Strong Close Nursery School

Learning and Teaching Policy

Reviewed June 2025

Aims

Our aims set out how we intend to deliver a high-quality curriculum

To ensure high quality teaching through providing a developmentally appropriate play-based curriculum which supports and extends the seven areas of learning and children's characteristics of effective learning from the Department for Education's Development Matters and in addition the Developmental Journal materials.

To provide and maintain a high quality, purposeful, challenging and enabling environment with a range of experiences that supports children's learning and development both indoors and outdoors

To implement a curriculum which is inclusive, sequenced and flexible, with planning built around children's interests, schemas and needs in order to develop, deepen and consolidate young children's learning over time

To ensure assessment is effective so that it focuses on what children can do and what they know and what practitioners will do next to extend their children's learning

To build strong partnerships with parents and carers in order to support children's progress at home and at school

To comply with the "Statutory Framework for the Early Years Foundation Stage" in order to meet its requirements

Our long term, medium- and short-term plans provides a framework for the above

Objectives

Our objectives set out how we implement our aims

Ensure that teaching strategies are appropriate for children's age and stage and support their progress

Provide a balance of child led and adult focused activities

Ensure that staff have a good understanding of children's development, communication, needs, schemas and interests in order to scaffold, support, develop and deepen children's learning

Ensure that we provide a range of high quality, continuous, inclusive and enhanced provision and experiences both indoors and outdoors which support children to develop independence, new knowledge and skills and consolidate their learning over time

Plan areas and provide resources with equality of opportunity, that reflect and value children's needs, experiences and cultural backgrounds but also introduce them to new experiences, cultures and communities

Ensure the teaching and learning environment provides for and supports multi-sensory learning

Ensure effective practitioner assessment of children's play is both formative (ongoing) and summative (termly) in order to identify and plan for the next stages in a child's learning journey and does not take practitioners away from children for long periods of time

Ensure that all information about children's learning and development and the curriculum is accessible to parents and carers

Promote positive attitudes, where issues are developed into opportunities for learning

Ensure that staff training, structures and meetings enable them to meet, discuss, assess and plan for children's learning and care

The following support the **implementation** of this policy and ensure we monitor **impact**

a. Communication Strategies with Children
b. Assessment Policy and Guidelines
c. Behaviour Policy
d. Equalities Policy
e. Home Learning Policy
f. In addition, we have policies on the following Areas of Learning from the Early Years Foundation Stage: -

   Personal, Social and Emotional Development.
   Communication and Language
   Physical Development
   Literacy
   Mathematics
   Understanding the World
   Expressive Arts and Design

g. Monitoring each half term by senior leaders
h. Our Curriculum Progressive Skills and Outcomes document
i. Planning Guidelines