



Dorking Nursery School and Children's Centre

TEACHING AND LEARNING POLICY

Working together to achieve the best

We value the whole child and endeavour to work in partnership with families to empower each individual to reach their potential.

The Curriculum

We offer a rich indoor and outdoor environment within which we encourage the children's enjoyment of learning and their desire to investigate and question, whilst ensuring the safeguarding and welfare of all children. We follow the principles and guidance of the Early Years Foundation Stage (EYFS), emphasising developing to the full the children's unique and individual potential as active learners, and provide a broad, stimulating and balanced curriculum which covers the following areas of learning:

Prime Areas:	Specific Areas:
Personal, Social and Emotional Communication and Language Physical	Literacy Mathematics Expressive Art and Design Understanding the World

Interconnected with these and underpinning all the areas of learning are the Characteristics of Effective Learning:

Playing and exploring - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning - motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically - thinking

- Having their own ideas
- Making links
- Choosing ways to do things

The Headteacher, staff and Governors have worked together to form curriculum policies for each area of learning which outline the skills, concepts and experiences we intend to offer during the year.

The curriculum is delivered by using and developing the children's interests. Any topic work therefore evolves from close observations of the children's play, with the collection of observations being ongoing.

Curriculum Planning

The staff team meet at the end of the session to evaluate the day's activities and discuss their observations of the children. In the light of this discussion, learning is planned for the following day, centred around the child, this may further extend what has already been happening or highlight new skills or experiences to be offered. Differentiated activities are then planned, which will allow these objectives to be realised. Many of these learning experiences are ongoing and we only record on the planning sheets, those that will have particular emphasis on that day, which are usually ones with an adult focus. We agree with the parents individual foci for the children as appropriate.

Curriculum maintenance and development

We monitor the quality of curriculum provision, by regular focused observations of the teaching and learning, records of children's progress and by verbal evaluation by the team in planning meetings.

The Learning Environment

The learning environment is planned in line with the EYFS to give children a balance of child initiated and adult led activities. For most of the session the children are free to choose from a range of activities and self select workshop areas indoors and out covering all areas of the curriculum.

The daily sessions includes a group time for all children each day of up to 30 minutes, in which they share a plate of fruit, listen to a story and participate in musical activities. The most important aim of these sessions is to encourage the development of the children's attention and listening skills and to offer the opportunity for them to be active participants in a group.

Approved by the Governing Body: September 2015

Review by: September 2018

Relevant for:-

Centre: No	Nursery: Yes	Parents: Yes
-------------------	---------------------	---------------------