



# Teaching and Learning Policy

This policy was reviewed by the Full Governing Body on  
2<sup>nd</sup> March 2020

# Contents



<b>Section</b>	<b>Contents</b>	<b>Page(s)</b>
<b>1</b>	<b>Introduction</b>	<b>3</b>
<b>2</b>	<b>Vision statement</b>	<b>3,4</b>
<b>3</b>	<b>Practice and Pedagogy used to ensure quality teaching and learning</b>	<b>5</b>
3.1	Expectations of our practitioners	5
3.2	Strategies to ensure effective teaching and learning	6
3.3	The learning environment	7
	<b>Continuity and Progression</b>	<b>8</b>
<b>4</b>	<b>Teacher responsibilities</b>	<b>8</b>
<b>5</b>	<b>Children</b>	<b>9</b>
<b>6</b>	<b>Special educational needs</b>	<b>9</b>
<b>7</b>	<b>Families and Carers</b>	<b>9</b>
<b>8</b>	<b>Assessments for learning</b>	<b>10</b>
<b>9</b>	<b>Governors</b>	<b>10</b>
<b>Appendix 1</b>		<b>11</b>

Continuity and progression in specific areas of continuous provision  
(As agreed by practitioners)

## **1. Introduction**

Early education matters. Research shows that high quality early years education makes a life-long positive difference to children.

Characteristics of high quality early education include:

- Learning is play-based and takes place indoors and outside
- A balance between adult initiated experiences (guided learning) and child-initiated experiences
- Adults take children's interests and strengths as a starting point, seeing each child as a competent learner
- Parent involvement is crucial: parent support and a high quality home learning environment make a huge difference to children
- Practitioners track each child's learning and development to pick up where children are at risk of making poor progress, and adapt the programme and their teaching as appropriate
- Early intervention is offered swiftly, so that children get the additional, specialist help that they need.

This teaching and learning policy is designed to outline and explain our beliefs about children's learning, development and care. It also clarifies how staff, parents and governors can work collaboratively to ensure that our provision offers the highest possible quality of teaching and learning experiences for all the children at Gloucester Nursery School. Our setting provides nursery education for children from the age of 2 to the end of their pre-school year (the academic year in which they turn 4). The statements in this policy are relevant to all adults within the setting.

This policy should also be read alongside other curriculum policies including the behaviour policy (as good behaviour and discipline have a fundamental role in securing effective learning and high standards of achievement), inclusion policy and the observation and assessment policies.

## **2. Our Vision Statement**

We believe that it is the entitlement of every child to have access to a high quality learning environment which offers the very best opportunities and an excellent standard of teaching. Our overall aim is to ensure that learning is enjoyable and we believe that our children learn best when there is excitement, curiosity, opportunity for individualised creativity, autonomy and challenge. The atmosphere created places emphasis on fun, enjoyment and the celebration of each child's achievements. We value the process of continuous reflection upon the quality and effectiveness of teaching and learning and, regard the school as a learning

community in which children and adults are continually engaged in developing and extending their own learning.

We believe that high quality teaching and learning is the entitlement of all children. This must equip them with the skills, knowledge and understanding necessary to be able to make informed choices.

We acknowledge that children learn at different rates and each is at an individual stage of development. We believe that children learn when they are happy, secure and actively involved in their own learning.

Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development.

We know that our children learn best if they can:

- Have fun and feel happy.
- Learn through play.
- Have access to first-hand, practical experiences based upon play, communication and exploration.
- Develop skills to become independent, motivated learners.
- Be engaged in relevant interesting and enjoyable learning experiences that enable them to consolidate and build upon their previous learning.
- Be *involved* in their learning.
- Be active learners who are interested in finding things out for themselves.
- Experience a variety of learning experiences to match their different learning styles.
- Make sustained progress over time, building upon what they already know.
- Develop key thinking and learning skills, which will enable them to become better learners.
- Be encouraged to develop social, emotional, cultural and spiritual awareness.
- Be at ease, secure and confident to try things and take 'calculated' risks.
- Feel a sense of well-being and achievement.
- Begin to be able to respect and cooperate with each other (with support if appropriate).
- Begin to respect and take some responsibility for the learning environment.
- Follow shared, agreed rules.

### 3. Practice and Pedagogy that is implemented to ensure quality teaching and learning

Staff roles and routines of the sessions will be used to effectively support the aims of this policy. Sometimes staff work with individual children or groups of children in structured learning activities. Observing children at play both inside and outside. All family workers are involved in planning and assessment process. Family workers maintain the records of a group of children assigned to them.

#### 3.1 Expectations of our practitioners

At Gloucester Nursery School, our practitioners are to always:

- Have high expectations and give **every child** the confidence to feel that they can succeed.
- Ensure that all children are actively involved and able to access the learning opportunities.
- Recognise that there are many ways that children access learning and understand that 'Play' is a major part of this.
- Know the children and their capabilities enabling them to support and extend the child's learning.
- Structure and plan the learning experiences to make them enjoyable, challenging and enabling so that all children can develop autonomy and a positive disposition to learning.
- Plan to provide meaningful, first-hand experiences that build on children's interests.
- Inspire learning through enthusiastic, committed practitioners informed by the knowledge of how a young child develops and learns.
- Ensure that children feel secure and are aware of boundaries.
- Support and challenge children's thinking by getting involved in the thinking process with them.
- Provide opportunities that encourage children to work collaboratively together.
- Plan for the indoor and outdoor environment.
- Model a range of positive behaviours.
- Be approachable and communicate effectively with parents, carers, colleagues and professionals to share information, knowledge and expertise about children.

### **3.2 Strategies used to ensure effective teaching and learning**

We offer a curriculum that is broad and balanced across seven areas of learning, and meets the requirements of the EYFS.

Teaching at Gloucester Nursery School includes working face-to-face with a child or small group of children during the session, and structuring the learning environment to support children in making progress through child-initiated play. Sometimes these two approaches overlap, for example, when a child or small group initiate play which is then supported and extended by the practitioner. When practitioners teach children:

- They make opportunities for the child to make a contribution and to make choices in their learning;
- They scaffold the child's development, to support increasing independence and control;
- They ask questions to check and develop children's understanding;
- They work collaboratively to solve problems and find answers;
- They provide formative feedback to help children to consolidate their learning and extend their exploration and thinking further.

Each nursery session consists of:

- A structured group time (pow wow).
- Opportunities to talk, listen, take turns and explore within a group.
- The nursery session concludes with singing and rhymes.

To ensure the highest quality of teaching and to maximise opportunities for our children to learn we seek to incorporate the following aspects into the provision.

Give the child a sense of ownership over their learning and the learning environment.

Cross-curricular experiences.

Ensuring a differentiated approach.

Fostering the social and emotional development of each child to enable them to grow personally as well as intellectually, and to feel a valuable member of their community and society.

Promoting skills of communication.

Providing a balance of child initiated/adult focussed/group activities.

Ensuring links with parents and the local community – offering to demonstrate skills, contributing resources etc.

Providing varied displays (interactive, informative, celebrating children's achievements).

Prioritising first hand experiences through visits and visitors.

Providing the opportunity to work independently or in both small and large group situations.

Following the children's interests through a child centred curriculum.

Continually planning and assessing learning opportunities.

Sharing our assessments and observations of children, and using them to inform future planning.

Encouraging children to access resources independently and expressing a preference. This includes actively promoting the development of problem solving and the ability to make informed choices.

Monitoring well-being and involvement levels. We believe that young children are most likely to reach their full potential when they are happy, secure and have a positive sense of well-being. Practitioners currently refer to the 'Laevers Scales of Wellbeing and Involvement.

### **3.3 The learning environment**

Activities and experiences are arranged to promote independence. Opportunity is given by adults to play cooperatively alone or time is given to observe children.

Gloucester Nursery School creates a school environment which:

- Is happy and caring.
- Well organised.
- Well resourced.
- Makes learning accessible.
- Is welcoming and provides a safe place to be.
- Provides equal opportunities and reflects Fundamental British Values.
- Is both challenging and stimulating.
- Provides opportunities for all learning styles.
- Supports and enhances the self-esteem of the child.
- Is peaceful and calm (when needed).
- Flows freely between indoors and outdoors.
- Reinforces and extends children's learning.
- Actively celebrates and values achievements.

The environment is aesthetically appealing with lots of examples of children's work. Displays include examples of children's speech where possible and appropriate and gives children the opportunity to talk about, review and think about their previous experiences and learning.

#### **4. Continuity and progression – Teacher responsibilities**

To ensure the highest standard of learning and teaching practitioners ensure that teaching and learning is driven by a dynamic pace, which maximises the development of skills and knowledge during the child's time at the nursery. Practitioners also have additional responsibilities incorporating,

- Having clearly identified roles and responsibilities for planning and assessments.
- The ability to observe children sensitively, respond, and intervene appropriately to encourage and extend curiosity and learning.
- Evaluating their practice and provision and being able to use this information to inform planning.
- Updating records of progress, which will include observations, photos, samples of work and assessments in profile books and be able to identify next steps, using a range of assessments and observations.
- Ensuring that every child makes progress in relation to attainment on entry to the setting.
- Transferring information to a new setting as and when needed.
- Be a reflective practitioner and continually refine their own pedagogy.
- Being committed to continued professional development as this is fundamental to ongoing learning and school development.
- Building respectful and caring relationships with all children and families, while focussing on learning and achievement.
- Working in partnership with parents.

#### **The Curriculum and assessment Coordinator/Headteacher will:**

- Lead and support colleagues on planning and assessment.
- Ensure staff are aware of latest curriculum developments/initiatives – particularly those involving planning and assessment.
- Monitor the learning environment.
- Hold regular staff meetings/training days to discuss various aspects of curriculum/observations/assessments to ensure consistency of approach and standards.
- Ensure that clear transitional procedures are in place for families and children to transfer information.
- Monitor pedagogy (Headteacher).



## **5. Children**

The children play an active part in their own learning. Their voices are actively encouraged and valued. They are encouraged to evaluate and shape their own learning experiences by:

- Contributing to planning.
- Openly sharing, celebrating and evaluating their own achievements.

## **6. Special Educational Needs**

Staff will always appropriately modify learning and teaching for children with SEN and/or disabilities.

We value each child as a unique individual, are familiar with, and meet all the requirements of relevant equal opportunities legislation regarding race, gender and disability.

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

Children with identified Special Educational needs and/or disabilities at Early Years Action+ will have an Individual Education Plan (IEP), developed with the support of parents and any involved agencies. Much of the IEP will be included on the Provision Map, which enables us to engage with a range of children's needs through regular, planned provision, which is additional to the core curriculum.

Children at the Early Years Action stage will benefit from additional levels of differentiation and in class support.

The SENCo monitors the progress of all children with SEN to ensure that they are benefitting from an appropriate curriculum, which enables them to feel safe and secure, and to learn effectively. Where children with SEN are making slow progress, further assessment is undertaken or support sought.

## **7. Families/Carers**

At Gloucester Nursery School we work in partnership with adults at home, actively encouraging their involvement. Our parents are expected to support and extend their child's learning and development by:

- Talking with the child and asking about their learning experiences.
- Reviewing their child's progress regularly and contribute to their child's learning and development record (Profile Book).
- Contributing to observations in Profile Books.
- Participating in discussions concerning their child's learning and development.
- Attending termly parent consultations
- Understanding more about teaching and learning at Gloucester Nursery School through reading termly newsletters and attendance at 'Stay and Play' sessions.

## **8. Assessments for learning**

We begin our assessment process through getting to know each child, using close observation in a structured and incidental ways. Some observations are written down and all written observations are assessed to indicate the child's level of development. All these written assessments lead to action for the child, identifying next steps of development. This is a process of formative assessment.

We also use assessment to track children, and to identify children at risk of making poor progress – always remembering that in the early years progress can be uneven. Interventions are identified for children at risk of not making expected progress. Staff also identify the more able children (assessed as being ahead of expected levels of development in EYFS Development Matters) to ensure that we plan rich and stimulating experiences to extend their learning.

Progress data is entered into our spreadsheet on entry, at the end of first term, end of second term and when the child leaves. We moderate our assessments through internal processes, and through moderation meetings with the receiving primary schools.

When observing the children and planning for these experiences we use a range of frameworks and assessment tools to assist us. These are:

Early Years Foundation Stage (DfE 2017)

Well-being Scales (Laevers, 1997,2005)

Involvement Scales (Laevers, 1997, 2005)

Schema Theory (Athey, 2013: Arnold, 2010)

Adult Pedagogic Strategies (Whalley & Arnold, 1997, Lawrence, Gallagher & the Penn Green Team, 2015)

Peer-Peer Observations

## **9. Governors**

The governing body plays a vital role in ensuring that a high quality learning environment, which offers the very best opportunities and an excellent standard of teaching, is maintained for every child. This is achieved through;

- Monitoring the teaching and learning.
- Supporting the development of policies.
- Challenging the Headteacher and all practitioners to continually reflect and evaluate practice and provision and to be proactive in ensuring that excellent standards in teaching and learning are maintained.



# Appendix 1

**Progression of experiences in specific areas:  
continuous provision**

## **Role play**

### Introduce

Home corner equipment, resources etc.

Initially imitating familiar adults.

Introduce familiar role play scenarios such as shops, café, supermarket etc.

Encourage children to contribute their ideas – make suggestions for role play areas they like.

Make collaborative lists of what resources, equipment they feel should be included in the role play area.

Dressing up – initially practice skills of dressing – reflecting on the image they have created.

As children gain in confidence role play is then taken out of the home corner into other areas of the nursery – e.g. garden centre, building site etc.

Adults introduce and model roles and use of appropriate vocabulary and language.

As children progress use representation – objects for other purposes – e.g. large hoop used to represent a steering wheel of a bus.

As role play develops introduce familiar stories so that children can take on the character roles from the story retelling a narrative e.g. Bear Hunt, Three Billy Goats Gruff.

Support and extend a particular role by adult modelling a challenging role, or by introducing a parent who has work place knowledge modelling the role e.g. 'a nurse.'

### Extending role play

- By introducing unfamiliar resources; use of computer program e.g. 'At the Vets'; use of video clips e.g. space travel: books: television: websites
- Then dressing up with a purpose – to imitate/get into role
- Making own resources to support role play e.g. space boots out of tin foil – the examples are as endless as the children's creativity
- Encouraging the children to negotiate their individual roles/characters

Small world play should also be included when considering role play scenarios: pirate ship: dolls house; fort; dinosaurs; cars/garage; zoo; farm; fire station.....

### Progression in the use of materials and media

- Introduce trolleys; self-access; transporting / combining materials/ media.

- Introduce self- help skills in use of aprons, drying rack and hand washing.
- Painting easel – self-access – use of magnets, paper trolley, writing name / making mark independently.
- Paint mixing area – sequence of paint mixing – use of picture prompts to follow paint sequence.

### Introduce workshop area and trolley

- Materials and boxes, containers, variety of collage etc. (that is all regularly changed, added to).
- Introduce different ways of joining – tape, glue, paste, staples, elastic bands, string, treasury tags.
- Introduce tools – spreaders, scissors – how they can be used.
- Demonstrate to children joining techniques – show them how they can build up or out, combine materials, media.
- Introduce the idea of making a model, representational collage when children have had experience of using materials and media, exploring their properties and practicing skills of cutting and joining.
- Add appropriate stimulus materials – books, objects, artefacts, artist's pictures, photos of visits, events.....

### Printing

- Hand, foot, car, sponge, brick, rollers, junk, shapes, fruit and veg, balloon, bubble wrap, scrunchies, leaf, mono printing, wheels, bubbles, string, elastic bands around rolling pins.
- Develop from simple cause and effect to pattern making, sequencing pattern, overlaying, and combining techniques.

### Painting Techniques

- Different types of paint – powder, ready mixed, food colouring, acrylic paint, face paints, mud, different textures – thick, thin.
- Begin with fairly simple techniques – blob and fold.
- String painting, marble/conker/ball rolling, wax resist, icing sugar glaze.
- Painting on a large scale, painting walls.
- Observational painting
- Marble painting
- Painting to different types of music - fast, slow, rhythmical.....
- Using tape on canvas – rolling paint over the top – removing tape.

### Introduce different tools

- Pipettes, different sized paint brushes, wax crayons, charcoal, pastels, chalks, pencils, cotton buds, toothbrushes, rubber markers, cones, sticks, feathers, rollers.
- Introduce different materials to paint onto – paper, fabric, wallpaper, paper towels, filter paper, bubble wrap, foil, corrugated paper.
- Different colours, shapes, sizes.

### Finger painting

- Begin by exploring different types of finger paint – paste, glue - add textures, different materials add colour, combine.
- Take a print – encourage representation, pattern – whatever is developmentally appropriate.

### Malleable materials

- Clay, dough, cornflour, soap snow – the list is endless.
  - Begin by exploring the material and its properties – using hands and feet.
  - Introduce appropriate tools to use with the materials and understand cause and effect of using these tools.
  - Introduce the idea of making, creating pattern, prints, adding, combining materials, colours.
  - Create representations (if appropriate)
- \* Please note that staff will need to differentiate for children. The children are all at different stages – some may move through these stages quickly, other children will need opportunity to practice skills over and over again – returning to a familiar area where resources are readily available and added to.

### Snack

Introduce:

- Sequence of hand washing.
- At early stages offer a limited choice of snack that is easy to handle.

- Sequence of snack routine – visual prompts. Collecting cup off tray, pouring drink into cup independently – half full, collecting a snack, placing cup in the bucket, disposal of unwanted snack in bin.....

Tools:

- Knives – safety, hygiene;
- Cutting, chopping fruit, salad etc.
- Spreading
- Spoons

Menu cards/Prompt cards/Recipes;

Counting snack e.g. grapes;

Matching cards e.g. long and short breadsticks, shaped toast.

Simple recipes e.g. making a sandwich – gradually becoming more complex.

Posters displaying why we have a healthy snack

Possible snacks:

Sandwiches – different types of bread

Fruit kebabs

Salad

Crackers/cheese etc.

Pasta

Chopping vegetables, salad and fruit

Smoothies

Chocolate dips

Pizza

New potatoes

Icing cakes, biscuits

The list is endless!

Use of different tools, different equipment – mixer, blender, whisk (with adult support) as the children become more confident.

Mark making:

- Do you like snack today?
- Have you had your snack today? – writing name

### Mark making

Holding and using mark-making tools both inside and outside:

Adults to model writing.

Introduce name cards – mark making on paintings, work produced;

Initially making marks – offering praise, encouragement for any marks the child makes.

Increasing control – leading to emergent writing, encouraging children to work from left to right (if appropriate culturally).

Representation – symbols to represent.

Gradually beginning to form letter shapes.

Keyworker/familiar adult to decide if appropriate at this stage to introduce correct letter formation – involve parents.

### Introduce ideas for the children to want to make marks:

Role play: lists, shopping, receipts, order forms, cheques, office typewriters, forms, letters, diaries, booking forms, telephone message pad, birthday cards, any celebrations, prescription pads, record sheets, registers, old phones, message pads, directories, chalk boards, magazines, newspapers, clipboards, signs, making maps (treasure).

Trays with sand, salt, finger paint, sugar, sticks, different tools and fingers for mark making.

### Introduce a well-organised, well-stocked graphics area

Choice of paper – different sizes and type

Pens, chalk, pencils, paintbrushes, fingers, pastels, charcoal, sticks, mud, sand.

Envelopes, used stamps, pritt stick, letterbox

Book making materials

Staplers, hole punch, string, ribbon

Magnetic, foam letters

Name labels

Old birthday cards

Word drawers

Little books



## Woodwork

Introduce safety routine

Use of hammers – only 4 hammers available to limit number of children

Hammers, nails, mats, wood and pens on the bench at first.

Ensure success – demonstrate use of hammer – holding it so that it is effective.

Choose soft wood.

Add materials – paper, tape, bottle tops etc.

Long, short, different shaped wood.

Gradually as the children gain skill and confidence add:

Long or short nails, sandpaper, tape measures, pipe cleaners, elastic bands, sticky paper.

Introduce drills, saws, use of vice to ensure safety (over a period of time)

Discuss the properties of the materials available and how they could be used imaginatively when added to the wood – various joining techniques – use of screws.

Encourage the children to represent – suggest possible models (if appropriate), stimulus pictures, visiting carpenters, reference books.

Introduce the idea of combining materials and media – independence in selecting from collage trolley, paint easel.