



## Teaching & Learning Policy

### **Ethos**

At Norcot Early Years Centre 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 disability or other 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.

We aim to provide inspirational teaching and learning experiences that lead to a consistently higher level of individual achievement.

As a Children's Centre we seek to offer an increasing range of learning opportunities for everyone who chooses to use the centre. This document focuses primarily on children's learning; however our ethos extends to all the learning experiences we offer. Developing a lifelong love of learning is the foundation a child needs to achieve the outcomes identified in Every Child Matters.

### **Aims**

- To provide a broad and balanced curriculum with reference to the guidance provided in the Early Years Foundation Stage
- To provide an environment that develops lively enquiring minds and enthusiasm for learning
- To recognise children as individuals and build upon their successes
- To enable 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
- To develop, through example and explanation, a sense of responsibility, self-discipline and respect for: one another; the Centre; and the community
- To encourage aesthetic and spiritual awareness
- To ensure that children, staff, parents, governors and the community feel a sense of belonging and ownership and take a pride in the Centre

### **Responsibilities of Governors**

- To monitor and support the implementation of this policy

- To ensure that the Centre buildings and premises are best used to support successful teaching and learning
- To monitor teaching and learning strategies in the light of health & safety
- To ensure that the Centre policies promote high quality learning experiences

### **Responsibilities of Head of Centre**

- To ensure that staff are aware of this policy and implement it consistently
- To ensure that parents are aware of their roles and responsibilities regarding
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### **Responsibilities of Staff**

- To be familiar with and follow this policy at all times
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### **Responsibilities of Parents**

- To ensure their child attends regularly and give reasons for any absence
- To ensure their child is appropriately dressed for the weather in clothing in which the child feels comfortable to explore freely
- To inform the Centre of concerns or problems which may affect their child's behaviour or well-being
- To attend parent consultations and take advantage of other opportunities to support the Centre

### **Criteria for Success**

- Data collected from profiles shows children achieving across all areas of learning. (External moderation validates data). Data to be audited by Curriculum Committee annually
- Governor observation (termly by Chair of Curriculum Committee) of learning areas shows that children are purposefully engaged
- Parents' comments, gathered via annual questionnaires, Leavers Questionnaires and orange comment/query sheets, show high levels of satisfaction regarding their children's learning and development
- 75% of children asked are able respond appropriately to the question "What have you been learning about?" Data to be gathered termly by Governor observing child contact staff talking to children

### **Associated Policies**

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| • Accessibility                          | • Ethos & Aims                                    |
| • Animals in the Centre                  | • Food, Drink & Healthy Eating                    |
| • Appraisal & Capability--Teaching Staff | • Health & Safety                                 |
| • Assessment & Recording                 | • Inclusion                                       |
| • Attendance                             | • IT  |
| • Behaviour                              | • Off-site Activities                             |
| • Code of Conduct                        | • Physical Movement of Children Within the Centre |
| • Data Protection                        |   |

- Planning Preparation Assessment-PPA
- Recruitment & Selection
- Safeguarding & Child Protection
- Working With Parents

**Policy Agreed: November 2018**  
**Policy to be Reviewed: Annually**

## **Appendix 1--Our Approach to Learning**

We believe that 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 everyone to learn in the ways that suit them best. Learning styles may be visual, auditory and/or kinaesthetic. Teaching styles at Norcot Early Years Centre reflect the different ways in which people learn.

### **Learning Environment**

A stimulating environment sets the climate for learning and may include:

- Creative exploration and expression.
- Research, experimentation and finding out.
- Large and small group, individual and whole class learning.
- Independent, co-operative and adult supported learning.
- Using actions and words to ask and answer questions.
- Well organised areas, with interactive displays and easily accessible resources to encourage independence.
- *A variety of locations, for example: inside and outside the Centre, at home, in the wider community and in a range of natural environments.*

The importance we attach to an exciting, stimulating learning environment is reflective of the ethos of the centre.

### **Effective Teaching**

Everyone has an important role to play in contributing to learning; therefore the term 'educator' can equally apply to parents, Nursery Nurses, support staff, teachers, other children etc. Effective educators support learning by being alongside the child: modelling, scaffolding, validation and extending.

Teaching should be 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 evaluations of individual children's learning to inform future planning;
- set clear expectations for what the children are expected 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.

### **Planning and Assessment**

Planning and assessment are an intrinsic part of the teaching and learning process, with each constantly informing the other in an ever-evolving cycle. (Refer to Assessment & Recording Policy and PPA Policy)

**To give children the best possible learning experiences we will:**

- provide a balanced curriculum and recognise and meet individual needs;
- provide a caring, inspirational and happy learning environment;
- keep parents informed about the Centre's curriculum and events;
- keep parents informed about their child's achievements and progress by ensuring that profiles are up to date and available, and by holding informal conversations;
- discuss with parents any concerns;
- work with parents to support their child's learning at home;
- support staff development through the performance management system;
- monitor the quality of teaching and learning;
- make use of the extended day to enhance children's learning and life chances;
- focus on early intervention using the Centre's network of services to support families and remove barriers to children's learning opportunities and thus raise expectations and achievements.