



TEACHING AND LEARNING POLICY

INTRODUCTION

High quality early years education makes a life-long, positive difference to children.

Characteristics of our high quality early education include:

- Learning is play-based and takes place indoors and outside
- A balance between adult-initiated experiences (directed) and child-initiated experiences
- Adults take children's interests and strengths as a starting point, seeing each child as an individual and competent learner
- Parent involvement is crucial: parent support and a partnership approach to learning is essential.
- Practitioners track each child's learning and development, enabling early identification of children needing additional support.
- Early intervention is offered swiftly, so that children get the additional, specialist help that they need

We believe that high quality teaching and learning is the entitlement of all children. This will equip them with the skills, knowledge and understanding necessary to be able to make good progress and will build the solid foundations of their educational journey.

We acknowledge that children learn at different rates and each is at an individual stage of development. We believe that children learn best when they are happy, secure and actively involved in their own learning.

Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development.

AIMS AND OBJECTIVES

The aim of this policy is to support a rich, interesting and stimulating teaching and learning environment, an environment that allows children to fully develop their skills and abilities.

The objective of this policy is to establish a consistent approach to high quality teaching and learning which inspires all children and enables them to become confident and engaged learners.

We want this policy to:

- Foster a harmonious atmosphere which supports and promotes self-esteem.
- Build confident communicators
- Support children's development in all areas of the EYFS
- Support every child as an individual.
- Help every child to grow up feeling confident about their own identity and who they are, in a spirit of friendship and care, understanding fairness and the rights of others, valuing diversity, and ready to be a British citizen.

PROCESS

Effective Teaching and Learning

Teaching at Cleator Moor Nursery School includes working individually with a child or small group of children during the session, and structuring the learning environment to support children to make progress through child-initiated play.

These two approaches complement each other, for example when a child or small group initiate play which is then supported and extended by the practitioner.

When practitioners teach children:

- They make opportunities for the child to make a contribution and to make choices in their learning;
- They scaffold the child's development, to support increasing independence and control;
- They ask questions to check for the develop of children's understanding;
- They work collaboratively to solve problems and find answers;
- They provide formative feedback to help children consolidate their learning and extend their exploration and thinking further.

Each nursery session ends with a structured group story time which focuses on one or more of the following:

- Reading stories from our Core Book collection- sharing the story using intonation and interactive storytelling
- Singing and rhymes
- Stage One Letters and Sounds activities
- Opportunities to talk, listen, take turns and talk about the day

Environment/classrooms

Activities and experiences are arranged to promote independence. Opportunity is given by adults to play co-operatively, alone, or time is given for children to stand and observe.

Time and space are allowed to develop play both inside and outside, safely and securely.

The environment is aesthetically appealing with lots of examples of children's current work included in child centred displays. Displays allow children opportunities to talk about, review and think about their previous experiences and learning (metacognition).

Clear guidelines and boundaries promote positive behaviour. Challenging social situations are seen as opportunities for growth and development, explaining and working with children to help them feel strong and safe, and to learn how to manage difficult issues and conflicts in appropriate ways. Learning will be supported by appropriate resources including the use of ICT. These resources will be monitored regularly, be of good quality and maintained according to Health and Safety requirements.

Learning visits and visitors

At Cleator Moor Nursery School we believe that pupils benefit enormously from taking part in educational visits or having visitors with the school.

- Visits complement the curriculum we provide in school by enabling children to have first-hand experience of places, people and activities not available in school. They may introduce children to aspects of the world around them that they have not yet experienced.
 - They contribute to the development of children's confidence and independence.
 - They contribute to children's social development through sharing an experience with peers.
 - They can be of great benefit to language development through discussion during and after the visit / visitor.
 - They enrich children's enjoyment of school.
 - When parents take part in visits it allows them to participate fully in aspects of their child's education and may develop their knowledge of facilities / experiences in the area which they did not know about.
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Staff team

The core responsibility for teaching and learning rests with the class teacher.

Although many tasks may be delegated to the key person, the class teacher supports staff to achieve best practice, coach, encourage and model, and monitor the quality of work by each team member.

Staff roles and the routines of the sessions will be used to effectively support the aims and objectives of this policy. Sometimes staff work with individual children or groups of children, in directed learning activities or observing children at play both inside and outside.

All keyworkers are involved in planning and assessing children's work.

Keyworkers maintain the records of a group of children assigned to them by the Headteacher.

Students, volunteers and adult helpers are deployed as effectively as possible with collaborative working with a member of the school team. Clear guidelines as to what is expected are provided.

Curriculum responsibilities

As a small school, we do not allocate curriculum responsibilities to teachers. The Headteacher, Nursery Teacher and keyworkers use the moderation, review, tracking and observation systems to work towards every child accessing excellent provision and making progress in all areas of learning and development.

Each year in our School Improvement Plan, we have a curriculum-area focus; this allows the whole school team to work collectively towards curricular development.

Assessment for learning

We begin our assessment processes by getting to know each child, using close observation and a nurturing relationship with keyworkers.

Observations are made and used to indicate the child's level of development. These assessments lead to action for the child, identifying next steps of development. This is our process of formative assessment. Children and parents are involved in this process through their Busy Books, and through news from home, where they can reflect on their learning, recap previous learning and voice their opinions.

We use assessment to monitor children's progress, and to identify children in need of additional or targeted support – always remembering that in the early years, progress will be different for every child. Staff also identify children assessed as being ahead of the expected levels of development, to ensure we plan rich and stimulating experiences to extend their learning.

Starting point data is collected on entry to Nursery and then at 6 monthly points following in the next terms in school. A transition point assessment is made in June, just before the child leaves us to transition to Primary School. We moderate our assessments through internal processes and through moderation meetings within our schools cluster working groups.

Special Educational Needs

Staff appropriately modify teaching and learning for children with SEN and/or disabilities.

We value each child as a unique individual and are familiar with and meet all the requirements of relevant equal opportunities legislation regarding race, gender and disability.

We work closely and in partnership with parents and any other involved agencies to meet the needs of our children through provision that is inclusive to all.

Children with identified Special Educational needs and /or disabilities will have an Individual Education Plan (IEP), developed with the support of parents and any involved agencies. Much of the IEP will be included on the Step by Step plans we use in the classroom to ensure good progress. This enables us to engage with a range of children's needs through regular, planned provision which may be additional to the core curriculum and will target the specific needs of the child.

Children needing Early Years School Support will benefit from additional levels of differentiation and in class support.

The SENCO monitors the progress of all children with SEND to ensure that they are benefitting from an appropriate curriculum which enables them to feel safe and secure, and to learn effectively. The SENCO leads Early Help plans employing a multi-agency approach if required, ensuring parents are fully informed and active partners in the process.

Parental partnership

Our Nursery School promotes parent involvement in all aspects of their child's time with us. We are here to support families in any way we can and will signpost to other services and professionals where needed.

Parents are welcomed each session and encouraged to help their child settle. We run an open door policy and welcome parents and family members to come and have informal discussions each day.

Parents are encouraged to add to their child's Busy Books with news from home. They are involved as partners in assessing children's progress and identifying needs, during the home visit, at the progress meetings, and at termly reviews. Each child has specific targets to work towards which are shared as the joint responsibility of the parent and nursery school. We support parents to identify ways they can help at home and offer EYFS workshops for parents.

Leading and monitoring teaching and learning

The school's improvement plan sets out the specific actions aimed to improve outcomes for children in the nursery school.

These actions are linked to teachers' / staff appraisal targets. Teachers are observed regularly to judge progress towards their targets, and their general impact on children's progress and wellbeing.

The senior leadership team carry out termly "cohort reviews", looking at the quality of provision and the progress of children in each cohort. Teaching and learning is informally monitored throughout the year.

Governors carry out further monitoring visits and reviews, this includes visits to the classroom, curriculum meetings with staff and Headteacher, focussed curricular monitoring visits where a report is created identifying any areas for improvement.

Monitoring itself cannot lead to better teaching. We strongly promote professional dialogue about children and their learning; staff are encouraged to discuss children both formally and informally, to innovate, to use ideas from other schools and to take action based on research. We believe that it is important that all practitioners are given support, encouragement and supervision to improve their practice and delivery. CPD opportunities are built into the development plan of the school.

Policy Review: March 2023

Date of Next Review: March 2024