



Teaching and Learning Policy

Birth to 5 Matters documentation states that...

'In an enabling environment, children choose to play, and are in charge of their play - what to do, what to use, what it is about, whether to play alone or with someone else, how long to play. They experience autonomy and can develop confidence in their own agency through their ability to make choices and take responsibility. **Having freedom and time to play in an appropriately stimulating and resourced environment which is finely tuned for babies, toddlers and young children supports development and learning across all areas.'**

This Policy is to be read in conjunction with the Birth to 5 Matters Documentation, the statutory framework for the Early Years Foundation Stage, and policies on Behaviour, Special Needs, Curriculum and our Home School Agreement.

The aim of the school is to provide an exciting, well resourced, carefully planned learning environment which on a daily basis provides a rich & stimulating base of experiences which are differentiated to meet all the children's needs both in the indoor & outdoor environments. It is totally inclusive and takes into account the Birth to 5 Matters Documentation and the EYFS documentation.

Each curriculum area is taught with the needs of every child at its core and all Practitioners in school acknowledge the responsibility they have to provide a curriculum that is creative and stimulating. This curriculum nurtures all children and allows them to be successful and proud in all of their achievements. There are ranges of teaching strategies used to ensure effective learning opportunities are created for all. Children are taught in a very child centred environment that creates open ended stimulating activities for them to explore.

The teaching & learning environment is organised into specific areas, each offering activities that enable children to work towards the Birth to 5 Matters. All areas of the curriculum and activities are clearly differentiated in knowledge & skills and these can be clearly identified on the short term planning sheets, which are displayed in the quiet room of the nursery. They access their environment independently, with their friends and with the support and encouragement of Practitioners who interact and extend their learning. Learning opportunities can be self-chosen, as well as adult led, through one to one, small group and larger group activities. All nursery activities have clear learning objectives to ensure quality teaching and learning is taking place through all levels of development.

The Nursery Practitioners engage the children in their learning & present all experiences in an inspiring, & meaningful way, ensuring open ended activities that allow individuality & independent learning to flourish. Practitioners motivate the children through supporting and developing self-esteem and self-belief, through praise and encouragement and always celebrate their achievements no matter how small these may be. Practitioners have high expectations that challenge all children at all levels, but most importantly, these are realistic and ensure they can be successful. Challenge is provided through a range of techniques. Practitioners use careful questioning strategies to develop the children's thought processes, helping them to reflect upon, extend their learning, develop, and extend concepts and ideas in different directions.

Each term we focus on a different area of learning. Autumn is Expressive Arts and Design, Spring is Physical Development and Summer is Understanding the World, with Literacy, Mathematics, Personal Social and Emotional Development and Communication and Language being a focus every term. We choose a story, focus song or rhyme and letter for each 2 week cycle of our planning, which includes the whole nursery team. All practitioners are involved in the planning of the nursery activities, ensuring the overall continuity & progression of learning. We work towards the Early Learning Goals in all areas of the curriculum.

Targets are set to enable and encourage all children to achieve their full potential throughout their learning and their personal development. Setting specific and challenging targets for individual children enables all practitioners to support and develop this high level of achievement. There are generic targets

for the majority of children to achieve during their time at Nursery in all seven areas of the curriculum. The Teacher and Early Years Practitioners are responsible for planning activities to help the older children achieve their targets and improve their readiness for school.

We build in planned opportunities for recording observations of children. Each child has an initial observation when they begin Nursery, followed by a further focus observation in their third term. Alongside this the children will have regular snapshot style observations showing them active in their learning at Nursery, which are recorded on the Evidence Me App. These provide vital information to assess individual children's development, effective teaching and opportunities to evaluate and improve our teaching strategies and learning opportunities offered to the children. Children's work and photographs of them learning are also used to create a physical record of their learning. The written information is taken from our assessment system and uses clear statements from the documentation to clearly show which stage they are operating in for each area of curriculum development. Data analysis is also used to track performance and then used to raise standards.

The Head Teacher's observations ensure that the teaching and learning is effective. This is in addition to formal performance management arrangements (see school performance management policy). Informal meetings of staff at the beginning of each day & a weekly lunchtime whole team meeting to discuss planning and children in Nursery, help staff to communicate effectively. The Head Teacher, with individual staff, holds a monitoring meeting each term. This is to ensure that each person is aware of their role within the team and provides an opportunity to feed back on any evaluations of teaching methods, recording & tracking systems, new initiatives and developments, enabling each member of the team to be pro-active in school initiatives & developments.

A rolling programme of evaluating all policies ensures that curriculum & assessment policies are reviewed & updated on a regular basis and these policies are amended by the Head Teacher and the teacher. Once policies have been updated they are then taken to a school governors meeting for approval.

We encourage parents to become actively involved in their child's development through providing a wide range of resources to support children's learning at

home, in order to involve parents in the process of understanding how children's learning develops. There is a nursery library that can be accessed weekly by families to promote storytelling within the home. We also have a set of Busy Bags, which children take home in their third term of Nursery. These are activities to promote fine and gross motor skills, number skills and emotional development. Children in their fourth and fifth term at Nursery are also given simple homework to complete.

Parents are invited to access activities during their child's library sessions, and are also provided with a simple booklet based on our 2 week topic with ideas of how they can support at home. Parents are always welcome to discuss their children's learning at any time. We have regular parent consultations that allow children's development and progress to be shared as well as providing the opportunity for parents to share concerns and delights with us. Our Nursery Website and brochure also provide valuable information for our parents and families.

The nursery offers our families extended care within our nursery sessions. This means that families can buy in extra sessions allowing them to have a whole day, rather than their entitled half day. Lunchtime care is available to children, and children are provided with a hot school meal. Breakfast, Tea and holiday care are also available. These initiatives mean that nursery is available to our families from 7.30am to 6.00pm on a daily basis, if they request extra hours to support their life style and family and work commitments.

Community partnerships have been established to enable the nursery team to work alongside professionals with specific skills, knowledge and talent to complement, enhance and expand current areas of the nursery curriculum. In order to secure good teaching & effective learning new initiatives are instigated by staff through a rigorous staff development programme. Individual staff feed back from courses through staff meetings & INSET. This is then used as a springboard for change & delegation of responsibility.

As a school we never stand still, we are constantly striving for improvement and all have the desire to create a memorable and exciting learning experience and journey for our children and their families.