

**TWYFORD PLAYGROUP - EY484175**  
**TEACHING AND LEARNING POLICY**

**Date ratified: February 2025**

**Date reviewed: Annual**

**Manager Signature: Rachel Knott**

**Chair of Committee Signature: Pamela Lawrence**

**Review Date: September 2026**

“Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.”

“Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(Statutory Framework for the EYFS)

### **Rationale**

At Twyford playgroup we provide a range of services for young children and their families. A high priority is to provide integrated care and inclusive education. We ensure that the teaching and learning of young children, whatever their age and whichever provision they are accessing, is of the highest quality.

We believe that children learn most effectively through play-based experiences, which allow children to develop their interests and recognise that children’s learning styles and pace of learning are individual. We focus on the characteristics of effective learning in order that children develop into excellent learners for life.

We use the Early Years Foundation Stage January 2024 and our Curriculum personal to Twyford Playgroup to plan and assess children’s learning.

### **Aims**

We will:

- Provide high quality learning and teaching.
- Ensure that all children are able to access the curriculum provided.
- Ensure that the teaching and learning of young children is differentiated to meet individual children’s needs. Ensure high quality observation, planning and assessment procedures to deliver a responsive, reflective and challenging curriculum to all young children.
- Ensure children feel safe, have opportunities to have a healthy lifestyle, enjoy their education, make a positive contribution and develop skills to live their lives to the fullest.

### **Objectives**

- We develop effective home links through home visiting, through sharing and celebrating progress with parents informally on a daily basis and at consultation meetings and through Tapestry online journal. Next steps for children will be planned alongside parents/carers.
- We value children’s previous experiences and achievements and liaise with parents and other settings using the information as starting points for children’s continued learning.
- We maintain a high-quality stimulating, learning environment indoors and outdoors, which provides continuity and progression for children’s learning throughout the Pre School and any Extended Services we may offer.
- We plan a holistic indoor and outdoor learning environment, accessible to every child, responsive to the diversity of individual developmental starting points and resourced to

cover all areas of the EYFS curriculum. Our observations of the children's learning informs both our continuous and enhanced provision:

- continuous provision outlines our longer-term plans for each area of learning supported by ongoing observation of the children's response.
  - enhanced provision records ongoing modifications to the learning environment triggered by observation of the children's initiatives and individual learning needs. Adult led direct teaching experiences take place each day differentiated in response to our observations of need across the pupil group.
- We use observation and assessment procedures to plan for and extend children's learning.
  - We review and adapt the learning environment as part of our ongoing observations of children's interests and needs.
  - We monitor the effectiveness of teaching and learning through learning walks and formal and informal observations.
  - We monitor the effectiveness of teaching and learning by reviewing children's progress through assessment and professional discussion based on a thorough knowledge of child development and a rich, varied and progressive curriculum model. We collect data on children's attainment when they start and leave in order to measure progress and impact.

Learning is a life-long process, and we recognise that this improves outcomes for both children and adults. We are committed to promoting learning throughout Twyford playgroup by providing opportunities and sign posting for adults to develop skills, gain qualifications and develop confidence and self-esteem. We offer training courses that sometimes lead to a separate qualification or may provide pathways to gaining further qualifications in the future. We acknowledge also that learning is a valuable experience for all, for developing confidence and self-esteem, and need not necessarily lead to gaining a formal qualification.