

# CE283-30 Teaching, Learning and Assessment in Early Childhood

**25/26**

**Department**

Centre for Lifelong Learning

**Level**

Undergraduate Level 2

**Module leader**

Charlotte Jones

**Credit value**

30

**Module duration**

12 weeks

**Assessment**

100% coursework

**Study locations**

University of Warwick main campus, Coventry Primary  
North Warwickshire and Hinckley College, Nuneaton campus

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## Description

### Introductory description

High-quality early childhood education plays a fundamental role in shaping lifelong learning experiences. This module provides an in-depth exploration into the principles, theories, and practices that underpin impactful teaching in early childhood settings. Students will engage with key educational theories, policies and curriculum, and pedagogical approaches that influence early years education. They will examine the role of play-based learning, child-centred teaching strategies, and inclusive practices in supporting young children's development. Additionally, students will critically reflect on their own teaching philosophies and consider the impact of cultural, social, and environmental factors on early learning.

### Module aims

This module supports students to develop practical teaching strategies that foster inclusive, engaging, and developmentally appropriate learning environments for children aged 0-8 years. Furthermore, this module aims to nurture students skills of critical evaluation of educational policies and frameworks that govern early years education.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Different theoretical approaches to assessment, teaching and learning in early childhood contexts.  
Adopting a principled approach while adhering to curriculum frameworks and teachers' standards  
Managing the learning environment and promoting equality of opportunity and anti-discriminatory practice

The politics and ethics of assessment in early childhood.

Practitioners' pedagogic knowledge.

Strategies for developing language, communication, and early reading skills

Supporting early mathematical thinking through play and exploration

National early years curriculum frameworks (e.g., EYFS, Te Whāriki)

Planning engaging and developmentally appropriate lessons

Observation and documentation methods (e.g., learning journals, portfolios, anecdotal records)

## Learning outcomes

By the end of the module, students should be able to:

- Understand the Non-statutory Curriculum Guidance for the Early Years Foundation Stage and National Curriculum (Key Stage 1).
- Demonstrate the ability to plan and implement a developmentally appropriate activity for a particular stage of early years
- Discuss the role of assessment strategies to effectively monitor pupil progress
- Discuss the role of the early years educator in ensuring equality of opportunity and anti-discriminatory practice

## Indicative reading list

[Reading lists can be found in Talis](#)

## Research element

Students will research examples of early learning activities to help support the design of their assessment. This will also involve students taking a research-informed approach to their decision-making.

## Subject specific skills

Demonstrate knowledge and critical appreciation of the role of research methods/ethics and pedagogical frameworks appropriate in early childhood contexts.

Critically reflect upon current teaching and assessment practices within an early childhood context

Have a well developed ability to plan for, and where appropriate implement, play and the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking

account of babies and young children's health and emotional well-being.

Be able to take charge of own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.

Locate, assess, select and review literature in the field of Early Childhood.

Reflect upon a range of psychological, sociological, educational, health, historical and philosophical perspectives and consider how these underpin different approaches to working with babies and young children.

## Transferable skills

Written communication skills

Oral communication skills

Working with others

Problem solving

Information technology

Numeracy

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## Study

### Teaching split

Provider	Weighting
Centre for Teacher Education	80%
Centre for Lifelong Learning	20%

### Study time

Type	Required
Lectures	12 sessions of 1 hour (4%)
Seminars	12 sessions of 2 hours (8%)
Private study	164 hours (55%)
Assessment	100 hours (33%)
Total	300 hours

### Private study description

Small group support workshops along with viewing of one draft of assessment.

### Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A3

	Weighting	Study time	Eligible for self-certification
<b>Assessment component</b>			
Early Learning Activity	100%	100 hours	Yes (extension)
In small groups, students will design and deliver within the student group, a developmentally-appropriate early years learning activity aimed at children within a specific age range (between 0-8 years). The activity should be engaging, inclusive, and aligned with key early childhood education principles. This activity should be accompanied by a rationale and lesson plan.			

Reassessment component is the same

### Feedback on assessment

Summative written feedback with opportunities for face to face tutorial feedback on request.

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## Availability

### Courses

This module is Core optional for:

- UCEA-X329 Foundation Degree in Early Childhood
  - Year 3 of X329 Early Childhood
  - Year 3 of X40G Early Childhood (North Warwickshire & Hinckley College)
- UCEA-X3B9 Undergraduate Early Childhood (BA)
  - Year 3 of X329 Early Childhood
  - Year 3 of X3B9 Early Childhood (BA)
  - Year 3 of X3BG Early Childhood (Foundation Degree + BA) (North Warwickshire and South Leicestershire College)