

# ALVER VALLEY SCHOOLS EARLY YEARS NETWORK



# Welcome

## MAY 2022 NETWORK



**EARLY YEARS  
NETWORK**



# The Vision for the Network

A forum for Early Years practitioners to meet and share good practice, work collaboratively to develop our practice and improve outcomes for children in our local area.

**Each session will include:**

**NETWORKING &  
SHARING  
PRACTICE WITH  
OTHER  
PRACTITIONERS**

**A SHORT INPUT  
ON AN AREA OF  
INTEREST TO THE  
GROUP**

**SHARING &  
SIGNPOSTING  
OF USEFUL  
RESOURCES**

# Funding Bid

## Strand 1

The Alver Valley Early  
Years Network

## Strand 2

Action research project  
on developing Sustained  
Shared Thinking

If you are interested in finding out more or being involved please  
speak or email me (Ali Lockwood) to find out more.



## Early Years Network Events & Resources



### July Early Years Network – A Glimpse Inside Forest School

We would like to invite you to the third Alver Valley Schools Early Years Network Meeting. The session will be held on

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- Opportunities for networking and sharing practice with other practitioners
- Sharing and signposting of useful resources
- A short input on an area of interest to the group

Our next session is on Thursday 19th May, 4pm-5pm.

### May Early Years Network

We would like to invite you to the second Alver Valley Schools Early Years Network. The aim of our Early Years Network is for it to become a forum for Early Years

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Our first session is on Thursday 3rd March, 4pm-5pm.

### March Network Resources & Signposts

Thank you for your interest in the Alver Valley Early Years Network we hope that you found the opportunity to work together

**Seven Features of Effective Practice**

- The best for every child**
  - All children deserve to have an equal chance of success.
  - High quality early education is essential for all children. It is especially important for children from disadvantaged backgrounds.
  - Every child and every adult who works with children from disadvantaged backgrounds has a role to play in making sure that every child has the best possible start in life.
  - Children who start school with a good knowledge of the world around them and a love of learning are more likely to succeed in school and in life.
- High-quality care**
  - The quality of care is essential. Every practitioner needs to enjoy working with young children.
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- The curriculum that we want children to learn**
  - The curriculum should be ambitious. Clearly, everyone will want to make their learning more fun.
  - Young children's learning is often driven by their interests. Practitioners need to be responsive to children's interests and to the world around them.
  - Practitioners should understand that children are learning to be independent, to take responsibility for their own actions, and to work with others.
- Playgroup, teaching and learning**
  - Children are powerful learners. Every child can make progress in their learning with the right help.
  - Effective pedagogy is a mix of different approaches. Children learn through play, through direct teaching, and through guided learning and direct teaching.
  - Practitioners should be able to use a range of different approaches to support children's learning.
- Assessment: checking what children have learnt**
  - Assessment is about finding out what children can do and what they know. It is not about testing children.
  - Effective assessment requires practitioners to understand what children are doing and what they know, and to use this information to plan their next steps.
  - Practitioners should be able to use a range of different approaches to assess children's learning.
- Self-regulation and executive function**
  - Self-regulation and executive function are essential skills for children to have.
  - Practitioners should be able to support children's self-regulation and executive function through play and direct teaching.
- Partnership with parents**
  - It is important for parents and early years settings to have a strong and respectful relationship. It is the best way to ensure the best possible start for children.
  - Practitioners should be able to support parents and to work with them to ensure the best possible start for children.



**SUPPORTING SUSTAINED SHARED THINKING**

- WONDERING** "Wonder what would happen..."
- THINKING ALOUD** "Now I'm going to..."
- CONNECTING IDEAS** "This reminds me of when Goldilocks..." "We did something like this before..."
- RE-CAPPING** "So far you have..."
- REMINING** "Don't forget when you said the ice will melt if you put it in the sun..."
- OFFERING AN ALTERNATIVE VIEWPOINT** "Maybe Goldilocks won't be happy when she ate the porridge..."
- POSING PROBLEMS** "I see rain clouds in the distance. How can we make sure we don't get wet?" "How could we make this fair?"
- SPECULATING** "Do you think the three bears would have had Goldilocks to cover and live with them as their friend?"
- INVITING TO ELABORATE** "I really want to know more about this..."
- CLARIFYING IDEAS** "So you think that..."
- TALKING ABOUT FEELINGS** "I think the old man felt cross because the others wouldn't help..."
- OFFERING OWN EXPERIENCE** "I like to listen to music when I look after my home..."
- SUGGESTING** "You might like to try doing it this way..."

Reminder poster and all the resources from our last session are available to download on the AVS Early Years Network page on our website. Resources from this session will also be added onto the page.

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