

EYFS Teaching and Learning Policy



Our Mission Statement – the reason our College exists

“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

‘Begin Here, Go Anywhere’

Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.

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Rationale and Introduction

We believe that learning should be a rewarding and enjoyable experience. In the Nursery we aim to lay firm foundations upon which all further knowledge may be based. We strive to help all the children in our care to develop their God-given talents through the provision of a broad and balanced curriculum to 'Live, Love and Learn like Jesus'. This policy outlines our approach to teaching, which is the responsibility of all staff in the Nursery.

Our Philosophy

Children start to learn about the world around them from the moment that they are born. The care and education in our Nursery help children to continue to do this by providing all children with meaningful and relevant experiences.

We believe that it is crucial to value each child's past experiences and then build upon them. We celebrate the uniqueness of each individual and aim to maximise their enthusiasm and thirst for knowledge, while developing their independence.

We believe that effective teaching and learning can only take place if the children in our care feel happy, secure and valued.

Effective Learning

We offer children different opportunities to learn in different ways and recognise that many children need opportunities to pursue learning at length and in depth. Children need time to consolidate what has been discovered and taught.

In our Nursery, staff plan purposeful activities that are challenging but achievable, based on the seven areas of learning and Early Years Principles. We take into account the age and previous experience of the children and their development level. Our planning outlines intended learning and the skills that are to be taught. We aim to ensure that the curriculum is holistic and differentiated and that it meets the needs of individual children.

We aim to provide an environment in which all children will flourish; we are committed to providing equality of opportunity, regardless of race, gender, beliefs, disabilities and religion.

Our excellent learning is likely to include:

- Purposeful learning through practical activities
- Tasks that are differentiated to the learners
- Activities and learning that has been led by the children
- Inputs and child led activities taught with enthusiasm and passion
- Children being encouraged to question, investigate and explore and then to demonstrate, explain and communicate their finding out
- Learning linked to real-life opportunities wherever possible
- A range of activities that engage children's interests and help them to develop across all areas of the curriculum
- Learning that values children as individuals and respects culture and diversity
- Children feeling supported to deal with challenges and new experiences

- A range of activities that reflect different characteristics of learning
- Ongoing assessment that assesses children's learning, progress and their next steps

Responsibilities

It is the responsibility of the Head of EYFS for the organisation, delivery and monitoring of the EYFS curriculum.

It is the responsibility of all Early Years Practitioners (Lead teachers) and Class Teachers to:

- Observe, monitor and assess the progress of the children, to inform planning and ensure children make progress.
- Regularly assess and highlight the steps/goals shared in the Development Tracker. This will inform assessment of a child's development and enable accurate updating of each child's Progress Tracker.
- Develop 'Next Steps' for each child every term.
- Share information with Parents/Carers in each of the seven areas of learning and the three characteristics of learning. This is through report writing, parent's evenings, progress trackers and the EYFS Profile at the end of Reception.

It is the responsibility of all Nursery staff to ensure that whilst they are with children they:

- Listen attentively;
- Ask purposeful, open-ended questions;
- Give appropriate encouragement and feedback;
- Intervene in a sensitive way;
- Become involved and work alongside the children, challenging children further where appropriate;
- Provide opportunities for the children to play cooperatively and collaboratively;
- Value and affirm the contributions made by the children and accept home languages;
- Encourage children to choose activities and develop independence;
- Create an environment whereby all cultures are valued;
- Observe children in their play and activities passing on all relevant information to the child's Lead Teacher.

Monitoring

There are many ways that both the teaching and the learning are monitored, evaluated and celebrated:

- Observations of teachers forming part of their Appraisal/Supervision meetings
- Head of EYFS monitoring weekly planning
- Classroom displays that share work from every child reflecting their abilities and talents
- Baseline assessments in September, followed by termly meetings for every child (these enable all staff who work with that child to evaluate where they are in their learning, highlight any challenging areas and provide excellent next steps), progress trackers, EYFSP, phonics trackers, Next Steps for all children
- Learning walks
- Tapestry observations
- Star of the week certificates that reflect characteristics of learning achievements

Parents

We operate an open-door policy and appreciate that the partnership with parents is crucial. We aim to create a climate of shared responsibility and mutual respect. We recognise that

parents are their child's first educators, and by working in partnership, we can all significantly affect children's achievements and help them to reach their full potential.

We inform parents of their child's learning through:

- Parents' Handbook
- Parents' Induction Evening
- Newsletters
- Displays
- Information evenings or parent workshops
- Weekly updates that share each class's objectives
- Tapestry – online learning journey

We also take opportunities to share learning from home with parents. This is through:

- Tapestry
- Comments shared in individual Reading Records
- Parental Questionnaires
- Parent's Evenings

Review

This policy is reviewed annually by the Head of EYFS.