



Teaching and Learning policy

Date initial Policy Written	May 2005		
Approved by Governors			
Revision 1 Due: May 2009	Date completed:	Head teacher	Chair of Governors
	May 2009✓	<i>A King</i>	<i>D Flowers</i>
Revision 2 Due: May 2011	Date completed:	Head teacher	Chair of Governors
	May 2011✓	<i>A King</i>	<i>D Flowers</i>
Revision 3 Due: May 2013	Date completed:	Head teacher	Chair of Governors
	May 2013✓	<i>A King</i>	<i>D Flowers</i>
Revision 3 Due: May 2015	Date completed:	Head teacher	Chair of Governors
	May 2015✓	<i>A King</i>	<i>D Wainwright</i>
Revision 3 Due: May 2017	Date completed:	Head teacher	Chair of Governors
	May 2017✓	<i>A King</i>	<i>D Wainwright</i>
Revision 4 Due: May 2019	Date completed:	Head teacher	Chair of Governors

Teaching and Learning Policy

Aims:

It is our aim to ensure that 'learning' for young children at our settings is a rewarding and enjoyable experience, in which they can explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skill and understanding.

We consider the development of positive learning behaviours, as exemplified in the 'Characteristics of Effective Learning' to be a key part of our work. We use the EYFS: Statutory Documents and Guidance to shape and support our practice (DfE:2014)

A Framework for Learning, developed by the staff team has considered the learning, knowledge and skills which our children need alongside the wider context of what is needed to be a 'learner'. This ethos forms the foundation for our curriculum, planning and assessment processes

We strive to ensure that each child can develop to their maximum potential, taking into account individual learning styles. Through provision of a high quality learning environment, both indoors and outdoors, through adult-directed and self-initiated activity we focus upon support and intervention in four key areas to support our children's development as 'competent learners'.

- **Motivation, Curiosity, Creativity & Perseverance which enables them to become good at learning**
- **A sense of empowerment which gives them the confidence to reach their full potential**
- **Communication skills to help them learn & be part of a social group**
- **A sense of well-being & social skills to enable them to take a place in our community & the wider world**

Our view of Teaching is: *'Teaching means systematically helping children to learn so that they are helped to make connections in their learning and are actively led forward, as well as helped to reflect on what they have already learnt.'*

Curriculum Approach:

Bedworth Heath Nursery School and Atherstone Nursery School are committed to the provision of high quality play provision as the most effective way that young children learn. Play is the natural and enjoyable way for young children to learn. It is an essential and rich part of the learning process.

Adults engage with Children in their play to support, challenge and extend their thinking. It is only when children are deeply engaged in an experience that deeper level learning takes place.

The planned curriculum includes the 3 Prime and 4 Specific Areas laid out in the Curriculum Guidance for the Early Years Foundation Stage

Through the provision of high quality play provision, with effective adult support, children will have the opportunity to:

- Develop imagination and creative thinking.
- Develop, consolidate and apply new skills and ideas in different situations.
- Investigate, experiment and solve problems.
- Explore and make sense of the world around them.

- To work through fears and anxieties.
- Learn about making choices and decisions.
- Be in charge of their own learning.
- Develop personal qualities and attitudes.
- Develop social skills and form relationships.
- Take risks without fear of failure.
- Be energetic which an essential part of keeping healthy is.

Wider teaching strategies also include recognised programmes such as: Write Dance and Letters and Sounds. Each School has a **Curriculum Map** and planning is based around pedagogy journals in each area of provision which provide a vehicle for documenting observations, changes to provision, in response to what is observed and what the next steps in learning need to include. Staff meet each week to review all of the environment, journals and to plan for the continuous provision and small group times which encompass our adult led teaching.

The Learning Environment:

There are five main areas which make up the main learning environment in Nursery– three indoor areas (painting room cosy / snack room and book room) and the small and large outdoor areas. There is a further unit ' The Willows' which creates an environment for our younger or more vulnerable children or those who have significant communication needs.

The learning environment is planned and organised to encourage children to become independent, creative, self-motivated and in control of their own learning.

In order to achieve this, practitioners ensure that activities and opportunities offered:

- Allow children to have 'hands on' involvement through first-hand experience.
- Are based on what the children already know and what they are interested in.
- Allow children to learn by doing, talking and experimenting.
- Have open-ended outcomes and encourage curiosity.
- Are developmentally appropriate by being carefully matched to the age and stage of the child.
- Are differentiated to meet individual needs through variation in levels of questioning, input and expectation.
- Encourage appropriate interaction through co-operation rather than competition.
- Are creative – encouraging children to be imaginative and inventive.
- Are process orientated – valuing the process rather than the end result of an activity.

To facilitate these activities and opportunities, resources are stored and organised on easily accessible shelving to encourage independent learning. E.g. graphics area, creative workshop.

Systems and Routines:

Daily routines are organised to give the children the opportunity of learning within a variety of different environments and groupings. This includes the opportunity to work alone, in pairs, both large & small group work activities as well as individual and small group work with an adult.

There are opportunities for children to make choices e.g. indoor or outdoor play and also times where all children are required to take part in an activity e.g. family time.

The daily routine gives children the time and opportunity to develop their own ideas and see them through to a conclusion. This is flexible to ensure individual needs are met.

The same routine is maintained every day (with occasional exceptions). This is to provide the security of familiarity and also to allow the learning opportunity regarding an early concept of time.

The Role of the Adult:

The role of the adult varies depending upon the needs of the child and may be determined during the planning of the opportunities to be offered or more spontaneous. Adults engage with Children, acting as co-constructors in their learning. These sensitive interventions are based upon assessment and detailed knowledge of the child. Adults use the learning style appropriate to the child's needs, which as times may be very active and on other occasions reflective.

Senior Early Years Educators document the learning for their family of children, supported by the whole team. They draw the knowledge gained from assessment into three progress summaries and share these with parents / carers.

In order to be effective the adult working in our setting needs to:

- Foster close relationships with children in own family groups to promote self-confidence and a positive attitude to learning.
- Promote children's learning through planned experiences and activities that are challenging but achievable.
- Model a range of positive behaviour.
- Meet a diverse range of needs and ensure that the most able are challenged and the least able supported to make good progress
- Verbalise Children's Learning in ways appropriate to their age
- Use language that is rich and grammatically correct as the main way of teaching new vocabulary.
- Use conversation and carefully framed questions in order to develop children's knowledge.
- Carry out direct teaching of skills and knowledge – on both an individual and small/large group basis.
- Encourage children to support and teach each other and to review how well they are doing.
- Support and interact with children to develop positive attitudes to learning and developing leaning behaviours such as enquiry, enthusiasm and resilience.
- Help children to learn from mistakes and try again.
- Give children time to develop their own ideas.
- Value children's ideas and extend these as a partner in play.

- Use the local environment and parent's knowledge to enrich the learning experience.
- Ensure that the learning environment is stimulating and accessible to provide opportunities for independent learning.
- Use observation to inform planning for progression.
- Work in partnership with parents/carers.

There is a balance of time dedicated to child initiated learning and Adult directed tasks. All planned activities, including resources in the continuous provision are there as a result of careful observation and assessment which leads to identifying and supporting the next steps in learning.

Special Educational Needs:

Children with special educational needs will have full access to the curriculum through the provision of supplementary materials or support as appropriate. Staff will work with both parents/carers and personnel from outside agencies to provide a suitable environment and learning opportunities.

For more details please refer to the S.E.N/d. policy.

Equal Opportunities:

Staff will ensure that all children have relevant learning and development opportunities by:

- Acknowledging that children bring different experiences, interests, skills and knowledge that affect their ability to learn.
- An awareness and understanding of equal opportunities regarding race, gender and disability.
- Planning appropriate opportunities to reflect these factors.

Monitoring:

The quality of teaching and learning will be monitored

- By the Head of Federation and Senior Leaders through observations of staff interaction and teaching - a minimum of 3 monitoring tasks each term.
- By Governors - Supported by the Head of Federation
- By Senior Early Years Educators (ECERS / ITERS)
- By external agencies and the LA during planned observational visits.