



Teaching and Learning Policy

Purpose:

In a typical school the term “learner” usually means a child or pupil. At Chichester Nursery School we aspire to the principles of *life-long learning* and use the term “learner” to represent children, parents/carers, and even staff who undertake formal or informal training and development opportunities. In fact, we believe that learning happens best and has the most impact when “we’re all in it together”. In this policy we show how we support and develop the learning of all individuals, whether adult or child.

We recognise that children and adults will learn in different ways, through a variety of experiences, and therefore recognise the need to develop strategies that allow all learners to be taught in ways that suit them. We believe that children instinctively copy the behaviour of known and trusted adults and one of the best ways to foster positive attitudes to learning is by acting as a role model, and engaging in Continual Professional Development.

Aims:

The aim of this policy is to provide a clear statement of principle and practice of teaching and learning at Chichester Nursery School. This policy represents our agreed view of how children and adults learn and how we intend to encourage and support that learning. It provides a framework which enables staff to be confident in developing their own practice and ensures that we are consistent in the way we work with children, adults and the wider School and Centre community.

How do children in the Early Years learn?

There is *“overwhelming evidence that children’s life chances are most heavily predicated on their development in the first five years of life.”* (The Foundation Years: preventing poor children becoming poor adults, Frank Field 2010).

The Foundation Stage is a distinctive phase of development and should not be seen as a preparation for school, but as an important and legitimate developmental stage in its own right.

We believe children learn best when they can use all their senses and make connections with real-life, previous experiences. We believe children learn holistically and therefore activities should not be compartmentalised into subject based learning, instead we offer a workshop based curriculum, where ideas and activities are structured to fulfil the requirements of the Early Years Foundation Stage.

Teaching and Learning is central to life at Chichester Nursery School. We believe that high quality teaching has the greatest impact on children’s learning and supports the best outcomes for children and families.

How do adults learn?

We believe that adults learn in much the same way as children. Both are most receptive to learning in a secure and welcoming environment. Adults and children learn effectively when their ideas are valued; when they have opportunities to discuss, share and practise new skills and knowledge. Both groups achieve most when expectations are high and individual achievement is celebrated.

We recognise that adults' past educational experiences may not have been positive, but we do not believe that this dictates the potential level for achievement at a later stage.

We believe that parents' confidence and attitudes to their own ability as a learner has a considerable impact on the way in which they can support their own child's learning. In other words a parent that believes that learning is fun and exciting will have the best opportunity of instilling this positive outlook in their child.

This is therefore a key Policy of the School.

We aim to help learners to:

- Feel secure and comfortable in the School
- Enjoy learning, usually through first-hand, meaningful and practical experiences with the support of a trusted adult
- Be curious about the world around them and acquire skills to question, investigate and explore
- Take risks in their learning and 'have a go'
- Develop personally and emotionally, learning the skills to become resilient, reflective, and resourceful
- View themselves as a unique and competent person, and begin to value others in the same way
- Develop effective language and social skills, recognising that communication and the ability to interact with others is the foundation for developing understanding in other areas of the curriculum
- Develop a high level of self-esteem, taking pride and celebrating their achievements and respecting themselves to make healthy choices in their life

What does good teaching look like in the Nursery School and Up to 3s' Nursery?

- Teaching is based on and structured around the Areas of Learning identified in the EYFS. Individual activities and medium term plans are developed from the interests and needs of the child.
- All activities address the Prime Areas of Learning which are Personal, Social and Emotional Development (PSE), Communication and Language (CL) and Physical Development (PD). These are the bedrock of early education and are woven in to everything we do. Staff will organise specific activities or learning opportunities to address and ensure coverage of the Specific Areas of Learning which include: Literacy, Mathematics, Understanding of the World, and Expressive Arts and Design
- Teaching is delivered through a balance of self-initiated and adult-initiated *activities*
- Our free flow environment supports independence and child-centred learning
- Adults support children's learning by playing alongside, questioning, *scaffolding*, differentiating, clarifying, challenging, etc

- Activities are well planned and resourced. They are practical, meaningful and inspiring
- Activities are designed to use all the senses, wherever possible
- Adults have high expectations of behaviour and achievement, based on mutual trust and respect (*consistent* approach)
- Teaching is cumulative. Learning is linked to previous and/or past experiences
- Activities are open ended to allow for children's ideas and differentiation
- Every opportunity is made to support communication, physical and social skills
- Adults aspire to provide challenge and extend children's learning at every opportunity and in all areas of learning, at a level appropriate to each individual

What does good learning look like in the Nursery School and Up to 3s' Nursery?

A good learner is someone who:

- Willingly joins-in in activities
- Becomes engrossed in their learning—loses themselves in the activity.
- Doesn't give up when faced with a challenge
- Works with others: listening, asking for help, co-operating
- Enjoys learning
- Takes a risk and has a go
- Explains their thinking
- Shares ideas

(See Characteristics of Effective Learning – Development Matters in the Foundation Stage - Early Education, 2012)

The Learning Environment

We recognise that in the Early Years the learning environment is often a catalyst for deep learning. Loris Malaguzzi, promoter of Reggio Emilia refers to the learning environment as “the third teacher” recognising its key role in developing curiosity and an understanding of the world around them. Recognising its importance we agree to ensure the environment:

- Is welcoming and inviting to children and adults
- Is warm, comfortable and clean
- Is safe and hazard free
- Is inclusive to all, reflecting diversity and enabling those with additional needs
- Is well resourced with high quality materials, which are easily accessible and organised and stored in an orderly way
- Provides opportunities for children to be independent, enabling them to self-select activities in which to engage, and resources and friends to work and play with
- Provides opportunities to work and play indoors and outdoors, recognising the importance of both, and the impact this has on children's learning
- Celebrates achievement and effort
- Is stimulating and thought provoking
- Promotes a sense of ownership, belonging and pride
- Encourages co-operation, collaborative learning and good working relationships
- Promotes an appropriate atmosphere for learning (relaxed, yet purposeful)

The role of Staff:

In order to facilitate good teaching and learning as a staff we will commit to:

- Getting to know children and their families
- Having high expectations of every pupil irrespective of ability, race, age or gender and seeking to provide opportunities to extend their learning
- Having an excellent knowledge of the EYFS and a thorough understanding of how children learn (Child Development)
- Seeking to update our own skills and Professional Development, through in-house training and external courses, seminars and wider reading
- Using a range of strategies and teaching methods to establish a positive learning environment
- Communicating expectations clearly to children and adults to ensure appropriate behaviour
- Guiding our teaching through in the moment planning, based on the needs and interests of the learner and structured in line with the EYFS
- Assessing children's progress through regular observations and planning for the next steps in their learning
- Organising resources effectively
- Being reflective, reviewing the effectiveness of teaching and monitoring children's progress, through electronic record keeping
- Seeking advice, guidance, and support from other agencies, (including health professionals) where appropriate, to support a child's learning
- Recognising that learning happens throughout the day, and valuing and supporting periods of transition (e.g. breakfast, lunch and after school sessions)
- Working in partnership with parents, recognising that they are their child's first and longest lasting teacher, communicating progress and next steps informally on a day-to-day basis, at formal consultations, through half-termly POW Updates and final reports

The role of Parents:

We believe parents have the responsibility to support their child in the School. Therefore we would like parents to:

- Have a positive attitude toward School and learning
- Make sure their child has the best attendance record possible
- Inform the School if there are matters outside School that are likely to affect a child's learning, behaviour or wellbeing
- Attend consultation meetings
- Share their child's learning and achievements from home, either verbally or via email
- Support the School's expectations with regard to behaviour and attitude
- Raise concerns to the appropriate member of staff promptly, so that problems are resolved swiftly
- Co-operate with the School and, where appropriate, external agencies to support their child's learning and development

The role of Governors:

The School Governors play a key role in ensuring the accountability of the School. In terms of Teaching and Learning they commit to:

- Supporting the use of appropriate teaching strategies by allocating resources effectively
- Ensuring that the School buildings and premises are best used to support successful teaching and learning
- Being interested in how children learn and having an oversight and knowledge of the curriculum, taking a particular interest in an Area of Learning
- Evaluating the effectiveness of teaching by monitoring the progress children make
- Monitoring the implementation of the School Improvement Plan
- Spending time amongst the children and witnessing first-hand teaching and learning

Monitoring and Evaluation:

The aims and objectives outlined in this policy are evident in the day-to-day working of the School. This is monitored through:

- Classroom observations
- Joint observations (in the case of monitoring the quality of teaching and learning activities run by outside agencies).
- Outside observations (e.g. LA General Adviser, consultant, etc.).
- Examination and internal moderation of electronic progress records and value added data
- Review of course evaluations
- Communication with children, parents and the rest of the School community
- Professional reviews of the staff in line with the Appraisal Policy
- External inspections

This policy should be read in conjunction with other relevant School particularly Subject Policies.

NB: This policy covers the Nursery School and Up to 3s'

Date: Autumn 2018

To be reviewed: Autumn 2021