



TEACHING & LEARNING POLICY

Introduction

The Teaching & Learning Policy for Trinity Nursery School is intended as a document which is endorsed by the Board of Governors, used by all staff, both teaching and non-teaching and is available, on request, to parents and Education and Training Inspectorate. This policy was devised by the staff and will be reviewed during the academic year 2013-2014.

Rationale

We, the staff of Trinity Nursery School, support the concept of lifelong learning and the fundamental belief that children (and adults) learn constantly and every day. In our school we recognise that Nursery education is an important start to a child's education and is to be enjoyed in its own right. Children at this age have individual differences and needs, which must be recognised and met. They should also have equal opportunities regardless of gender, race, culture or individual needs. Children in Nursery learn and develop best through play and with the help and encouragement of our staff their natural interest and curiosity will be developed and supported. We also recognise the role of parents as the children's first educators and we will continue to encourage that role in partnership with the Nursery staff. Within our Nursery we aim to provide the young children with a wide variety of learning experiences which will nurture their natural curiosity of the world around them and which will provide opportunities for their social, emotional, intellectual, physical and creative development.

Statement of Interest

We believe that children learn best in different ways. At Trinity Nursery School we provide a rich & varied learning environment that allows children to develop their skills & abilities to their full potential.

Through our teaching we aim to:

- ◆ enable children to become confident, resourceful, enquiring & independent learners;
- ◆ foster children's self-esteem & help them build positive relationships with other people;
- ◆ develop children's self-respect & encourage children to respect the ideas, attitudes, values & feelings of other;
- ◆ show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- ◆ enable children to understand their community & help them feel valued as part of this community.
- ◆ help children develop into reliable, independent & positive citizens.

Effective Teaching

Teaching means systematically motivating children to learn, building on their skills, knowledge & understanding of the curriculum so that they are helped to make connections in their learning & are actively led forward, as well as helped to reflect on what they have already learnt.



TEACHING & LEARNING POLICY

Effective teaching requires:

- ◆ Working in partnership with parents, because parents are the first educators of their children.
- ◆ Promoting children's learning through planned experiences & activities that are rewarding, challenging yet achievable.
- ◆ Staff (both teaching and non-teaching) who model a range of positive behaviours.
- ◆ Using language that is rich & using correct grammar, which helps children to develop linguistic structures for thinking.
- ◆ Using conversation & carefully framed questions because this is crucial & central in developing children's knowledge.
- ◆ Direct teaching of skills and knowledge.
- ◆ Children teaching each other.
- ◆ Interacting with and supporting children in a way that positively affects the attitudes to learning that children develop.
- ◆ Planning the indoor & outdoor environment carefully to provide a positive context for teaching & learning.
- ◆ Skilful & well-planned observations of children.
- ◆ Assessing children's development & progress. Assessment opportunities may be identified in planning or arise spontaneously.
- ◆ Working with parents, who are vital partners in the assessment & planning process.
- ◆ Identifying the next step in children's learning to plan how to help children make progress.
- ◆ Using assessment to evaluate the quality of provision & staff development needs.

Effective Learning

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat and consolidate their developing knowledge, skills, understanding and attitudes. During their time at nursery, many of these aspects of learning are brought together effectively through play and language.

Effective learning involves:

- ◆ Children initiating activities that promote learning & enable them to learn from each other.
- ◆ Children learning through movement & all their senses.
- ◆ Children having time to explore ideas & interests in depth.
- ◆ Children feeling secure, which helps them to become confident learners.
- ◆ Children learning in different ways & at different rates.
- ◆ Children making links in their learning.
- ◆ Creative & imaginative play activities that promote the development and use of language.

Procedures

1. The Role of the Staff (meeting children's needs)

- To give priority to settling the children happily into school and continue to promote their self-confidence, self-esteem and cooperation.
- Provide a rich and stimulating environment, which promotes the children's all round development.
- Treat each child as an individual and have high expectations of their developing abilities.



- Value and encourage children's play; interact with children as they play, and use it as the main vehicle to promote learning.
- Promote the children's abilities to make choices and decisions for themselves.
- Agree and implement the curriculum, management of the children, assessment and the general aims of the nursery.
- Be a role model for the children, demonstrating open communication, a sense of mutual trust and effective teamwork.

2. The Organisation of the Staff

- Children are given time to engage in free play with access to a wide range of equipment, materials and stimulating activities.
- All aspects of the pre-school curriculum are offered including music, stories and physical play both indoors and outdoors.
- The necessary routines eg toileting, snack and dinner time are organized efficiently and flow seamlessly so that the children are not curtailed in their play.
- The beginning and end of the session is organised to facilitate informal contact between the staff and parents.

3. Planning and Monitoring the Curriculum

- Plan the nursery programme as a team in line with the pre-school curricular guidance.
- Identify and promote the learning potential within every activity planned and provide the flexibility to diversify in a direction led by the children.
- Take account of the needs of the children through systematic assessment.
- Evaluate the children's progress and use it to inform future planning.
- Use assessment of children to meet individual needs.
- Provide parents with regular and comprehensive information about their child's progress,

4. Staff Interaction to Ensure Optimum Learning and Development

- They interact easily and spontaneously with children.
- They support children's chosen play.
- Promote safe productive play.
- Exploit the learning potential of the activities and equipment.
- Encourage through open questioning and comments children's curiosity, imagination and ability to solve problems.
- Develop children's language and learning across the curriculum.

5. Monitoring, Recording and Reporting the Children's Progress

- Staff systematically observe children and record all aspects of their development.
- Keep a profile of each child's progress and development.
- Use the information to provide the planned educational programme.
- Use the information to inform parents and encourage them to help their child at home.

6. Provision for Children with Special or Additional Needs

- Staff organise activities and materials to provide for the special needs or additional needs of



TRINITY NURSERY SCHOOL

TEACHING & LEARNING POLICY

- Ensure the children have equal access to the curriculum where appropriate.
- Provide the necessary support where special educational needs or additional needs are identified and where appropriate keep Individual Education Plans.
- Seek appropriate help, advice and support from other relevant professionals.
- Keep the child's parents fully informed and involved.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to keep parents informed about what & how their children are learning by:

- ◆ ensuring parents feel welcome on a daily basis and know that staff are and are approachable and will deal with enquiries promptly and effectively.
- ◆ holding induction and parents' evenings to explain our school systems & strategies for teaching & learning.
- ◆ giving information to parents through our monthly Nursery News and regular letters and by displaying our planning and learning outcomes on the parents' noticeboard along with information on areas of learning and aspects of play.
- ◆ keeping parents updated on the progress made by their child through informal and formal channels; through parent consultations three times a year and through the Transition Report prepared for receiving Primary Schools and parents.
- ◆ providing a Parent's Page each month which explains to parents how they can support their child's learning linked to the topics/themes of the Nursery.
- ◆ holding Parents Meetings on aspects of the curriculum and a range of parent courses.

Liaison with Others

The Nursery recognises the vital importance of a smooth transition from home to school and from Nursery to Year One and to support this staff:

- Give priority to the child's settling in period at the beginning of the school year. The children are closely monitored at this time by staff and parents are kept informed of their progress.
- Year One teachers from feed Primary Schools visit the Nursery during the Summer Term to begin building relationships with the children who will transfer to their schools.
- Primary Schools are given verbal and written information on the children's progress during their Nursery year.
- Year One teachers are encouraged to keep contact with the Nursery Staff during the first term of Year One.
- Staff maintain relationships with other external agencies eg Health Visitor, Dental Nurse, Social Services, Speech and Language therapists, Scrabo Children's Centre and Educational Psychologists in order to improve the provision for those children with Special or additional needs.
- Staff recognise the local community as a valuable resources which enables them to extend the children's opportunities for learning. Visitors from local community are invited regularly to support the Nursery themes and visits to the park, the museum etc are also organised.

The aims and principles of this Teaching & Learning Policy for TNS have been agreed by the staff and endorsed by the BOG. The policy will be reviewed and updated on a regular basis and in light of any changing guidance and legislation.



RINITY NURSERY SCHOOL

Page 5 of 5

TEACHING & LEARNING POLICY

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