



Teaching and Learning Policy

SOUTH NORMANTON NURSERY SCHOOL

Adopted at the meeting of the Full Governing Body on **7th October, 2025**

Minute Number **16/26**

Chair of Governors

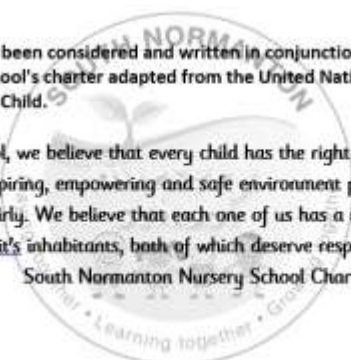
Record of Policy Amendment / History

| Version/ Issue | Date | Author | Reason for Change |
|----------------|----------|---------|-----------------------------------------------------|
| 3 | 04/10/16 | RD | Rights respecting charter added |
| 4 | 03/10/17 | RD | Amendments in yellow, examples of practice |
| 5 | 19.01.18 | SA & RD | Statements added referring to RRS underpinning T&L, |
| 6 | 25/01/19 | RD | Amendments in pink |
| 7 | 5/10/22 | PH | Amendments in yellow |
| 8 | 25/09/25 | PH | |

This policy has been considered and written in conjunction with our Rights Respecting School's charter adapted from the United Nations Convention on the Rights of a Child.

'In our school, we believe that every child has the right to play, learn and grow in an inspiring, empowering and safe environment protected from harm and treated fairly. We believe that each one of us has a responsibility for the world and its inhabitants, both of which deserve respect and nurture.'

South Normanton Nursery School Charter



South Normanton Nursery School Teaching and Learning Policy

At South Normanton 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, additional or special needs and circumstance. We believe in, and strive for, continual development and progress, seeking to stretch and challenge all our learners.

We also acknowledge that every child has rights, regardless of their ethnicity, gender, religion, language, ability or any other status. This means that the articles from the 'United Nations Convention on the rights of the child' **underpin** our provision here at South Normanton Nursery School as they cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to.

Rights and respect go hand in hand in our daily life here at school through our continuous provision across all areas of the EYFS (Early Years Foundation Stage) but also through moments of enquiry or learning points that are raised by the children and we also have specific times for learning about areas of children's rights. One of our many strengths at school is the timely, high quality adult child interactions that allow sustained shared thinking to take place which is key to children exploring and learning about their rights as they play.

Our aim is to develop confident, respectful, inquisitive and independent learners.

At SNNS we develop teaching and learning by focusing on 4 key principles

1. *Developing the unique child*

At SNNS we:

- Encourage children to develop a positive self-image, self-motivation and the confidence to succeed with a positive attitude towards learning.
- Provide opportunities for children to develop positive attitudes, behaviour and values, including a respect for themselves and understanding of others.
- Differentiate opportunities to meet the individual needs of each child.
- Engage all children at an appropriate level, using a range of teaching styles and strategies to ensure each child's progress is meaningfully matched to their full potential.
- Give feedback to our children to inform their learning and encourage the development of self-assessment and self-review skills.
- Help all children to understand how to live a healthy life.
- Develop awareness of what is safe and let children experience the opportunity to take risks.

2. *Building positive relationships*

At SNNS we:

- Encourage children to express and understand their emotions and to express their

fears and anxieties in a secure environment, through language, signing and role play

- Start to understand expected codes of behaviours and the reasons for them through our “Keep Safe and Good Learning”
- Develop respect and empathy for others
- Develop relationships with parents to support children’s learning
- Build relationships with the local community

3. Create an enabling environment

At SNNS we:

- Provide a happy, welcoming, caring, secure, sympathetic and relaxed environment which enables each child to develop to their fullest potential.
- Create an environment that is interesting, thought provoking, stimulating, supportive and supports the development of language.
- Ensure there is time for repetition and revisiting of activities
- Encourage the children to use their initiative to self-select and use appropriate equipment and resources, including staff knowledge and time.
- Ensure continuous observation, discussion and assessment of the curriculum, the achievements of the children and teaching, both formally and informally.
- Provide opportunities for indoor and outdoor learning
- Work with other professions to support the needs of children
- Ensure that children have equal access to resources to extend their learning

4. Promote learning and development

At SNNS we:

- Help the development of application, concentration and listening skills.
- Encourage the development of good communication verbally and non-verbally.
- Provide opportunities for children to direct their own learning and to make reasonable choices, organising their own time.
- Provide an equal balance between the 3 types of adult/child interaction. Including adult directed activities, child initiated/adult supported activities and independent play/activities.
- Ensure that adult directed activities are provided on a rolling programme to provide equal access for all children in all curriculum areas across the week.
- Encourage the development of lively, enquiring minds.
- Provide teaching and learning opportunities for all 7 areas of the Early Years Foundation Stage; Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.
- Offer an enhanced curriculum through the provision of activities such as Forest Schools, Long Wavy Grass, Tales Toolkit and Early Talk Boost.
- Provide teaching and learning opportunities directly linked to the child’s individual needs by differentiated adult led groups for phonics and maths

Teaching and Learning Aims

- Recognise that early years is a distinctive phase of education requiring specialised teaching to a developmentally appropriate curriculum.
- To observe, support and extend the individual child’s learning and to recognise that they are entitled to learn at their own pace and in their own way.
- To enlist Parents as teachers and learners in a partnership approach, for the benefit of all.

How to achieve these aims

- To make it quite clear that different approaches will promote better learning in different circumstances.
- Ensure that we are clearly focused and have shared purposes, expectations and consistent practice that will enable effective communications as a team and within the profession.
- Heighten awareness on the wide range of learning styles and learning potential ensuring that all styles are effective and of the highest standard.
- To maximise adult engagement with children, which enhances and enriches the levels of learning in our school.
- To understand and identify ways in which learning occurs, enabling staff to plan, teach, guide and resource appropriately.
- Staff can motivate children better when they have sound understanding of child development and when they get to know the individual child and their interests.
- To enable children to reach their best potential by providing specific support at critical points in their learning.

There are many ways that children access learning. We recognise that learning is an integrated process and for the early years age group PLAY is the major part of this.

“Play is what children are involved in when they initiate the task, and work is what they do when they fulfil a task required by an adult.” (Froebel)

“Every child needs to feel valued, involved and appreciated. If children have been emotionally thrown off track, either temporarily or over longer periods, the Thrive approach helps us to understand the needs being signalled by our behaviour and gives us targeted strategies and activities to help them re-engage.” (Thriveapproach.com)

These activities and strategies support children’s mental health and social and emotional development and helps them to fully engage or re-engage with life and learning.

- **Well Being:** Young children are more likely to reach their best potential when they are happy, secure and have a sense of well-being. Staff will use the Leuven Scale of Well Being to monitor each child and will respond appropriately. School resources and environment will be set up in a way to induce well-being with constant areas, few rules, with respect and value to others and a friendly caring ethos.
- **Involvement:** An indication of deep meaningful learning is the level of involvement of the child. (Ferres Laevers) Child Involvement Observations will inform teachers of the level at which children are operating; this enables teachers to evaluate and plan more effectively to promote learning.
- **Communication:** Talk is one of the major ways in which learning occurs. Staff are well trained and up to date in developing communication and language and will maintain a high level of good resources to enrich and extend the language development of all the children.
- **Exploration, investigation:** Children learn most effectively through active investigation, enquiry, and hands on experiences. The nursery will be resourced with abundant opportunities for experiences, providing meaningful context for learning and to stimulate the children by motivating them to develop their own interests.
- **Reinforcement:** Research shows that as young children learn from new experiences they need time to “wallow” (Tina Bruce). Time and opportunities to repeat and practise the same idea in different contexts, in order to consolidate and reinforce their learning.

- *Schematic Learning*: A pattern of repeatable behaviour where experiences are assimilated and gradually co-ordinated. (Chris Athey) Every opportunity will be given to support and extend, observed schemas.
- *Making Choices*: Children are less frustrated and more independent when they are in control of their own choices. They learn best when they are given appropriate responsibility, allowed to make errors, decisions and choices and respected as autonomous learners. Children will be encouraged to be autonomous throughout the school.
- *Problem Solving*: Problems stimulate young children into action. They should feel safe in our school to take chances, make mistakes and learn from their own mistakes and the mistakes of others.
- *Learned Strategies*: It is recognised that in certain situations children need to employ learned strategies whereas in others they may be able to create and devise strategies of their own. Through observation staff will be aware of employed strategies and the need to add structure for some children and to support independent thinking for others.
- *Social Relationships*: It is from social interaction that higher functioning develops. (Vygotsky) Children will have every opportunity to work through conflicts, to negotiate and co-operate, to see the results of quarrels and to gain empathy. They will have supported experiences at negotiating, with time to reflect and experiment with learning of social skills.
- *Learning for all*: The staff believe in sharing knowledge with the wider community; with children, parents, governors, colleagues and students and in turn they are most grateful for the learning opportunities they themselves receive. All staff are encouraged to take their learning forward. They may attend workshops, visits, meetings, displays, talks, informal discussion, working alongside others, and attending appropriate courses. Feeding back to the team is as important as the 'training', how will this benefit our children, what is the impact of the training, how will we know.

Parent Partnerships

AT SNNS we see our relationship with parents as core element enabling us to support every child's development. We aim to develop an active dialogue with parents where key information is shared so that children can be individually supported. We create numerous formal and informal situations where this can occur, including:

- Home visits
- Daily discussion
- Sharing learning each half term
- Parent consultations
- Parent workshops
- Reports for leavers
- **Sharing experiences on Learning Journals, both in nursery and at home.**

We also embrace the concept that everyone is a "learner" and offer opportunities for children, parents and staff to learn and develop.

Maintaining high Standards of teaching and learning

The nursery has a vigorous monitoring and self-evaluation process which ensures that high standards of teaching and learning are maintained. This process involves professional development opportunities and appraisal for all staff. All staff are encouraged to develop and are given opportunities to access further training; learning opportunities and visit other settings. All staff and governors are involved in observations of teaching and learning and nursery uses a variety of tools including ECERS to support this monitoring process.

Planning, Assessment, evaluation, reporting and recording

Planning, assessment, evaluation, reporting and recording, help in achieving good teaching and learning. At SNNS we have themes that we cover that includes specific outcomes for ECO education, safety and safeguarding on a flexible rolling program throughout the year. We also have links to specific teaching and learning about our British Values and our Rights Respecting Schools. Staff also plan and provide experiences that are linked to the interests of the child / children, through planning in the moment. This is all based on staff knowing what children need to develop next and using their interests to support this.

Regular observations and assessments of children, identify individual and group needs ensuring that challenge and support are embedded in our teaching.

Learning Environment

At SNNS we offer continuous indoor and outdoor learning. Children are encouraged to access teaching and learning in both environments. This enables children to learn using their preferred style. Our challenging and ever changing environment encourages children to learn about risk taking and understand key concepts about safety. A careful balance of adult lead and child initiated activities enable children to choose how and with whom they learn, maximizing their own natural enthusiasm and interests.

All the above factors contribute to providing excellent teaching and learning opportunities for our children. However, the most important factor is that we work together to create an environment where children are comfortable, safe and are inspired while playing and learning and enjoying their rights.

Approved:

Reviewed: