



**The Burrow**  
**Policies and Procedures**  
**1. The Child**



The Burrow is committed to Safeguarding and Promoting the Welfare of Children and Young People and expects all staff, students and volunteers to do the same. Safeguarding children is everyone's responsibility.

## 1.4 Teaching and Learning

### Policy Statement

We believe that children should be at the centre of their own learning, the most effective teaching and learning happening when children are fully engaged in meaningful, purposeful play, focussing on their own interests, within their individual levels of development.

The Burrow's Mission Statement 'Teaching to DO, Inspiring to BE' reflects our belief that learning is far more than acquiring new skills, and teaching should enable children to understand the processes behind those skills, creating the desire to become life-long learners, through exploration, discovery, investigation, experience, and plenty of awe and wonder.

This ethos of teaching and learning is supported by qualified, motivated, resourceful, inspirational, teacher-led practitioners who are ready and able to 'scaffold' the discoveries children make while they investigate the world around them, helping them reach their full potential in everything they do.

We follow the **EYFS Statutory Framework (DfE 2025) (AppOS3)**, but, whilst outstanding teaching and learning will always include elements of observation, assessment, and planning, these should only ever serve the best interests of the child, and not be carried out solely in response to external directive or new initiatives. The Burrow will therefore always ask the question 'How does this truly benefit our children', before adopting any practice or procedure, particularly with regards its teaching and learning.

'In the moment' is fundamental to all aspects of teaching and learning at The Burrow and practitioners are trained to be sensitive and responsive to this, enhancing individual experiences for each *unique child*, establishing, utilising and building on *positive relationships*, within a wholly *enabling environment*, where play is our work, and central to all *learning and development*.

Our broad and balanced curriculum is supported by the non-statutory EYFS guidance Development Matters (DfE 2023, and Birth to 5 Matters (2021).

### Procedures

#### *Observing in the Moment:*

- Careful and sensitive observation, 'noticing', is key to teaching and learning, and practitioners at The Burrow are fully trained in this area
- Through this continuous, in the moment observation, practitioners are ready to teach children as the opportunities arise, in an individual, impactful manner, noticing any current specific areas on which to focus going forward
- Key observations are written up every week, focussing on our Characteristics of Great Burrow Learners, and include what the child did, how they extended their skills and knowledge in that moment, and the impact of teaching i.e. how the child made progress as a consequence, and any area for focus going forward – **First Progress Summary – " Progress Check at 2" (App 1.4b)** and **Busy Bunny Books (App 1.4c)**

### *Teaching in the moment:*

- At The Burrow, the environment is developed to enable children to learn at their own pace, following their own interests, using their own unique learning styles
- Child-led learning is central to teaching at The Burrow, with the majority of learning occurring through the enhancement of free-play opportunities, in a diverse and exciting environment with both natural and traditional resources
- Through careful observation, noticing what children are doing, (outlined above), and timely interaction, practitioners are able to extend play and maximise learning at any particular moment and in any area, scaffolding and building on what individual children already know to help them reach the next stage in their learning
- 'Challenge Time' focuses on more specific skills that all children need to develop, particularly in readiness for transition; practitioners teach these skills to their group of key children in short, specific times, following aspects of **The Burrow Curriculum (App 1.4e)** with pre-planned, adult-led activities and themes each day – **Challenge Time & Curriculum Overview (App1.4d)**
- Each session is time-tabled, and staff roles are on rota to ensure a routine is established, all activities are covered, and learning opportunities, including free-play and investigation, are maximised - **Daily Timetable (App 1.4f)**

### *Assessing in the Moment:*

- Children's progress is measured following guidance from the EYFS, Development Matters and Birth to 5 Matters, as well as through our experience, professional judgement, and training
- Assessments of individual progress are evidenced by First Progress Summary, and on-going written weekly Busy Bunny Books observations, as well as other continuous unrecorded observations, practitioner discussions, and sharing our professional knowledge and judgement of the children in our care
- Practitioners keep notes on their Key Children in all areas, making assessments of their learning, to identify matters of current focus ('next steps'), to work on as the moment arises in their free-/play
- Individual progress is tracked through sound professional knowledge and judgement, and in communication with parents, shared between Key People as necessary, and any areas of additional need identified. Progress in our curriculum, towards our specific aims for the children, is tracked using **Key Skills and All About Me (App 1.4i)** and **Transition Key Skills (App 1.4j)**

### *Planning in the moment:*

- The Burrow believes the best learning opportunities are child-led, and happen spontaneously, in the moment, and as such cannot be planned in advance. Children therefore play a key role in 'planning' their own learning at The Burrow
- Self-selection is available and encouraged in all areas, together with some continuous provision, to support and enhance this child-led learning. Additional resources are organised in storage areas.
- Practitioners may also provide additional adult-initiated free-play opportunities, 'Invitations to Learn', to provoke curiosity and enhance learning, and help develop specific skills if appropriate.
- Talk-time is used to share specific issues arising from the children's interests and information at home and nursery. This teaching and learning is recorded in order to evidence areas covered - **Talk Time Curriculum (App1.4l)**.
- Home Challenges are set as a means of working in partnership with parents in their child's learning and development. These challenges reflect teaching and learning covered during the previous week in nursery, and involve parents working with their children and sending information back to share in nursery. **WOW! Home Challenge (App1.4k)**

## Reflective Practice

- All our practices and procedures are subject to continuous review and development as necessary, and to this end reflective practice is central to our daily and longer-term provision
- Reflection is often recorded, together with any actions decided and the impact of any changes made - **Reflective Practice Account (App 1.4m)**
- A record is kept of these changes and their immediate impact, as part of an on-going development plan, as well as any longer-term impact on nursery practice **Reflective Practice Development Plan (App 1.4n)**
- The Burrow never falls foul of 'because we've always done it that way', particularly in our teaching and learning!

**Signed:** *L.B. Mee*

**Name:** Lynn Mee  
On behalf of The Burrow Nursery