

Chapel Street Nursery School Teaching and Learning Policy

Approved by GB	Date: 20.6.2017
Signed by Chair	Signature: M. S Street
Due for Review	Date: June 2019

Introduction.

This policy is central to the school's purpose as a place of learning. At Chapel Street Nursery School we believe that high quality learning and teaching in early childhood enables children to become life-long learners and will assist them in reaching their full potential.

Rational.

We believe that children need to

- learn through play, first-hand experience, and meaningful conversations.
- be appropriately challenged, encouraged and supported by peers, adults and their family.
- have the opportunity to be autonomous and independent, making decisions and choices for themselves.
- be able to be active, take risks, be inquisitive and explore.
- feel happy, comfortable and safe, their confidence and self-esteem need to be high.
- enjoy positive trusting relationships with peers and adults ensuring they feel safe, secure and valued.

We follow the curriculum as set out in the Statutory Framework for the Early years Foundation Stage, Sept 2014 (DfE). Our practice is guided by the four guiding principles detailed in the document:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. 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/or carers.
4. Children develop and learn in different ways and at different rates.

Our planning at Chapel Street takes into account the different ways children learn. These are referred to as Characteristics for Effective Learning

1. Playing and Exploring - children investigate and experience things, and 'have a go'.
2. Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

3. Creating and Thinking Critically - children have and develop their own ideas; make links between ideas, and develop strategies for doing things.

Aims

- To provide a broad and balanced curriculum that is developmentally appropriate.
- To provide an environment, both indoors and out, that is stimulating and interesting to develop enquiring minds, by sustained shared thinking and effective questioning.
- To acknowledge that each child is an individual.
- To promote confidence and a sense of wellbeing in our children.
- To promote a love of learning in all our children.
- To provide challenges for our children that highlight that perseverance is part of learning.
- To build upon children's individual successes.
- To develop a sense of belonging and ownership with children, parents, staff and governors so they take pride in our nursery.

Our Practice.

- We are a fully inclusive setting.
- We will use the EYFS Development Matters to plan our curriculum and ensure it is developmentally appropriate.
- We will provide opportunities for adult led activities and child initiated learning.
- We will plan interesting and stimulating activities that are planned from the children's interests, which will contribute in developing their skills and attributes. Activities will be planned for both the indoors and outside.
- We will ensure that the environment is clean, safe and attractive.
- We will track individual children's progress and plan activities in their next steps of learning.
- We will use the keyworker system so that each child has a member of staff who knows the child well. Keyworkers will develop small group activities to develop children's wellbeing and confidence.
- Keyworkers will keep records of children's learning so they can plan next in their children's learning.
- We will use 'Signing for Behaviour' to help children to understand their emotions and then learn how to express them appropriately.
- We will value children's perseverance at a task and give them praise.
- We will value each child's success at their own level.
- We will record children's learning in their 'Learning Story' which will be shared with parents and parents can feed back on children's learning at home.
- We will keep parents informed by sending home 'talking time' sheets each week for parents and children to talk about what they have been doing in school.
- We will invite parents into school regularly so they can share in their child's learning in the school environment.
- We will produce newsletters each term to keep parents up to date with what is happening in our nursery.
- We will report regularly to the governors and they will come into school to observe practice regularly.

- We will keep up to date with changes in teaching and learning by training our staff on a regular basis.

This policy has been written in conjunction with the headteacher, senior leadership team and governors.

