

# STRONG CLOSE NURSERY SCHOOL & CHILDREN'S CENTRE

## Teaching and Learning Policy

Reviewed Spring 2015 to be reviewed Spring 2018

### Rationale

Adults and children are engaged in a learning and teaching partnership.

Highest quality teaching and learning is achievable when children, practitioners and parents are empowered to play their part in the leadership of teaching and learning. We always recognise that the highest levels of thinking occur when children are engaged in play and therefore ensure that play remains at the heart of our practice.

Teaching and learning is underpinned by the "Early Years Foundation Stage 2012", "Hands on Learning", "Hands on Self-Evaluation" and relevant research into how we learn.

### Aims

1. Ensure high quality teaching and learning in order to improve outcomes for all children.
2. Create an environment where the love of learning for children and adults is paramount
3. Ensure that the learning that takes place is developmentally appropriate and inclusive.
4. Establish high quality planning and assessment procedures to ensure we offer young children a broad, balanced and stimulating curriculum which reflects children's predictable and spontaneous/immediate/individual interests.
5. Learning and teaching experiences are reviewed by children and adults to inform and improve future experiences.
6. Recognise the crucial part a stimulating environment, inside and outdoors, plays in teaching & learning.

### Objectives

1. Ensure high quality Teaching and Learning in order to improve outcomes for all children.

Adults will:

- demonstrate a commitment to lifelong learning.
- establish effective partnership with parents in all aspects of the learning process
- plan a curriculum and learning environment which recognises that children's learning is holistic, enabling them to make links in their learning
- value children's previous experiences and achievements using them as a starting point for children's learning
- model a range of positive behaviours
- use rich language that is grammatically correct
- adapt language to meet the needs of individual children

- use conversation and effective questioning in order that sustained shared thinking takes place
- use direct teaching strategies when appropriate e.g. to teach particular skills
- interact with and support children in such a way that positively affects their attitudes to learning
- recognise and value children's individual learning styles
- focus on 'how' as well as 'what' children learn
- provide well-planned play, both indoors and outdoors which will help children to make sense of the world, learn to take risks, think creatively, express and share ideas and co-operate with others
- make effective use of the knowledge and expertise of parents, carers and other family members to support children's learning
- plan for high quality experiences including a range of visits and visitors

Children will:

- enjoy learning
- be listened to and taught to listen to other people's points of view
- have confidence to express their opinion
- initiate activities that promote learning and enable them to learn from each other
- enjoy opportunities to learn through their individual learning styles
- have time to explore ideas and interests in depth
- feel secure, enabling them to become confident learners
- have opportunities to make links in their learning
- learn about thinking
- be encouraged to ask questions

2. Create an environment where the love of learning for children and adults is paramount

Adults will:

- model a positive attitude to learning
- provide an environment that demonstrates that we value children's learning
- promote independence through the organisation and presentation of resources
- celebrate learning in as many ways as possible
- plan experiences that are relevant, imaginative, motivating, enjoyable and challenging
- provide opportunities to develop self-confidence, self-image and positive attitude to learning in all children

Children will:

- have access to an environment that will promote shared care and pride in organisation of resources
- celebrate their own, each other's and adults' learning
- teach each other to enhance and consolidate their learning

3. Ensure that the learning that takes place is developmentally appropriate and inclusive.

Adults will:

- be knowledgeable about child development in all areas of the curriculum
- provide relevant and appropriate learning opportunities that match the different levels of young children's learning and developmental needs
- acknowledge and celebrate children's particular religious and cultural beliefs
- acknowledge and build on children's interests

Children will:

- be encouraged to express their interests
- learn at their own pace
- experience appropriate challenges
- feel confident and valued for their religious and cultural beliefs

4. Establish high quality planning and assessment procedures to ensure we offer young children a broad, balanced and stimulating curriculum which reflects children's predictable, spontaneous and current interests.

Adults will:

- make provision for different starting points from which children develop their learning
- maintain a high quality, stimulating learning environment ensuring continuity and progression in children's learning
- use rigorous observation and assessment procedures to plan for and extend children's learning

Children will:

- experience a range of learning opportunities
- have sufficient time to experience preferred learning opportunities
- have the confidence to approach new learning experiences with the support of an adult

5. Learning and teaching experiences are reviewed by children and adults to inform and improve future experiences.

Adults will:

- talk with children about what they are learning, what they have learned & what they would like to learn next
- help children to develop an understanding of what learning is
- model the evaluation of learning and teaching experiences for children
- act upon children's contributions

Children will:

- have the opportunity to talk about their learning

- have the opportunity to return to activities over time to review and extend their learning
- contribute to planning

## 6. Recognise the crucial part the environment plays in teaching & learning.

### Adults will:

- provide a stimulating indoor and outdoor environment
- ensure that the environment is clean, uncluttered & well organised
- provide a predictable environment to enable children to form a mental map and plan their own learning
- develop and adapt the environment to enhance teaching and learning informed by review and evaluation
- use displays to support teaching & learning e.g. to inform, to celebrate learning and events, to interest children
- make use of learning opportunities provided by the local and wider environment

### Children will:

- have time to explore all aspects of the environment
- use the environment independently when selecting & replacing resources
- contribute to the cleanliness and tidiness of the environment
- learn to care for resources and the environment
- provide contributions to displays, collections etc.

## Monitoring

This policy will be monitored through the 'Monitoring, Evaluation and Review' policy

## Review

The policy will be reviewed every three years or when there are changes to legislation.

This policy should be read in conjunction with policies for the seven Areas of Learning and the 'Assessment, Recording and Reporting' policy.

Signed by \_\_\_\_\_ Chair of School & Centre Improvement Committee

Date \_\_\_\_\_