



Teaching and Learning Policy

Review date: September 2020
Next review: September 2021

Rationale

High quality teaching and deep learning are achievable when principled reflective teachers and early childhood educators work in partnership with parents and carers to provide the very best learning and teaching opportunities and experiences.

We recognise that the highest levels of thinking occur when children are engaged in play therefore play remains at the centre of our practice. Teaching and learning is underpinned by the statutory Early Years Foundation Stage curriculum guidance (2017) that encompasses the quality of education, behaviour and attitudes and personal development.

Intent, implementation and impact:

We aim to:

- Provide a range of high quality inclusive, accessible and integrated services that will make a difference and improve outcomes for families.
- Create an environment that is safe, warm and welcoming where children are happy and everyone is treated with respect and dignity.
- Provide a stimulating environment that offers opportunities for challenge appropriate for each child's development socially, emotionally, intellectually and physically.
- Ensure that staff know children well and use this knowledge to assess, develop and extend each child.
- Plan a rich, broad and balanced play based curriculum founded on an understanding of children's development and learning in general and on the needs of individual children in particular.
- Encourage children to be self-motivated, independent and confident and involved in their activities and learning.
- Ensure the well-being of all our staff, children, families and governors.
- Give children the time and opportunity to experiment, have fun, be creative and imaginative, discover, take risks, make mistakes, consolidate and reflect.
- Build relationships with parents and carers and foster their active involvement in their children's learning and progress.
- Ensure a smooth transition from home to school and school to school.
- Foster equality of opportunity by developing an environment that is inclusive of all its community.
- Provide opportunities for all staff to have high quality training and development.
- Build links with local schools, early year's providers and the wider community.
- Develop a love of learning and cultural capital which we believe is about giving children the best possible start to their education and future success.

We aim for high quality teaching and learning in order to improve outcomes for all children. We are particularly keen to promote children's lifelong learning. In order to achieve this aim each of the following elements need to be included:

1. Interaction - learning and teaching experiences are reviewed by children and adults to inform and improve future experiences.

Adults will:

- Listen to children, allowing them time to respond.
- Model a positive attitude to learning.
- Celebrate learning in as many ways as possible.
- Provide opportunities to develop children's self-confidence, positive self-image, behaviour and attitudes, personal development and an enthusiastic attitude to learning.
- Model a range of positive behaviours.

- Use rich language that is grammatically correct.
- Sensitively recast children's mistakes in their spoken language
- Use conversation and effective questioning in order that sustained shared thinking takes place.
- Place equal value on verbal and non-verbal forms of communication (gesture, signing, visuals)
- Use a variety of teaching strategies and styles as developmentally appropriate to teach particular skills.
- Interact with, and support, children in such a way that positively affects their attitude to learning.
- Talk with children about what they are learning, what they have learned & what they would like to learn next.
- Help children to develop an understanding of what learning is and view themselves positively in this context.
- Act upon and value children's contributions.

We will encourage children to:

- Enjoy learning.
- Listen to other people's points of view.
- Have the confidence to express their opinion.
- Take responsibility.
- Talk about their learning.
- Return to activities over time to review and extend their learning.
- Contribute to planning through our observations and evaluations.

2. We value the key role that parents/carers and the wider family play in encouraging children's learning, self-confidence and sense of wellbeing through home learning and development of the parent/carers role.

Adults will:

- Acknowledge and respect parent/carers role as children's first and most enduring educators by working in open partnership; encouraging their involvement and participation and supporting their developing understanding of children's learning.
- Establish effective partnership with parents/carers in all aspects of the learning process.
- Encourage relationships with parents/carers based on trust and mutual respect.
- Share open access to classrooms, information and records, in a variety of ways.
- Make effective use of the knowledge and expertise of parents, carers and other family members, to support children's learning.
- Facilitate partnerships between parents by encouraging a sense of community from within the school.
- Encourage parents to comment on and contribute through EYLog system
- Be a support between parents and outside agencies.
- Be flexible and responsive in our attempts to meet individual families' needs within our school community.
- Understand the importance of providing a wide, rich set of experiences
- Work with children, parents and carers to prepare children for life in modern Britain, and be respectful, responsible active citizens who contribute positively to society.

2. Ensure that the learning that takes place is developmentally appropriate and inclusive.

Adults will:

- Be knowledgeable about child development in all areas of the curriculum.
- Provide relevant and appropriate learning opportunities that match the different levels of young children's learning and developmental needs.
- Acknowledge and celebrate different families' particular religious and cultural beliefs.
- Acknowledge and build on children's interests.
- Value children's previous experiences, interests and achievements using them as a starting point for children's learning.
- Recognise and value children's individual learning styles.
- Work within the Code of Practice for children with Special Educational Needs and within the Children Act 1989/2004 for 'children in need'.
- Work within the Special Educational Needs and Disability Code of Practice: 0-25 years (2015).

We will encourage children to:

- Express their interests.
- Learn at their own pace.
- Experience appropriate challenges.
- Feel confident and valued for their religious and cultural beliefs.
- Enjoy opportunities to learn through their individual learning styles.
- Utilise opportunities to use their senses, through exploration, investigations, listening, watching, playing and taking risks.
- Learn from their mistakes.

4. Establish planning and assessment procedures to ensure we offer young children a broad, balanced and stimulating curriculum which reflects children's predictable, spontaneous and current interests.

Adults will:

- Ensure that our curriculum intent and implementation are embedded securely and consistently across the school
- Make provision for different starting points from which children develop their learning.
- Contribute to short, medium and long term curriculum planning with colleagues that meets curriculum requirements for the Early Years Foundation Stage.
- Plan high quality learning and teaching experiences for each day with a specific learning focus, which target some children.
- Plan for some adults to be deployed in an area or activity and others to be in a more flexible role – supporting child-initiated learning.
- Meet the needs of *more able* and *less able* children as appropriate, ensuring that we always consider the most disadvantaged children and those pupils with SEND.
- Prepare and present accurate and effective on-going reports of children.
- Maintain a stimulating learning environment ensuring continuity and progression in children's learning.
- Use rigorous observation and assessment procedures to plan for and extend children's learning.
- Engage in training that aims to standardise our assessment judgements to ensure parity of decisions
- Share with parents and carers observations, photographs and videos through EYLog system
- Share with parents and carers the assessment data for their child that highlights both formative and summative progress

We will encourage children to:

- Experience a range of learning opportunities.
- Have sufficient time to experience preferred learning opportunities.
- Have the confidence to approach new learning experiences independently or with the support and encouragement of an adult or peer.

5. Recognise the crucial part the physical environment plays in teaching & learning.

Adults will:

- Create an environment that is safe, warm and welcoming so that children and their carers will feel at ease.
- Provide a safe, stimulating, multi-sensory environment both indoors and out, to inspire and motivate children.
- Ensure that the environment is clean, accessible and well organised.
- Provide a familiar environment through continuous provision to enable children to gain confidence and independence to plan their own learning.
- Develop and adapt the environment to enhance teaching and learning informed by review and evaluation.
- Use interactive displays to support teaching and learning e.g. to inform, to extend and to celebrate learning and events, to interest children and parents.
- Make use of learning opportunities provided by the local and wider environment.
- Provide an environment that celebrates and values children's learning.
- Promote independence through the accessibility, organisation and presentation of resources.

We will encourage children to:

- Behave consistently well, demonstrating increasing levels of self-control and develop a positive attitude towards their education.
- Take time to explore all aspects of the environment, displaying care and concern for others and the resources that are available.
- Use the environment independently when selecting & replacing resources.
- Contribute to the cleanliness and tidiness of the environment.
- Develop an awareness of and contribution to the maintenance of the learning environments and associated resources
- Provide contributions to displays, collections etc.
- Access an environment through which we will promote shared care and pride in the organisation of resources.
- Demonstrate high levels of involvement in their chosen experiences.

Covid 19 addendum to support remote learning

In the event of bubbles or individual staff self-isolating more content will be added to the learning portal (accessed via the website / hosted by ESchools). When staff are isolating (but are healthy) we have agreed expectations and these are - a teacher is asked to add one video lesson per working day of isolation (until all 26 sounds and numbers to 10 are complete). An EYP is asked to record one video story or rhyme per working day of isolation and these will be uploaded to the portal so that effective teaching & learning can continue at home with parental support. At the moment the portal hosts

- 14 video lessons presented by teachers - phonics and maths
- over 30 stories and rhymes presented by teachers and EYPs
- ideas for activities to do at home on 'Help at Home' documents for each area of the curriculum
- the weekly parent plans from each class (updated every week)