

Rachel Keeling Nursery School



Using film for teaching and learning - A case study



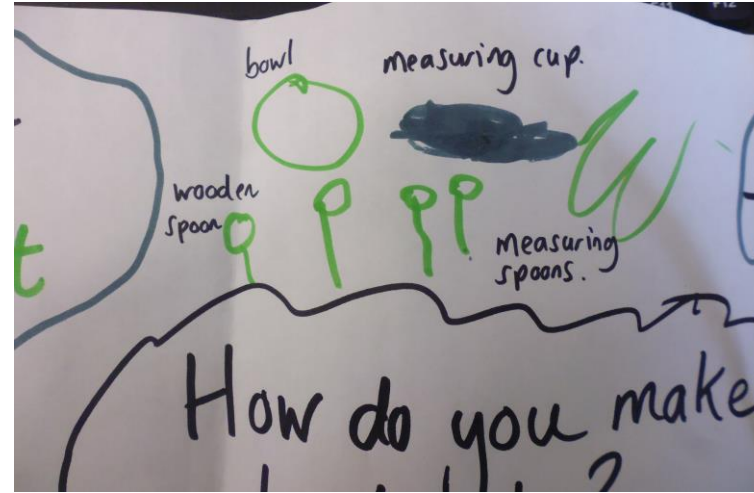
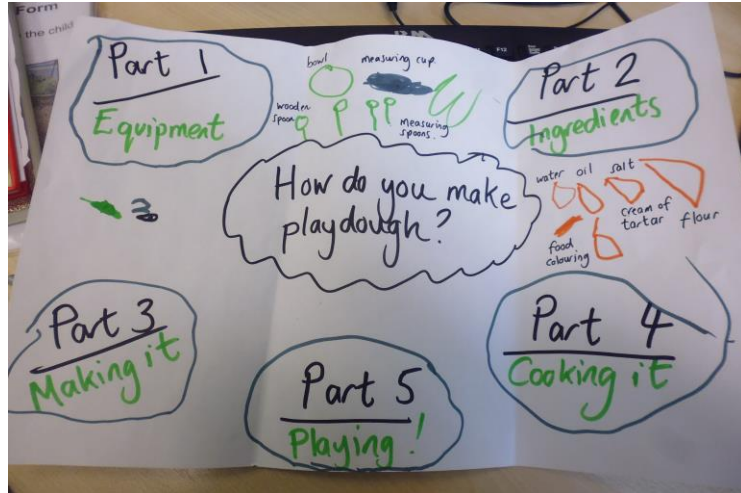
We use different forms of documentation: observations, data, photographs, special books, displays and making books with children. Within our School Development Plan we focussed on further documentation to be shared with children, families and practitioners - the introduction to film.

Making playdough (A case study) - A focus on Personal, social and emotional development

To develop the self confidence and self-esteem of children, children were supported to work collaboratively and to choose an interest they were motivated to plan, organise and film.

Children had ownership of planning the film and were able to apply their previous knowledge about using an Ipad. The children were collaborators and co-constructors. Through the learning experience the adult consulted the children and worked with them to evaluate their progress together.

The children decided to create the film by planning and filming the process in parts.



The children's planning.

Children were engaged, sustained concentration, persevered and were reflective.



Children organising the ingredients and equipment for their film 'How to make playdough'.

Children worked collaboratively and were the 'experts' sharing their knowledge and skills on how to make playdough.



Making the playdough step by step for the film.

Children were involved in editing, being the decision makers, thinking creatively and critically.



Children recorded their voice over and safety message for how to cook their playdough on the cooker.

Children displayed a sense of pride and were proud to share their learning with their peers, their friends, family and staff.

The film has been shared with children and families. Families developed a greater understanding of how children can be independent, reflective learners and who can be trusted to take risks.

The children valued themselves as 'teachers'. The children confidently shared their film, 'How to make playdough' with other children. Groups of children used the film to organise themselves and were able to follow instructions independently and confidently, successfully making their own playdough.



Florence
AND
YAHYA

Filming for a range of purposes:

Documentation and sharing practice with children, families and practitioners – Having high expectations

Enabling children to revisit, reflect, evaluate and learn

Creating instructional videos (how to make play dough, sculpting with clay, travelling down the fire fighters pole)

Capturing imaginative play (making potions in the garden)

Children sharing their skills and knowledge (how to put their coat on, organising themselves for breakfast)

Recording language samples (language trips, supporting practitioners and families sharing with multidisciplinary agencies, developing children's reflective talk, video interaction with the child/ family/ practitioner)

Recording whole class stories (retelling and performing stories)

Following children's progress, particularly SEND (filming a child with autism over time)

Using film as a transition tool (moving to a Reception class from nursery)

Filming events (Chinese New Year performers, animals visiting the nursery, fireworks display)

Filming educational visits (Trip to China Town)

Following a learning journey for children, families and staff (our story about learning how to ride a two-wheeler bike)

Please have a look at our website for further films:

rachelkeeling.towerhamlets.sch.uk

Follow us on Twitter: **@RachelKeelingN1**