Teaching and Learning Policy

Reporting Person: Nursery Manager (Academic Lead)
Responsible Staff: All Teaching Staff, Arabic Teacher, SENCO (Special Educational Needs Coordinator)
Policy Start Date: 1st September,2025
Policy Review Date: 1st September,2027

1. Policy Statement

Wonder Whiz Kids Nursery is committed to delivering high-quality teaching and learning through the EYFS curriculum, in compliance with KHDA standards. Our teaching and learning process is child-centred, inclusive, culturally sensitive, and designed to ensure every child achieves their potential across the Prime and Specific Areas of Learning.

2. Aims of Teaching and Learning

- To implement the EYFS framework effectively, ensuring progression from Toddlers to FS2.
- To provide a balanced curriculum that covers all seven areas of learning.
- To foster a safe, inclusive, and stimulating environment where children learn through play, exploration, and guided experiences.
- To embed UAE cultural identity, Arabic language, and Islamic values within daily practice.
- To prepare children for transition into primary education.

3. Teaching Process Under EYFS (KHDA-Aligned)

3.1 Planning

- Long-Term Plan (LTP): Annual curriculum calendar linked to themes, UAE culture, and nursery events.
- Medium-Term Plan (MTP): Termly thematic plans aligned with EYFS learning goals.
- Short-Term Plan (STP): Weekly lesson plans with differentiated activities.
- Individual Learning Journeys: Key worker observations and next steps for each child.

3.2 Delivery

- Play-based approach: Structured + free-choice activities.
- Child-led exploration: Activities tailored to children's interests.
- Scaffolding by teachers: Supporting children to reach the next stage of learning.
- Small group & whole class learning: Balancing focused instruction with collaborative play.

3.3 Pedagogy

- Active Learning – encouraging curiosity, risk-taking, problem-solving.
- Creative & Critical Thinking – open-ended questioning, experimentation.
- Hands-on learning – sensory activities, real-world exploration.
- Differentiation – personalised tasks for varied abilities and SEN needs.

4. Assessment & Progress Tracking

- Baseline Assessment: On entry for all children.
- Formative Assessment: Daily observations recorded in learning journals.
- Summative Assessment: End-of-term progress reviews.
- Parent Communication: Termly meetings + digital reports.
- KHDA Compliance: Progress data maintained and shared as required.

5. Role of Arabic & Islamic Education

Arabic Teacher Appointment

- Appointed in line with KHDA requirements.
- Holds recognised qualifications in Arabic language teaching at Early Years level.
- Works collaboratively with classroom teachers.

Arabic & UAE Cultural Integration

- Daily Arabic exposure (songs, greetings, classroom language).
- Weekly Arabic lessons with structured outcomes.
- UAE culture celebrated through National Day, Ramadan, Eid, Flag Day, heritage crafts.

Assessment in Arabic

- Ongoing formative observations.
- Differentiated expectations for native and non-native speakers.

- Progress reported in termly assessments.

6. Inclusion and SEN (Exceptional Needs)

- Inclusive Education Policy guided by KHDA Inclusion Framework.
- SENCO ensures children with additional needs receive Individual Education Plans (IEPs).
- Use of adapted resources, visual aids, sensory tools.
- Collaboration with external specialists where required.
- Equity for children of all abilities, languages, and backgrounds.

7. FS2 Reading & Writing (School Readiness)

- Systematic phonics programme (Letters & Sounds/Jolly Phonics).
- Emergent writing activities – name writing, sentence building, story maps.
- Daily reading time with guided sessions.
- Writing journals maintained for FS2.
- Numeracy skills: Counting, problem-solving, early operations.

8. Grouping for Effective Learning

- Flexible grouping for ability, interest, or project-based learning.
- Key Worker groups for personalised attention.
- Small group interventions for SEN, EAL, or advanced learners.

9. Extended Learning Opportunities

Afternoon Programme (2 PM – 5:30 PM)

- 2:00–2:30 PM: Rest & relaxation.
- 2:30–3:30 PM: Creative workshops (art, drama, music).
- 3:30–4:30 PM: Physical development (outdoor play, yoga, dance).
- 4:30–5:30 PM: Storytelling, quiet reading, pretend play.

Seasonal Camps

- Summer Camp: STEM, creative arts, cooking, water play.
- Winter Camp: Cultural celebrations, drama, crafts.
- Spring Camp: Gardening, science, nature-based activities.

10. Staff Roles in Teaching & Learning

- Nursery Manager: Oversees curriculum, ensures KHDA compliance.
- Class Teachers: Deliver EYFS curriculum, track assessments.
- Arabic Teacher: Leads Arabic & cultural learning.
- SENCO: Ensures inclusion for children with additional needs.
- Support Staff: Assist in delivery, care, and safety.
- Parents: Partners in learning, engaged through workshops and feedback.

11. Monitoring & Evaluation

- Internal monitoring: Lesson observations, audits, planning checks.
- External evaluation: KHDA inspections and compliance visits.
- Staff professional development: Ongoing EYFS, Arabic, inclusion, and safeguarding training.
- Policy review: Annually, or when KHDA framework is updated.

This policy explains the teaching and learning process for EYFS under KHDA, with clear references to curriculum planning, delivery, assessment, Arabic, inclusion, FS2 readiness, extended care, and enrichment.