

Central Bristol Nursery Schools



St Werburgh's
Park Nursery



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Teaching and Learning Policy Date adopted June 2020

Review Date		Date of next review
September 2022	Policy adapted to be used across Rosemary and The Limes Nursery schools and use of Curriculum Overview Document	September 2025
September 2023	Policy adapted to reflect the federation of The Limes, Rosemary and St Werburghs Park Nursery Schools	September 2025

Purpose and Aims of the Policy

The aim of this policy is to make a statement of the principles and key values that underpin our approach to Learning and Teaching. In doing so we intend to enable children, families and staff to create and maintain a consistent, high quality learning community that models an aspirational and vibrant approach to learning for young children in the Early Years.

Practical Information and Guidelines

Ethos

We believe that what children learn is important, but just as essential is how they learn. By placing child-initiated learning and exploration at the heart of our philosophy of learning and responding to children's interests, explorations and pace of development, we aim to:

- Encourage and guide children's natural curiosity for learning and ability to focus on what fascinates them.
- Enable experimentation, hypothesizing, fantasy and imagination.
- Stimulate creative and critical thinking skills in young children
- Facilitate an environment where persistence, effort, making mistakes and trying out own ideas is encouraged and noticed.
- Allow children to make choices and decisions for themselves; to reflect and review these, make connections and to feel proud of how they accomplish something as well as the result.
- Enrich, develop and build upon valuable play experiences to bring learning for each individual to the fore.
- Reflect, observe, analyse and respond to children's learning needs.
- Model, celebrate and enable a passion for learning that will enable children and families to engage and thrive in their educational experiences in the future.

Environment and Daily Experiences

Children and families experience a consistent daily routine and environment that provides security and structure to learning. The daily routine is designed to enable a variety of approaches to play and learning to be delivered throughout each session. The environment reflects and celebrates the learning, interests, needs and current projects of the children, through the equipment, furnishing and layout of rooms, presentation of displays, learning stories and resources.

Teaching: Attuned, reflective, playful adults

The prime importance of all adults, in stimulating, enabling and enriching learning and play is fully acknowledged by staff. All adults, from a range of professional backgrounds, are enabled to develop their reflective skills and understanding of how children learn, and also to contribute the appropriate aspects of their training, professional heritage and responsibilities. Key factors that underpin all teaching at The Limes, Rosemary and St Werburghs Park Nursery Schools are:

- **Attunement:** A willingness to feel and see play and learning from a child's point of view and to facilitate learning that is initiated by the child.
- **Reflectivity:** an ability to step back, observe, record, think deeply, see and feel beyond the immediate situation, consider, discuss with colleagues, try out and refer to research and experience.
- **Playfulness:** an approach to interactions with children that reflects a child's natural propensity to play and for exploration.
- **Responsiveness:** to the 'hundred languages of children'.

- **Enabling** independence, creativity and persistence and willingness to try out their ideas.
- **Consistency and rigour** in observations, record-keeping, assessment and the use of these to enable and enhance children's learning.

Responsive Planning for Learning

We believe that children learn in a variety of ways and that planning for this learning has a fundamental effect on its quality, depth, duration and connectedness of the children's experience. While it is clearly neither possible nor desirable to plan the content and specific outcomes of all play, it is important to plan for rich play and to structure the opportunities that enable this play. We do this by planning responsively to what children are telling us in their interests and play by planning in different ways:

- **Responsive planning indoors and outside:** This is based on the adults' observation of children's play. Following reflection as a team on the identified leaders of play themes, learning and potential developments are offered, this planning enables actions (or 'provocations') to which respond, enrich, resource, remind and stimulate children's interests and to follow their lead in what next.
- **Group planning:** This is more specific planning with clear learning objectives that is used to structure the short group times and circle times for the 3 and 4 year old children. It is focused on the areas of personal, social and emotional development and communication and language, it is adult framed and supported by the curriculum document.
- **Differentiated Groups:** These may be used as the academic year progresses in order to plan for specific learning groups that meet the needs of individual children, particularly around communication and language and mathematics.

Planning structures are also important in enabling us to track children's experiences and ensure children have access to the full range of learning experiences outlined in the EYFS and our curriculum document..

Centre Improvement Plan and Data Collection

The School Improvement Plan is informed by qualitative and quantitative information and data on children's progress and attainment that we gather during each academic year. The Plan sets specific targets each year which underpin and focus teaching and learning and enable us to develop, build upon and hone the service that we offer to children and families in our community.

Staff Development

To ensure a strong, consistent learning community, we build upon staff skills and understanding of how children learn and the principles that underpin learning and teaching . We do this through both individual opportunities for training, (including external courses, appraisal, supervision, peer mentoring and lesson studies etc) and also through whole team training at Inset Days.

Linked Policies:

- Curriculum Overview Document
- Assessment Policy
- Special Educational Needs Policy