



Ysgol Feithrin Fair Oak

Learning and Teaching Policy

Education is the purpose of our school. Our focus is on learning.

Learning is a reflective activity that allows the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge. Learning is being taught, as well as individual sense making and building skill and knowledge as part of doing things with others.

Our mission at Fair Oak Nursery School is to enable children to fulfil their learning potential and to develop a lifelong love of learning.

Rationale

This policy allows effective teaching to be identified and consistent approaches and expectations can then be ensured.

It therefore sets out our fundamental values and an expectation for children's learning. We also include staff and parents as learners in our community and the general principles for the development of all staff apply.

Aim

The overall aim of this policy is to ensure that all children, regardless of race, culture, religion, gender or ability receive high quality education and learning experiences which will afford them the best possible chances both now and in their future.

Objectives:

- ✓ To enable learners to develop effective learning strategies and attitudes;
- ✓ To provide the circumstances in which learners can thrive;
- ✓ To meet individual needs within a broad and balanced curriculum;
- ✓ To monitor and evaluate the quality of learning and teaching in the school so as to further develop and improve our provision;
- ✓ To develop learning dispositions including resilience (persistence when "stuck", commitment to task), resourcefulness (finding ways to solve problems/ answers, searching for things and being creative), reflectiveness (evaluation, self understanding as a learner) and reciprocity (ability to learn from others, collaboration and shared projects) (see "Building Learning Power" – Guy Claxton);
- ✓ To enable staff to evaluate the impact of their own teaching;
- ✓ To encourage staff as learners through performance management and through self evaluation;
- ✓ To encourage independent learners;
- ✓ To use knowledge about learning and learning styles to improve achievement;
- ✓ To enable learners to evaluate their own learning and ways forward
- ✓ To enable learners to develop tolerance and understanding with respect for the rights, views and property of others
- ✓ To help learners to develop a responsible attitude towards education and towards one another

Methodology

We believe that effective learning takes place when staff, parents and the community work together and we actively encourage parental involvement and strong community links.

All Staff are expected to:

- ✓ Ensure that focused activities are characterised by a sense of purpose and organisation through effective planning, with clear and shared objectives. Time must be used effectively with appropriate and interesting activities to inspire and engage the learners

- ✓ Ensure that the needs of all children are met. Key-workers' expectation for ALL children must be high. Differentiation will be apparent and appropriate with the expectation of evident progress. Time limits for activities will match ability. A range of strategies will be used but all children will be challenged.
- ✓ Ensure that effective interaction takes place between staff and children and between child and child. Key-workers must have a secure command of their activities, give clear and effective instruction/explanation, and ask challenging open-ended questions. Relationships must be positive with key-workers and children being involved in verbally assessing their progress when appropriate.
- ✓ Ensure that the learning activities sustain interest and motivation. Key-workers must seek to engage children and maintain interest in a variety of appropriate ways.
- ✓ Manage focused activities in an efficient, orderly way so that the teaching style effectively promotes the purpose of the activity. Best use MUST be made of all resources and of support staff to foster learning. Areas and zones must be efficient, orderly places where children can learn independently and where resources are appropriate and neatly kept. Children must be expected to keep areas tidy at the end of each session and begin to be able to put equipment away independently.
- ✓ Make good use of home-school activities to support learning and involve parents in their child's learning thereby developing good home/school links and create true partnerships reflecting parents are the first teachers.
- ✓ Ensure that the evaluation of children's progress is used to support, encourage, extend and challenge them. Assessment strategies need to support children to improve. Comments on assessed activities will be positive and show skills developing and engagement on the activity. Focused and enhanced activities need to encourage children to strive for their own improvement and to begin to have opportunities to assess their own achievement, thereby encouraging independent learners to be motivated to see how they can improve when necessary.
- ✓ Ensure that children demonstrate progress made in the acquisition of knowledge, skills and understanding. They will start to make links and connections between different aspects of their activities. They will begin to understand the simple learning objective for the activity and appropriate progress will be demonstrated. Progress in key skills (communication, numeracy, thinking skills and ICT) will be evident in projects.
- ✓ Children will begin to show an understanding of their learning skills so that they can evaluate their work and make realistic judgements; they discuss their work, asking questions willingly and seeking answers. They should select and use appropriate resources with increasing independence. They should apply the skills they have learned to other situations and they begin to develop opportunities to communicate information in a variety of ways.
- ✓ Enable children to demonstrate positive attitudes to learning. Children should be seen to respond readily to tasks and begin to concentrate for longer periods with enjoyment and commitment. They should demonstrate a growing confidence and the willingness to learn from mistakes and successes. They should help each other (as appropriate) and take increasing responsibility for their learning. They should have opportunities to understand that learning is for life.

All Staff have responsibility for valuing every child as an individual, respecting their right to education in a caring, secure environment.

All Staff have responsibility for safeguarding the Health and Safety of children, other staff and themselves. Children will not be left unsupervised and staff on garden duty must be there promptly to take over from the previous member of staff on duty

All Staff are responsible for promoting positive behaviour expectations at all times during the school day, encouraging children constantly to be fair, honest and friendly towards others.

Monitoring and Evaluation

The Headteacher, teacher and other staff will monitor standards regularly through observations, individual profiles scrutiny, talking with children and analysis of data. Key-workers have accountability for achievement and attainment in their key-worker groups, through consultation with the teacher and Headteacher. The Headteacher and teacher retain accountability for standards in the nursery.

The Headteacher has overall responsibility and accountability for standards and expectations in the school.

All Staff are responsible for school improvement and the impact of their training on standards.

The outcomes of monitoring feed into whole school evaluation, school improvement plans and staff development priorities.

Ethos

Fairoak Nursery School is a lively, caring school where all staff share a sense of common purpose. Teamwork is essential and key-workers are expected to support each other and demonstrate a professional attitude at all times. They provide a positive role model for children. Nursery routines and timetables should be adhered to. This will include:

Keeping within the timetable for sessions/ breaks so that learning time is maximised;
Providing a small amount of home-school activities to be shared with parents and carers; setting activities at registration time so that a calm, brisk start is made to the sessions;
Greeting children at start of sessions and saying goodbye at the end;
Ensuring correct use of cloakrooms with children in key-worker groups helping to keep areas tidy;
Working together to maintain tidiness of garden and other areas;
Observing calmness and reflection time at end of sessions;
Expecting positive behaviour towards each other;
Moving children/ expecting children to move around the school appropriately and giving reminders of behaviour expectations;
Correct clothing for physical skills; encouraging a smart appearance throughout the day;
Walking into/ out of garden into other nursery areas, and inside the nursery building;
Expecting children to address adults respectfully and to use conventions of courtesy – please, thank you, pardon, excuse me, [also bilingually] etc.;
Dismissal – ensuring that children leave the nursery sensibly and safely at the end of the sessions.

A prayer, in the children's' own style, will be said or sung to finish off each nursery session.

The aim is to create an atmosphere of respect, harmony and common purpose.

Reporting To Parents

Parents will be informed of the content of each term's work through newsletters, the notice-board, the nursery website and of their child's progress through parents' consultations, "Curriculum" days and through written annual reports. Home-school activities will also inform parents of projects. We encourage parents and children to participate in shared home-school activities.

Equal Opportunities

This policy applies equally to all children and staff regardless of race, culture, religion, gender, ability or social advantage.

Andie O'Brien- Headteacher

This policy will be reviewed no less than every three years:

December 2008

September 2009

September 2010

September 2011

October 2012 & 2013

October 2015

March 2017