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EYFS Teaching and Learning Policy

Rationale

In line with the School's Mission Statement we aim to help students develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential. Our Mission Statement is distilled into our Vision Statement, and our aim is to develop our children, pupils and students so that they have "Strength of Mind, Strength of Values, Strength of Purpose".

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 findings
- 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 Swans.

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 co-operatively 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
- WOW boards and classroom displays that share work from every child reflecting their abilities and talents
- Baseline assessments in September, followed by highlighting of development trackers and 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
- Intended learning and other information for the week displayed on the screen
- The school's Visual Learning Environment (VLE)
- 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.