



## KINDERGARTEN 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.

### 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 programme, 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 school'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 and Local Authority Conditions of Grant
- valuing and celebrating children's success 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.

## **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 Most Able and pupils with EAL. The learning environment should allow for:

- large group sessions
- small group activities (Focus Time)
- 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 subject. 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 varied of resources to explore, investigate, initiate and role play.

### **Behaviour management**

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

**Planning**

Planning is organised in daily, weekly, and termly documents. We use the Early Years Foundation Stage 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 a Focus time Children actively contribute to planning on a weekly 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 Home/School Pupil Planner and the Bulletin are also used as a communication tool.

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

This policy will be reviewed annually			
Latest Review: September 2017	By:	Kathy Ballantine, Acting Head	No Changes
Next Review: September 2018	By:	Kindergarten Head	