

Cruddas Park Early Years Centre

Teaching and Learning Policy



Introduction

At Cruddas Park Early Years Centre, our policies are regularly reviewed. This reflects current practice and all related government guidance and statutory requirements.

Ethos/Rationale

At Cruddas Park Early Years Centre we recognise that learning begins at birth and continues throughout life. We acknowledge that every child has the ability to be a competent learner, regardless of their circumstances, disability or other special needs. We believe in, and strive for, continual development and progress, seeking to stretch and challenge all our children, and to develop confident, inquisitive and life-long learners with a genuine love of learning.

The skill of learning is as important as acquiring an ever increasing knowledge and understanding. Problem solving and thinking skills are the cornerstones that support effective learning. We seek to offer an increasing range of learning opportunities for children, and aim to provide inspirational teaching and learning experience that lead to a consistently higher level of individual achievement.

Aims/objectives

The Centre will:

- provide a broad and balanced curriculum with reference to the guidance provided in the Early Years Foundation Stage (see Curriculum Policy and 'Our Curriculum' on our website for further details)
- develop a learning environment and learning opportunities and experiences that engage and reflect the needs of all children, regardless of their circumstances, cultures, specific needs and/or disabilities
- provide an environment that develops lively enquiring minds and enthusiasm for learning
- recognise that children are individuals and build on their successes
- seek to provide a safe and accessible learning environment, which is conducive to effective teaching and learning
- involve parents in their children's learning through twice yearly Parent Consultations,

termly 'Stay and Play' sessions, coffee mornings, family learning, newsletters and informative displays and literature

- cater for the needs of the whole child. We recognise the importance of catering for children's basic needs ie. food, water, a stimulating and welcoming environment, and promote a healthy lifestyle through a daily routine which includes stimulating exercise to kick-start the day
- seek to broaden children's spiritual, moral, social and cultural awareness
- support children to develop, through example and explanation, a sense of responsibility, self-discipline and respect for themselves, one another, the nursery environment, and the local community
- ensure that children, staff, parents and carers, governors and the community feel a sense of belonging and ownership and take pride in the Centre

Learning

We believe that learning is an active process and that children learn through meaningful and purposeful play and having fun. Everyone has their own individual learning style and we recognise the need to develop strategies that allow all children to learn in the ways that suits them best. Learning styles may be visual, auditory and/or kinaesthetic. Teaching styles at Cruddas Early Years Centre reflect the different ways in which people learn.

Learning Environment

The importance we attach to an exciting, stimulating learning environment, both indoors and outdoors, is reflective of the ethos of the Centre, and its aims and shared values. A stimulating environment sets the climate for learning and will include:

- Creative exploration and expression
- Investigation, experimentation and finding out
- Small focused groups, individual and whole class learning
- Independent, child-led, co-operative and adult supported learning
- Using actions and words to ask and answer questions
- Well organised areas, with interactive displays and easily accessible resources to encourage independence

Effective Teaching

Everyone has an important role to play in contributing to learning, therefore the term 'educator' can equally apply to parents, teachers, early years practitioners and other children. Effective educators support learning by being alongside the child - modelling, scaffolding, validation and extending learning.

Teaching should be relevant, creative, inspirational and enthusiastic, within an atmosphere of trust and respect. We believe that educators teach best when they:

- have a good knowledge of the individual's abilities, learning styles and attainments
- use observations and evaluations of individual children's learning, interests, preferences and needs to inform future planning
- have clear expectations of what the children are expected to achieve
- are able to relate learning intentions to the children's own life experiences
- develop the child's ability to independently think and problem solve
- actively promote positive behaviours which create an environment in which learning can take place
- challenge stereotypes and promote a positive appreciation of difference
- share a sense of enjoyment and excitement with the children

Roles and Responsibilities

The school's Governing Body

Our governors agree, support, monitor and review the Centre policy on Teaching and Learning. In particular they:

- ensure that the Centre building and premises are best used to support successful teaching and learning
- monitor teaching and learning strategies in light of health and safety
- ensure the Centre policies promote high quality learning experiences
- keep themselves informed through regular meetings with staff and visits to the Centre, including Learning Walks based on current objectives in the School Improvement Plan

The Centre's Role

To give children the best possible learning experiences we will:

- provided a broad and balanced curriculum and recognise and meet individual needs
- provide a caring, inspirational and happy learning environment
- keep parents/carers informed about the Centre's curriculum and events
- keep parents/carers informed about their child's achievements and progress by ensuring that Learning Journals are up to date and available, and by holding twice yearly Parent Consultations, termly 'Stay and Play' sessions, informal conversations, and having an open door policy
- discuss with parents/carers any concerns
- work with parents/carers to support their child's learning at home
- support staff development through an effective performance management system
- monitor the quality of teaching and learning
- make use of enrichment activities and events to enhance children's learning and life chances
- focus on early intervention using the Centre's network of services to support families and remove barriers to children's learning opportunities, and thus raise expectations and achievements

Parents' Role

To support their child's learning by:

- ensuring children attend regularly and give reasons for any absence
- ensuring their children are appropriately dressed for the weather in clothing in which the child feels comfortable to explore freely
- keeping the Centre informed about concerns or problems which may affect their child's behaviour or well-being
- Attending Parent Consultations and taking advantage of other opportunities to support the Centre

We will assess the impact of this policy by:

- monitoring children's achievement
- taking part in external moderation
- reviewing the Teaching and Learning Policy (and associated policies) annually

Criteria for Success:

Data relating to all areas of the curriculum is used effectively to track and ensure progress for individuals and groups of children over time, and is regularly shared with the Governing Body Curriculum Committee and full Governing Body.

Governor observations of learning areas highlighted in the School Improvement Plan ensure children are positively engaged and progress is being made (termly by Curriculum Committee).

Parents' comments, gathered via annual questionnaires, show levels of satisfaction regarding their children's learning and development.

Pupil Management and Behaviour:

- Promote and celebrate positive behaviour throughout the Centre
- Ensure that all provision is inclusive
- Ensure we maintain a positive learning environment throughout the Centre
- Seek to promote positive learning attitudes and respect for the beliefs and opinions of others
(see Behaviour Management Policy)

School support

- Through systems of Performance Management, Appraisal and Supervision, the Head Teacher will review teaching and learning and ensure appropriate Continuous Professional Development each academic year.

Monitoring

The Head Teacher carries out an annual cycle of monitoring teaching and learning, supported by members of the Governing Body and the School Achievement Partner and, where appropriate, Early Years Consultants. Termly Head Teacher Reports are presented to the Governing Body and also inform the School Improvement Plan.

Also see the associated policies and information on our website

Curriculum Policy (see 'Policies and Procedures' in Parents section)

Our Curriculum (see 'About us' section)

The Outdoor Curriculum (see 'About us' section)

Special Educational Needs and Disabilities and Inclusion Policy (see 'Policies and Procedures' in Parents section)

Special Educational Needs and Disabilities Information Offer (see 'Policies and Procedures' in Parents section)

Behaviour Management Policy (see 'Policies and Procedures' in Parents section)

The Centre's Aims and Shared Values (see 'About us' section)

Welcome Brochure (Parents section)

Review Date	Changes made	By whom	Date Shared
March 2018 Next review Mar '19	5/3/2018	Karen Collins Emma Pace	5/3/2018-shared and ratified with CC

