

Hardmoor Early Years Centre



Teaching and Learning Policy

Introduction

At Hardmoor Early Years Centre we believe in the concept of lifelong learning and research has shown that that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Children learn most effectively through play-based activities which allow them to develop their interests, and recognises that children's learning styles and pace of learning are individual. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We ensure that all children feel included, secure and valued.

Our principles of teaching and learning

We will;

- Support every child to achieve their full potential
- Ensure that teaching and learning is personalised, creative, challenging and fun
- Create an environment in which children feel safe, supported, valued and happy
- Ensure that the teaching and learning of young children is differentiated to meet individual children's needs and their next steps in their learning
- Establish what children already know and build upon it
- Structure and pace the learning experiences to make it enjoyable yet challenging
- Enable children to become active partners in their learning
- Regularly use encouragement and authentic praise to engage and motivate children
- Value children's previous experiences and achievements, and liaise with parents and other settings using the information as starting points for children's continued learning
- Plan a curriculum and learning environment indoors and outdoors that responds to children's interests and recognises that children's learning is holistic
- Ensure that all areas of the Early Years Foundation Stage are covered at a developmentally appropriate stage for every child

Engaging children

The environment is seen as a learning tool. A rich and varied environment is set out both indoors and outdoors. It is constantly changing to maintain stimulus and encourage exploration and learning. Our displays communicate our curriculum and

ethos as well as celebrating children's achievement. Well cared for and appropriate resources are part of our caring ethos. Each member of staff ensures that all the children are given access to a variety of enjoyable, well planned practical play activities. In order for children to participate fully a variety of groupings are organised. Children have the opportunity to work as a whole group, in small groups or individually. Staff have developed a well-resourced and thoughtfully organised environment which offers a wide range of planned play and practical activities. Equipment offers challenging and stimulating experiences and takes into account all areas of learning, individual interests and developmental needs. Our aim is to organise resources so that they are available, labelled and accessible, thereby maximising children's independence, autonomy and use of teacher time.

Our role is to:

- Value what children already know and can do
- Provide an environment where learning can take place
- Enable, support and extend children's learning
- Plan the curriculum to meet the learning needs of each child
- Observe in order to make judgements about how children's learning is progressing
- Review and evaluate planning and provision in the light of assessments of children's progress and needs

Our activities fall mainly into two categories. These are adult led and child led.

Adult Led - Focus Activity

Each day a 'focus' activity is provided. This is planned and led by the adults and small groups of children will access it at a given time, at an appropriate level. All children will have equal opportunities to participate. The focus can have an emphasis on a particular curriculum area but will cover many areas of learning

Child Led Activities - The Adult as 'Scaffolder'.

For a large part of each session the children move freely around the Nursery choosing to explore from the variety of activities that have been planned and made available that day. To maximise learning from this free play members of staff act as 'scaffolder' to support but not lead the children in their play. This role has many facets and includes: observing and standing back, interacting, playing alongside, questioning, aiding negotiations, modelling, questioning, and providing additional resources.

Organisation of the Curriculum and Planning

Our nursery curriculum is based on the Early Years Foundation Stage and refers to all the experiences we provide which promote the development of the whole child. Learning encompasses many different areas of the curriculum and, although staff plan in 'areas', learning is not compartmentalised by the young child. Skilled planning plays an important part in our teaching and learning. We acknowledge the need to share clear aims and learning intentions, and all staff are involved in planning the environment, routines and the curriculum. The progress of children can then be assessed within that framework and their individual needs met. Some

experiences need to be provided weekly, some daily, some termly. Only by careful long, medium and short term planning can the breadth of experiences required be provided.

Long Term Planning

The EYFS framework is based upon 3 characteristics of effective learning:

- Playing and Exploring,
- Active Learning
- Creating and Thinking Critically.

There are 7 areas – 3 prime areas (Personal, Social and Emotional Development, Physical Development and Communication and Language) and four specific areas (Literacy, Mathematics, Understanding of The World and Expressive Arts and Design)

We focus on the 9 specific areas of learning, as well as repeating and consolidating a broad base of ongoing skills and knowledge. Our aim is that our children will be motivated, challenged, and that their experiences will be broadened.

Medium Term Planning

This covers one half term and are known as 'Learning Links' which are shared with parents at the beginning of every half term. We focus on specific curriculum areas of learning as well as repeating and consolidating a broad base of ongoing skills and knowledge.

Short Term Planning

Weekly planning is divided into focus objectives. Areas of curriculum and type of play activities are covered for each week. It is developed using ongoing observations and informal assessment of the children. Activities and experiences are designed to promote new learning or to consolidate or apply things just learned. Short term plans are often adjusted to take account of the interests and needs of our children and to capitalise on unplanned events, particularly those initiated by the children. Weekly planning and focus activity sheets are the 'fine tuning' of the curriculum and it is at this level we clarify learning objectives and ensure balance is maintained and challenge and support appropriately provided. During every session the children will experience a wide variety of play opportunities, areas of the curriculum and teaching and learning styles.

Continuity and Progression

Children come to Hardmoor Early Years Centre from a variety of backgrounds. Each child will bring a diverse range of experiences and abilities to the school setting. This learning has taken place in the home and the wider community, in real life contexts and through children's first hand experiences. It is important for us to acknowledge the wealth of learning that children have acquired. The experiences and interests which children bring with them to school need to be the starting points for their learning, and should be extended in such a way that complements their previous experiences and stimulates further learning.

Evaluation and assessment

The nursery assesses all children's learning and progress using Tapestry online journals which encompass the Characteristics of effective learning. More information can be found in the centre's assessment policy

This policy was adopted/reviewed at a meeting of the Quality Improvement Committee of Hardmoor Early Years Centre, held: 22nd November 2018

Date to be reviewed: November 2021

Signed: _____
(Chair of Governors)

Print Name: Vikki Maxwell