



# Learning and Teaching Policy

## Equalities Statement:

The ethos of our Nursery School supports the development of self-respect and self esteem in all children, staff and the community it serves. We place a high value on diversity and treat every member of school as an individual. In this respect, we aim to meet the needs of all, taking account of age, disability, gender, gender reassignment, marriage, civil partnership, pregnancy, maternity, race, religion, belief and sexual orientation. In addition to this we also aim to take into account social circumstances.

## Aims

- To provide information and guidance for staff and parents on the provision and delivery of the Early Years Foundation Stage (EYFS) in the Centre.
- To outline how the Statutory Framework for the EYFS is interpreted and implemented at the Centre.

## Principles

- Parents are their children's primary educators and as such, they are best placed to support us in providing for their learning and development.
- Play should be at the centre of young children's experiences and learning.
- The outdoor area is of particular importance and as such is constantly developed to support and challenge children's learning.
- Children have access to the outdoor area in all weathers and are provided with clothing for this purpose.
- Children have opportunities to choose where to play – inside or outside.
- Children who are emotionally secure are more able to learn new things. Therefore Personal, Social and Emotional Development and wellbeing is given high priority.
- Great emphasis is placed on the development of communication and language skills as these are very important for all future learning.
- Children's voices are important and their views on the environment, experiences and learning will be sought in a developmentally appropriate way.
- Parental contributions to providing an insight into the diversity of faiths, cultures, history, languages and places are highly valued.

## Learning

- Young children's learning is not a linear or compartmentalised process, therefore it is important to think of learning in a holistic way. An interaction or activity may present many learning opportunities planned and unplanned for the child.
- Children develop and learn in different ways and at different rates.
- The environment is organised to stimulate the natural curiosity of children.
- There are a number of activities (continuous provision) which are available every day

- The activities offer children opportunities for open ended exploration across all of the EYFS areas of learning and development in Prime areas- Personal, Social and Emotional Development (PSED), Communication and Language (C&L) and Physical Development (PD) and Specific areas- Literacy, Mathematics, Understanding the World and Expressive arts and Design (as outlined in Development Matters in the EYFS DfE).
- Through observation of children's interests, characteristics of learning (see Appendix A) staff plan to enhance the continuous provision on a daily and weekly basis introducing 'enhancements' to extend play.
- Some activities need adult involvement to enable children to access them more effectively. These are planned and differentiated through the delivery of the activity (adult initiated).
- Staff plan focus activities for their based on their observation and assessments of their interests and needs (adult initiated).

### **The Learning Journey (Child's story)**

- Children's learning is documented through observations and photographs and shared with parents to celebrate significant learning / WOW moments. Parents responses are collated in speech bubbles as much as possible.
- Parental involvement a child's learning is actively encouraged. Parents are able to contribute photos of learning at home. The sharing of photos of learning in school and at home develop an understanding of the child's needs and interests.
- Parents meet with staff to discuss their child's progress at key points and throughout the year in line with the child's development or when parents request meetings.
- Summary data and any significant information is passed on between phases in the centre as well as to schools as part of our transition arrangements. Transition meetings and opportunities for professional conversations are arranged with feeder primary schools during the spring / summer term.
- Children are encouraged to reflect on their own learning in the sharing of photos and through conversations with staff and parents

### **Teaching**

- Each child is assigned a Key Person within the team. The key person observes, assesses and plans for the individual child's needs, development and interests.
- Teaching happens in all interactions between children and adults, so for this reason, it is important that staff maintain a positive view of children and their families.
- For adults working with young children, the opportunities for teaching are all through play and talk at a developmentally appropriate level for the unique child.
- Adults have high expectations for all children.
- Teaching is a social process and children learn much from their peers. Adults will encourage peer tutoring, where appropriate, to develop language for thinking skills and self esteem.
- Children are assessed on a daily and weekly basis informally through observations and termly through the Learning and Development Summary sheets which are shared with parents. Children who are learning English as an Additional Language (EAL) will have a language assessment termly.
- Children with Special Educational Needs (SEN), in addition, will have a targeted plan which is reviewed regularly (See SEN Policy).
- Starting points are recorded on a class grid and individual assessment sheets and EAL assessment sheet to provide a baseline on entry for each child to gauge the level of support they may need in the Prime areas to reach age appropriate milestones. We

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assess cohorts of children and vulnerable groups within each cohort, so that the appropriate support can be planned for groups and individuals. This support is recorded on a class provision map / child focus sheet

- We are implementing the OPAL approach to monitor progress and support children's learning and development to enable staff to target resources plan further support.
- The responsibility for co-ordinating the curriculum lies with Class teachers and the senior leadership team.
- The Classroom plans maintain, develop and enhance the existing provision to improve outcomes for children.
- The Centre's Policy for Learning and Teaching (Curriculum) is kept under regular review by the Teaching and Learning Committee, the Headteacher and the Senior Leadership Team.
- The Headteacher informs the Governors about the curriculum through the Head's Report. The Teaching and learning committee monitor provision and practice through regular meetings to review the progress of children.

#### **Links to other Policies/Documents:**

The Statutory Framework for the Early Years Foundation Stage (DfE)

Development Matters in the EYFS (non statutory guidance)

Behaviour Policy

Equalities Policy – To be reviewed

Special Educational Needs Policy

Safeguarding Policy

**Appendix A-** Observation sheet

**Appendix B-** Curriculum information

**Appendix C** –Curriculum Goals