

# Alumwell Nursery

## Teaching and Learning Policy

At our Nursery we follow the statutory framework of the revised "Early Years Foundation Stage" introduced from September 2012. Which covers children from birth to five years of age, however we take into account the individual needs, learning styles and interests of the children.

Nursery have developed a new long term curriculum following the government guidance on the principles of Intention, Implementation and Impact (3 I's.)

The EYFS supports a coherent and flexible approach to care and learning and follows a principled approach under four themes.

A unique child

Positive relationships

Enabling environments

Learning and Developing

The children work towards early learning goals through 7 areas of learning.

These consist of 3 prime areas:

Personal, Social, Emotional Development

Communication and Language

Physical Development

Alongside these areas there are 4 specific areas through which the prime areas are strengthened and applied, these are:

Literacy

Mathematics

Understanding the world

Expressive Arts & Design

The EYFS is also based on principles of inclusion, which means that early year's providers welcome all families and children. At Alumwell we provide care and education for all children and their abilities in environments that enable children to feel safe and supported in line with current Government guidance on Covid-19.

We extend learning and development by planning for children's individual needs and interests and documenting their progress in their learning journeys via Evidence Me and working in partnership with parents who are able to access Evidence Me from a personal e-mail for parents to view their child's observations online securely.

Through tout the EYFS, emphasis is placed upon understanding each child and their family as unique, with different needs and concerns.

## Key Characteristics of Learning and Teaching at Alumwell Nursery

The Learning Environment should:

- Be welcoming and inviting, in line with Covid-19 guidance.
- Be safe and secure but enable the child to be challenged and take risks.
- Encourage co-operation and negotiation and promote positive behaviour
- Be stimulating and interactive.
- Allow autonomy by giving access to well ordered resources.
- Allow access to a range of activities indoors and out of doors.
- Cater for individual learning styles with visual displays, a range of sensory materials and music.
- Encourage the holistic development of the child.
- Displays should value children's efforts, give children a sense of ownership of their environment and sense of belonging.
- Displays should celebrate the process of learning, allowing children to re-visit their learning and inform visitors and parents of children's achievements.
- Should reflect the diverse needs of all children.

Children Should:

- Have fun and develop a positive disposition to learning.
- Have access to a broad and balanced curriculum in which they are given choices, where they are expected to take growing responsibility for themselves and where their autonomy is respected.
- Have opportunities to explore using all of their senses.
- Have opportunities to problem solve and investigate.

- Be encouraged to articulate their feelings, needs and opinions and be consulted about issues concerning themselves. In line with current Government Covid-19 guidance.
- Be challenged and supported to achieve high standards

Role of the Practitioner:

- To care for children and ensure their needs are met.
- To respect and value each child.
- To respond effectively to the diverse needs and abilities of all children, in line with current government Covid-19 guidance.
- To interact positively and promote self esteem and self worth
- To offer children challenge and praise and support effort.
- To observe, assess and document children's learning and plan stimulating enjoyable activities that respond to children's particular interests and learning styles.
- To act as a positive role model as a lifelong learner.
- To actively value the contribution and culture of the home and regard parents/carers as co-educators.
- To contribute to the development of the setting by working as part of a team, evaluating one's own practise and training needs and contributing to debate.

The effectiveness of this policy will be monitored by formal and informal observations of teaching and formal and informal monitoring of learning by a whole team approach.

Date - Sept 2020

Chair of Governors \_\_\_\_\_

Date \_\_\_\_\_

Review Sept 2023