

Teaching, Learning and Educational Programmes Policy



Policy statement

This policy aims to ensure that each child who attends Little Elms is offered a wide range of teaching and learning opportunities which considers children's individual needs, interests and their stage in learning and development.

Little Elms uses Birth to Five Matters as a guide for teaching and learning milestones and incorporates the following areas of learning as detailed within the Statutory Framework into our teaching approaches:

Prime Areas

- Personal, social and emotional development
- Communication and language development
- Physical development

The prime areas of learning are the foundation for igniting curiosity and enthusiasm for learning.

Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

More information about each area of learning is available and should be reviewed by Managers and practitioners in the Statutory Framework for the EYFS and the Birth to Five Matters documents.

Routines

All playrooms follow a routine which has been developed by the practitioners who know their children best. These routines are adapted to meet the individual needs of the children at the nursery. Whilst the routines are individual to each playroom based on the needs of their group of children, playroom routines will always include:

- A minimum of 2 daily opportunities for small group times which focuses on adult led learning opportunities
- Opportunities for outdoor play in the morning, and in the afternoon (where free flow is not possible)
- Opportunities for free play where children can independently access activities through the continuous provision

An example of a playroom routine is detailed as an associated document.

Adult Lead Learning

We know that children learn best through play and our approach to teaching and learning emphasises the importance of being child led for the majority of learning opportunities through continuous provision and our enabling environments.

Children also massively benefit from targeted adult led teaching opportunities. Our practitioners provide daily opportunities for small group activities which aim to give children opportunities to learn and develop.

These adult led focus activities will be tailored to meet the needs of the children participating and will consider children's interests, stage in development and what the practitioners want the children to learn.

Characteristics of Effective Teaching & Learning

Practitioners use their knowledge and day to day observations of children to develop a core understanding of how each child learns, and they know that children will learn and develop at different rates. They will apply their knowledge of each child to ensure the teaching and learning opportunities provided to the children have consideration for the following characteristic of effective teaching and learning:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Practitioners will use these characteristics to inform adaptations to their practice which will best meet the learning and development needs of each individual child.

Continuous Provision

The continuous provision is the daily set up of activities and learning opportunities that children have access to throughout free play opportunities. The continuous provision at Little Elms reflects a stimulating and enabling environment which sparks children's natural curiosity and eagerness to learn.

During each session, children have access to the following areas and opportunities as part of the continuous provision:

- Sand / Water / Malleable Materials
- Arts and crafts with opportunities for mark making and creative play
- Story area with access to a range of age-appropriate books, rhymes and song material
- Mathematics
- Small World / Construction
- Role play
- Technology
- Physical Play – where children are able to take manageable risks

These areas and learning opportunities are also reflected in the outdoor environment and are set up to be inviting and engaging. The areas and opportunities available will differ depending on the needs and interests of the children attending. For example:

- Practitioners may choose to set up the construction area as a building site, using props such as hard hats, hi vis jackets and large foam blocks to encourage children to engage in role play activities.
- The following week, this may transform into providing children with large building blocks to encourage children to develop their gross motor skills.

Practitioners will adapt the continuous provision, using their knowledge and expertise of how their children learn and what they want children to learn.

Early Learning Goals (ELG's)

The ELG's as detailed in the Statutory Framework demonstrate the level of development that children should be expected to have attained by the end of the EYFS.



Little Elms has regard for the ELG's and these are used to form professional judgements about how prepared children are to move onto the next stage in their learning as they progress to school.

Any concerns about a child's attainment of the ELG's are monitored by practitioners with targeted intervention put in place which may include the involvement of external agencies, or internal actions following the SEND Policy.

Associated Documents:

- Statutory Framework for the Early Years Foundation Stage (31st March 2021)
- Birth to Five Matters
- Observation, Planning and Assessment Policy
- Individual Planning Sheet
- English as an Additional Language Policy
- Example Routine