Fledglings Day Nursery

# Learning and Teaching Policy

Date Reviewed: August 2023

Review Due: August 2024

Reviewed by: Miss A West

## **1 Introduction**

The way in which children succeed as learners in their earliest years supports them on their journey of lifelong learning.

The revised EYFS (Sept 2014) indicates that high quality learning and teaching is the entitlement of all children. This must equip them with the skills, knowledge and understanding necessary to be able to make informed choices.

 Effective learning and teaching in the EYFS meets children’s identified needs and interests and helps children to reach their true potential in all seven areas of learning and development.

## **2 Aims and objectives**

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

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

## **3 Effective learning and teaching**

To achieve consistent and effective high quality learning and teaching senior management will monitor and support the development of teaching and learning strategies used by staff in order to support all our children to learn in the ways/styles that best suit their needs.

**3.1** We will offer opportunities for children to learn in different ways through well designed spaces/areas and promote and support all children’s skills to investigate and problem solve. Staff roles and the routine of the day/session, will be used to effectively support the aim and objective of this policy.

**3.2** To support this policy we will use groupings (e.g. for group/circle time) which are as small as possible- rather than being whole class/groupings. We will ensure that all staff support learning and teaching through well planned and differentiated daily activities.

**3.3** Children with identified Special Educational Needs and/or Disabilities will have specifically planned Individual Education Plans (IEPs), developed with the support of parents and any involved agencies.

**3.4** Both staff-led and child initiated learning will be supported by appropriate provision including the use of ICT.

**3.5** We will ensure that all of our staff focus on motivating our children and building on their existing skills, knowledge and understanding using the revised EYFS Framework and the Development Matters Guidance (2012).

**3.6** Staff will make on-going assessments of each child’s progress and interests and use this information when planning adult-led sessions. This will enable them to take into account the abilities, needs and interests of all children and to differentiate accordingly.

**3.7** Teaching assistants/nursery nurses and other staff are used as effectively as possible. Sometimes they work with individual children or groups of children in focused activities or group/circle times, both inside and outside of the classroom. They are involved in the planning and assessing of children’s work. Any other adult helpers/volunteers/students are also deployed as effectively as possible and we ensure they understand what is expected of them.

**3.8** All staff-led activities will have clear learning objectives that are appropriately shared with the children. We will praise children for their efforts and by doing so, help to build positive attitudes towards the school/setting and learning in general.

**3.9** Regular pupil progress meetings and reviews will be used to help us to monitor our children’s progress throughout the year and share their progress with parents/carers.

**4 Special Educational Needs and Disabilities (SEND)**

Staff will always appropriately modify learning and teaching for children with SEN and/or Disabilities. When planning work for these children staff will give due regard to information and targets contained in each child’s IEP.

**4.1** 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.

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

## **5 Learning Environment**

We have invested and will continue to invest in our learning environment (indoors and outdoors) and work to ensure that it is attractive and stimulating for children.

**5.1** We will ensure that all displays support and or/reflect the learning that takes place. Our Display policy details how this will be achieved.

**5.2** Our learning environment is accessible for all children as well as supportive of a wide range of independent learning opportunities.

## **6 Supporting and Monitoring**

To support and monitor the quality of learning and teaching in our school/setting we will provide, review and consider:

* observations of the quality of the learning environment and how the routine of the day makes it suitably accessible for children;
* observations of children in free play within the learning environment;
* observations of staff- led activities – circle/group time and focused activities;
* children’s records;
* displays;
* planning;
* internal moderation of children’s achievement;
* external moderation( EYFS Profile schools only);
* the child’s voice.

**6.1** Within our supporting and monitoring framework we will:

* + support the use of appropriate teaching strategies by allocating resources effectively;
	+ ensure that the school/setting buildings and premises are optimally used to support successful learning and teaching;
	+ monitor of the effectiveness of learning and teaching strategies;
	+ ensure that staff development, supervision and performance management policies promote good quality learning and teaching;
	+ ensure that parents/carers are encouraged to adopt a fundamentally supportive role in helping children to learn.

**6.2** Our school/setting will ensure that all parents are kept informed about what and how their children are learning through a variety of means including:

* holding parents’ evenings to discuss children’s progress;
* having an annual report to parents in which our school/setting explains the progress made by their child and indicates how the child can be supported to make improved/further progress;
* informally or formally explaining how they can support their children with any work at home.

**7 Staff development** **and training**

Staff training needs will be identified in line with this policy particularly through supervision and performance management.

**7.1** When monitoring and evaluating teaching and learning any resulting training needs identified will be met.

**8 Monitoring and review**

This policy was agreed and implemented in August 2023 and is due for review in August 2024.

 There will be ongoing monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

**Name: Miss A West**

**Signed: A West**

**Date: August 2023**