



## TEACHING AND LEARNING POLICY

### AIMS

At Thomas's Kindergarten we undertake to:

- create a happy, secure and nurturing environment for the children, parents and staff.
- develop the children's confidence through social interaction and play
- provide a stimulating and interactive learning experience
- encourage independence through opportunities in the broad curriculum
- foster open lines of communication between home and school
- cultivate a growth mindset enabling children to embrace challenges, persevere and build resilience
- develop children's emotional literacy and promote overall well-being through mindfulness activities, and the personal, social and emotional curriculum, which is at the core of our practice.

### ETHOS

The ethos and atmosphere underpin the agreed aims of the school. The Kindergarten will provide a broad and balanced curriculum based on the Early Years Foundation Stage Framework, which will develop the skills knowledge and understanding necessary for learning. Staff will contribute to the development of this ethos through:

- providing an effective learning and play environment at all times, in which each child can achieve his or her maximum potential
- providing a welcoming environment, in which courtesy, kindness and respect are fostered
- providing a fair and disciplined environment in line with the Kindergarten's Behaviour Management Policy
- providing positive role models
- maintaining purposeful and informative planning and record keeping in line with the Early Years Foundation Stage requirements
- valuing and celebrating children's efforts, successes and achievements
- reviewing personal and professional development and undertaking appropriate training to ensure a high level of professional expertise
- developing links with the community

### Equal opportunities

In accordance with the school's Equal Opportunities Policy, all children must be given equal access to the curriculum. Staff will endeavour to help all children to reach their maximum potential irrespective of race, gender, age or ability.

### Communication and Language Programme

Thomas's Kindergarten is committed to supporting all children develop communications skills and master the English language. The Language and Communication groups are designed to improve the way children communicate across the curriculum, and enables children to be independent and skilful speakers and listeners.

It provides opportunities to practise and rehearse target language through a range of focused activities. The focus groups offer a structured oral language programme providing part of an integrated approach to raise levels of achievement by improving children's speaking and listening skills and helping them to become good communicators.

This also helps children to become more confident and competent users of English. It encourages them to listen more actively and talk for a range of purposes and draws particular attention to the links between oracy and literacy.

## **MANAGEMENT OF THE SCHOOL DAY**

### **Times of the school day**

Arrival: 0845  
Dispersal: 1145  
Clubs: 1200-1500

### **Time allocation**

The children in the Kindergarten progress through the Early Years curriculum with time allocated to the seven areas of learning before going on to their next school. Work is planned using the Development Matters and Early Learning Goals and there is a child centered approach to learning through play.

### **The Kindergarten Environment**

The Kindergarten environment is managed in such a way as to facilitate different styles of learning, with particular regard to children who have Special Educational Needs, are particularly able or have English as an additional language. The learning environment should allow for:

- large group sessions
- small group activities (Focus Time and Language and Communication groups)
- one-to-one teaching
- collaborative learning in pairs or groups
- independent learning

The layout of the class will best suit the chosen teaching method. Children will have sufficient space and appropriate size and style of furniture and the classroom will be suitably lit, heated and ventilated.

Outside areas will be planned for where possible to allow opportunities for a range of learning and play activities.

### **Resources**

The Kindergarten is equipped with a basic set of resources and books appropriate to the age range and area of learning. These resources are added to during the year on an ongoing basis. Pupils will be taught how to use all resources correctly and safely, with care

and respect, and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

- Resources will be well-maintained, tidily organized and easily accessible.
- Children will be involved in the care of all equipment and resources.
- ICT will be used to enhance teaching. The school will continue to invest in upgrading ICT resources.
- Children will have a variety of resources to explore, investigate, initiate and role play.

### **Behaviour management**

This is outlined in the Kindergarten's Behaviour Management Policy.

### **Planning**

Planning is organised in daily, weekly, and termly documents. We use the EYFS Framework as a resource in the planning of the Kindergarten's learning. Sessions are evaluated on a daily and weekly basis and we respond to the children's needs and interests accordingly. Through focus groups children actively contribute to planning on a weekly, and sometimes daily, basis.

### **Record-keeping and Assessment**

Regular assessments, observations and tracking of each child in all areas of learning are made of pupils' development to establish a level of attainment and to inform future planning. Record-keeping documents are kept and shared with parents and carers.

Parents receive a formal written report at the end of the Summer Term. They also receive feedback on their child's progress at Parent-Teacher meetings in the Michaelmas and Lent terms. The Pupil Planner, weekly emails from Key Teachers, as well as the Head and the bi-monthly Bulletins are all used as ways to communicate between the Kindergarten and Parents.

**See also:** [Equal Opportunities Policy](#), [Equipment and Resources Policy](#), [Most Able Policy](#), [SEND Policy](#)

<b>This policy will be reviewed annually</b>			
Latest Review: October 2019	By:	Kathy Ballantine, Kindergarten Head	Changes made
Next Review: October 2020	By:	Chantal Baard, Kindergarten Head	