



برایت رایدرز سکول
BRIGHT RIDERS
SCHOOL

KG TEACHING & LEARNING POLICY

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Teaching and Learning Policy for the Kindergarten

Aims-

This policy outlines the principles for good practice across the Kindergarten. It uses the four guiding principles from the EYFS framework of every child is a unique child, children learn through positive relationships, children develop well in enabling environments and children develop and learn in different ways and at different rates. These principles will ensure a continuity of practice through the Kindergarten that will enable all children to become competent and confident independent learners. It also works within the whole school ethos of 'helping children make their mark'.

The Kindergarten is a distinct phase in education, which begins when children enter Nursery and continues until the end of the Kindergarten². The curriculum for the Kindergarten is important in its own right as well as underpinning all future learning by supporting and fostering children's personal, social and emotional wellbeing and establish positive attitudes and dispositions towards learning.

Our main aims for all children are:

To provide a broad and balanced curriculum for every child to develop the building blocks for future learning.

To plan a curriculum that is relevant, fun and based on real experience

To provide first hand experiences to put their learning into context

To provide a safe and secure learning environment

To develop confidence , independence and self-esteem

To encourage and motivate children to become independent learners

To support children on the first steps of their learning journey

To provide a range of learning opportunities such as solitary play, independent group play, adult supported play, adult directed learning and discrete teaching

To develop social skills and relationships

To reflect the diversity of social and cultural backgrounds in the class

To provide a free flow curriculum where learning happens inside and outside

Take children interests and use them to plan relevant activities

To provide children with a secure grounding in preparation for year

Kindergarten Curriculum

The Early Years Foundation Stage

The curriculum is divided into seven areas of learning.

These are the –

three prime areas

1. Communication and language
2. Physical development
3. Personal, social and emotional development

specific areas

1. Literacy
2. Mathematics
3. Understanding of the world
4. Expressive arts and design

Teaching and Learning the Kindergarten

The role of adults

‘Practitioners must consider the individual needs, interests, and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the **three prime areas**, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child’s progress in any prime area gives cause for concern, practitioners must discuss this with the child’s parents and/or careers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support (SEND). They should link with, and help families to access, relevant services from SEND Department. It is the role of all adults to support children’s learning using a range of strategies. Adults are responsible for setting up a rich and stimulating learning environment that encourages independent play and investigation. Time needs to be given to allow children to explore the environment independently and learn at their own pace. Adults are also to use a range of teaching strategies such as supporting child-initiated play, leading activities that have been planned from child interests and discrete teaching sessions.

Adults need to plan for balance of these activities depending on the needs of the child. It is the role of all staff to ensure that the needs of all children are being met equally and that all children have an opportunity to take part in all activities. Adult led activities will become more frequent across the Kindergarten as children progress with their learning.

‘There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Grade 1.’