

### Policy Statement

The first six years of life are of paramount importance in terms of learning. During this period, children show remarkable abilities to learn almost effortlessly as they virtually '**absorb**' information from their **environment**.<sup>1</sup> In an atmosphere which allows children to be children and doesn't push them into activities they are not developmentally ready for, children will **preserve their natural desire for learning** and be able to maximize their potential.

At Horsham Montessori **we do not push children**: we give each child time and many opportunities to learn how to do things without even realising that this is what they are doing. Such indirect preparation helps our children to **achieve their potential** in all areas of the curriculum when they are ready. Recognizing, sorting, and matching geometric shapes, for example, are all essential skills to sharpen the mathematical mind. If a child is practicing using tweezers, he is strengthening his writing fingers. Experience in Montessori schools all over the world shows, that it is not how early a child begins to write and read that is important, but how much he loves language and how thoroughly he grasps the skills that build up to literacy that truly matter.

Step by step **each child will be introduced to hands-on activities** which cover all the principles, themes and aspects of the Early Learning Goals set out by the Government Department of Education for each aspect of the prime and specific areas of the EYFS curriculum: **For information please go to the following page on the Foundation Years website:**

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

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<sup>1</sup> The year 1949 saw the publication of Dr. Maria Montessori's book '*The Absorbent Mind*.'  
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## Learning & Development Policy

<b>Prime Areas</b>	<b>Aspects</b>
1. Communication and language development	<ul style="list-style-type: none"> <li>• Listening &amp; attention</li> <li>• Understanding</li> <li>• Speaking</li> </ul>
2. Physical development	<ul style="list-style-type: none"> <li>• Moving &amp; Handling</li> <li>• Health &amp; Self-care</li> </ul>
3. Personal, social and emotional development	<ul style="list-style-type: none"> <li>• Self-confidence &amp; Self-Awareness</li> <li>• Managing Feelings &amp; Behaviour</li> <li>• Making Relationships</li> </ul>
<b>Specific Areas</b>	<b>Aspects</b>
1. Literacy	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>
2. Mathematics	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Shape, space &amp; measures</li> </ul>
3. Understanding the World	<ul style="list-style-type: none"> <li>• People &amp; Communities</li> <li>• The World</li> <li>• Technology</li> </ul>
4. Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Exploring &amp; Using Media &amp; Materials</li> <li>• Being Imaginative</li> </ul>

Good EYFS Practice is based on four underlying Principles or Themes:

### **A Unique Child:**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

### **Positive Relationships**

Children learn to be strong and independent through positive relationships.

### **Enabling Environments**

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

## Learning & Development Policy

### Learning & Development

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

We honour those principles and base our provision on respect for all children and families. Details on how we do this are described in our separate Learning & Development policies for each of the 7 areas.

### Natural desire for learning

Our practitioners create **safe, caring, orderly and beautiful learning environments** which present a wide range of inviting and interesting activities for each child. Our indoor and outdoor 'classrooms' are carefully prepared to cater for the individual needs of all the children as they pass through their different stages of development.

Through a **managed combination of "freedom of choice" and "sensitively directed learning"**, the children are helped to gain independence as well as learning to be part of the community. As a practitioner notices an interest arise in a child, they will carefully guide the child towards activities which will fulfil the child's natural desire for learning.

To support the child, the staff will liaise with parents and regularly update the My Montessori Child tracking and development monitor. This system also offers suggestions for reinforcement in the home.

**Review Date:**

**04/04/2017**

**Signature:**



### Version Control Record: Learning & Development Policy

Version Number	Changes Made	Date	Person Responsible
L&DP1	Created	01/12/2013	Thea Bredie
L&DP2	Reviewed & updated	18/01/2015	Thea Bredie
L&DP3	Reviewed & updated	04/01/2016	Thea Bredie
L&DP4	Reviewed & updated <i>*latest updates in red</i>	04/04/2017	Jacky Brown

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## Learning & Development Policy