

Hindley Sure Start Nursery

Teaching and Learning Policy

“Supporting our community to enable a positive start for children”

Aims & Objectives:

This policy seeks to secure consistency in classroom practice and management. It aims to identify the ways in which teaching and learning are characterised in order to create a consistent, effective, well managed learning environment, in which the practitioners provide effective early years provision designed around the individual needs of the children.

The overarching aim of the EYFS is to help young children achieve the Every Child Matters Outcomes:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Enjoy economic well-being

This is achieved by:

- Ensuring our children experience high standards of learning, development and care, focused on supporting every child to make progress.
- Providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Working in partnership with parents and professionals and between all the settings that the child attends.

At Hindley Sure Start Nursery we believe that teaching and learning within the Early Years Foundation Stage should support the unique child and aim to provide personalised learning based on the child's individual needs, unique learning style, previous knowledge, experiences and interests.

We believe in the concept of lifelong learning and the notion that learning should be rewarding and enjoyable, the foundations of which are established in Nursery through play based early years provision.

This policy has been written in conjunction with the Early Years Foundation Stage Policy in order to make explicit the schools philosophy about teaching and learning.

Effective Learning

We acknowledge that children learn in many different ways and are at different stages in their development. Staff believe that effective and purposeful learning will take place when children have the following provision:

- Secure relationships with the key person
- Clear routines
- Healthy snacks and drinks
- A key group meeting place and personal space
- Child centred learning that is based on the individual needs of the children in a play based environment
- Clear boundaries
- A consistent and effective praise and rewards system
- Opportunities for play, exploration, active learning and critical thinking

Effective Teaching & Learning Strategies

Staff are committed to providing high quality teaching and learning activities which contain the following elements:

1. The activity is well planned to match the children's learning needs.
2. Resources are appropriate and used well.
3. The objective is taken from the development matters section of the EYFS.
4. Differentiation for three targeted groups of Lower, Middle and Higher Attaining Pupils (LAP, MAP & HAP) is developed from the objective.
5. The objective matches the activity.
6. The adult has the appropriate knowledge of the EYFS and this is demonstrated in the activity.
7. Adult focused activities are differentiated to meet the needs of Higher, Middle and Lower attaining groups.
8. The activity has an introduction to explain the learning intention to the children.
9. The learning objective is reinforced throughout the activity.
10. The children are given clear instructions.
11. Behaviour is well managed and the activity has a good pace.
12. The children are motivated and engaged.
13. The adult responds to individual needs during the activity.
14. Open ended questions are asked to challenge children's thinking.
15. The right balance of direction and closed questions is used.
16. Adults demonstrate positive body language and good intonation.
17. Activities that are hands on, fun and play based when ever possible, that provide opportunity for promoting independence and critical thinking.
18. Good progress is demonstrated through the children's developing / achievement of the learning objective.
19. The activity is finished with a review / plenary.
20. Observations are recorded which will then inform the tracker / ROA and future planning.
21. Staff should have an expectation that all children take part in developmentally appropriate group activities from beginning to end. An exception to this could

- be a child who is on the SEN register or has an IEP, although this should be based upon the individual needs of the child.
22. Staff who carry out the room management / intervention role ensure the quality of the activity by engaging and supporting children in their child initiated play.
 23. Staff should deal with altercations at the earliest possibility and support children in resolving conflicts.

Effective Strategies for General Interaction

Practitioners in our nursery are committed to ensuring that children's learning is supported during child initiated play, the daily planning allocates a member of staff to general interaction. Staff are committed to the following strategies:

- Engaging all children in play
- Maintaining an overview of the whole class
- Behaviour management
- Listening to children and developing their interests
- Observing children during their play and gathering information about their abilities, stage of development and interests.
- Ensuring learning is fun and engaging with children in play
- Role modelling
- Sustained interactions covering both verbal and non-verbal communications to include extending children's language wherever possible and providing a range of questioning techniques
- Sound knowledge of the EYFS to inform good practice
- Providing opportunity for children to develop independence and critical thinking

Enabling Environment

At Hindley nursery we believe that the environment is crucial in supporting children's learning in the EYFS. Teaching and learning can be at its strongest when delivered through child initiated play and sustained shared thinking. Staff are committed to providing an environment which will contain the following elements:

- Stimulating areas of continuous provision including the following:
 - Reading
 - Mark Making and writing
 - Mathematics
 - Sand play
 - Water play
 - Small world
 - Construction
 - ICT
 - Investigation
 - Creative
 - Key group areas
 - Quiet area
 - Role Play
 - Communication Friendly Space

- Clearly labelled resources and furniture to encourage independence
- Resources for each area which are replenished at the end of each day
- Resources in each area that are adapted over the year to meet the developmental needs of children
- An environment and activities that are set up the night before
- A print rich environment
- Well planned enhancements with some detail of the learning experiences displayed e.g. 'Come and explore the finger paints'
- Adults that work in the environment that respond to children's interest and scaffold their learning through play
- Continuous access to outdoor and indoor play

Group Time

Each key person is responsible for a group of children who meet for group time at the beginning of the session and then again for storytime at the end of the session. Group time allows the key person to build a strong relationship with their key children and provide further activities that are targeted to their individual children's needs. At our nursery to ensure continuity and impact on learning our group time is structured in the following way:

- Introduction of the expectations of behaviour through the 'good' commands
- A welcome song to reinforce a sense of belonging and to encourage children to talk about their feelings.
- Choosing the special helper and counting the children in the group to consolidate and practise numbers as labels and for counting.
- A 'silly sentence' to introduce initial sounds and alliteration e.g. laughing Lana likes lollies
- A short clearly differentiated group activity.
- An introduction to the learning environment.

Targeted Intervention

Staff are committed to ensuring that all children in nursery make good or better progress. To make good progress children should progress over 3 age bands during their time at nursery. Each key person will have an overview of where their children are in relation to the EYFS age bands (emerging or secure). This overview will be monitored at planning meetings and children who are at risk of not making good progress will become part of an intervention group. Intervention planning will then be created to ensure that activities are targeted to meet these children's needs. The progress of this group of children will be monitored regularly.

Throughout our short term planning activities are differentiated to meet the needs of the Lower, Middle and Higher Attaining Pupils and targeted children are identified to ensure that children make progress and reach expected attainment levels on exit from nursery.

Letters & Sounds

Within our group time the key person will deliver a letters & sounds alliteration activity by writing an alliterative sentence for the special helper and emphasising the initial sounds.

During the last storytime session letters and sounds activities are planned. Focused activities are planned for letters and sounds. The staff follow the letters and sounds document starting at phase 1, activities are selected according to the developmental stage and learning needs of the higher, middle or lower attaining pupils.

Opportunities to consolidate and reinforce letters and sounds will be provided during the daily routine and areas of continuous provision.

Role of Governors

Our Governors determine, support, monitor and review the school's policies on teaching and learning. They ensure that:

- Resources are effectively allocated
- Buildings and premises are effective in supporting successful teaching and learning
- The quality of teaching and learning is monitored
- Effective teaching and learning strategies are monitored in terms of raising pupil attainment and progress
- Staff development and performance management policies promote good and outstanding teaching
- They monitor the effectiveness of teaching and learning through the Headteacher's report and the Self Evaluation Form.

Role of Parents

We believe that parents have a fundamental role to play in helping their children to learn. Staff work hard to form strong relationships with parents and through INSPIRE sessions, parents evenings, play and learn and the key person role are able to work in partnership to support children's learning.

Display

The school believes that the purpose of display is to support children's learning. At our nursery staff are committed to providing high quality displays with the following elements:

- All pictures mounted with an even edge.
- Children's own attempt at their name may be on the front but adults must write name on the back of the art work.
- Neat handwriting with correct grammar and spelling.
- A variety of print and handwriting across the classroom.
- Clearly labelled with matching colours.
- A title for the display.
- A description of what the children have been learning.
- Photographs may be used where appropriate to demonstrate / celebrate children's learning.

- At child level where ever possible.
- Interactive if possible.
- Children’s own work at all times.
- Displays to be kept neat and tidy at all times and to be updated according to celebrations, seasons or themes.

Monitoring teaching and learning

Currently the Headteacher monitors the teaching and learning on a weekly basis. Observations are planned in advance and this is recorded on the annual management planner. When carrying out formal observations the Headteacher will use the Ofsted Evaluation schedule for schools, quality of teaching section to help support the judgement made. Following all observations verbal and written feedback is provided with clearly defined areas for improvement.

The Headteacher will also carry out incidental observations during drop-in sessions and learning walks to help support the overall judgements of teaching and learning over time.

The quality of teaching for all teachers and support staff are tabulated on a termly monitoring sheet to show the percentage that is outstanding, good, satisfactory and inadequate.

In discussion with staff whose practice is judged to be inadequate or satisfactory the Headteacher will develop an individual support plan that will identify areas where the staff member needs support to improve.

Signed on behalf of the Governing Body.....

Date.....

Reviewed Nov 2012