



Teaching and Learning Policy

Vision Statement

At the House Federation we are passionate about learning. We aim to provide an inspiring environment and foster strong relationships to allow confidence and learning to flourish for all.

Aims:

The aim of this policy is to communicate to parents, carers, governors and staff how we aim to:

- Provide a high quality teaching and learning culture.
- Teach children to become independent learners
- Educate and develop the whole child
- Provide a safe, happy and stimulating environment
- Build positive relationships with parents and the wider community
- Develop responsible citizens for the future
- Involve parents in a partnership
- Encourage life long learning

Charateristics of Effective learning:

We acknowledge that people learn in different ways and we recognise the need to develop strategies that allow children to learn in the ways that best suit them. This can be seen through these characteristics

Playing and exploring

Through play, children explore and develop learning experiences which help them make sense of the world.

Active Learning:

Active learning occurs when children are motivated and interested.

Creating and Thinking Critically:

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Children have time to think and solve problems and make connections, supported by responsive staff.

Children Learn Best When

- They are happy, healthy and secure
- Have positive relationships with adults and peers
- Are able to ask questions and learn from their mistakes
- Freedom and time to explore and investigate
- Expectations, routines and boundaries are appropriate and match their ability
- Supported by knowledgeable adults to take risks
- The environment is stimulating and resources are accessible

Our Curriculum

From our youngest children to the oldest, we provide children with the opportunities to share experiences, to talk and communicate with each other and for them to see staff and parents building strong relationships.

We feel that the environment that we provide can inspire children to learn new things and practice their skills. Our outdoor environment plays a vital role in our children's learning and development and its value is as equal as the indoor environment. Our outdoor provides countless opportunities to develop all areas of learning in a way that young children learn best by being active and hands on.

Our curriculum focuses on 4 main areas so that we develop, curious learners, healthy children, secure children and confident communicators. We use a document called "Curriculum Spirals" to identify the developmentally appropriate skills we will teach and support the children with throughout their time in nursery. We acknowledge that children and babies do not develop in a linear pattern but may learn skills at different times and need to revisit learning throughout their time at nursery.

Effective Teaching

At The House Federation we base our teaching on the three prime areas of development, personal, social and emotional development, communication and language development and physical development with the specific skills and knowledge of literacy, reading, writing, number, shape and measures, understanding of the world and expressive arts and design being taught in a meaningful context. We encourage children in following their interests, supporting and scaffolding learning through play.

We Teach Best When

- We show knowledge and understanding of each stage of development that the child has reached
- We have positive relationships
- We are well prepared and plan effectively

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- Learning objectives are clear and match the child's ability
- We know the children well and build on previous experiences
- We have high expectations
- We use resources and time effectively
- We are flexible to changing situations
- Assessment is detailed and accurate

Monitoring and Evaluation

We engage in a cycle of monitoring and evaluating the impact of our work throughout the year to help us support and develop all aspects of teaching and learning.

What do we monitor/evaluate?

- Children's progress
- Staff performance and development
- Learning environment
- Resources
- Curriculum
- Routines

How do we monitor/evaluate?

- Performance Management
- OFSTED judgement
- Parent questionnaires
- School Development Plan
- Observations of children's learning
- Share planning and assessment information
- Track children's progress to identify gaps
- Moderate evidence of learning
- Share information with parents and carers
- Observe each other in our daily practice

Parents as Partners in Learning

We believe that children's learning is enhanced by positive relationships between parents and school. Parents have a fundamental role in helping children to learn. We inform parents of their children's learning by:

- Visit the home before the child starts at the school
- Parents have access to their child's key worker daily
- Hold parent interviews throughout the year
- Document children's achievement in learning journals to share with parents
- Send an annual written report which details progress
- Hold family learning days to share early learning experiences with parents
- Hold regular meetings for children with barriers to learning.

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We encourage parents to support their children's learning in a variety of ways

- Making sure the child is on time and attends every day except if they are ill
- Inform the school of any issues which might have an impact on the child's learning or behaviour
- Promote a positive attitude to learning

Role of the Headteacher and Governors

The headteacher and governing body determine, support, monitor and review the school policies by:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure the school building and premises are best used to support teaching and learning
- Follow health and safety regulations
- Monitor impact of teaching and learning in terms of raising pupil attainment.
- Ensure staff development and performance management policies promote good quality teaching
- Take an active role in the life of the school through link visits and attending special events.
- Support the use of the school premises for use by community groups

Inclusion

Our school has an inclusive philosophy, building relationships on mutual respect and tolerance. We offer consistent support and encouragement to one another. All children at Oxclose Community Nursery School regardless of physical, emotional, academic ability, gender, religion or race will be given equal opportunities at accessing and thriving within all aspects of school life.

References to policies/ documents

- Early Years Statutory Guidance
- Equality and Diversity Policy
- SEN and Inclusion Policy
- Curriculum Spirals