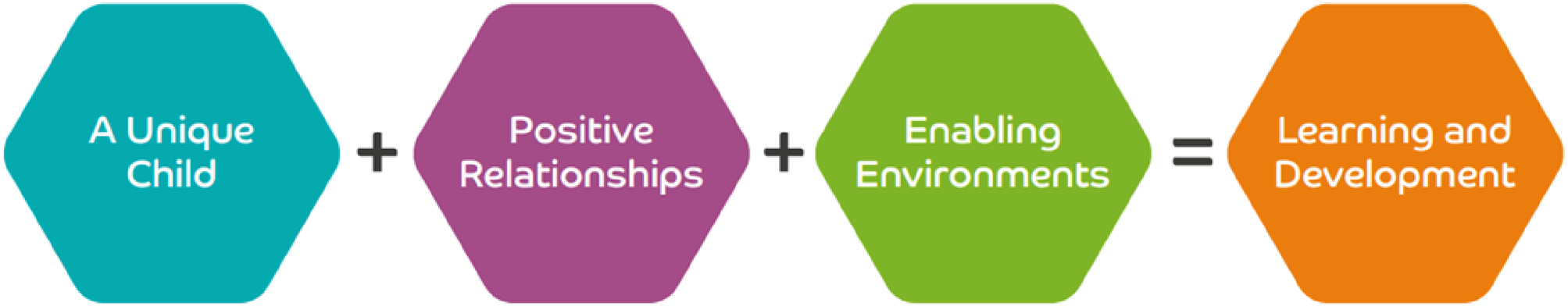
Pedagogical Principles

How we teach (our pedagogy) is grounded in the principles of the Early Years Foundation Stage (EYFS)



Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured.

EYFS Statutory Framework

Children learn to be strong and independent through positive relationships.

EYFS Statutory Framework

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

EYFS Statutory Framework

(Recognise the) importance of learning and development. Children develop and learn at different rates.

EYFS Statutory Framework

In addition, we:

- Advocate for children's rights.
- Value the knowledge that children bring and the role that the home environment plays in children's learning journeys.
- Honour children's differences, reflecting on trauma, attachment and neurodiversity and how these may affect children's support needs.
- Take our time to attune, be slow, unhurried and present with children, exploring the richness of the everyday.
- Put no limits on learning and hold space for the unexpected and possibility.



- Provide children with opportunities for self-initiated explorations of ‘wild’ outdoor spaces.
- Scaffold, sequence and return to learning and experiences, building on what children know and can do.
- Work in partnership to co-construct our curriculum (what we want children to experience, learn and be able to do) with children and our wider school community.
- Consider whether the curriculum is having the intended impact on all of the children in our school community, adapting our practice when necessary.
- Are reflective, open to the perspectives and ideas of others.

