

Teaching and Learning Policy

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Hetton Lyons Nursery School.

We aim to equip children with the skills, knowledge and understanding necessary for their everyday lives both now and in the future.

We follow the themes, principle and practice from the Early Years Foundation Stage which are:

A Unique Child	Positive Relationships are	Enabling Environments offer	Learning and Development
<ul style="list-style-type: none">• Understand and observe each child's development and learning, assess progress, plan for next steps• Identify any need for additional support	<ul style="list-style-type: none">• sensitive and responsive to the child's needs, feelings and interests• supportive of the child's own efforts and independence• stimulating	<ul style="list-style-type: none">• stimulating resources, relevant to all the children's cultures and communities• rich learning opportunities through play and playful teaching• support for children to take risks and explore	<ul style="list-style-type: none">• playing and exploring• active learning• creating and thinking critically

Policy Statement

Teaching and learning is the purpose of our school, it is central to our vision. It is how we offer a curriculum, which is broad, balanced and meets the needs of all members of the school community.

We believe that

- Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements.
- The Early Years Foundation Stage focus is on the process of learning rather than tangible end products.
- Provision is made for learning through hands on experience, utilising children's own enthusiasms and interests.
- All children should feel included, secure and valued and no child should be excluded or disadvantaged.
- The curriculum is one that is flexible and varied in order to meet the needs of individuals.
- Play is a natural behaviour from birth. It is essential that we build upon children's curiosities and enthusiasm by providing an appropriate planned and organised learning environment, which enables exploration and interaction with peers and adults.

- Outdoors offers a wonderfully rich multi sensory environment that is meaningful, stimulating and motivating for all young children from birth to four. It is a different environment that can work in harmony with indoors, extending and complementing it. For some children, it provides a much more effective way of involving them in play and learning. We see our outdoor provision as an integral part of the whole learning environment.
- Parents and practitioners should work together in an atmosphere of mutual respect within which children can have security and confidence.
- Practitioners must be able to observe and respond appropriately to children, informed by how children develop and learn and a clear understanding of possible next steps in their development and learning.
- Teaching, learning and ongoing assessment are inter-related. Assessment is the process of seeking and interpreting evidence for use by both learners and teachers to formulate decisions on where children are in both their development and identify next steps in learning.
- The involvement of parents to gain their knowledge is crucial to our assessments of children's progress. Our partnerships with parents enable us to actively involve them in the process of their child's learning.
- Effective learning and development for young children requires high quality care and education by practitioners.

We aim for:

All children attending Hetton Lyons Nursery School, to have access to a broad and balanced curriculum, which covers the following areas of learning:

Prime Areas

Personal, Social and Emotional Development
 Communication and Language
 Physical Development

Specific Areas

Literacy
 Mathematics
 Understanding of the World
 Expressive Arts and Design

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- the understanding that teachers have of how children develop and learn, and how this affects their teaching
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout the EYFS developmental stages.
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities

- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management; the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
 - the identification of the progress and future learning needs of children through observations, which are shared with parents
 - the good relationships between our school and the settings that our children experience prior to joining our school
- The delivered curriculum to be a developmentally responsive one, planned in accordance with children's individual needs. These needs may be identified either by child or adults.
 - All children to become confident and independent learners and to reach their full potential.
 - Assessment data to be used to inform the development of practice and provision.

The characteristics of effective learning

We ensure that we observe and develop the characteristics of effective learning.

Playing and exploring

Through play, children explore and develop learning experiences which help them make sense of the world. We will observe this through children:

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Active Learning:

Active learning occurs when children are motivated and interested. We will observe this through children:

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination

- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Creating and Thinking Critically:

Children have time to think and solve problems and make connections, supported by responsive staff. We will observe this through children:

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Strategies to support teaching and learning

- We have in place a record keeping system that informs planning to ensure that children's developmental needs and interests are met. We use parents' knowledge of their own child and expertise to support record-keeping
- We have staffing ratio that is in line with government guidelines to ensure that key workers know their key children very well and can support their learning accordingly. Key workers are responsible for keeping records for individual children, which are formed from observations and information from parents/practitioners. The key worker system supports children's developing confidence and sense of security through trusting relationships with familiar adults.
- We have a long term plan (continuous provision) that allows us to plan the environment to allow the children to gain experience across all the areas of learning. Our medium term plan allows us to introduce activities that we

know the children will have experience of throughout the year. Short term plans focus on providing the children with learning opportunities led by the children's interests. These plans are evaluated on a weekly basis to assess curriculum coverage and to analyse the delivery.

- We carry out on entry, termly and on exit assessments to identify children's progress and areas for development.
- We have a system for regularly monitoring planning, curriculum delivery and resources/provision to ensure that all children are receiving a broad and balanced curriculum. This monitoring informs our School Improvement Plan.
- We have a cycle for staff reviews/performance management to ensure that staff training is responsive to individual staff and children's needs alongside the identified needs of the School.
- Staff attend courses and visit other nursery settings to develop their knowledge and expertise.
- We have identified senior staff that have clear responsibilities to ensure that we provide an inclusive learning environment.