

Learning and Teaching Policy

Kintore Way Children's Centre Mission Statement

At Kintore Way we believe that everyone has a role in promoting the "four Cs" – curiosity, confidence, co-operation and creativity.

Our Centre Aims are;

1. To promote a caring, safe and stimulating learning environment in order to provide equality of opportunity for the whole Kintore Way community.
2. To celebrate inclusion and diversity by being open minded and flexible, so that each of our contributions is valued, respected and encouraged and every voice can be heard.
3. To demonstrate a commitment to lifelong learning and have high expectations of children, staff and everyone involved in the Children's Centre supporting all to fully develop their learning potential

We aim for all our babies, toddlers and young children to be:

- Competent and creative learners
- Secure and confident children
- Skilful communicators.

LEARNING

We recognise there are many ways that children learn. We believe children learn best through play and first hand experiences, with companionship of other children and warm, caring adults. Effective practice is based on an understanding of how young children learn

Well Being

For meaningful learning to take place children need to feel safe and secure. Staffs use the Laevers scale of well-being to monitor each child and will respond appropriately.

Play and Exploration (Engagement)

Planning for play is based on a good knowledge of the interests of individual children, gained through observation and listening. We ensure children have uninterrupted time to play and explore. Staffs provide resources such as treasure baskets, heuristic play and open-ended materials that encourage children to use their imagination. Continuous provision needs to be constantly reviewed to monitor children's engagement and refreshed in response to these observations.

Active Learning (Motivation)

Learning is achieved through active involvement of the learner. At Kintore Way Children's Centre we aim to encourage children to have a strong motivation to learn. An indication of deep meaningful learning is the level of involvement of the child. When making observations of children practitioners' identify the level of involvement (Ferre Laevers) at which children are operating, this enables staff to evaluate and more effectively promote learning. We encourage active investigation, enquiry, and hands on experiences. The Centre provides a meaningful context for learning and motivates children to develop their own interests.

Creativity and Critical Thinking (Thinking)

Children are encouraged to use their imagination and thinking skills to make new connections in their learning and discover creative solutions to problems. Creativity and critical thinking emerge as a result of the interactions between adult and child. These interactions are often described as 'Sustained Shared Thinking'

At Kintore Way we aim to develop children's 'Possibility thinking' through the use of open-ended questioning and the language of learning. The adults take the role of a sensitive conversational partner and co-thinker.

Reinforcement

Children learn from new experiences, they also need the time and opportunities to repeat and practice the same ideas in different contexts in order to consolidate and reinforce their learning.

Schematic Play

Practitioners observe children to identify whether there are any patterns of repeatable behaviour (schemas). Every opportunity is given to support and extend observed schemas.

First Hand Experiences

We recognise the powerful learning opportunities first hand experiences provide. Handling and using authentic things, going to places and meeting people, being out and about makes learning real and meaningful. We believe that these experiences provide the most effective context for learning language. Core experiences we provide at the Centre are cooking, outings and forest school sessions. SEN children also have regular swimming sessions

TEACHING-THE ADULT ROLE

'Each child has a spark inside him or her. It is the responsibility of the people and institutions around each child to find out what would ignite that spark.' (Howard Gardener)

We recognise that the adults have a crucial role in stimulating and supporting children to reach beyond their current limits, inspiring their learning and supporting their development.

Child-initiated Play

- This play is wholly decided upon by the child. We recognise that child-initiated play is a powerful opportunity for learning. Practitioners:
- Will become involved in a child's play, or the play of a group
- Will demonstrate playing for children with little experience of imaginative play, modelling dramatic play
- Show interest, take part and may suggest some ideas
- Model self talk
- Know when it is the right time to intervene and join in or whether to protect the group from intrusive intervention and allow high quality free-flow play and use the opportunity to make observations of the children's learning
- Will join in sensitively, fitting in with children's existing themes and not disrupt the play
- Maintain their focus on learning and use strategies to support and extend learning such as: thinking aloud, introducing new words, posing new problems or encouraging negotiations
- Observe children's activities to discover what they are thinking about and learning so they can be supported and extended through changes to the environment or planned activities

- Provide assistance or support as children may need support in developing their skills or expressing their ideas
- Establish the enabling conditions for play through offering well-maintained flexible resources
- Support children in accessing the resources they need and encourage independent learning.

Adult-led Experiences

- These are experiences which adults initiate. These should be playful and will often include the adult directly teaching new skills. These experiences are planned to build on what children know and can do and often draw on interests and use materials or themes observed in child-initiated activities. Staff plan activities which motivate children by:
 - Presenting the tasks in imaginative ways
 - Ensuring tasks are as open-ended as possible , allowing children to make choices and express their own ideas
 - Using materials or story-lines that children associate with play
 - Providing for children’s hands-on, active participations
 - Using open-ended questioning to promote children’s thinking skills
 - Being explicit in giving feedback on behaviour that shows children’s learning processes
 - Supporting and encourage relationships between peers, children teaching and supporting each other
 - Supporting children to focus their attention
 - Recognising children’s successes
 - Encouraging children to persist with difficulties

Teachable Moments

Adults take advantage of teachable moments as they occur. Adults can shift from observing a child, to interacting through spotting a teachable moment.

THE LEARNING ENVIRONMENT

It is our policy to plan for children’s learning indoors and outdoors equally, ensuring that there is continuity throughout the whole learning environment and that children have a balance of adult-directed and child-initiated learning indoors and outdoors. Children have opportunities to be outdoors on a daily basis all the year round, as this has a positive impact on children’s sense of well-being and helps all aspects of children’s development. There are opportunities for children to recognise and avoid possible danger, make choices and learn how to keep themselves safe. The environment supports every child’s learning through planned experiences and activities that are challenging but achievable. Children have individual interests and their learning is extended as they meet each new challenge and build on their experiences.

LISTENING TO CHILDREN-THE CHILD’S VOICE

We recognise that babies, toddlers and young children have a right to be listened to and for their views and rights to be taken seriously. Opportunities are provided for children to engage in extended conversations with adults. Planned time spent with children and their Learning Journey books provide valuable listening opportunities and practitioner can talk with children about their learning.

PLANNING, RECORD KEEPING AND ASSESSMENT

Staff follow the cycle of; *Observe > Assess > Plan*

See separate policy

INCLUSIVE PRACTICE

Special Educational Needs & Disability

Prior to starting, additional home visits are made for children with SEN or a disability to ensure families feel welcome and all the child's needs will be met.

Through close partnership with families and professionals planned learning experiences are provided which match the child's needs and interests.

As part of our inclusive practice we have adopted the TEACCH (*Treatment and Education of Autistic and related Communication Handicapped Children*) method for some children. This is a formal method of teaching that helps children develop the skills needed to participate in learning within the classroom. All staffs have a responsibility to ensure planned experiences meet the needs of all children.

Gifted and Talented

We aim to nurture young children's unique aptitudes and passions and develop these further. As a Centre our learning environment should encourage and develop children's gifts and talents. Taking an area of interest and using this for a base for in-depth enquiry research, or project is a strategy we use for supporting gifted and talented pupils.

English as an Additional Language

As a Centre we support the continued development of children's first language and promote the use of first language. We recognise that additional visual support for children learning English is vital.

Practitioners will;

- Model language, extending children's speaking and listening skills
- Use open-ended questions
- Talk to children as they are playing alongside them
- Encourage child-to-child interactions
- Share songs and rhymes in home languages
- Provide first hand experiences
- Work in close partnership with parents to encourage storytelling in home language
- Provide materials/equipment from different cultures help to create a learning environment where linguistic and cultural diversity are explored and celebrated.

PARTNERSHIP WITH PARENTS AND CARERS

It is our policy to work closely with parents in order to share information about their children's ongoing interests, celebrate their achievements and identify their next steps in learning. Parents are children's first educators and research shows that young children's intellectual development is greater when parents are involved in their children's learning. Practitioners develop close relationships with children and their parents and carers, so that experiences from home are used as starting points for learning. We aim to keep parents informed about current practice in learning and teaching and keep them updated on their child's progress. Ongoing communication is essential as children's interests and experiences change.

LIFE-LONG LEARNING

We are committed to supporting the learning and development of our families. Educational programmes are provided to support parents in developing their own basic skills. The Centre is committed to ensuring parents know how best to support their child's learning at home.

MONITORING

The principles set out in this policy will be monitored by the Head, the Deputy Head (Education), subject leaders and class teachers. The yearly monitoring focus is decided following analysis of pupil progress, discussion with the Senior Management Team, staff and governors. This is included in the termly action plan and Centre Development Plan.

1) Class teachers are responsible for monitoring the quality of teaching and learning, planning and record keeping of their class teams, ensuring that all children's needs are being met, particularly those for whom English is an additional language and those with special educational needs.

2) Each subject leader will be responsible for monitoring the teaching and learning in their subject area.

3) The Deputy Head (Education) will monitor the implementation of the teaching and learning policy across the whole centre, monitor children's progress and ensure that the learning and developing targets set out in the Centre Development Plan are being met.

4) The Head of Centre has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

5) Joint monitoring will also take place with the Local Authority consultant and inspector.

The outcomes of all monitoring will feed into the Self Evaluation Form.

Monitoring will also focus on staff members' performance management targets, and the impact of training on practice. Monitoring will be undertaken by the line manager or subject leader, whoever is the more appropriate.

In order to develop Kintore Way as a learning community, where adults continue to learn from each other, peer monitoring will take place between staff members with similar professional backgrounds.

Monitoring will take place through:

Observations of adult interactions with children.

Observations of children.

Analysis of assessments of children's progress.

Scrutiny of planning and record keeping.

Audit of the standards of delivery of the EYFS.

Audit of the learning environment and use of resources.

Reports to parents, and feedback from parents and carers.

Links to other Policies;

Special Educational Needs
Equality, Inclusion and Community Cohesion
Race Equality
Sex and Relationships
Positive Behaviour Management
Performance Management
Planning, Assessment and Record Keeping

This policy takes into account many documents including;

- Research by the Effective Provision of Pre-school Education (EPPE) Project
- The Key Elements of Effective Practice document
- The Early Years Foundation Stage (EYFS) Framework
- Supporting Children Learning English as an Additional language- Guidance for Practitioners in the Early Years Foundation Stage
- Learning, Playing and Interacting – Good Practice in the Early Years Foundation Stage
- Challenging Practice to further improve learning, playing and interacting in the Early Years Foundation Stage
- Finding and Exploring Young Children’s Fascinations
- Loving, Learning and Interacting –Nurturing Children Under Three
- Supporting Children Learning English as an Additional Language
- Every Child Matters
- Core Experiences for the Early Years Foundation Stage - Kate Greenaway Children’s Centre
- How Children Learn – The Characteristics of Effective Early Learning (Nancy Stewart).

Kintore Way Nursery School & Children's Centre

Policy Name

Learning and Teaching Policy

Adopted and signed on behalf of the Centre by the Governing Body at the meeting on

Curriculum Committee – 13th February 2014

Name of Governing Body Representative

Claire Gager, Chair Curriculum Committee

Signature of Governing Body Representative

Date signed _____

Date to be reviewed: Spring 2017