

The Communication Friendly Spaces™ Approach

Aligned to Government Priorities

ELIZABETH JARMAN



CREATING OPTIMUM CONDITIONS FOR LEARNING

Contents:

Introduction.....	2
Social and Emotional Aspects of Development (SEAD).....	3
Social and Emotional Aspects of Learning (SEAL).....	4
Every Child a Talker (ECAT).....	5
Rose Review.....	6
Communication, Language and Literacy Development (CLLD)	8
Making a Big Difference (MABD).....	10

Introduction:

Communication Friendly Spaces™ in relation to government priorities

The focus of Communication Friendly Spaces™ (CFS™) is to deeply consider the impact that the learning environment has on children and their capacity to learn. In doing this we aim to improve children's speaking and listening, to increase their levels of engagement by responding to their individual preferences and current needs for emotional security. Additionally our work extends this thinking and approach by encompassing the influence of the family within the process.

The following tables make connections with core messages from a range of government initiatives, CFS™ and CFS™ Bags for Families.

Social and Emotional Aspects of Development (SEAD)	CFS™ and CFS™ Bags for Families
Tunes practitioners' thinking and support strategies into the importance of acknowledging and relating to social and emotional aspects of development within their practice.	<ul style="list-style-type: none"> • Practitioners make overt links with their observations of children who demonstrate preferences for different types of spaces • Support SEAD by making informed changes to the learning environment Offer areas where children feel confident in using their linguistic skills to initiate and participate in interactions sharing how they feel, what they are thinking about or planning to do
Guidance supports the creation of calm environments to contribute to the improvement of children's personal, social and emotional skills so that they engage more effectively and have positive attitudes to learning.	<ul style="list-style-type: none"> • Practitioners critically observe their environments and respond to learning preferences, increasing levels of engagement and focus • Enables curriculum to become a dynamic child centered process
Use resources, colour, light and noise, appropriately and with full knowledge of their potential impact on children.	<ul style="list-style-type: none"> • Encompasses all aspects of quality learning environments • Challenges practitioners to redefine pedagogical connections between the environment and learning
Increases practitioners' knowledge and understanding so that by working with and encouraging parents, they can support children's social and emotional development.	<ul style="list-style-type: none"> • Highlights the centrality of attachment • Understand how aspects of transition affect children and their families
Acknowledges that the exploration and sharing of emotional states can be a difficult and private process	<ul style="list-style-type: none"> • Share ideas about offering children safe spaces to test out their feelings and reactions

Social and Emotional Aspects of Learning (SEAL)	CFS™ and CFS™ Bags for Families
Focus is on alerting teachers and practitioners to the essential underpinning keystone social and emotional needs of children as they maximize access to learning opportunities.	<ul style="list-style-type: none"> • Teachers and practitioners create responsive and enabling learning environments where skills can develop safely and incrementally • Closely linked to school improvement
Guidance identifies that a dedicated learning environment incorporates spaces for small groups to work independently	<ul style="list-style-type: none"> • CFS™ ensures that getting the learning environment right can significantly increase individual pupils' ability to engage, relax, contribute, manage and communicate • Use softness, light and colour to complement the intended use of a space to create environments that encourage a state of readiness • CFS™ acknowledges the importance of allowing independent thought which is respected by all pupils and adults sharing the space
Learning spaces should facilitate the absorption of information through a range of methods, giving commentary and vocabulary to feelings, behaviours and experiences, noting that these will be unique and often, private.	<ul style="list-style-type: none"> • CFS™ blends a maturing sense of self with a responsive environment which facilitates time to explore what that means in reality • CFS™ leads to investigation of social behaviours, learning about relationships and accessing the necessary linguistic skills to navigate the world of emotions
Enabling children to comment on their learning, attaching real value to their contributions.	<ul style="list-style-type: none"> • Highlights the synergy of consulting with children about their space and learning preferences

Every Child a Talker (ECAT)	CFS™ and CFS™ Bags for Families
Intention is to increase the quality and quantity of confident communicators in very young children	<ul style="list-style-type: none"> • Core message of CFS™ • Provides observation based guidance to make significant practice-based improvements and develop pedagogical approaches
Identifies that good practice incorporates using audit tools to evaluate current language provision and identify priorities for improvement	<ul style="list-style-type: none"> • Practitioners observe and assess current levels of speaking and listening and engagement • Plan associated appropriate activities aligned to setting ethos
Develop effective practice in securing parental engagement.	<ul style="list-style-type: none"> • Share CFS™ thinking, approach and resources with families • Measure impact through consultation and data collection
Practitioners must communicate effectively with children. Make the most of everyday activities to promote language development.	<ul style="list-style-type: none"> • CFS™ defines and develops the significance of the adult role; • Practitioners use knowledge to support modular assessment of degree level studies

Other priorities which have strong parallels with the core messages of Communication Friendly Spaces™ include:

Rose Review	CFS™ and CFS™ Bags for Families
Understanding the importance for young children of learning co-operatively in language-rich contexts - this cannot be over-stated.	<ul style="list-style-type: none"> • Staff understand what makes a developmentally appropriate language-rich context • Staff create CFS™ in different ways to respond to the preferences of learners
Create conditions for children to interact with others.	<ul style="list-style-type: none"> • Understand that this can happen inside or outside • Make CFS™ spaces for different sizes of groups including opportunities for children to have space alone to process understanding • Know the needs of individual children when planning a CFS™ • Share the approach with parents/carers by using CFS™ Bags for Families
Ensure children engage frequently in worthwhile talk and attentive listening	<ul style="list-style-type: none"> • Plan some CFS™ so that adults can share the communication • Ensure that the CFS™ are created in areas where listening is helped and not hindered, eg in a place with few distractions • Open dialogue with parents/carers to support CFS™ at home
Support them to build a good stock of words	<ul style="list-style-type: none"> • Understand that meaningful contexts are necessary to build vocabulary • Use CFS™ and CFS™ Bags for Families at school and at home to provide suitable contexts
Provide opportunities to explore how language works	<ul style="list-style-type: none"> • Create CFS™ in appropriate ways to encourage meaningful communication and learning

<p>Help them understand what is said to them and respond appropriately</p>	<ul style="list-style-type: none">• Model this to parents/carers and introduce CFS™ Bags for Families as a means of supporting improved speaking and listening at home and at setting or school
<p>Give a high priority to the development of children's speaking and listening skills, both because they are intrinsically valuable and because they provide the foundations for the systematic teaching and learning of phonics, and higher order reading and writing skills.</p>	<ul style="list-style-type: none">• Use CFS™ to work in small groups and make significant improvements to speaking and listening that will impact on reading and writing• Share the approach with parents/carers so that they understand the importance of communication in the literacy process

<p>Communication, Language and Literacy Development (CLLD) Building on the Rose Review, CLLD provides a programme (Letters and Sounds) that promotes:</p>	<p>CFS™ and CFS™ Bags for Families</p>
<p>The development of speaking and listening skills</p>	<ul style="list-style-type: none"> • CFS™ is based on improving speaking and listening • Teachers and practitioners understand the role of the environment in promoting better communication • Skills development in creating CFS™ to suit the needs of individuals and groups of learners • Appropriate CFS™ created inside and outside • Parents/carers share CFS™ Bags for Families and more sustained progress can be made by greater support for and from home
<p>Improvements in leadership and management</p>	<ul style="list-style-type: none"> • Senior manager support for CFS™ leads to greater improvements in whole setting and school • When leaders use CFS™ as part of re-modelling and BSF development, the overall results are better suited for purpose • OFSTED recognises the impact of CFS™ on standards • CFS™ audits can contribute to self-evaluation and subsequent planning • Improved relationships with the families and communities after introducing CFS™ Bags for Families
<p>Strategies for auditing provision and reviewing progress.</p>	<ul style="list-style-type: none"> • Use of closer observation and better recording to assess progress leads to better planning and greater progress • Whole school and setting environment audits lead to provision that is better suited for purpose • Practitioners/teachers use CFS™ to create learning areas that suit the needs of children and their families

- | | |
|--|--|
| | <ul style="list-style-type: none">• CFS™ knowledge can be shared with and used by families and greater progress made in speaking and listening |
|--|--|

Making a Big Difference (MABD)	CFS™ and CFS™ Bags for Families
<p>Improve practitioners' skills in developing communication, language and literacy of children in the Early Years Foundation Stage.</p>	<ul style="list-style-type: none"> • CFS™ leads to greater understanding, improved knowledge and better skills in creating appropriate learning environments for individuals and groups of children • Use of CFS™ Bags for Families ensures sharing the approach with parents/carers and better support from home
<p>Develop an approach of observation, assessment and record keeping that could be used consistently.</p>	<ul style="list-style-type: none"> • Observation and recording especially by using photos and moving images ensures that CFS™ has an important role in developing practitioner understanding, knowledge and skill • When the CFS™ approach is shared with parents, assessments become more meaningful because they include closer observations and comments from home
<p>Recognise the crucial role which language plays in children's later achievement and the critical importance of developing children's communication and language skills.</p>	<ul style="list-style-type: none"> • During CFS™ training practitioners learn the importance of the environment in supporting language development • They see this importance in their own lives as well as those of other adults and make connections about what they want for the children in their care
<p>Empower practitioners to improve the quality of provision for children in their settings.</p>	<ul style="list-style-type: none"> • CFS™ leads to practitioners thinking differently about the provision they make for children in their setting • They are able to articulate the reasons for making choices about the environment and to rationalize their planning for individuals and groups of children • CFS™ approach is shared with families and the quality of provision is understood better by parents/carers as well as practitioners