



## Teaching and Learning Policy 2017

The purpose of this policy is to make explicit Bloomsbury Nursery School and Children's Centre philosophy and pedagogy. The Policy will endeavour to explain how different aspects of the nursery; areas, educators and resources, support children's learning, development and care. It will describe how educators provide high quality teaching and learning experiences to make learning meaningful and purposeful.

*“Studies into the development of the brain suggest that the new-born and infant child have enormous latent capacity. The extent to which these are encouraged in the first years of life has a crucial bearing on the development of the brain itself...This is not a matter of capacity but of exposure. If these capacities are not exercised, the neurological patterning, the hard wiring of the brain, is allocated to other purposes....Because early development provides a foundation for all subsequent learning, opportunities lost in the early years of life are difficult if not impossible to regain. Consequently the nature of early years education is as important as the fact of it. In our terms, it is particularly important in the early years to encourage imaginative play and discovery learning as essential processes of intellectual, social and emotional development.”*

Ken Robinson

At Bloomsbury we believe that young children are developing more rapidly, intellectually, physically and socially, than at any subsequent stage in life. This growth is very individual and children vary greatly in their maturity in different areas of development. At Bloomsbury we aim to ensure that their educational and childcare experiences are designed to take account of individual achievements and needs.

Children's Rights: Entitlement

**Article 3: The best interests of the child must be a top priority in all things that affect children.**

**Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.**

**Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.**

**Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**

We believe that children are entitled to a broad and balanced curriculum that builds on the particular interests and skills of each child, giving them a positive image of themselves. We are committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in our activities. We wish to prepare all our pupils for life in a multi-cultural society, building upon the strengths of cultural diversity. Our philosophy is to have a positive outlook on gender, race, additional educational need and discipline. We take particular care to ensure that resources materials reflect the society around us. We also wish to eliminate stereotyping and bias in resources and our own practice.

### **Aims**

We believe that in an effective Early Years Curriculum and provision for children from birth to four, practitioners ensure that; content, processes, concepts, skills and issues all link across and throughout the curriculum. Early Years children are competent, skilful and active learners and that child-initiated, play-based activities should be at the heart of the process, promoting healthy social and emotional growth.

- We aim to ensure that the Early Years Curriculum is broad and balanced and tailored to meet the particular needs of each child, giving them a positive image of themselves.
- We aim to ensure this Curriculum builds upon the effective practice, children's development and progress in the under threes' childcare provision.
- We aim to provide a learning environment that is warm, secure, happy and welcoming.
- We aim to arouse each child's curiosity so that they want to learn more and 'learn to learn.'
- Above all, we aim to nurture and build upon the natural energy, enthusiasm, curiosity and sense of humour of our children.

### **Teaching and Learning**

We follow the **Early Years Foundation Stage** (updated EYFS April 2017), the statutory framework that sets the standards for Learning, Development and Care for children from birth up to 5. The EYFS sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives

children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Four guiding principles shape our practice:

### **Unique Child**

### **Positive Relationships**

### **Enabling Environments**

### **Children develop & learn in different ways & at different rates**

Teaching and learning is based on the EYFS seven areas of learning and development, with three prime areas; Communication and Language Development, Personal Social and Emotional Development and Physical Development. The four foundation subjects are; Literacy, Mathematics, Understanding the World and Expressive Art and Design. Bloomsbury Nursery places great emphasis upon learning through play. We explain our approach to parents through leaflets and workshops throughout the year. We believe that it is important to provide children with a range of play experiences both free choice and adult directed, including small group structured group time sessions. The teaching approach can then be designed for the child; being aware of each child's individual needs, interests and preferred learning styles. Within the organisation of the day children are given freedom to make choices, develop and plan their ideas, to review and recall and to encounter and solve problems independently. The children are also introduced to new concepts and skills through group time sessions with a particular focus on **Maths and Literacy** during these times. These often provide the stimulus for further exploration during free choice play.

We also focus on the **Characteristics of Effective Learning**, this concept looks at learning across three main areas:

**Playing and Exploring** – engagement - Finding out and exploring, Playing with what they know, Being willing to 'have a go'

**Active learning** – motivation - Being involved and concentrating, Keeping trying, Enjoying achieving what they set out to do

**Creating and Thinking Critically** – thinking - Having their own ideas, Making links, Choosing ways to do things

### **Family Group and Keyworker System**

Each child and family has a named keyworker who they will interact with daily, sharing information, interests, emotional well being and learning. This offers the opportunity for a special relationship to develop. The keyworker builds a close relationship by acting as a champion for the child, assessing their needs and development, ensuring they feel safe and secure, develop positive relationships, are

able to follow nursery rules and routines, are appropriately supported and understood . At Bloomsbury we strongly believe that creating a time to talk, sharing information, activities and experiences builds trust and partnership. The keyworker creates a team work approach between the child, parent and any professionals that need to be involved to support their learning journey at nursery. See SEND Policy, Behaviour Policy.

### **Under Three's Nursery - Daisies**

In the under threes' childcare provision the EYFS is used as a guide to provision and helps to shape practice for our youngest children. Practitioners work hard to plan a range of experiences which promote the holistic development of children as strong, skilful, competent and healthy learners.

### **Nursery School**

Our Nursery School curriculum identifies targets for each term within each area. These targets form the focus of termly, weekly and daily planning. Long term planning is also supported by the possible learning outcomes identified for each of our activity resource areas. We often plan to develop children's knowledge concept and skills through the use of projects, often initiated by the children themselves. Such learning always involves first hand experiences and activity, perhaps an expedition outside school and contact with visitors from the local community. Properly planned, this can be a powerful means of firing imagination and enthusiasm.

Our curriculum is child centred promoting self respect and a positive self image. We also foster the necessary skills to enable individuals to play an effective part in building more just and peaceful relationships, encouraging co-operation and consideration towards others, plus responsibility for one's own behaviour (refer to Behaviour Policy 2016).

### **Environments**

The environment is organised into many different areas and the children have access to all areas for most of the day. We aim to build up each area as a rich resource base that will give children opportunities to develop their learning in many areas of the curriculum. We regularly review the position and organisation of each area in order to ensure that children are accessing the area and best use is made of the space available within the nursery. The areas include:

**Middle Room/ Living Room:** block play and construction, small world, writing, drawing, book and role play - Focus on: Maths, CAL, Literacy, UW, PSED

**Studio:** painting, water atelier, collage, playdough, book and role play - Focus on: EAD, PSED, CAL

**Transition:** Language Groups, Story time, Fruit Time - healthy eating, continuous access to water and milk with a focus on independent access, jigsaw puzzles - Focus on: PSED, PD, CAL

**Outdoors/ Garden:** sand, water, playground games, kitchen garden, bike track, gazebo - music, forest, Secret Garden, sensory garden - Focus on: PD, PSE, CAL, PSED

## **Daisies**

**Mini Studio:** painting, water , collage & playdough - Focus on: EAD, PSED, CAL

**Block Play:** Development of early exploration & investigation with a range of open ended resources

**Discovery Area:** A variety of natural materials providing a range of sensory learning opportunities

**Quiet Area/ Family Space:** A place to relax, reflect, read and think....to simply be.

**Outdoors:** Mini Garden. sand, water, playground games, kitchen garden, bike track, teepee - music, forest, Secret Garden, sensory garden - Focus on: PD, PSE, CAL, PSED

Within each area we plan for a range of learning and teaching experiences across each of the seven areas of learning. At Bloomsbury children are given opportunity to develop their own ideas, and to encounter and solve problems independently. Planning encourages this, stimulating the children's interest and imagination, offering many opportunities for talk between adult and child, and between child and child, providing for extended quiet activities, such as looking at books, listening to music, or observing the natural environment.

## **Assessment**

Children's play is observed and documented, in order to inform future planning and ensure progression. Each child's learning journey is captured through their individual 'special book'; made up of documentation: observations, work samples, photographs and record of any 'magic moments' through the year. The special book includes an 'All About Me' section which is completed before children start nursery through discussion with the child's parent/carer. Alongside this, an individual profile is started which allows us to record each child's development in the seven areas of learning. Children's 'Special Books' are shared with parents and carers each term, achievements and progress are discussed.

**Phonics ???,** Makaton, initial sounds focusing on their names and objects or people that are personal to them, self register, modelling and teaching writing through continuous provision and interventions for those that are ready, using Letters and Sounds phase 1 and 2 during group time sessions.

## **Transition**

In order to achieve and to ensure continuity when the child leaves Nursery, communication and liaison with the receiving primary schools is a high priority. Each child's individual profile records are passed to the primary school and are discussed with the reception teacher wherever possible. Reception teachers and SENCos' are invited into nursery to have lunch with the children, observe them in the setting, and discuss work in their learning journeys. Above all, we aim to ensure that our curriculum provides each child with a fun, exciting and challenging year in nursery.

### **Working with parents and the community**

Good communication between families and nursery educators, not only helps to ensure a smooth transition, but also enables the practitioners to learn about each child from the adults who know her/him best. The parent's first hand knowledge of their child is invaluable in assisting teachers to understand and have a more complete picture. We aim to develop a two-way partnership that benefits the parent, child and practitioner. We believe that the educational process at its most effective when there is a strong partnership between home and school and therefore we aim to involve parents as fully as possible in their child's learning.

## **Parental Involvement**

Parents and family members are welcomed in to the nursery daily. Alongside this informal contact we have regular, issue based workshops and curriculum workshops for parents to work with their child, weekly Makaton sessions to teach parents the skills and learning their child is being taught and to use strategies at home. We have a Children and Families Team, whom coordinate some of the parent workshops, home visits, supporting parents in facilitating the Stay and Play Sessions, Parenting programmes, Talking Tips etc and liaising with staff and parents to support the two-way partnership. We are committed to using the wider community including local businesses as a resource to enhance learning.

## **Working with Professionals**

We lead the Nechells Early Years Network, working closely with other early years settings and local schools. This supports continuity and progression for children and families and a coordinated approach to many aspects of school life. We work with a vast range of **External Support Services**, working hard to maintain the close links we have with our Health Visitor, Speech and Language Therapist, Communication and Autism (CAT) worker and Educational Psychologist etc. Further details can be found on Bloomsbury's Website, our SEND Policy (2017), Local Offer 2017) and Behaviour Policy (2016). We have links with other agencies including Children's Advice & Support Service (CASS).The Children's Advice and Support Service (CASS) is the way citizens and professionals in Birmingham access support, advice, information, report a concern about a child and make contact with their allocated Social Worker. and other health professionals as appropriate.

We believe that multi-agency responses to children and families can meet needs in a holistic way, can promote a joint approach to planning and delivering services and can make the best use of resources. Our practice reflects the 'Team Around The Child Approach' and we use the Common Assessment Framework to support our multiagency working. See also the Early Years Foundation Stage Statutory Framework and Practice Guidance

### **Promoting British Values at Bloomsbury Nursery and Children's Centre**

**The Rule of Law** - To learn routines at nursery, To gain an understanding and adhere to expectations and boundaries

**Individual Liberty** - Children have the option to choose any activities, or resources in the indoor and outdoor environments, Open-ended resources mean that children can shape their development through their own interests, We celebrate the uniqueness of all children

**Democracy** - we have a UNICEF 'magical group', to actively involve children in making decisions that affect them at nursery, Sharing ideas and experiences, Children are listened to in a variety of ways and have active roles in decision-making and planning of activities, Children and families become part of the Bloomsbury community

**Tolerance of those of different Faith and Beliefs** - Having a staff team who provide positive images reflecting the cultural diversity of Great Britain, Using resources reflecting multicultural/multi-faith Britain, Celebrating our similarities and differences, valuing their religious, cultural and family life through celebrating festivals and events

**Mutual Respect** - Listening to each other's ideas and experiences in everything we do, learning to share, take turns and play co-operatively, Using Conflict Resolution (Behaviour Policy) to understand feeling and behaviour focussing on developing empathy and understanding of feelings, Understanding that all children have individual needs (SEND Policy), using Makaton signs to reinforce meaning such as Good Looking, Good Listening, Good Sitting and Good Thinking

**This policy was reviewed and ratified by the Governing Body in May 2017.**