I think you have to be really careful; I think children have such widely differing needs. And also there are children with additional support needs, you have to make sure that their needs are met. Now some children are not as comfortable working on the floor and would prefer to work at a table; and I feel really strongly that when people talk about active learning that doesn’t always mean physically active. For some children active learning, active engagement means reading a book; being completely and utterly absorbed in a book, or listening to a story. So I think you have to make sure that you are not just going for the physically active – everybody is doing things – and you are making sure that children are learning.

And I think the only way you can do that is by observing your children, by recording and monitoring their progress, by knowing through your good solid rigorous assessment that children are making progress. And any children that are, either not making progress as you would expect, or really if you are observing you will notice children who don’t seem to be engaging, and then you have to think about what do you do to change.

Now some children might need more security, and you will be able to say they have three activities to do in a certain length of time and can do them in any order. Some children might need to know three, and the order they will be in, and that is the kind of thing that you need to watch your children and see. And try these things out; right well today I will give you a card, and it has got three photographs, that is your three areas, I want you to do them now. And that children might then think, right okay I know exactly what I am doing, some children might find the greater choice and independent difficult. I have to say we haven’t had children who have found that difficulty, but I can see where that might happen, and I think you would have to think about how you support the child.

The way the classroom is set, the staff feel they know the children much better, and because they have more time to talk to the children, and they have a teaching block, and then a time when they interact with the children, they are able to pick up on those children who maybe aren’t comfortable with certain areas in the classroom, and can work with those children to develop their confidence. For example, children who maybe don’t do a lot of playing at home, and aren’t confident at just playing, and they need somebody to help them to learn how to do that.