2.2

1. Award **2 marks** for the identification and **2 marks** for the explanation, **up to**
   - Involving children in planning their own learning (1) helps motivation a
   - Communicating clearly, using positive and appropriate language (1), ma remembering information easier. (1)
   - Giving effective feedback (1) helps children to know what they are doin improvements. (1)
   - Managing own and others' time (1) means lessons and activities will ru
   - Managing behaviour (1) leaves more time for teaching so children can l
   - Observing and assessing (1) ensures early identification of a child's indiv
   - Engaging disengaged children in their own learning and assessment (1) more motivated. (1)
   - *Accept any other suitable answers.*

2. Award **2 marks** for:
   - It can help to identify where a child is performing well (1) and be develo for improvement. (1)
   - *Accept any other suitable answers.*

3. Award **1 mark** for:
   - If communication is unclear to children, they will not be able to remem
   - *Accept any other suitable answers.*

4. Award **2 marks** for:
   - Lack of patience can make the child feel they are unable to complete th lose motivation. (1)
   - *Accept any other suitable answers.*

5. Award **up to 6 marks** for:
   - Identification of professional behaviours such as approachability (1), pa motivated. (1)
   - Other behaviours such as being knowledgeable (1) about their subject ca
   - Negative impact of a lack of patience could mean that Edith may feel fr therefore, carry on with the work not knowing whether she is doing the
   - *Accept any other suitable answers.*

Chapter 2.3

1. Award **1 mark** for identifying the correct theory:
   - Behaviourism

2. Award **1 mark** per each area of ZPD, **up to 3 marks**:
   - What I already know (1)
   - What I can do with assistance (1)
   - Not yet achievable (1)
   - *Accept any other suitable answers.*

   Award **1 mark** for identifying the correct approach:
   - Social constructivism (1)

3. Award **1 mark** for each correctly outlined purpose, **up to 2 marks**:
   - Cognitive constructivism focuses on a learner making sense of new info which they already know (1) and drawing their own conclusions. (1)
   - *Accept any other suitable answers.*

4. Award **1 mark** for correctly outlining each way and a further mark explainin
   - Student-initiated (1) learning decisions rest with the student. (1)
   - Holistic (1) the learner's 'whole' being is catered for taking into conside of education. (1)
   - Safe and nurturing (1) the environment in which the learner is learning feel safe. (1)
   - *Accept any other suitable answers.*

5. a) Award **1 mark** for each theoretical approach being used, **up to 2 marks**
      - Adult-led (1) student-led (1)

   b) Award **1 mark** for each explanation, **up to 2 marks**:
      - Adult-led so that the Ethan is getting the essential information. (1)
      - Student-led allows Ethan to apply this knowledge and create a pre his learning. (1)
      - *Accept any other suitable answers.*

   c) Award **1 mark** for each evaluative point, **up to 4 marks**:
      - Mixed approaches help Ethan because he has received the essenti way, (1) he is then being asked to build upon this knowledge (1) an This helps to motivate Ethan (1) and the other learners as they can t
      - *Accept any other suitable answers.*

1. Award **1 mark** for any **one** of the following:
   - Understanding and being aware of your own thought processes.
   - Thinking about thinking.
   - *Accept any other suitable answers.*

2. Award **1 mark** for identifying each strategy (1) and **one** mark for each expla
   - Identify the strengths and areas for development in their own learning, children and young people to understand their strengths and areas for knowledge and understanding, children and young people must first be and be able to plan how to progress. (1)
   - Using cognitive strategies to '**construct**' knowledge. (1) Making connec information to form a new concept is how we use cognitive strategies t
   - Using metacognitive strategies to regulate and evaluate their own learn in metacognition; children and young people must be able to not only id challenging, and plan what they need to do next, but also to 'motivate' t into action. (1)
   - *Accept any other suitable answers.*

3. Award **1 mark** for correctly identifying a stem:
   - I'm thinking
   - I'm noticing
   - I'm wondering
   - I'm seeing
   - I'm feeling
   - I predict
   - I'm remembering
   - I'm picturing

4. Award **1 mark** for each method correctly identified, **up to 2 marks**:
   - Helping them to plan how to complete an activity
   - Providing an environment free from distractions
   - Discussing strategies that have worked for them in the past
   - Asking questions which will encourage independent thinking, such as 'W
   - *Accept any other suitable answers.*

5. Award **1 mark** for each, **up to 2 marks**:
   - Identify the ways in which they learn best
   - Identify way they prefer information to be delivered
   - Identify techniques used to ensure they remember the information and
   - Speak to their teachers about their learning styles
   - *Accept any other suitable answers.*

Chapter 2.5

1. Award **1 mark** for:
   - Direction given to students about specific actions to take to improve.
   - *Accept any other suitable answers.*

2. Award **1 mark** for any of the following:
   - Maintain motivation
   - Feel valued
   - Reflective
   - Opportunities to develop learner's abilities
   - *Accept any other suitable answers.*

3. Award **1 mark** for any of the following, maximum of 2 marks.
   - Improve subject knowledge
   - Motivate learners
   - Maintain interest
   - Recall information more effectively
   - *Accept any other suitable answers.*

4. Award **1 mark** for either of the following:
   - It helps learners to know what they need to do and how to improve.
   - They can make better progress, and, therefore, increase their grades.
   - *Accept any other suitable answers.*

5. Award **1 mark** for any of the following, maximum of 2 marks.
   - Sophia is unaware what the correct answers to the three she got wrong
   - She will lose motivation if not given developmental feedback.
   - *Accept any other suitable answers.*

Chapter 2.6

1. Award **1 mark** for: 'Educational technology'

2. Award **1 mark** for each correctly identified, and **1 mark** for the explanation u
   - Monitoring children and young people's progress (1) following a learne life cycle project, checking they understand each stage with a tracker. (1
   - Easily sharing information (1) with other members of the pre-school te with any member of staff. (1)
   - Using a variety of media to introduce and explore a topic (1) watching e
   - Planning and designing suitable online and offline materials and assess worksheets on life cycles to consolidate learning. (1)
   - Equipping children / young people to navigate a vast amount of inform sources (1) using interactive learning on the life cycle topic. (1)
   - Making learning accessible for children / young people with SEND (1) to and all can participate. (1)
   - Communicating and collaborating safely with children / young people o technology for group collaboration activities. (1)
   - Modelling legal, ethical and secure methods of accessing/using online d children are safe online. (1)
   - Helping to prepare children / young people for future careers and digita information they are reviewing is up to date and to navigate the variou
   - *Accept any other suitable answers.*

3. Award **1 mark** for each point, **up to 2 marks**:
   - Having a camera meant that the experience could be captured (1)
   - Encourages young people to follow up on something that they have se
   - Introduction to a variety of online sources about a particular subject (1
   - Can be used as a basis for a whole-class or individual project utilising m research, watch and listen to information about zebras (1)
   - Develop skills to recognise when information is inaccurate or biased (1

1. Award **1 mark** for correctly identifying each of the following:
   - Personal, educational, and environmental.

2. Award **1 mark** for each aspect correctly identified, **up to 2 marks**:
   - Children and young people who are happy and healthy are likely to atte
     frequently than those who suffer with physical and mental illnesses.
   - The better the learner's attendance the more likely they are to succeed
     the curriculum must deliver through their teachers and practitioners.
   - *Accept any other suitable answers.*

3. Award **1 mark** for each aspect correctly identified, **up to 2 marks**:
   - Teachers should share books with babies and young children, pointing o
   - Teachers should develop play and songs around children's favourite sto
     for reading.
   - *Accept any other suitable answers.*

4. Award **1 mark** for each point correctly made, **up to 2 marks**:
   - They will be ineffective because they are too hard and put children off le
   - Or too easy and they get bored quickly
   - *Accept any other suitable answers.*

5. Award **1 mark** for each point correctly made, **up to 2 marks**:
   - Learning to read and write is linked to language development. (1)
   - An environment where adults talk, listen and share books will help Jaxo
     for literacy development. (1)
   - An environment filled with images and words will help Jaxon to develop
   - *Accept any other suitable answers.*