



## **Teaching and Learning**

### **Overarching Principles**

Four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates.

This policy covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

### **Learning and Development Requirements**

- The EYFS learning and development requirements comprise of:
- The seven areas of learning and development that shape education programmes in early years' settings
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year
- The assessment requirements, including when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers

### **The Areas of Learning and Development**

- There are seven areas of learning and development that must shape educational programmes in early years' settings. All areas of learning and development are important and inter-connected.



- Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas – known as the prime areas - are:
  - communication and language;
  - physical development;
  - personal, social and emotional development.
- There are also four specific areas through which the three prime areas are strengthened and applied. The specific areas are:
  - literacy;
  - mathematics;
  - understanding the world;
  - expressive arts and design.
- The School will develop programmes of activities and experiences for children, focusing on the seven areas of learning and development, through:
  - **Communication and language development**, which involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
  - **Physical development**, which involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.
  - **Personal, social and emotional development**, which involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
  - **Literacy development**, which involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
  - **Mathematics**, which involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
  - **Understanding the world**, which involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
  - **Expressive arts and design**, which involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
- The nursery will consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.



- If a child's progress in any prime area gives cause for concern, the nursery will discuss this with the child's parents and/or carers and agree how to support the child. The School will consider whether a child may have a special educational need or disability which requires specialist support. The School will then link with, and help families to access, relevant services from other agencies as appropriate.
- For children whose home language is not English, the School takes reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. The School also ensures that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.
- When assessing communication, language and literacy skills, the School assesses children's skills in English. If a child does not have a strong grasp of English language, we explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.
- Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. The School responds to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.
- In planning and guiding children's activities, the School considers the different ways that children learn and ensure that this is reflected in its practice. Three characteristics of effective teaching and learning are:
  - **playing and exploring** - children investigate and experience things, and 'have a go';
  - **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
  - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Each child is assigned a Key Worker (which is also a safeguarding and welfare requirement). The School will inform parents and/or carers of the name of the Key Worker, and explain their role, when a child starts attending a setting. The Key Worker helps ensure that every child's learning and care is tailored to meet their individual needs. The Key Worker seeks to engage and support parents and/or carers in guiding their child's development at home. They also help families engage with more specialist support, if appropriate about what they have read. 6



## **Assessment**

- Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. It involves EYFS staff observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In interactions with children, the School responds to day-to-day observations about children's progress and observations that parents and carers share.
- Assessment does not entail prolonged breaks from interaction with children, nor take the form of excessive paperwork. Paperwork is limited to that which is absolutely necessary to promote children's successful learning and development. Parents and/or carers are kept up-to-date with their child's progress and development. The School addresses any learning and development needs in partnership with parents and/or carers, and any relevant professionals.
- Our staff plan according to children's interest and take into consideration their next steps and in the moment planning.

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