

Denby Dale Nursery School Teaching and Learning Policy Reviewed Sept 2009

Every Child Matters									
Be Healthy	√	Stay Safe	√	Enjoy and Achieve	√	Make a Positive Contribution	√	Achieve Economic Well-Being	√

Introduction

The principles within the Early Years' Foundation Stage underpin quality learning and teaching and are generic to all areas of the integrated care and education provision in the school. They therefore, influence every policy, care and curriculum document. The school has identified its key principles. These principles reflect the schools values and ethos.

At Denby Dale Nursery School we believe that:

- Children learn most effectively when they feel good about themselves and when they are emotionally and physically deeply involved in their experiences.
- Learning is a holistic process which is different for each child. It is guided by past and present experiences and genetic predispositions. Learning leads to the development of attitudes, dispositions, knowledge, understanding and skills all of which make up the individual person.

An effective team shares expectations, values and aims. These are represented by the schools key principles for care, learning and teaching.

Key Principles for Learning

1. Children learn most effectively when they feel happy, safe and secure
2. Children learn in order to make sense of their world
3. Children are always learning, they learn most effectively through play which is meaningful to them
4. Learning has a socially specific context and occurs through interaction between the child, the environment and other people
5. Children learn more effectively when family and staff share information about them

Key Principles for Teaching

1. To respect and value the potential in every child
2. To build positive relationships with children, families and colleagues and help children feel happy, safe and secure
3. To provide a play based curriculum which includes all children.
4. To provide a balance between child initiated and adult directed learning
5. To engage in high quality adult/child interactions which involve sharing and extending thinking.
6. To actively encourage respect for each other and our individual differences and similarities
7. To create a social context which respects, stimulates, facilitates and supports individual learning and provides individual challenge
8. To provide opportunities for successful learning by observing and planning for individual preferences and differences in understanding, learning style, interest and experience

To set individual standards with high but realistic expectations

1. To encourage a positive predisposition to learn, high self esteem and a willingness to take risks/have a go without fear of failure by planning for individually achievable but challenging experiences which emphasise participation and perseverance over task orientated success
2. To create opportunities to extend, consolidate and use learning in different contexts
3. To promote independence, shared ownership and responsibility within the school community.
4. To broaden individual awareness of their place within the wider community
5. To start from where the child is and plan for individual development
6. To reflect upon and monitor children's experiences and learning