



## **The Oaks Nursery**

### **Teaching and Learning policy**

#### **Introduction**

At the Oaks Nursery 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.

#### **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
- 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**

We consider that every child has an active part in their learning and development, therefore we will ensure that children;

- Have access to learning activities that will develop their sense of achievement
- Are engaged in relevant, interesting and enjoyable learning activities

- Have access to a variety of learning experiences to match their ages and stages of development , and different learning styles
- Will make sustained progress over time, building upon what they already know
- Develop skills to become independent learners
- Are encouraged to develop social, emotional, cultural and spiritual awareness.

### **A skilled and competent nursery team**

The nursery team have a diverse, skilled and highly qualified portfolio that enables children in each age group to receive knowledgeable and experienced support in whatever challenges they face. Staff are actively encouraged in their professional development and receive regular performance development reviews where opportunities for further developing qualifications and skills are recognised as crucial to the well-being, education and care of the children. Every member of staff, regardless of their role, play an important part in the success and achievements of all the children. We;

- Use appropriate resources and make effective use of support from colleagues and Kent County Advisors
- Provide activities that engage children's interest from the outset and that offer appropriate pace and challenge
- Provide opportunities for children to be creative, reflective, practical and physical so that every child is successful whatever their ability
- Provide children with positive feedback on success and progress, and make suggestions for improvement that encourage them to learn from mistakes
- Encourage children to be confident to seek adult support
- Create effective relationships with colleagues, parents and children that are based on mutual respect and self-esteem
- Role model children how to work co-operatively
- Enable children to develop effective independent learning skills

### **An inclusive learning environment**

All children are openly encouraged in their independence throughout their time in the nursery. This is to be observed in all areas of the nursery, in our resources and activities;

- Free flow system (separate policy)
- Self-registration
- Free access to resources
- Room responsibilities; taking messages etc.
- Gender role models/ role and imaginative play
- Named work on display
- Snack and tea bar self-selection
- Visits to places of interest
- Visitors and enhancement activities
- Creative activities
- Designing and making things
- Watching DVDs and responding to musical or tape recorded material
- Dress independently
- Self-select placemats and coats

It is essential that children are given a variety of opportunities to access a range of activities. These include television, media, talking books and IT equipment such as; computers programmable toys. We use Mantra Lingua Pens to support children with English as an Additional Language(EAL).

The guidelines for using such equipment are:

- The children will not have more than 15 minutes access to television or other media activities per session
- The staff will assess the product before the children view it to ensure it is suitable and age appropriate
- Where a DVD or computer programme is shown it will be of educational content that is supportive of the Early Years Foundation Stage Framework (2012)

With this in mind we consider that effective learning within our nursery environment results in:

- Knowing you have succeeded
- Feeling you can do more
- Explaining what you have learned
- Applying it to other situations
- Teaching/ showing it to someone else
- Feeling good about yourself

## **Planning**

We use the Early Years Foundation Stage to plan and assess children's learning, and within that framework our staff team are trained in using other observational tools and assessment procedures to plan for and extend children's learning. Such as; long, spontaneous and tracking observations, wellbeing and involvement scales, and Progress Matters.

The learning environment is reviewed and adapted as part of the on-going observations of children's interests and needs. Our continuous provision supports our long-term planning and enhanced provision. Individual planning reflects appropriate challenge for children of different abilities, with appropriate challenge for higher ability children.

## **Evaluation and assessment**

The nursery assesses all children's learning and progress using the 'Progress matters' model and Well-being and involvement scales. Analysis of data from the outcomes of assessment is used to support planning for future teaching and learning. The data is evaluated and results used to track and identify trends or patterns that are purposeful and will inform future planning. For example; "the percentage of boys above chronological age for Communication and Language ". The effectiveness of teaching and learning is monitored by the senior nursery team using a variety of methods that are built in to the nursery operational plan;

- Personal development reviews
- Peer observations
- 'Back to the floor' exercises
- Regular reviews of children's profiles

**Adopted on :( date) 16<sup>th</sup> January 2012**

**Signed on behalf of The Oaks Nursery:**

**Name: Chris Comper**

**Job title: Nursery Manager**