



ASHGATE NURSERY SCHOOL

Teaching and Learning Policy

This Policy was approved by the Governing Body on: 29.1.13

Chair of Governors: Chris Merrick _____

Headteacher: Janet King _____

To be reviewed: January 2016

At Ashgate Nursery School we aim to enable all our children to become confident, competent and creative learners:

- Confident to have a go and persevere, to approach others and be fully involved in their learning
- Competent to communicate and develop the skills and knowledge they need
- Creative in their thinking and curious about the world around them.

We believe children learn from a secure base which enables them to be confident and resilient. They need to develop secure, trusting relationships with a key person in the nursery and with other adults. This is reflected in our Settling In policy. Children also need to feel secure within the nursery environment. Our environment is therefore calm, organised and familiar to children with clear expectations and boundaries for the children to operate within. Children are supported by the adults to know the nursery routines and where to find resources and regular activities. We work on a principle of two thirds familiar and one third new and exciting in planning activities to give continuity to learning. We recognise the importance of repetition and revisiting learning leading to a deeper involvement in the learning experience. Children's learning experiences are captured in their Learning Journeys and they are invited to look at these to recall and reflect on their learning.

We aim to provide high quality learning experiences for all children whatever their interests, needs or previous experiences. Children's interests are observed and followed and additional resources are provided as required to extend their learning.

We believe that children learn best through play and first hand experiences supported by interested adults. We provide open ended resources and free access to the nursery environment indoors and outdoors. Children make their own choices

of whether to play inside or outside and staffing is deployed flexibly to follow the children's choices.

All areas of the curriculum are linked and we provide some core experiences that offer opportunities for learning across all areas of the EYFS curriculum. These core experiences form our continuous provision and the provision within them will reflect the needs of the group at any particular time:

Home corner play	Mark making and writing
Small world imaginative play	Books and story telling
Block play	ICT
Sand and water play	Fine muscle experiences
Malleable materials	Physical literacy
Art and design	Music, movement and dance

In addition to the continuous provision we provide adult provocations of additional resources and activities to give stimulus to children's learning. We follow seasonal and celebratory events to give children a feeling for the rhythm of the year and to reflect the wider societal events to create a feeling of belonging.

Children spend some time in their key person group which gives them a sense of belonging to a small family group with a familiar adult. One key group time is at the beginning of the session for key skills such as letters and sounds, numbers and fine motor exercise. Another key group time at the end of the session is for a story and reflection on the day's activities.

Adults will also initiate and lead some activities to introduce particular skills or experiences they feel appropriate to that time for all or some of the group. These are planned in advance as a team.

Adults support children's learning and development at activities by:

- being a participant observer, working out what a child is thinking as well as watching what they are doing
- provoking thinking through thoughtful comments and questions, being aware of opportunities for conversation and avoiding questioning that inhibits learning
- scaffolding learning by supporting children to attempt the next step and modelling various skills, language and thinking styles at an appropriate level for the child
- having respectful interactions with children, valuing what they are doing and thinking and showing interest in them and their activities.