



Learning and Teaching Policy March 2008 (updated October 2010) January 2015

Aims of the Policy

This policy outlines our philosophy regarding young children's learning and the main approaches to teaching across all learning areas of the Early Years Foundation Stage.

Policy Statement

We believe that the Foundation Stage is a distinct specialist phase requiring trained and experienced staff and that children learn most effectively in an active learning situation. Through play, there is opportunity to explore, make choices and develop independence and imagination at their own level.

These experiences provide the foundations for learning and develop vital skills and attitudes to learning later in life.

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level" Early Years Foundation Stage 2007

Characteristics of Effective Learning- EYFS 2014

Active learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Play and exploration, children should:

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Creativity and critical thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Areas of learning and development

Children should have access to all areas of learning

Staff work in all curriculum areas and activities

All activities should have regard to health and safety issues risk assessments in place when necessary.

The curriculum should be informed by the Early Years Foundation Stage Requirements and be influenced by the needs, enthusiasms and interests of the individual.

Should facilitate children's own investigations through first hand experiences in a variety of contexts and play situations

The curriculum should be integrated across all areas of learning and development in a holistic way

Learning and Teaching at Kay Rowe are guided by the Early Years Foundation Stage Requirements:

A Unique Child

Child development: Every child is unique, develops at their own pace and has their own learning style. Children learn best when they are involved in active learning.

Inclusive practice: All children are different and should be treated fairly regardless of race, religion or abilities. It is important that children are given support within the early years as this can help develop a positive start to learning and prevent difficulties later on.

Safety, Health and Well-being: Children can only learn effectively when they feel safe and secure. They need a safe learning environment and to feel supported emotionally by adults. It is important that children are supported to make choices and are secure in understanding limits and boundaries.

Children need to feel well and have both physical and emotional well-being.

Positive Relationships

Children will learn respect for each other within an environment of respect between all adults and between adults and children.

Parents as partners

It is essential that the nursery works with parents and carers as true partners.

Parents are the child's first and most enduring educators and should be involved at every stage of the child's learning.

Supporting learning

Children's learning needs to be supported by systematic and responsive adults who know children well and plan according to their needs.

Key person

Having a key person who the child and the parents and carers identify with is essential in developing a secure base for learning.

Children need to have a positive and stimulating environment:

Enabling Environments

Observation, Assessment and planning

Children's learning is best supported by adults who know children well and plan according to their developmental level and interests. Long, medium and short term planning are supplemented by daily evaluations and individual planning. Individual

children are tracked to monitor progress and to gather information on their interests in order to inform planning.

Staff should plan across the curriculum for knowledge, skills and attitudes as a whole staff and in teams

Key-workers have responsibility for induction into school and for recording progress through observational records to ensure continuity, differentiation and progression.

Staff will plan ½ termly for all areas of the curriculum. These medium term plans will show content and foundation stage guidance statements to be covered. Staff are responsible for ensuring coverage and recording it by high-lighting the plans.

Weekly (short term) planning will be carried out in teams for the appropriate areas of the curriculum (inside and out) for that week and coordinated by the Deputy Head. These plans will indicate focus activities (adult initiated) day and structured activities available or child initiated in workshop areas. Individuals targeted for activities may also be indicated.

Supporting every child

The learning environment

- should support learning through providing stimulating and challenging experiences that are open ended and develop creativity in a secure and welcoming atmosphere
- these experiences should be accessible to all pupils reflect all areas of the curriculum in well resourced, attractive and organised areas both inside and out.
- organisation and routines should encourage independence
- all resources should reflect the community and give positive images of gender, culture and disability
- welcome the skills and knowledge that parents contribute to their children's learning
- The emotional environment should be warm and caring supporting the individual needs of children.

➤ **The wider context**

- In order to support children's learning it is vital that we engage with the wider community.
- Using a multi-agency approach, support from the Primary Care Trust, Early Start and Education Support.
- The Children's Centre Programme involves parents and carers through a range of activities such as Family Learning, ESOL, ICT and parenting groups.

What do we consider to be excellent teaching at Kay Rowe?

Adults should be:

- Warm and welcoming
- At the children's own level
- Having an excellent understanding of the Early Years Foundation Stage Curriculum.
- Gaining an accurate understanding of children's learning and moving them on to next steps
- Reflective- practitioners work together to reflect on the children's learning and their impact on that learning and how to improve.
- Valuing children's work and recognising and praising their achievements.
- Using appropriate body language, eye contact and voice
- Actively listening to children- far more listening than talking.
- Calm, attentive, sensitive, creative, flexible, enthusiastic and fun.
- Taking part in the activities with the children.
- Tuning in to the child's emotional state and thought process and extending, reasoning, challenging and supporting them to develop their thinking.
- Using open-ended questions
- Making space and time for children
- Modelling appropriate behaviour and language.
- Well prepared and organised.
- Not afraid to get involved in role play and dressing up.
- Providing a well planned range of play activities both structured and free-flow.
- Providing exciting and innovative learning opportunities.
- Good team players- supporting their colleagues and working together.
- Consulting with children about their likes and interests and planning to extend their learning in these areas.
- Keeping accurate records of children's achievements and planning next steps
- Encouraging and supporting interaction between children.
- Interested and actively involved in developing their own practice.
- Consistently setting boundaries
- Understanding when to get involved in a child's learning and play and when to leave them to themselves.
- Finding out about children's home life, family culture and language and valuing and using that as a resource.
- Making and developing good relationships with parents and carers and offering support and encouragement when needed.
- Having High Expectations
- Providing opportunities for children to develop independence
- Differentiating their planning and responses and expectations according to children's needs

This Policy will be monitored by:

The effectiveness of teaching and learning strategies will be assessed through the implementation of the monitoring policy and carried out by

- sampling plans and records
- auditing resources
- audit of displays etc
- classroom observation of staff and children

This Policy will be reviewed every three years- March 2011

What experiences do we want children to have?

Making every opportunity a learning opportunity

What does the revised EYFS SAY?

Providing challenge

Making progress

Modelling learning processes- do I question, persist,

VAK?

Using questions

AFL

A SENSE OF WONDER

How do we encourage children to persist when it becomes uncomfortable?

MULTI SENSORY