



## Teaching and Learning Policy

### Procedures

- The cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis.
- The keyperson will choose a focus child from their key worker group, this will be planned in advance for the whole term using their next steps. The keyperson will focus on their key-children.
- Some interactions and activities that occur are recorded when the cycle is complete. These records form Learning Journeys (Tapestry) for the focus children and group records where appropriate.
- We work this way because...
  - “young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in the moment of curiosity, puzzlement, or effort – the ‘teachable moment’ – that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will always be alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).”  
From Department for Education National Strategies publication, ‘Learning, playing and interacting’ p22-23.
- We work this way because high level involvement occurs in child-initiated activities. We plan opportunities within the room with a learning intention behind this in the hope that the children will use these opportunities and extend on them.
- Research tells us that when children show high level involvement, that is when progress and development occur – when the brain is at it’s most active. High level involvement occurs most often when children are able to follow their own interests in an enabling environment, supported by skilful staff.

### An enabling environment

- All resources are available to the children. The children select what they want to do in each area and choose resources that support their activity.
- We provide a wide variety of open-ended high-quality resources.

## The role of the adult

- The adults are there to teach. They do this through observing and interacting. The adult goes to the child, the child is not called to the adult.
- Our adults take the time to get to know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level for each individual child.
- As the children become involved in activities of their choice, the adults carefully observe, joining them when appropriate, and engage in quality interactions (teaching) to move the learning on.
- The Ofsted definition of teaching (Sept):  
“Teaching should not be taken to imply a ‘top down’ formal way of working. It is a broad term that covers the many different ways in which adults help young children to learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating, and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.

## How we record teaching and learning

- We use a tool called Tapestry, on this we record observations of children and determine next steps, next steps are recorded on a board by all key persons. The board is followed when setting up the room, we use frames to write learning intentions and initials of children relevant to. These stay out all session for staff to refer to. Outdoor planning is completed on the whiteboard near the garden doors.
- It is important that the adults’ input is recorded.
- Additional ‘wow’ moments are also recorded for all children as and when they happen. For example:  
“... put their own coat on for the first time today”. Parents are encouraged to complete these too.
- Parents are invited in for a meeting to speak with the child’s keyperson 3 times per academic year, ideally every full term.

This policy was adopted at a meeting of Southmoor Pre-School *(name of provider)*

Held on \_\_\_\_\_ *(date)*

Date to be reviewed \_\_\_\_\_ *(date)*

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or owner) \_\_\_\_\_