# FULLBROOK NURSERY SCHOOL

# TEACHING AND LEARNING POLICY

Fullbrook Nursery School and Little Explorers follow the statutory framework for the revised Early Years Foundation Stage, April 2017. This document covers children from birth to five years, however we take into account the individual needs, learning styles and interests of the children.

The EYFS supports a coherent and flexible approach to care and learning linked to four themes:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Developing

The children work towards 17 early learning goals through 7 areas of learning. There are 3 prime areas:

Personal, Social and Emotional Development

Communication and Language

Physical Development

There are 4 specific areas through which the 3 prime areas are strengthened and applied:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

The EYFS is also based on principles of inclusion and Fullbrook Nursery School and Little Expolorers welcome all families and children. We provide education and care for all children, whatever their needs and abilities in an exciting and stimulating environment which supports their learning and development. We plan for children's individual needs and interests and document their progress in their learning journeys. We place the emphasis upon understanding each child and their family as unique, with different needs and concerns.

We foster respect for people of all faiths and none and encourage children and adults to work together in an atmosphere of mutual respect.

**Key Characteristics of Teaching and Learning at Fullbrook Nursery School and Little Explorers are;**

The learning environment should:

- Be welcoming and inviting.
- 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 outdoors.
- Cater for individual learning styles using a range of sensory materials and music.
- Encourage the holistic development of the child.
- Displays should value children's efforts, giving 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.
- 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.
- 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 practice and training needs and contributing to debate.

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


Signed:  Andrina Flinders,  Head Teacher

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