

A Building the Ambition Approach to Holistic Learning and Assessment

Bowhouse Early Learning and Childcare, Falkirk Council

(Gemma Paterson; Early Years Pedagogue)



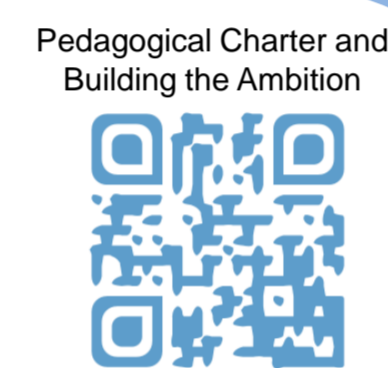
Background/Rationale:— Bowhouse ELC is an early learning and childcare setting within a local authority primary school. As of August 2018, we are a 56 place, 1,140 setting, with a team of 15 including a Senior Early Years Officer, Early Years Officers, ELC Assistants and an Early Years Pedagogue (Equity and Excellence Lead).

Bowhouse ELC has been on a significant pedagogical journey over the last two years. In 2017, it was evident that the approach to teaching, learning and assessment was lacking in a child centred, holistic method. Building the Ambition was used as a guide for practitioners in developing an approach which ensures each child was at the centre of all.

Aim: By December 2018, 100% of children within Bowhouse ELC, will experience high quality early learning and childcare as defined by:

- By December 2018, 100% of practitioners within Bowhouse ELC will scale their level of confidence within the BtA Approach at Level 5.
- By December 2018, 100% of identified practitioners will scale their observational practice at a Level 4 or above.

Innovation to Date



A holistic learning and assessment approach, using Building the Ambition to highlight the Curriculum for Excellence has been developed within Bowhouse ELC, since December 2017.

The project has involved a number of key developments, including:

- The development of a pedagogical charter which highlights the individual pedagogical approach and image of the child within the setting.
- The development of the 3 areas of Building the Ambition in relation to skills, stages of development and dispositions, creating a Building the Ambition working document. (Scan the QR Code to view our Charter and Building the Ambition developments)

Supporting Evidence

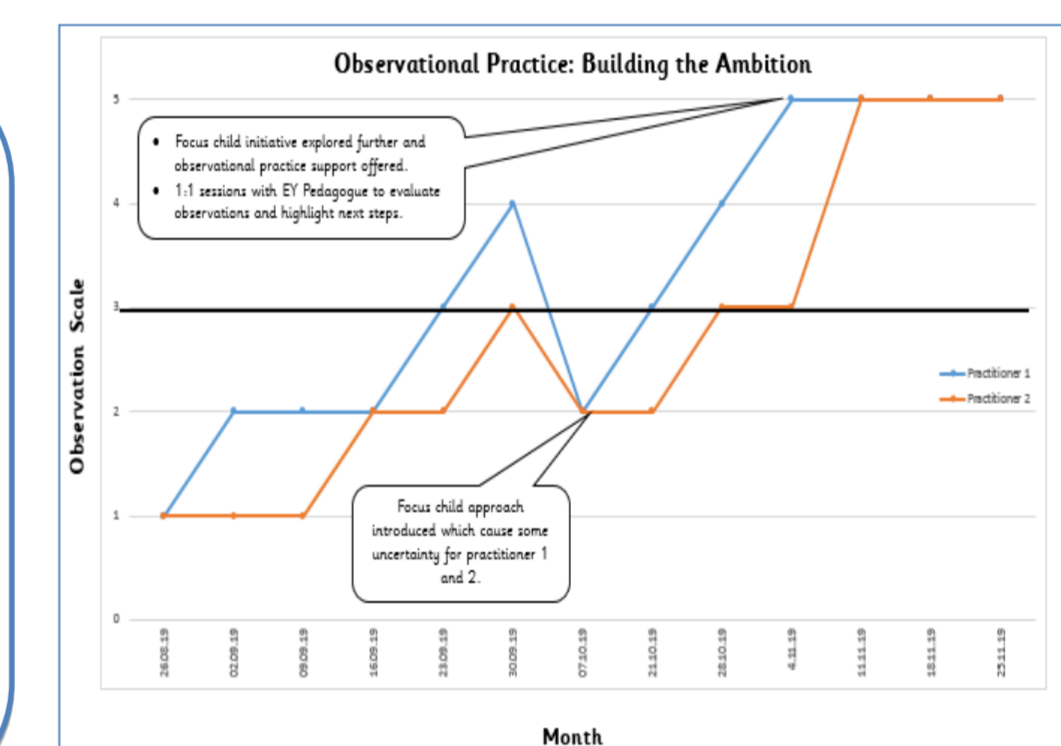


Practitioners developed their confidence in using Building the Ambition as the approach developed. Practitioners used the Building the Ambition Scale to determine their improvement in practice over the 18 month development period. (Scan the QR Code to see our Building the Ambition confidence scale)



"We were definitely needing a change in practice. The use of Building the Ambition ensured we delivered a personalised approach to early years for children."
-Early Years Officer

Practitioners developed their observational practice by using Building the Ambition in developing a holistic approach to children's development. Practitioners evaluated their own observations using a scale the team developed together. (Scan the QR Code to see Observation scale)



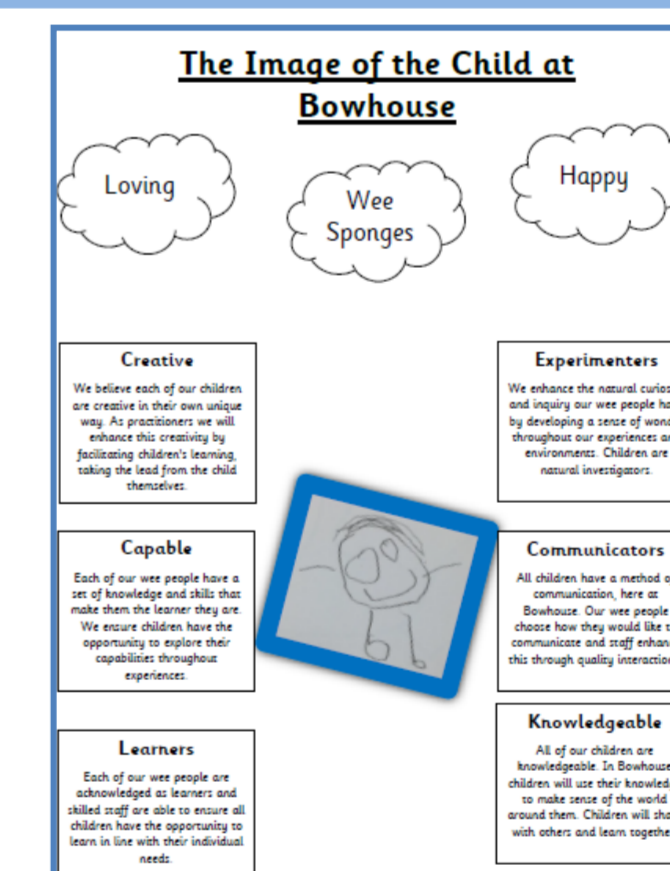
"At Bowhouse we all have an extremely in-depth knowledge on the Curriculum for Excellence and this is evident in our continuous provision. However I think Building the Ambition has helped us to think differently, to take a chance and think outside the box."
-Early Years Officer



Summary of Learning

- Practitioners were involved within the project from the beginning;
 - In the development of the pedagogical charter e.g. creating their own image of the child and practitioner.
 - In researching skills, dispositions and stages of development, contributing to the Building the Ambition guide.
 - Practitioners have been involved in evaluating their practice and developing next steps and action plans for improvement.

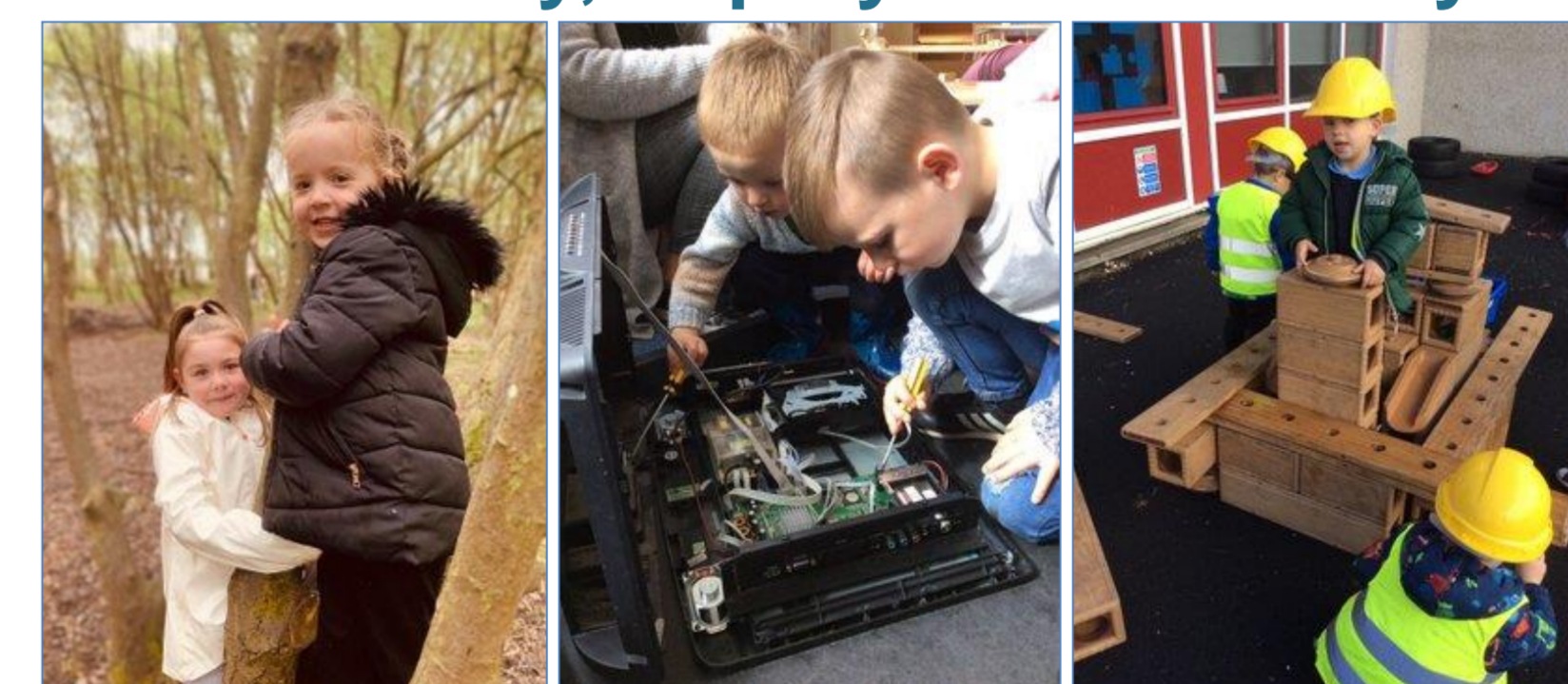
Wellbeing



Communication



Curiosity, Inquiry and Creativity



Key Achievements to Date

- A pedagogical approach which is consistent for children and their families has been embedded within the setting.
- A Building the Ambition practitioner guide was developed and is used as part of our approach to learning, teaching and assessment.
- All practitioners have had the opportunity to share our project more widely with successful local authority open events being hosted.

Next Steps

Our approach will evolve as the updated version of Building the Ambition is released. Our approach is constantly developing and looking forwards we will be developing a documentation approach aligned to this.

