

# **HARPOLE DAY NURSERY**

## **Teaching and Learning policy**

### **Introduction**

This policy states the teaching philosophy we have in order to achieve continuity and progression in the learning and teaching which takes place at our nursery and it is a clear reflection of the vision, mission and aims of Harpole Day Nursery

### **Teaching Styles and Strategies**

It is acknowledged that learning is an active process and that the development of skills and practical experiences are important. It is similarly acknowledged that staff need to create a climate for learning, which is inspirational, positive, secure and with challenging expectations.

We provide opportunities for:

- Investigations, problem solving situations and research encouraging children to share their personal experiences and knowledge
- a variety of stimuli to enhance the learning experience
- a range of teaching styles, appropriate to needs, abilities and tasks – individual, collaborative, group and whole class experiences
- opportunities for children to learn, contribute, reflect and consolidate
- a curriculum which offers opportunities to develop thinking skills
- encouragement for children to be flexible in their approaches to challenges
- focused, carefully constructed questions which encourage independent thinking, reflection and independence
- a forum whereby children with particular needs are encouraged to participate in all activities appropriate to their own learning levels
- a learning environment which endorses access of opportunity for all

### **Encouraging independence**

The culture of our nursery is such that we encourage all children to be as independent as possible. We promote this through:

- providing appropriate resources in readily accessible areas
- encouraging selection and use of appropriate materials and resources

- working independently and in collaboration, leading to growth of self discipline e.g., listening skills, taking turns, concentrating and staying on task
- involving children in tasks using and developing appropriate language skills
- the active encouragement of life skills e.g. Dressing, being responsible for their personal belongings
- opportunities for children to behave responsibly in all areas of nursery life
- opportunities for children to take an active role in the organisation of their classroom e.g. Tidying up, selecting materials for themselves.

### **Room management**

The aesthetic appearance of the classroom will influence the learning, which takes place. Teachers will ensure that:

- displays are child centred, well maintained to reflect the value placed upon children's' work and regularly changed
- surfaces will be used for displays of artefacts, books or plants but not clutter
- furniture is arranged to enable effective learning to take place
- resources are labelled

Signed on behalf of the nursery

Date