

ROSEMARY NURSERY SCHOOL

Learning & Teaching Policy- a precis

15 key practices and approaches:

1. *Our Image of the Child:* Every child is seen as a competent learner.
2. *Early support for Children with Additional Needs:* Personalised support is offered as swiftly as possible, so that children get the help they need, when they need it. (Please see *Inclusion Policy*.)
3. *Our understanding of how learning takes place:* Learning is play-based. (Please see *Tina Bruce's 12 Features of Play for a definition of play*.)
4. *Balance between child-initiated experiences and adult-initiated experiences:* Our daily routine follows our child-centred approach with the majority of the session allowing for child-initiated experiences.
5. *Promoting a sense of agency:* Within adult-initiated experiences, adults offer choices so that children develop self-esteem and autonomy.
6. *Starting with what you can do, rather than what you can't yet do:* Adults take children's interests and strengths as a starting point for their teaching.
7. *OWLing (Observe, Wait, Listen):* Adults observe and listen carefully to children's play before intervening to 'scaffold' learning. (See *the Hanen Approach and Vygotsky's work on the Zone of Proximal Development*.)
8. *Adults are partners in play and learning:* Adults join in actively with children's play, always with the aim of *extending learning and thinking*.
9. *Consistent routines,* signalled by visual timetables and visual and aural cues during sessions, support children's confidence and sense of security. (Please see *EY1 and EY2 Routines displayed in each classroom*.)
10. Consistent expectations and boundaries promote positive behaviour. (Please see *Behaviour Policy*.)
11. *Conflict Resolution:* Challenging social situations are seen as opportunities for growth and development. Adults work with children to help them feel strong and safe, and to learn how to manage difficult feelings and conflicts. Specifically, adults use the Conflict Resolution approach. (Please see *Behaviour Policy*.)
12. *Promoting independence:* All opportunities for promoting children's independence are embraced. As a rule of thumb, we don't do anything for children that they can do themselves.

13. *Indoor and outdoor learning:* Learning takes place both indoors and outdoors; both environments are equally valued and children can usually choose where they prefer to play.
14. *Parents and carers' involvement is crucial:* a high quality home learning environment makes all the difference to children's life chances. Practitioners take every opportunity to support this.
15. *Observing, recording and assessing:* Practitioners closely follow each individual child's learning journey so that they notice where children are at risk of making poor progress and adapt their teaching accordingly. *(Please see Assessment Policy.)*

Adapted from Teaching and Learning Policy February 2019 Toni Glazzard

Reviewed March 2021 – Jo Morgan and Toni Glazzard

Next review - March 2022