

Hind Leys Pre-School & Natural Play Centre

Learning and Teaching Policy

At Hind Leys Pre-School, we strongly believe that the first years of education are fundamental to children's lives and are vital to their development as balanced and happy adults who can fully contribute to our society.

We believe in a holistic approach to learning which ensures that all stakeholders: parents, carers, practitioners, committee members and other members of the community work effectively together to encourage and support children's learning.

We aim to provide an exciting, broad and balanced curriculum, which enables each child to develop emotionally, socially, culturally, physically and intellectually to his/her full potential.

Each child is unique and is valued as an individual.

Starting with the child and keeping the child at the heart of our provision:

We recognise that children are entitled to play experiences that:

- Engage them effectively and socially in their own and others' learning;
- Are set in meaningful and relevant activities and contexts for learning;
- Promote curiosity and the use of imagination and creativity in learning;
- Are open-ended and offer trial-and-error learning without fear of failure;
- Are exploratory and experiential with a variety of materials and resources and within a variety of contexts;
- Engage them in individual and dynamic play and learning experiences relevant to their age group and stage of development.

At Hind Leys Pre-School, children learn in a climate conducive to being able to:

- Develop their sense of identity;
- Develop their sense of belonging;
- Develop their confidence and independence;
- Develop aspirations;
- Develop their sense of safety;
- Be successful;
- Have high expectations for themselves;
- Be creative;
- Develop skills and strategies, which will provide a good foundation for their future life and learning;
- Value their own culture, religion, race and language and those of others;
- Communicate their ideas, feelings and experiences in a variety of ways;
- Develop warm and secure relationships with both their peers and adults;
- Feel free to explore, experiment, observe and discover.

In order to sustain a high quality of learning for the children, practitioners provide a positive, effective and stimulating environment:

At Hind Leys Pre-School, we ensure that:

- Our philosophy equates to the Principles laid out in the 'Early Years Foundation Stage' (EYFS);
- We are an inclusive setting;
- We show respect for, and are sensitive to all stakeholders: children, families, staff, committee members, other professionals and members of the community;
- We provide a broad and balanced curriculum based on 'The Areas of Learning and Development' (both prime and Specific Areas);
- We provide a supportive environment where the children can learn how to learn through a play ethos;
- We give children time and space to explore and express their ideas;
- We have high but realistic expectations for our children;

- We offer positive reinforcement to each individual child through guidance, role-modelling, praises and encouragement;
- We offer opportunities to each child to develop and participate at their own level;
- We inspire and stimulate their imagination and creativity;
- We know the children well, we understand their learning styles, schemas and type of intelligence, and we adapt our pedagogical styles accordingly;
- We talk to the children about their play and work;
- We involve all stakeholders in the provision, particularly the families of our children;
- We plan carefully but with flexibility, activities that are meaningful and relevant and which have clear aims and objectives which are initiated by the interests of the children;
- We differentiate, observe and intervene to support individual learning;
- We monitor, assess and evaluate to ensure relevance, quality, coverage and success;
- We keep accurate records of the children's achievements in a variety of ways and particularly through their 'Learning Journeys' and the settings' 'Journals';
- We build on what the children already know and provide relevant information and transition to their next educational setting;
- We are reflective practitioners and review children's progress and our own practice regularly;
- We pursue our own learning personally and as a setting;
- Our organisation reflects our aims and objectives.

“Each child has a spark in him/her. It is the responsibility of the people and institutions around each child to find what would ignite that spark”
Howard Gardner