

**Blagdon Nursery
School
and Willows Day Nursery**



**Teaching and Learning
Policy for Blagdon Nursery
and Children's Centre**

Teaching and Learning Policy (incorporating the Curriculum Policy)

Ethos

At Blagdon Nursery School and Willows Day Nursery, we recognise that learning begins at birth and continues throughout life. We acknowledge that everyone has the ability to be a competent learner, regardless of disability or other special needs.

We believe in, and strive for, continual development and progress, seeking to stretch and challenge all our learners. Our aim is to develop confident, inquisitive learners. 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 aim to provide inspirational teaching and learning experiences that lead to a consistently higher level of individual achievement.

As an early years centre, we seek to offer an enriched learning environment and opportunities for everyone who chooses to use the centre. This document focuses primarily on children's learning; however our ethos extends to all the learning experiences we offer to children, parents and staff. Developing a lifelong love of learning is the foundation a child needs, to achieve the outcomes identified in the early year's curriculum.

The Early Years Foundation Stage is followed throughout the Centre.

The policy is in line with our Centre's aims which include:

- To provide high quality education and care to ensure that all children are healthy, safe, enjoy and achieve and make a positive contribution
- To provide a broad and balanced curriculum which develops the children's skills and understanding, stimulates their curiosity and creativity and develops them as independent learners
- To value all children as individuals regardless of culture, race, gender or ability
- To make provision for children with special educational needs in accordance with the SEN code of practice and provide for children with English as an additional language.

Learning

We believe that learning is an active process and that children learn through play and having fun. Everyone has their own individual learning style and we recognise the need to develop strategies that allow each individual to learn in the way that suits them best. Learning styles may be visual, auditory and/or kinaesthetic. Teaching styles at Blagdon reflect the different ways in which children learn. We deliver the Early Years Foundation stage through a topic approach, often linked to children's interests and experiences.

Learning Environment

We offer a stimulating environment which sets the climate for learning and encourages the development of the characteristics of effective learning. This is through:

- Creative exploration and expression.
- Research, experimentation and exploration.
- Large and small group, individual and whole class learning.
- Independent, co-operative and adult supported learning.
- Effective questioning.
- Embedded assessment for learning.
- Well organised areas, with interactive displays and easily accessible resources to encourage independence.
- Using an enriched environment, not only inside and outside, but also in the local community and beyond.

Effective Teaching

Everyone has an important role to play in contributing to learning; therefore the term educator can equally apply all early years practitioners including nursery nurses, support staff, teachers and other children. Effective educators support learning by being alongside the child: modelling, scaffolding, validating and extending.

Our teaching is 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 to inform future planning;
- set clear expectations for what the children are expected to achieve;
- share learning objectives with the children;
- are able to relate learning intentions to 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.

Planning and Assessment

Planning and assessment are intrinsic parts of the teaching and learning process, with each constantly informing the other in an ever-evolving cycle. Teaching staff in consultation with all keyworkers, teaching assistants and children manage the longer and medium term planning. Room teams plan the short term planning to include the child and adult led activities.

Assessment includes a variety of strategies, including talking partners, unit coverage, effective questioning, success criteria, and growth mind set.

Roles and Responsibilities

Governors' Role

Our governors agree, support, monitor and review the Centre policies on teaching and learning. In particular they:

- ensure that the centre buildings and premises are best used to promote learning;
- monitor teaching and learning strategies in the light of health and safety;
- ensure that the Centre policies promote high quality learning experiences;
- keep themselves informed through regular meetings with staff and visits to make observations.

The Centre's Role

To give children the best possible learning experiences we:

- provide a balanced curriculum and recognise and meet individual needs;
- provide a caring, inspirational and happy learning environment;
- keep parents informed about the Centre's curriculum and events;
- keep parents informed about their child's achievements and progress by ensuring that profiles are up to date and available, and by holding informal conversations and termly parent consultations
- discuss with parents any concerns;
- work with parents to support their child's learning at home, through day to day interaction and an annual cycle of parent information sessions;
- support staff development through the performance management cycle;
- monitor the quality of teaching and learning, by data analysis, class observations, moderation, use of learning journals (Willows), Blagdon Books ,Tapestry, Progress records (Blagdon), audits and annual cycles of staff performance management
- make use of the extended day 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 for all children.

Parents Role in supporting children's learning

We recognise and value the influence parents have on their children's learning and the importance of involving parents in what we do in the Centre.

We encourage parents to support and take part in activities across the Centre, including:

- Sharing relevant information about their child.
- Offering monthly stay and play sessions to encourage parents to join in nursery life with their child.
- Sharing books with their children at home,
- Supporting their children with their home challenges
- Attending formal and informal meetings about their child's progress
- Attending curriculum information sessions
- Signing the home/school agreement.

Signed by

_____ Headteacher

Date: _____

_____ Chair of Governors

Date: _____

Next review date: June 2018