



Batford Nursery School & Day Care

BATFORD NURSERY SCHOOL Teaching and Learning Policy

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Based on Model Policy	N/A
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Version	Date	Notes
V1.0	June 2015	Policy approved
V1.1	June 2017	Policy reviewed, minor changes
V1.2	July 2019	Updated teaching aims; expansion of boundaries and expectations

Batford Nursery School and Day Care is committed to:

- Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British Values, including 'extremist' views, will be actively challenged.

BUILDING STRONG FOUNDATIONS FOR OUR CHILDREN

Batford Nursery School and Day Care, Holcroft Road, Harpenden AL5 5BQ

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1. Introduction

This Teaching and Learning Policy is designed to ensure teaching and learning at Batford Nursery School achieves the highest possible standards.

All children follow the Early Years Foundation Stage curriculum. The principles which guide EYFS are grouped into four themes:

- 1 **A Unique Child** – every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- 2 **Positive Relationships** – children learn to be strong and independent through positive relationships.
- 3 **Enabling Environments** – children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- 4 **Learning and Development** – children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

2. Teaching and Learning Aims:

- To recognise that the early years is a distinctive phase of education requiring specialised teaching within a developmentally appropriate curriculum.
- To plan a deliver a rich, high quality curriculum with a clear intent which supports children at their own individual stage.
- To encourage children to build resilience and manage their emotions through taught strategies which support self-control. This in turn will build learners who continue to try hard and persevere despite setbacks and difficulties. When this is identified as an area of difficulty for a child, staff will intervene in a pertinent manner to take highly effective action to support them through nurture, mindfulness and strategic targeted work.
- To provide children with ‘cultural capital’ by utilising the curriculum to enhance the children’s experiences and opportunities available to them, particularly those from a disadvantaged background.
- To observe, support and extend the individual child’s learning and to recognise that they are entitled to learn at their own pace and in their own way in order to reach their full potential.
- To value parents as teachers and learners in a partnership approach.

We will achieve these aims by:

- Adopting varying teaching approaches to promote learning in a variety of contexts and styles.
- Having a strong teaching and learning philosophy; shared, consistent practice and effective communications at all levels. Thus maximising teaching potential, enhancing and enriching the levels of learning for children.
- Implementing and monitoring a tailored curriculum that is tailored towards children’s needs, next steps, interests and builds resilient children who are ready for the next stage of their career.
- Understanding and identifying ways in which learning occurs, which enables practitioners to plan, teach and resource appropriately.
- Monitoring the impact of the curriculum and it’s outcomes for children, whilst maintaining a flexible, considered and mindful approach to children’s development and well-being.

- Motivating children, based on sound understanding of child development and the knowledge of how children learn, by following their interests and fascinations.
- Fostering awe and wonder at the world around them through resources and interactions that inspire, motivate and capture children's intrigue.
- Enabling children to reach their full potential, regardless of race, gender, ethnicity, culture or additional needs.
- Providing secure and happy relationships within a warm safe learning environment. Recognising each child as a unique person within their families.

3. Teaching

At Batford we employ a range of teaching strategies and we believe that informed observations are the basis of good teaching.

Observations: Staff use a range of observation formats and techniques to give information about the individual, the group, the teaching, the resources and the environment. These then inform the planning. Observations of children are recorded and shared in their Learning Journals.

Evaluation: Monitoring and evaluation form the basis of informed planning. Verbal or written evaluations of the learning environment are on-going and planning is flexible to take account of this information.

Structure: The environment is organised in such a way that spaces and practitioners allow children to access learning through many first hand experiences. The daily routines are predictable in order to enable the children to feel secure.

Negotiated curriculum: We maintain a careful balance between adult directed and child initiated activities. The routine provides children with a predictable and lengthy period of child initiated play demonstrating the high value we place on extended periods of free flow child initiated play supported by skilled knowledgeable practitioners.

Differentiation: On-going assessments (both formal and informal) allow staff to differentiate the curriculum to give appropriate support to children, whatever their ability, in order to maximise their achievement and outcomes. Individual plans and provision mapping is in place for those children with particular special needs and strengths.

Role models: Adults will be good models showing high values and good attitudes. They will set examples of kind, caring and respectful citizens, prepared to challenge stereotypes, cooperate, show empathy, support those in need and to be assertive where necessary. Adults will model speech and language at all times with the children, enhancing and expanding their vocabulary and scaffold their confidence, fluency and communication skills. This is also linked to their journey to becoming fluent readers and story tellers.

Child centred interests: Through observations, staff will be able to identify the special interests of a child or small group of children and support and extend their fascinations, learning, and knowledge. Some very young children may need the opportunity to work through particular schemas.

Boundaries and expectations: Practitioners consistently reinforce simple rules and routines in a gentle behaviour management framework that gives clear boundaries, enabling all children to feel safe and secure. Practitioners will use strategies to reinforce positive behaviours that underpin the values of the Nursery School. We acknowledge that all behaviour is communication and support children with their individual needs to help them learn to communicate appropriately.

Quality teaching: The quality of teaching is effectively monitored to maintain the highest standards. This is supported by a comprehensive programme of performance review and continuous professional development.

Practitioners: Staff recognise the special responsibility they hold as custodians of learners in the early years, where children are bursting with awe and wonder, fun and play and initiate drive to explore, experiment and investigate. They respect this treasured opportunity. Practitioners

share with families the responsibility of nurturing young learners as they take the first steps in their school learning journey.

4. Learning

There are many ways that children access learning. We recognise that learning is an active and integrated process and that children learn through play. "Play is what children are involved in when they initiate the task and work is what they do when they fulfil a task required by an adult" (Froebel).

Wellbeing: Young children are more likely to reach their full potential when they are happy, secure and have a sense of wellbeing. Staff will use the Laevers Scale of Well Being to monitor each child and will respond and intervene appropriately. Resources and environment will be set up to support well-being, with consistent routines and relationships. Children will learn to respect and value others in a friendly caring ethos.

Involvement: High levels of child involvement indicates deep meaningful learning. (Ferre Laevers). Careful observations enable practitioners to assess the level at which children are operating. This enables practitioners to evaluate and plan more effectively to promote learning.

Communication: Communication is fundamental to children's learning. Practitioners will engage children in sustained shared thinking in order to extend and consolidate learning.

Exploration, investigation: Children learn most effectively through active investigation, enquiry and hands on experiences. The setting will be resourced with abundant opportunities for these kinds of experiences. Thus providing a meaningful context for learning. This will stimulate the children by motivating them to develop their own interests.

Reinforcement: Research shows that as young children learn from new experiences, they need time to "wallow" (Tina Bruce). Children need time and opportunities to repeat and practise the same idea in different contexts, in order to consolidate and reinforce their learning.

Systematic learning: We recognise that very young children learn through patterns of repeated behaviour/schemes.

Making choices: Children are more independent when they are in control of their own choices. They learn best when they are given appropriate responsibility, allowed to make errors, decisions and choices and respected as autonomous learners.

Problem solving: Problems stimulate young children into action. They should feel safe to take chances, make mistakes and learn from their own mistakes and the mistakes of others.

Learned strategies: It is recognised that in certain situations children need to employ learned strategies whereas in others they may be able to create and devise strategies of their own. Through observation, staff will be aware of employed strategies and the need to add structure for some children and to support independent thinking for others.

Social relationships: It is from social interaction that higher social functioning develops. Children will have every opportunity to work through conflicts, to negotiate and co-operate, to see the results of quarrels and to gain empathy. They will have supported experiences of negotiation, with time to reflect and experiment when learning social skills.

Learning for all: The staff believe in sharing knowledge with the wider community; with children, parents, governors, colleagues and students as partners. All practitioners engage in and access continued professional development and share best practice.

Observation, Planning & Assessment: These are intrinsic parts of the teaching and learning process with each informing the other in an ever-evolving cycle. The responsibility for observing, planning and assessing is shared by the whole team.