



East Prescott Road Nursery School

Teaching, Learning and Development Policy

Policy Statement

This policy is designed to ensure consistency of high-quality teaching and learning across our setting. The Early Years Foundation Stage (EYFS), which is the core statutory framework for all children from birth until the end of their reception year, informs all of our planning and provision.

Rationale

All children at East Prescott Road Nursery school are entitled to a broad and balanced curriculum and learning experiences, all of which support:

- Children's interests and fascinations
- Children's learning and developmental needs
- Children's spiritual, moral and cultural development
- Children to become competent learners, demonstrating the Characteristics of Effective Learning (CEL)
- Children to make strong progress in their learning and development
- Children to expand their 'cultural capital' and grow in their personal development.

We believe that children are active learners who learn best through play, first-hand experience and meaningful conversation. They need time and space to explore, experiment, research, reflect and make sense of their world. We provide a range of learning environments that enable children to become independent, autonomous learners. Children are given the opportunity to return to experiences and deepen their learning throughout their time at nursery school and are given genuine choice from a range of experiences which are rich in potential for learning. Staff, parents and carers work in partnership to create a shared understanding of how children learn and how adults can best support their learning.

Aims:

- **To promote effective Home - School relationships** by working closely with families to nurture and support children's learning and development
- **To provide high quality first-hand learning experiences** – so that children learn to challenge themselves, take risks, be creative, explore new experiences and develop self-regulation
- **To create an effective learning environment** that is 'irresistible' for our children, by ensuring children are presented with an attractive, calm, purposeful environment, (indoors/outdoors), with quality equipment, natural materials and natural colours
- **To celebrate children's learning and record their experiences** to ensure that children make the best possible progress
- **To provide opportunity and access to learning for all** according to individual needs

The relationship between home and school:

At East Prescot Road Nursery School we maintain that effective relationships with families are the foundations of children's learning and development. We acknowledge that the first and most important relationships are between children, their parents and their family. In order for children to feel emotionally secure at school and to have the confidence to explore and learn we provide each child with a key person. The key person, works closely with the family to settle the child and is a special person to the child and family throughout their time in nursery school. By providing a safe and reliable relationship, the key person first works with the child's need for dependency. This dependent relationship is the starting point for developing independence in the nursery: the confidence to explore, make choices, and play with friends or alone, safe in the knowledge that the key person is available to support when needed.

Parental Involvement

We want to ensure that all parents/carers feel welcome, listened to and supported and so we have an open-door policy. We also want parents/carers to become confident and comfortable in supporting their child's learning in all areas of the curriculum. As professionals, we strive to use our expertise to ensure that **all** parent/carers feel confident and comfortable to positively support their child's learning. We will do this by providing:

- A settling in induction for parents and children
- A range of opportunities for parents/carers to join in with activities and speak to staff
- Stay and Play sessions and Family Learning Workshops with practical activities and ways to support children's learning at home
- Learning made visible through displays, weekly curriculum newsletters, our school website, Instagram, 'Learning Journeys' for parents to access and contribute to

High quality learning experiences: the role of the adults in our school is as follows:

- To interact sensitively with children's play and learning by showing interest, taking part and / or suggesting ideas where appropriate
- To interact spontaneously by identifying a teachable moment
- To organise an environment rich in learning opportunities e.g. by offering natural materials, and by providing space to explore experiment repeat and revisit in order to build concepts
- To organise an environment that promotes play, enabling children to integrate their learning
- To have respectful and authentic conversations with children
- To provide adult-led experiences matched to the interests, fascinations and development of groups of children. This will often include teaching new skills and ideas, and encourage collaborative working towards shared goals

Where does our planning come from?

We believe in a principled approach as outlined in the Early Years Foundation Stage and encompassed in the **4 themes**:

- Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

We believe that **The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development** are all interconnected:

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Each routine and area of provision is carefully thought out and we are continually developing and reflecting on how to improve. We are committed to planning as it arises from the needs and interests of focus children, not specifically from focus activities.

Our planning focuses on the processes of learning, not end products. This approach to planning observes children's interests, development and characteristics as a learner and is enhanced by the contributions from the children's families.

Continuous provision is offered every day so children can build their learning over time.

The high quality of all of our continuous provision ensures that whichever choice a child makes, they will access a learning experience which offers access to a broad, balanced curriculum.

Long Term Planning – Core Learning Experiences

Our Curriculum Matrix support our long term planning

East Prescot Road Nursery School provides a daily framework for high quality continuous provision and the core elements contribute to our long term planning. Children develop and learn as they revisit each experience over time.

With these core learning experiences in place, deeper learning opportunities and critical thinking skills are developed.

Core Learning Experiences:

- Loose parts (found objects) and loose materials (e.g. sand, soil, water)
- Graphics and mark - making
- Colour mixing and art techniques
- Block play
- Heuristic Play
- Creative Workshops
- Role Play
- Home corner
- Imaginative play
- Small World
- Reading areas
- Music
- Listening areas
- ICT
- Sand and Water
- Woodwork
- Outdoor learning
- Mathematics Areas

- Exploration and Investigation

This list is not exhaustive and different areas of focus will be enhanced in response to seasonal events and/or children's interests or whole school curriculum priorities.

Medium Term Planning

At East Prescott Road Nursery School, our medium term planning reflects settling in, the seasons and time of year, major festivals and celebrations, exploring nature and seasonal changes as well as celebrations gives shape to the year. Children are offered related learning experiences indoors/outdoors and through visitors in and visits out.

Short term planning

- Our short term planning is flexible in order to respond to children's changing needs and interests.
- Staff use objective-led planning developed from observations of children's fascinations, interests and schemas. Staff use this information to plan developmentally appropriate next steps to meet children's learning and development needs.
- Learning is planned for individuals or small groups of children who share an interest.
- Plans are linked to the EYFS Development Matters statements and are adapted to ensure inclusion, support and challenge.
- Scaffolding is achieved through accessibility of resources, complexity of task or expectation of outcome.
- Emotional Wellbeing (EWB) & Involvement (I) is identified and monitored through our observations.
- Evaluations inform next steps for individuals and/or groups of children

Capturing learning and celebrating children's learning and recording their achievements

We use a range of assessment tools to celebrate children's learning, recording their achievements, assess children's development and progress, and close gaps in learning.

Assessment tools:

We gather progress data 3 times a year (October, February, May). This takes a 'light touch' approach in the form of a class 'health check' profile. The information gathered is as follows:

- Blank Level understanding
- Wellcomm screening/ re-screening scores
- TROLL audit information (Teacher Rating of Oral Language and Literacy)
- Leven Scales for emotional wellbeing and involvement scores
- Children's communication styles (Hanen)

Milestones:

On entry to school, children's learning and development are assessed in relation to the appropriate age-related milestone. We call this the child's 'Starting Point'. As the child becomes older, they are re-assessed at 6-monthly intervals in relation to the next milestone. At each point, next steps are planned and shared with families to support the child to make strong progress in their learning and development.

This rich information allows practitioners to flag up areas of potential concern to form discussions about planning for the next steps for the child. Staff track children's progress regularly and meet to discuss key children during pupil progress meetings termly. The Headteacher and SLT discuss and use this information to analyse progress across the nursery school.

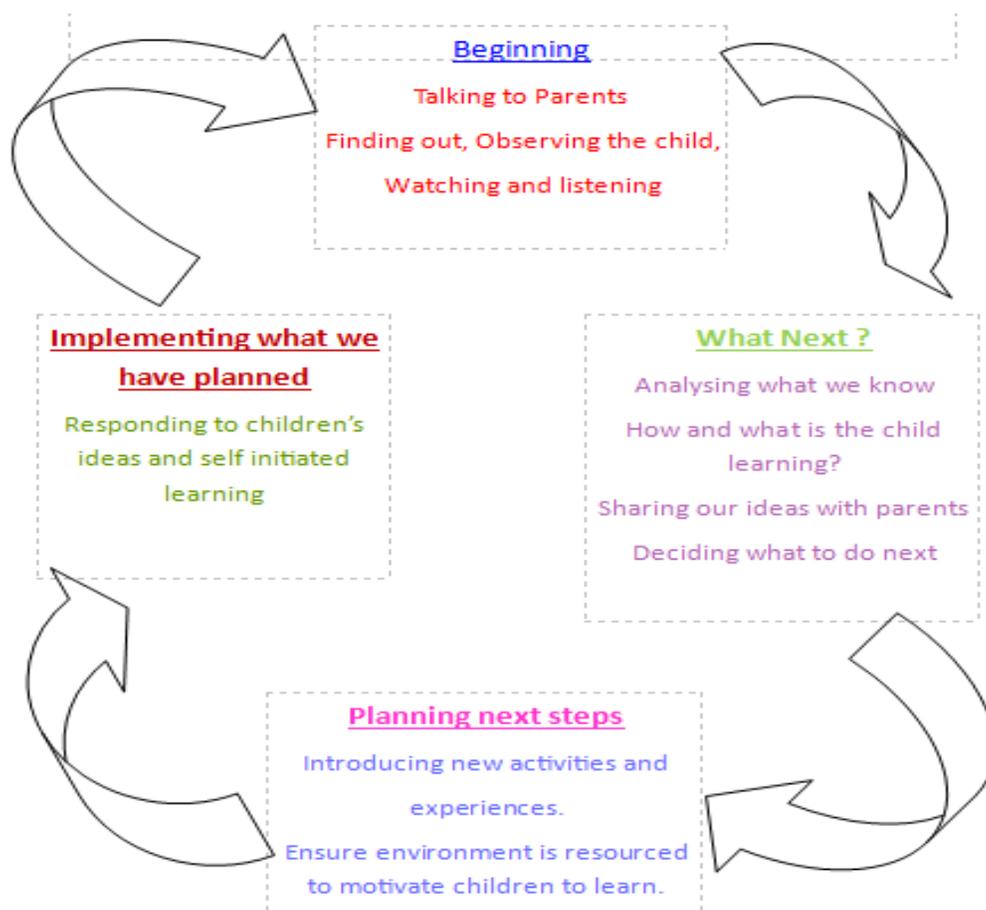
Working in partnership with parents to support learning and development:

- Observations of children's interests, samples of work, children's voice and other evidence of progress and achievement are recorded in children's 'Learning Journeys' to capture significant achievements.
- Parents are invited to log in and view their child's learning journal and to add comments and feedback.
- Learning Story' extended observations - each child has a learning story produced by their key person 3 times a year. These are used as the basis for discussions with parents/ carers
- Parent /teacher/ Key Person consultations are held 3 times a year - to discuss learning and development progress and transitions into and out of our setting

Summative written report of progress

A written summary is provided for all parents at the end of each academic year.

The Observation, Assessment and Planning Cycle at East Prescott Road Nursery School



Ensuring equality of access to learning for all at East Prescott Road Nursery School

Equal opportunity and access to learning

We seek to ensure that all children have opportunity and access to learning according to their individual need, give extra support and adaptations to equipment when needed, and extend the learning of able children. Please also see our SEND Policy and Single Equality Policy for more information. Throughout the setting, all languages are shown respect and given equal status. Equipment and displays include a variety of non-sexist and culturally appropriate materials. We provide resources and support to enable children with a special educational need or disability, and children with English as an additional language, to access learning across the nursery, at a level appropriate to their stage of development. Dual language books are available around the nursery and in our library. Children with 'English as an additional language' are offered the opportunity have stories and count in their own language wherever possible

Boys and girls are encouraged to play with all the materials available in nursery, including all role play materials. We acknowledge that some of these have been traditionally regarded as either for the use of boys or girls only, and seek to help parents understand the importance of children being allowed to freely play with these materials in order to help them make sense of their world. We challenge negative stereotypes and actively discourage children's use of phrasing indicating only one particular gender is allowed to play with an object e.g. a doll; an activity e.g. superheroes; or a colour e.g. pink

Our curriculum seeks to provide an opportunity to learn about our children's artistic and cultural heritage. We promote an awareness of diversity, and a celebration of and sensitivity towards cultural difference. It includes developing an awareness of what is aesthetically pleasing and how this may differ from person to person and culture to culture. It involves developing an appreciation of the creative thinking and expressions of others in, for example, art, music and dance. We believe that it is important that all children are able to see their own cultural heritage valued and given the opportunity to draw upon it in their work. To ensure our children have the richest opportunities to develop their creativity and represent their individual ideas at East Prescott Road we have a dedicated Creative Studio wherein we work closely with an artist in residence and a filmmaker. This regular experience ensures that our children develop the confidence to express and refine their ideas using a wide scope of media and materials. Linking with the Tate Liverpool, we document the children's learning and creativity and share experiences with families during creative workshops.

Everyone is a learner

At East Prescott Road Nursery school, we consider everyone to be a learner. Our staff and governors are constantly thinking about how to improve what is on offer for our children. We aim to consider "progress" in the broadest possible sense and our eagerness to share our practice demonstrates our desire to keep discussing and reflecting on what we do.

We are part of the West Derby Network of Schools. We work collaboratively with the four other Maintained Nursery Schools in Liverpool, the School Improvement Liverpool Quality Improvement Team. We regularly contribute to a range of projects both local and nationally in order to raise standards across early year's provision.

Staff CPD opportunities:

We endeavour to ensure that **all** staff, feel confident and comfortable to support children's learning across the curriculum. We do this by providing:

Staff training opportunities are linked to the SDP, Appraisal and statutory requirements and are provided through online training modules, INSET Days, weekly Professional Development meetings, weekly Team Planning Meetings, project work and external CPD providers.

Responsibilities, management and coordination:

- The Headteacher has overall responsibility for monitoring curriculum planning implementation and assessment
- The Senior Teacher for Teaching and Learning (TLR) supports the implementation of the curriculum and the embedding and monitoring of initiatives
- Class teachers have responsibility for the progress of their class of children, as well as the development of curriculum areas, and report on this progress to the Headteacher as part of SLT meetings, reporting to Governors and appraisal processes.
- The Headteacher analyses assessment information and works with the SLT to identify strengths and areas for development and supports the staff in planning and implementing curriculum provision in response to analysis
- The Headteacher and Senior Teacher for Teaching and Learning monitors planning and provision in response to above in order to ensure a breadth of coverage and that quality is constantly improving
- The SENDCo is responsible for coordinating in-house provision and outside agency support for children with additional learning and development needs. This differentiated provision is addressed through the graduated response and in line with the SEND Code of Practice. The SENDCo liaises regularly with SLT, additional support staff and staff team to ensure that all are working to meet the needs of the children and families
- The Headteacher reports on planning, assessment and children's progress in the Termly Head Teacher's Report to Governors
- Individual Learning Support Staff have areas of classroom responsibility including coordinating curriculum areas – 'Provision Leads' and 'Curriculum Champions'.
- The Senior Leadership Team observe staff and provide feedback in a range of ways

Monitoring

The school has a well-developed monitoring and assessment cycle that is captured on the school's Curriculum Matrix. This ensures that the quality of provision is being continuously evaluated and improved over the annual cycle. We rely upon evidence-based supporting documents for our evaluation schedule:

- Early Childhood Environment Rating Scale (ECERS)
- Movement Environment Rating Scale (MOVERS)
- Assessing Quality in Early Childhood Education and Care: Sustained Shared Thinking and Emotional Wellbeing (SSTEWE)
- Early Childhood Environment Rating Scale Curricular Extension to ECERS-R
- Teacher Rating of Oral Language and Literacy (TROLL)
- Development Matters
- Birth to Five Matters

- Wellcomm Language Screening programme
- Hanen Communication Styles
- Leuven Scales for Emotional Wellbeing and Involvement (Ferre Leavers)

Approved: September 2024

Review: September 2027