The TLA Approach to
High Quality Interactions in Early Years

'Interactions with young children offer both the practitioner and the child untold riches in terms of learning and development...'
Julie Fisher – Interacting or Interfering 2016

We have a **vision** and overarching aim to provide a **broad and balanced curriculum** accessible to all. We prioritise creating an **environment** that cultivates interactions and we pride ourselves on establishing and maintaining **positive relationships**, nurturing **personal, social and emotional development** and ensuring that **communication and language** is at the heart of what we do. We promote the development of the **characteristics of effective learning** in our wholistic approach to teaching and learning in Reception and champion **high-quality interactions** when striving for success for every child.

We recognise that interactions can provide a myriad of positives that could be;
Cognitive, Social, Emotional, Dispositional and Metacognitive

We are mindful of the impact our **verbal** and **non-verbal interactions** can have and develop our **body language**, **tone of voice** and **use of words** promoting these **attributes of effectiveness**;
Being attentive, sensitive, responsive, respectful, genuine, being a good role model, being at ease in the company of children and being fascinated by them.

When approaching interactions we ask ourselves;
What help is needed...**When** help is needed...**Whether** help is needed?

WAIT, WATCH, WONDER

We nurture enquiring minds and use **questioning** skilfully to enhance interactions.
We use alternatives to questioning to keep interactions flowing;
***Commenting, Pondering, Imagining, Connecting, Thinking Aloud,
Talking About Feelings, Reflecting Back, Posing Problems, Explaining and Informing***

Getting to know each **unique child** is key to successful interactions that
Consolidate, Extend and ***Provoke*** children's learning

We use the **ShREC** Approach (EEF) to facilitate high quality interactions in Early Years at TLA;
Share Attention – Respond – Expand - Conversation

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Share attention
Be at the child's level. Pay attention to what they are focused on.

Respond
Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

Expand
Repeat what the child says and build on it by adding more words to turn it into a sentence.

Conversation
Have extended back and forth interactions. Give children time to listen, process and reply.