



CROSSENS NURSERY SCHOOL - TEACHING AND LEARNING POLICY

Our Teaching and Learning Policy is the core policy of the Nursery School. It informs best practice and enables all children to make progress in all areas of learning. It has been designed by the staff team.

It should be used regularly to help evaluate and adapt practice to ensure that we provide the best possible education for the children at Crossens Nursery. This policy is supported by and promotes the school's equal opportunities practice.

Aims of the Policy

- To involve everyone in learning and to develop a proactive and growth mindset
- To ensure rigour, consistency and continuity in our approach
- To ensure that the quality of learning and improvement of standards continues; providing children with the best possible life chances
- To set out our expectations for best practice
- Provide a tool for monitoring, evaluation, accountability and school improvement

The school vision is at the heart of all teaching and learning activities.

WHAT IS LEARNING?

At Crossens Nursery we have defined learning as:

'The process of engaging in new and challenging experiences with a view to building knowledge and developing understanding and skills'

We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all experiences and activities both socially and academically.

AS A STAFF TEAM, WE BELIEVE THAT CHILDREN LEARN BEST WHEN:

- They are happy and feel safe
- They explore, experiment and experience
- There are clear and consistent high expectations
- They are challenged and supported
- They are interested, curious and motivated
- They have a 'growth mind-set'; they reflect on their mistakes and use them as learning opportunities
- They take part in high quality, well planned experiences.
- The physical learning environment is stimulating and well resourced

STRATEGIES USED TO PROMOTE EFFECTIVE LEARNING

To help children feel happy and safe, we will:

- Treat them fairly and consistently
- Show them that we enjoy close working with their families in support of their learning and development
- Smile at them, greet them and show genuine concern for their wellbeing so that they develop positive, trusting relationships with adults
- Value their ideas and opinions and make time to listen to what they have to say
- Give them opportunities to take part in child initiated, adult initiated and adult focused activities
- Build their confidence and self-esteem

- Provide opportunities for relaxation /energising, in and between activities, according to their needs
- Ensure that the Nursery is visually attractive and welcoming;
- Ensure that they feel 'ownership' through personal spaces, name tags, responsibilities etc.
- Rigorously implement safeguarding, equalities and behaviour for learning policies

To help children explore, experiment and experience, we will:

- Provide an interesting, tactile, visual and topic related resources to use /learn from /ask questions about
- Look for every opportunity to identify and praise success
- Provide opportunities for child-led exploration and investigation
- Ensure ICT is an integral part of learning
- Invite members of the local and global community to share with children their knowledge and experiences
- Celebrate variety in culture, religion and language
- Ensure that provision is broad, balanced, motivating and inspiring

To help children by ensuring that there are clear and consistent high expectations, we will:

- Implement the school behaviour consistently
- Give children clear goals and time limits
- Have high and clearly communicated expectations that every adult on the school premises will set a good example as a member of the community
- Involve them in self-assessment and target setting, where appropriate
- Explain the learning expectations clearly
- Ensure that they experience success and praise every day

To help children by ensuring that they are challenged and supported, we will:

- Inform parents about the curriculum they are experiencing
- Use target setting information and other assessment procedures to track their progress and identify their learning needs
- Use a range of resources appropriate to the children's needs and interests
- Communicate regularly with parents and carers about their progress;
- Communicate to children's families that we value their contribution;
- Set home learning challenges to engage parents in children's learning
- Look for opportunities to catch them doing well and to celebrate it

To ensure that children are interested, curious and motivated learners, we will:

- Ensure that we include high quality stimuli to promote interest and curiosity
- Encourage all staff to be enthusiastic and curious
- Provide opportunities for them to apply their learning in practical contexts
- Display their work and help them to display their own work attractively;
- Give them opportunities to discuss their learning
- Talk to them about their own lives, interests and cultural background
- Ensure that a range of learning and teaching styles are used in lessons
- Use children as 'experts'
- Draw on the resources in the local community to enrich learning

To help children develop characteristics of effective learning (COEL) and high levels of engagement, we will

- Model COEL and high levels of involvement ourselves and we will encourage all school employees to be active, lifelong learners, who share their interest in learning with colleagues and children

- Encourage parents to become involved in their children's learning and development both in and out of school
- Plan provision adapted to meet the needs and interests of individual children
- Give children opportunities to ask and answer questions
- Show respect for them and their contributions
- Involve them in self-assessment and the identification of appropriate new targets
- Involve them in collaborative working

To support children's access to high quality, well-paced experiences we will:

- Implement the 'Crossens Nursery School principles for effective teaching and learning' (see next section of the policy)
- Provide teachers and teaching assistants with day-to-day, line management support and a planned programme of continuous professional development
- Fully implement the SEND policies and action plans.
- Monitor the effectiveness of our teaching through line management arrangements, including lesson observations

To ensure that the learning environment is stimulating and well resourced, we will:

- Ensure that the Nursery is tidy and free of clutter;
- Have appropriate resources according to the varying needs and interests of the children;
- Ensure that resources are accessible to children;
- Vary the learning environment, using outdoor spaces and educational visits
- Set out informative, interactive and celebratory displays.

CROSSENS NURSERY SCHOOL PRINCIPLES FOR EFFECTIVE TEACHING FOR LEARNING

Everyone at Crossens Nursery is committed to ensuring that learning and progress are the priority. As a staff team we are committed to ensuring children engage in a balance of **adult led, adult initiated and child initiated activity**. We have identified some key features of Adult focused activities that secure good learning.

- Effective opening
- Effective teaching including the setting of success criteria
- Effective independent learning
- Effective review and reflection

These phases are not discrete. They are interwoven and overlapping and reflect a learning experience not necessarily one session.

EFFECTIVE OPENING

At the start of adult led and adult initiated learning experiences, we will:

- Use an engaging stimulus to capture the attention of the children and awaken their curiosity
- Review prior learning and connect it to new learning
- Ensure that the learning is correctly pitched through assessment
- Explain the learning intention and encourage them to identify its relevance to the world and 'What's in it for me?';
- Ensure that they steps are identified and followed up
- Be enthusiastic
- Give children the 'big picture' by;
 - I. describing what they will be doing,
 - II. encouraging a sense of prediction, anticipation, curiosity, and positive
 - III. expectation about the learning to come,
 - IV. providing graphic, pictorial previews and overviews of what they will be doing / exploring

EFFECTIVE TEACHING:

In our teaching, we will:

- Be clear about the learning intention and success criteria
- Ensure that we are clear about what the outcome will 'look like'
- Identify what prior learning is required and what the next steps would be so that we can be flexible and adapt our planned teaching to the needs and interests of the children
- Be secure in our subject knowledge
- Use assessment for learning techniques to ensure children make progress during activities and over time
- Provide appropriate modelling and demonstrations
- Provide plenty of opportunities to practise new skills and consolidate learning
- Give clear, differentiated explanations and instructions
- Ensure that we draw out children's responses
- Be enthusiastic and motivated
- Fully engage all staff in the teaching and assessment process
- Maintain good pace throughout appropriate activities
- Create a positive and pleasant working atmosphere using praise and positive language
- Use games, play, humour, music, and competition to enliven our provision
- Use whole class questioning and targeted, differentiated, closed and open-ended questions (incorporating 'what, how, why')
- Practice sustained shared thinking in child and adult initiated activities
- Model and use rich and appropriate language in all interactions with the children
- Provide opportunities for children to experience awe, wonder and reflection
- Ensure all children are actively engaged in the learning process
- Input new information using combined visual, auditory and kinaesthetic strategies
- Maintain high expectations throughout
- Encourage and respond positively to children's questions
- Adapt our teaching in the light of continuous assessment of children's progress

EFFECTIVE INDEPENDENT LEARNING:

To promote effective learning, we will:

- Support children to know and develop the characteristics of effective learning
- Encourage children to be independent and to choose their own strategies for learning
- Encourage children to 'take risks' (risk being wrong) in their learning
- Engage children in a range of independent and collective/collaborative, group-based learning activities, including peer teaching, peer-assessment etc.
- Ensure learning is appropriately differentiated to the needs of the group
- Provide activities involving problem solving and creative thinking;
- Set clear expectations for learning outcomes and process
- Provide opportunities for children to use new knowledge and skills in a variety of contexts
- Teach thinking and learning-to-learn skills
- Support children to become aware of personal targets for learning and development
- Give opportunities for children to learn in a variety of ways, using their multiple intelligences and preferred learning styles
- Provide multi-sensory and 'first hand' learning experiences whenever possible
- Provide varied open ended resources with a focus on problem solving and creative thinking

EFFECTIVE REVIEW AND REFLECTION

To enable effective review of learning and children's reflection upon it, we will:

- Pick up on misconceptions and clarify the learning
- Use self-assessment
- Give positively worded, constructive feedback in order to support the development of the characteristics of effective learning
- Employ a range of assessment for learning techniques
- Give feedback related to agreed targets, where appropriate
- Praise, reward and share success
- Provide children with opportunities to review and reflect upon what they have learned and how their learning might be applied to new situations
- Enable children to share what they have learned and can do
- Enable children to ask questions of others
- Provide opportunities for children to consider future learning

INTERVENTION

As a result of our regular assessment, we plan interventions that will support children and will move them on in their learning. Every term, our Special Educational Needs and Disability Co-ordinator will liaise with Nursery teachers and practitioners to identify children that would benefit from additional support in identified areas and strands of learning. Staff will plan interventions and enhancement to accelerate the progress of these children. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' attainment.

FEEDBACK

The purpose of feedback is to support and improve learning and development reinforcing and motivating children to develop desirable learning behaviours. We give ongoing oral feedback to individuals and to groups of children throughout the day. Our feedback focuses on the positive attributes we have observed. It is sharply focused on the learning and aptitudes that we want to improve and with an emphasis on developing characteristics of effective learning.

HOME LEARNING

We recognise the importance of children learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families.

We provide parents and carers with a series of fortnightly learning challenges in order for parents to be involved with their child in supporting and consolidating the learning and experiences that are taking place in Nursery.

We encourage parents to view and contribute to the children's 'Learning Journals' and celebrate children's significant achievements through the 'WOW' Certificates

Review date: June 2023

APPENDICES

Appendix 1: Planning protocol

Appendix 2: Learning and Development protocols

Appendix 3: Assessment protocols

APPENDIX 1

Planning Protocols at Crossens Nursery School:

The following guidelines outline the expectations for teachers and support staff at Crossens Nursery School. The aim of the protocol is to ensure a consistent approach to curriculum planning and to ensure the curriculum reflects all 3 prime and 4 specific areas of learning.

Activities and experiences are planned on a weekly basis based on tracking and target data combined with; evaluation of learning outcomes for the previous week and incorporating planned interventions to address individual learning and development needs.

The elements of planning will include:

- Learning intention
- Success criteria
- Focus children
- Role of adults
- Evaluation

APPENDIX 2

Learning and Development Protocol:

At Crossens Nursery School we subscribe to the overarching principles set out in the EYFS:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and interests and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

There is a strong focus on supporting children to achieve or exceed expected levels of development across the 7 areas of learning.

Creativity is a strong theme across our provision and we believe that children learn best when their independence is fostered, the curriculum is planned around their needs and interests and they are supported to reflect on and extend their learning.

Personal Social and Emotional Development

Staff support children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and Language

Staff will provide children with opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. There will be a rigorous focus on supporting children to develop their own communication skills and extend their vocabulary. Children will be encouraged to speak using standard English and be supported to correct their speech. If a child is not able to say it, they will not be able to read not write it.

Physical development

Staff will provide opportunities for children to be active and interactive; and to develop their co-ordination, control, and movement. Children will also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Literacy

Staff will encourage children to develop their skills in linking sounds and letters, and beginning to understand that print carries meaning, recognise letters and sounds in the environment and begin to 'write' by making marks that carry meaning.

Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest, supported by frequent use of the reading area and access to shared and whole group reading.

Mathematics

Staff will ensure that children are provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world

Staff will guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design

Staff will enable children to explore and play with a wide range of media and materials, as well as provide opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

APPENDIX 3

Assessment and Tracking Protocol

Each Key Worker will be responsible for collating evidence in relation to children's learning and development across all 3 prime and 4 specific areas of learning.

Evidence will be drawn from the Key Worker's own interactions with the child, evidence collected by other staff involved in targeted adult activities and from all staff through incidental observations. Each Key Worker will update the tracking sheets and transfer this information onto the 'highlighting summary sheets', on entry and then termly until the child moves onto school.

At Crossens Nursery School we describe children's development as being 'emerging, working within or secure' within each age band detailed in the DfE Early Years Outcomes Document:

E 16-26 Months	W 16-26 Months	S 16-26 Months
E 22-36 Months	W 22-36 Months	S 22-36 Months
E 30-50 Months	W 30-50 Months	S 30-50 Months
E 40-60 Months	W 40-60 Months	S 40-60 Months
E ELG	W ELG	S ELG

Progress meetings take place termly between the headteacher and teachers in order to review the progress made by children and discuss and agree strategies to bring learning back on track or further challenge their learning and development, where children are making less than expected progress.

Progress meetings are informed by the progress Tracking and Moderation Meetings that take place between teacher or lead practitioner and key workers.