

Teaching and Learning Policy

To be reviewed: Two yearly

Policy Agreed: Jan 2017 **To be reviewed:** Jan 2019



Hungerford Nursery School Centre for Children and Families

Including Pre-Nursery

Teaching and Learning Policy

Introduction

We know that early education matters and that high quality early years education makes a life-long positive difference to children.

Characteristics of high quality early years education include:

- Learning that is play-based and takes place indoors and outside
- A balance between adult-initiated experiences (guided learning) and child-initiated experiences
- Adults who take children's interests and strengths as a starting point, seeing each child as competent learner
- Viewing parent involvement as crucial: parent support and a high quality home learning environment make a significant difference to children
- Practitioners tracking each child's learning and development to pick up where children are at risk of making poor progress, and adapt the programme and their teaching as appropriate
- Ensuring that early intervention is being offered swiftly so that children get the additional, specialist help that they need

We believe that all children are entitled to high quality learning and teaching. This must equip them with the skills, knowledge and understanding necessary to be able to make informed choices.

We acknowledge that children learn at different rates and each is at an individual stage of development. We believe that children learn best when they are happy, secure and actively involved in their own learning.

Effective teaching and learning in the Early Years Foundation Stage meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development.

We use the 4 key aspects; Unique Child, Positive Relationships, Enabling Environment and Learning and Development, to support children in their learning and consciously develop the characteristics of effective learning.

The core responsibility for teaching and learning rests with the class teacher or lead practitioner. Although many tasks may be delegated to the Key Person, the classteacher / room leader must support staff to achieve best practice, coach, encourage and model and monitor the quality of work by each team member. Where necessary, we will not hesitate to take action to ensure that all children experience an appropriate early years education and care.

Staff roles and the routines of the sessions will be used effectively to support learning and development. Sometimes staff work with individual children or a group of children in guided learning activities or with children at play, both inside and outside. All key staff are involved in planning and assessing children's work.

Key persons maintain the records of a group of children assigned to them. Students, and any adult helpers, are deployed as effectively as possible with clear guidelines as to what is expected of them.

Positive Relationships

Our principle

We believe that children learn to be strong and independent from a base of loving and secure relationships with parents and a key person.

- We believe that everybody matters. Every individual will be respected, listened to and valued.
- We believe that parents are our partners. When parents/carers and practitioners work and learn together we can achieve positive outcomes for children and their families.
- We believe that all children and adults deserve a voice in order to feel safe, respected and reassured.
- We believe that there should be warm, trusting relationships with knowledgeable practitioners to support children and families in achieving their potential.

- We believe that children and families need to build a sense of belonging to their group, class, and wider Nursery community.

We achieve this through:

- ✓ *FISH philosophy, which is at the heart of all that we do, - we build relationships through 'Choosing attitude' Making someone's day', 'Playing together' and 'Being there', staff to staff, staff to parent, staff to child and child to child.*
- ✓ *Children building positive relationships through home visits, play, circle games, naming games, modelling, and conflict resolution. They learn respect and empathy for each other.*
- ✓ *Sensitive staff who listen and support children and families in finding their own solutions, using a restorative approach. Such as, Home visits, new parents evening, attachment leaflet. Time to talk each day, key worker system, consultations, parenting support including FSW and parenting programmes, parent workshops, confidentiality, consistent approach, attachment and modelling. A welcoming and nurturing environment, celebrations, slide shows, community events and family learning.*

A Unique Child

Our Principle

We believe that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

- We believe in having high aspirations for children and families. We recognise their competence, and will acknowledge their prior learning and ensure that it is built upon.
- We believe that, as children are vulnerable, they have a right to a safe and secure environment, in which they are valued and protected.
- We recognise and support children with SEND and, through individual 'smart' plans, provide additional support and early intervention to enable children to meet their potential.
- We will recognise and support individual children's and families' needs to ensure that their health and well-being are always a priority in our daily practice.
- We recognise that children develop in individual ways and at varying rates. We will provide developmentally appropriate learning experiences for each and every one.
- We are committed to supporting and enriching learning and development for children entitled to Early Years Pupil Premium and provide additional support and early intervention to enable these children to meet their potential.
- We will also identify the more able (assessed as being ahead of the expected levels of development in the EYFS Development Matters) to ensure that we plan rich and stimulating experiences to extend learning.
- We are committed to staff continuing to grow in professional knowledge so that they can enrich the children's experience and empower parents and carers.

We achieve this through:

- ✓ *Knowing our children through their relationships with their Key Person, home visits, daily contact with parents, consultations, listening to parents, family support and self-esteem courses such as 'Boost', and Parent workshops.*
- ✓ *Recognising children for who they are and following their unique interests in order to support learning.*
- ✓ *Observing children and planning for opportunities and possibilities, using baseline data, TELD, SAPP's and EYPP plans, developing thinking skills through Philosophy for Children.*
- ✓ *Listening to children (Mosaic approach), planning and evaluating, in Learning Stories and journeys.*
- ✓ *Sharing child development knowledge, sharing knowledge amongst staff and parents.*
- ✓ *Valuing and celebrating children's achievement for example through Learning Stories, End of term celebrations and slide shows.*

Learning and Development

Our principle

Children develop and learn in different ways and at different rates and all areas of Learning and Development are important and inter-connected.

- We believe that children need to feel safe and secure in order to learn. We support children in their well-being and involvement.
- Play is central to deep level learning. We believe that through Shared Sustained Thinking, and sensitivity, stimulation and autonomy with children and families we will develop deep level learning.
- We believe that skilled practitioners can support the process of learning, enhancing the ability to develop characteristics of learning, promoting children's ability to think critically, problem-solve, be creative, ask questions, and develop a shared language of learning.
- We believe that a key part of deep level learning promotes well-being and involvement and we use these to support children
- We believe that learning comes from real experiences and a holistic approach, placing emphasis on the Prime Areas. This will develop the secure foundations needed for learning and development across the Specific Areas.
- We acknowledge and recognise that there are different learning styles, and will provide for them.
- We believe that children are all active learners and require physical and mental challenges and the opportunity to take risks in learning to grow.
- We believe that children need opportunities to have their curiosity stimulated and their ideas challenged and supported.
- We believe in supporting children to follow their own interests and passions as they learn about the world around them. We plan exciting opportunities that enhance and broaden this learning.

We achieve this through:

- ✓ *Providing children with a secure base and time to play and explore.*
- ✓ *Adults valuing play, adults modelling, adult interactions, and sharing Learning Stories. Reflective practitioners sharing observations of each other.*
- ✓ *Provision across all areas of learning both inside and out, multi-sensory, kinaesthetic, visual and auditory. For example, Physical challenges at Boxford, using a challenge board and learning wall, encouraging children to plan and review learning, Using Video observations, Having a developmentally appropriate environment with flexibility for children to progress when ready.*

Enabling Environments

Our principle

We believe that the environment plays a key role in supporting and extending children's development and learning.

- We are committed to providing a well resourced, stimulating, attractive, challenging environment that promotes independent learning.
- We will provide learning opportunities and new experiences indoors and outdoors and in the wider community for children and families.
- We believe that children and families learn from making mistakes, and so we encourage a safe and secure environment within which to take risks.
- We will observe, acknowledge and respond to the interests of children and families flexibly and, through this, nurture a positive attitude towards learning.
- We believe that our routines, structures, resources and knowledge support children's needs and involvement in learning.
- We will provide an environment that reflects individuals, equality, family, community, British values and global diversity.
- We will plan the environment to support progression of skills and knowledge over time, enhancing and stimulating learning.

We achieve this through:

- ✓ *The environment being set up into learning bays, with children able to select their own resources.*
- ✓ *Organisation of the day, adult involvement, children leading, children learning to manage risk. Whole class, small group, individual, implementing a range of teaching styles. Enrichment activities like Boxford Woods, Divali dancers, storyteller, celebrations, and people visiting. Using Learning Stories, Learning Walls, sharing videos and working in partnership with parents.*

- ✓ *Learning across the environment will be monitored regularly (e.g., through Learning Walks) and the environment reviewed and adapted to suit children's current learning needs and inspire new learning.*

Characteristics of Learning

Our principle

We believe that children need to develop their skills in learning. We support them in developing a language of learning. We promote language such as trying, practising, challenging, helping children to grow into active, curious and problem solving learners.

- We highlight active learning
- We promote the child's intrinsic motivation
- We believe in encouraging children to play and explore promoting high levels of engagement
- We will support children in creating and thinking critically

We achieve this through:

- ✓ *Celebrating learning skills*
- ✓ *Having learning walls*
- ✓ *Noticing children's dispositions in their learning journeys*
- ✓ *Encouraging problem solving, risk taking and building children's self esteem*
- ✓ *Promoting and stimulating children's thinking skills*
- ✓ *Encouraging investigation and exploration*