“A nurturing environment where we all learn and aspire together”

“To be the best we can”

EARLY YEARS TEACHING AND LEARNING POLICY 2018-2019
The United Nations Convention of Rights of the Child (CRC) is at the heart of our schools planning, policies, practice and ethos. As we work towards becoming a Rights Respecting school as we not only teach about children’s rights, but also model rights and respect in all relationships. Linked to articles 3, 19, 32, 33 (CRC).

Teaching is systematically helping a child to learn, by helping them to make connections through their play, and so to be actively led forward to develop new/greater knowledge and understanding. Effective teaching has many aspects, including planning, creating a stimulating, safe environment, organising both time and resources, interacting, questioning and answering others, working with and observing children, assessing and recording children’s progress in a variety of differing ways, and sharing ones knowledge with children, parents and other professionals. The quality of the teaching provided depends on the adult’s knowledge and understanding of how children learn, and the curriculum they need to have access to. Children are taught in many different ways, these can either be decided at the planning stage or led by the child’s interests during play, but, however it occurs it has to take into consideration children’s varying abilities and developments and must suit the needs of each individual.

Effective teaching requires:
- Working in partnership with parents, and recognising that they continue to have an important teaching role with their children.
- Promoting children's learning through planned activities, which are both challenging and achievable.
- Adults to model positive and expected behaviours.
- Using both rich and descriptive language, with the correct grammar. It also requires adults to realise they are the model for children’s acquisition of new vocabulary, and learning of linguistic structures.
- Using conversation and questioning to develop children’s knowledge.
- Direct teaching of some skills and knowledge.
- Children teaching each other through and within the medium of play.
- Interacting with and supporting children where necessary, in a way that positively affects the attitudes to learning which children develop.
- Careful planning of both the indoor and outdoor environment to provide a positive, safe and secure environment for teaching and learning.
- Assessing children’s progress and development to serve a variety of purposes (whether planned/spontaneous).
- Working closely with parents, who are vital partners in the whole foundation stage.
- Identifying the next steps in children’s learning with clear targets set for each child to help them to progress.
- Using assessment to evaluate the quality of provision and training needs of adults.
Learning for young children should be an exciting and rewarding experience, where they explore, investigate, discover, create, practice, rehearse, repeat, and consolidate their developing knowledge, skills and understanding. All of this should happen in a carefully planned environment through talk/communication and play.

Effective learning requires:
- Children initiating activities that encourage collaborative learning in both themselves and others.
- Children learning through movement and the use of all their senses.
- Children having time to explore ideas and interests in depth.
- Children feeling secure, enabling them to become effective learners.
- Children learning in different ways and at different rates.
- Children recognising links in their leaning.
- Creative and imaginative play activities that promote language development and its use.

Early years experiences will involve children building on their experiences and acquiring new skills across the curriculum. The way this is achieved is primarily through play, well planned, supportive, and providing both challenge and enjoyment, whilst continuously extending and developing children’s language and communication skills. Through play, in a safe, secure environment, with effective adult support children will:

- explore, practice and build up ideas, concepts and skills that help them make sense of the world around them.
- learn how to control themselves and their behaviour and understand the need for rules.
- be both alone, and involved in collaborative play with others.
- take risks and make mistakes, whilst retaining the confidence to have another go.
- think creatively and imaginatively.
- communicate with others using an increasingly detailed descriptive vocabulary.
- have the confidence to express fears or worries.

An understanding into how children learn within each area of the foundation stage is vitally important, in determining the way the teaching will be approached. Also knowing children as individuals and how they can best be encouraged to achieve their full potential in a happy, safe and challenging environment. It is also vitally important that children are not over taught, and have time to consolidate and explore in peace.