

Reading Early Years Schools Federation



Teaching and Learning Policy

Creating Lifelong Learners

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Ethos

Within the REYS federation, we recognise that learning begins at birth and continues throughout life. We acknowledge that everyone has the ability to be a competent learner, regardless of background, disability or special needs.

We believe in, and strive for, continual development and progress, seeking to stretch and challenge all our learners. Our aim is to develop confident, inquisitive learners. The skill of learning is as important as acquiring an ever increasing knowledge and understanding. Problem solving and thinking skills are the cornerstones that support effective learning.

As an Early Years federation, we offer an enriched learning environment and opportunities for everyone who chooses to use our nurseries. This policy focuses primarily on children's learning; however our ethos extends to all the learning experiences we offer to children, parents/carers and staff. Developing a lifelong love of learning is the foundation a child needs to achieve the outcomes identified in the early year's curriculum.

Aim

Our aim is to develop confident, inquisitive children who have **'a lifelong love of learning'**.

We will do this by;

- Providing inspirational teaching and learning experiences that lead to a consistently higher level of individual achievement.
- Consistently apply our teaching model 'I do, we do, you do'.
- Providing a broad and balanced curriculum with reference to the guidance provided in the Early Years Foundation Stage
- Providing an environment that develops lively enquiring minds and enthusiasm for learning.
- Recognising that children are individuals and build upon their successes through in the moment teaching.
- Enabling children to feel valued and respected so they can be confident and secure: willing to seek help in the understanding that overcoming difficulty is part of the learning process.
- Developing, through example and explanation, a sense of responsibility, self-discipline and respect for one another, the Nursery and the community.
- Encouraging spiritual awareness.
- Ensuring that children, staff, parents, governors and the community feel a sense of belonging and ownership and take a pride in the Nursery.

The policy is in line with our federation's aims which include:

- To provide high quality education and care to ensure that all children are healthy, safe, enjoy and achieve and make a positive contribution.
- To provide a broad and balanced curriculum which develops the children's skills and understanding, stimulates their curiosity and creativity and develops them as independent learners
- To value all children as individuals regardless of culture, race, gender or ability
- To make provision for children with special educational needs in accordance with the Special Educational Needs code of practice and provide for children with English as an additional language.

Learning

We believe learning is an active process and that children learn through play and having fun. Everyone has their own individual learning style and we recognise the need to develop strategies that allow each individual to learn in the way that suits them best. Learning styles may be visual, auditory and/or kinaesthetic. Teaching styles within the federation reflect the different ways in which children learn. We deliver the Early Years Foundation stage using a spiral curriculum following on and extending children's interests and experiences. Children continually revisit, embed and build on previous skills throughout the year.

REYS Charter

As a federation we have agreed a selection of experiences we will offer children attending our nursery as part of our rich and broad curriculum offer. These experiences have been carefully decided to link in with our focus stories and with disadvantaged children in mind, to build on children's cultural capital and experiences. Please see appendix.

Teaching Model

We offer children intentional support through scaffolding, supporting and modelling using our teaching model, 'I do, we do, you do'. This allows a child to learn large concepts in small chunks.

Effective Teaching

Everyone has an important role to play in contributing to learning; therefore the term 'educator' can equally apply to all early years' practitioners including nursery nurses, support staff, teachers and other children. Effective educators support learning by being alongside the child: modelling, scaffolding, effective questioning, validating and extending.

Our teaching is relevant, creative, inspirational and enthusiastic, within an atmosphere of trust and respect. We believe that educators teach best when they:

- have a good knowledge of the individual's abilities, learning styles and attainments;
- use observations and evaluations of individual children's learning to inform future planning;
- set clear expectations for what we would like the children to achieve;
- share learning objectives with the children;
- are able to relate learning intentions to children's own life experiences;
- develop the child's ability to independently think and problem solve;
- actively promote positive behaviours which create an environment in which learning can take place;
- challenge stereotypes and promote a positive appreciation of difference;
- share a sense of enjoyment and excitement with the children.

Teachers lead the pedagogy across the federation, working together to ensure high expectations of teams in the delivery of teaching and learning. Regular meetings allow our staff to meet together to reflect on current practice, share knowledge, expertise to further inspire and encourage high quality early years education.

Children experience learning in the here and now. It is in that moment of curiosity, puzzlement, effort or interest - the '**teachable moment**' - that the skilful adult makes a difference.

Planning and Assessment

Planning and assessment are intrinsic parts of the teaching and learning process, with each constantly informing the other in an ever-evolving cycle.

Adults teach, enhance, extend and widen children's learning to meet individual needs. This begins with assessing children's levels of wellbeing and involvement.

Each key person has a deep knowledge of their children and skilfully plans opportunities that ensure a broad and rich curriculum. This includes developing the Characteristics of Effective Teaching and Learning, which is fundamental to all teaching and learning.

We have focus children **NOT** focus activities. The adult goes to the child. The child is NOT called to come to the adult. We work this way because high-level involvement occurs in child-initiated activity.

We build strong relationships with parents and carers through termly focus child meetings and the sharing of progress and next steps in each child's developmental journal.

Assessments are made continually throughout the year to inform children's next steps and ensure the provision is appropriate to children's needs. Baseline assessments are completed for every child within the first three weeks of starting nursery. Observations and assessments occur throughout the term and are recorded on Tapestry.

End of term summative assessments are recorded on Target Tracker and reported termly to governors. This data is used during pupil data meetings to ensure children are targeted and supported to make good or better progress.

We recognise and value the influence parents/carers have on their children's learning and the importance of involving them in what we do in the nursery.

We encourage parents/carers to support and take part in activities across the nursery, including:

- Sharing relevant information about their child.
- Sharing books with their children at home,
- Supporting their children with their home learning and uploading this to Tapestry.
- Attending regular meetings about their child's progress
- Take a proactive involvement in observations captured on Tapestry.
- Signing the home/school agreement.

Observations

Observations are carried out regularly as part of our learning cycle and recorded on Tapestry. Each observation will show

- What was observed
- The intent of the teaching
- The implementation of the teaching
- The impact on the child's learning
- Include next steps and how parents can support this at home.

Observations may also include children's milestones, Wow moments and new experiences.

We encourage parents to share learning and experiences from home that we can continue within the nursery.

Learning Environment

We offer a stimulating environment which sets the climate for learning and encourages the development of the characteristics of effective learning. This is through:

- Creative exploration and expression.
- Research, experimentation and exploration.
- Large and small group, individual and whole class learning.
- Independent, co-operative and adult supported learning.
- Effective questioning.
- Well organised areas, with interactive displays and easily accessible resources to encourage independence.
- Using an enriched environment, not only inside and outside, but also in the local community and beyond.
- We have a **workshop style environment** indoors and outside that the children have free access to. Open ended and high-quality resources are accessible to the children who can select what they want to do in each area. Adults can use enhancements to add breadth to children's experiences.

This Policy links to the Special Educational Needs Policy, Promoting British Values policy, Behaviour policy and Accessibility plan.



REYS Federation Charter

We believe children attending one of our schools should have a broad and rich curriculum. As part of this we will give the children the opportunity to:

- Attend a bonfire
- Eat a picnic
- Watch a show/performance
- Explore textures with feet
- Bake or cook
- Hold an animal
- Build a den
- Fly a kite
- Make a mud creation
- Make a boat
- Hunt for bugs
- Grow a plant/flower
- Use a map
- To celebrate a festival outside of their own experience
- Try food from a range of countries
- Mix paint
- Visit a local park
- Trip to a library
- Ride on a bus or train
- Visit a shop with a list
- Experience a water fight
- Woodwork
- Try a new sport
- Have a visit in the local community
- Play or listen to a new instrument

This will inspire our children to seek wider experiences that will enrich their lives.



REYS Federation Teaching Model

