

XXXXXXXXX NURSERY SCHOOL

MODEL LEARNING and TEACHING POLICY **INCLUDING MONITORING and EVALUATION ARRANGEMENTS**

Co-ordinator: xxxxxxxx

RATIONALE:

Good teaching makes a difference and the school is judged by the way this influences the children's everyday experiences.

Time at school must be well spent and learning should be ordered and progressive and take place in an atmosphere of warmth and shared purpose.

All staff must understand and value the principles, and share the management and organisation, of learning.

PURPOSES and GUIDELINES:

- 1. To ensure that all staff have an understanding of their teaching role and reflect on and evaluate their own teaching and identify successful approaches and next steps to enhance the teaching and learning process.**

- ❑ *Performance management*
- ❑ *CPD – training and experiences to develop personal skills and expertise in the delivery of the Foundation Stage Curriculum.*
- ❑ *Data analysis throughout the year and evaluation of success in the summer*
- ❑ *Training which is identified in the School Improvement Plan to address school targets*
- ❑ *Relationship with parents/carers which involves them in their child's learning – (Home visits, Parent Conferences, Record of Achievement, courses and meetings to share information about their children's learning)*

We expect our staff to :-

- ❑ demonstrate consistency, fairness and predictability
- ❑ have an appreciation of eccentric pupils
- ❑ have expectations of excellence through the setting of achievable targets
- ❑ have a clear planning structure with clarity and purposefulness
- ❑ show mutual respect through knowledge of pupils
- ❑ produce a positive working environment
- ❑ promote an ethos of achievement with an emphasis on enthusiasm, enjoyment, challenge and fun.

- 2. To ensure that children are involved in the learning process and have a daily input into the management of their own learning.**

- ❑ *Termly child conferences*
- ❑ *Highscope philosophy shared by all staff and planned daily "review" sessions*
- ❑ *Planning with parents every morning and review during the day*

- ❑ *Problem solving approach to designing activities, which are “real”, so that the children are required to have a major input*
- ❑ *Conflict resolution approach to behaviour management, which encourages and expects the children to manage their own behaviour.*
- ❑ *Availability of resources so that the children can make real choices.*
- ❑ *Activities, which are not constrained by too much expectation of outcomes.*
- ❑ *Celebration of children’s input*
- ❑ *Activities, which extend children’s thinking from the concrete to the abstract*

**3. To monitor and evaluate standards of teaching and learning.
(see Monitoring and Evaluation Arrangements – appendix A)**

- ❑ *Identification of area for Monitoring and Evaluation focus in School Improvement Plan and training issues*
- ❑ *Planned classroom observations by the head teacher*
- ❑ *Involvement of the governing body curriculum sub-group in monitoring meetings*
- ❑ *Informal staff observations of each other to share good practice*
- ❑ *Effective data which demonstrates the impact of teaching on learning –*
 1. *Half-termly reports to head teacher on progress, highlighting some individual targets as well as class overview*
 2. *Accurate planning, recording and assessment.*
 3. *Use of external assessment - ASPECTS*
 4. *Foundation Stage Profiling*

4. To recognise good practice and disseminate to colleagues.

- ❑ *Yearly training day dedicated to evaluating and celebrating the impact of teaching and learning and to target for the next year*
- ❑ *Involvement in Initial Teacher Training – Partnership Promotion School for the TTA – all universities and training schools in the area*
- ❑ *Production of material on areas of expertise to be used with all colleagues*

5. To use current research (EPPE, SPEEL and REPEY Projects, Accelerated Learning, Multiple Intelligences. UFA, VAC,) and define school principles on learning and teaching.

- ❑ *Classroom organisation and activities based on the belief that intelligence potential can be influenced by quality staff and environment interacting, by providing a variety of learning styles including visual, auditory and kinaesthetic.*
- ❑ *Children encouraged to recognise success and be self-motivated, by reviewing their own learning and that of others. The staff role is to encourage this self-esteem and not be the arbiter of quality.*
- ❑ *Physical and emotional well-being developed as an essential ingredient in the children’s recognition of themselves as strong, independent, creative people who have thinking skills and can solve problems.*
- ❑ *All activities presented to the children in a challenging way, and differentiated according to need.*
- ❑ *Resources organised to foster independence*

Policy Review: Annually – Summer term
Appendix A

XXXXXXXXX NURSERY SCHOOL
MONITORING and EVALUATION of LEARNING and TEACHING

RATIONALE:

To monitor and evaluate the quality and impact of teaching and learning and use the collected data to plan for progress.

PURPOSES and GUIDELINES:

The yearly M+E focus is decided, in discussion with governors and staff, and included in the School Improvement Plan.

Dates for classroom observations are arranged with the staff when the SIP is written.

The staff receive individual feedback and general feedback within 5 working days.

The governing body receive a report at the appropriate termly meeting.

The general report includes targets for action either immediately, through training/resources, or for action and inclusion in the next SIP.

All staff are encouraged to informally observe colleagues and have an open dialogue about teaching and learning.

1. To assess curriculum delivery - monitoring and evaluation of:-

- ❑ *Breadth of experiences offered / challenge*
- ❑ *Appropriate, good quality resourcing*
- ❑ *Good understanding of the Foundation Stage Curriculum*
- ❑ *Efficient and effective planning, recording and assessment*
- ❑ *Equality of opportunity*
- ❑ *Teaching styles and strategies reflecting current research*
- ❑ *Effective use of support staff*
- ❑ *Best use of time*
- ❑ *Engagement of pupils*
- ❑ *Provides opportunity for home/school links*
- ❑ *Provides opportunity for extra-curricular links*
- ❑ *Innovation in curriculum delivery*

2. To evaluate standards achieved and highlight strengths and weaknesses - monitoring and evaluation of:-

- ❑ *A shared understanding of statutory requirements, quality and achievable standards*
- ❑ *A constructive and thorough system of assessment, which informs planning*
- ❑ *Data collection throughout the year to demonstrate achievement for individuals, identified groups (boys/girls., SEN, young/old etc) and for cohort.*
- ❑ *External assessment - ASPECTS*

3. To share and participate in a whole school ethos and promote a learning culture - monitoring and evaluation of:-

- ❑ *Active participation in the development and delivery of policies on SEN, bullying, racial harmony, equal opportunities and inclusion*
- ❑ *A strong partnership with parents/carers which encourages active participation in their child's learning*
- ❑ *Participation in a shared philosophy and approach to learning (Highscope, Creative Thinking)*

4. To assess parents involvement in and views of the school - monitoring and evaluation of:-

- ❑ *Assessment of the popularity of the school through application data*
- ❑ *Attendance data*
- ❑ *Parent courses/meetings offered and attendance data*
- ❑ *Termly parent conferences*
- ❑ *Home visits*

5. To assess support for teaching and learning in the school -monitoring and evaluation of:-

- ❑ *Arrangements for involvement and impact of the governing body curriculum sub-group*
- ❑ *Staffing ratios*
- ❑ *Accommodation and resourcing*
- ❑ *Priorities in SIP*

EFFECTIVE LEARNING

PSE

1. Feel safe, secure, trust practitioners
2. Respect selves and others
3. Respect culture-positive self image
4. Relationships
5. Friendships
6. Positive disposition to learn
7. Problem solving

Communication, Language and Literacy

1. Speak and listen – represent ideas in their activities
2. Use communication, language and literacy in every part of the curriculum
3. Be immersed in an environment rich in print and possibilities for communication

Maths

1. Children initiating activities within a carefully planned environment
2. Enjoyment through purposeful learning
3. Consolidated and extended through games – to practice skills and knowledge
4. Confident to join and talk about maths activities

Physical

1. Time to explore, experiment and refine movements and actions
2. Safe, well-planned, resourced environment
3. Supporting other areas of learning through physical activity
4. Learning through the senses
5. Building our developing skills to promote confidence and independence

Knowledge and Understanding ENVIRONMENT – wide range of activities

1. Practical activities
2. Interaction with adults
3. Gathering information

Creativity

1. Time to explore and experiment with ideas, materials and activities
2. Secure to try new experiences and methods
3. All senses

EFFECTIVE TEACHING

PSE

1. Practitioners as positive role models
2. Practitioners who respond to children's learning and interests
3. Challenging but achievable activities
4. Use of Com. Lang. Lit to support PSE development
5. Importance of role play in PSE
6. Indoor and outdoor environment where children feel secure, valued, independent and confident.

Communication, Language and Literacy

1. Valuing talk and alternative forms of communication
2. Observing and planning for contexts to develop
3. Interaction and expression
4. Modelling use of lang. and as a tool for thinking
5. Demonstrating use of lang. in reading and writing
6. Demonstrating how text works

Maths

1. Helping children to see themselves as mathematicians – positive attitudes
2. Enthusiasm and confidence – especially when recording
3. Planning a range of mathematical opportunities
4. Talk and play mathematically – every day
5. Developing an interest in methods – not just solutions
6. Use of non-specific resources
7. Practitioners who are confident and understand the links between different area of mathematics

Knowledge and Understanding

1. Modelling
2. Direct teaching of skills and knowledge
3. Interaction – learning from mistakes
4. Careful questioning
5. Equal access
6. Effective use of outside and locality
7. Careful resourcing
8. Using parents knowledge

Creative

1. Time to develop own ideas
2. Valuing individuality
3. Planning for discovery, exploration and expression
4. Development of confidence, independence
5. Response to what see, hear, smell, touch and feel

Physical

1. Regular and frequent physical activity indoor and outdoor
2. Safe spaces – clothing
3. Range of stimuli
4. Vocabulary of movement
5. Direct teaching of skills
6. Range of small equipment
7. Non-stereotypical