



**Goodway Nursery School**

# **Teaching, Learning & Assessment Policy**

**Date policy adopted:**

**Signed:**  
**Chair of Governing Body**

Goodway Nursery School provides a welcoming, stimulating and secure environment where children and families from all backgrounds and cultures are valued.

We respect children's rights, listening to children and putting their needs at the heart of our work.

Our inclusive school community works together to promote equality, encouraging and supporting each child to develop their potential and sense of identity. We develop our children's curiosity and challenge them to achieve their best and become self-confident and independent learners.

We are committed to safeguarding and promoting the wellbeing of all children, and expect our staff and volunteers to share this commitment.

### **Our School Values**

**Respect** - respecting children's rights, treating each other with dignity and valuing each person's individual identity

**Security** - creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments

**Relationships** - encouraging kindness and developing relationships where children and families are listened to and feel valued

**Inclusion** - creating an enabling environment where children and families feel a sense of belonging and ensuring equality of opportunity for everyone

**Learning** - reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration

**Empowerment** - encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflict and make positive choices

### **The UN Convention on the Rights of the child**

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

#### **Article 12 (respect for the views of the child)**

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

#### **Article 13 (freedom of expression)**

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

#### **Article 14 (freedom of thought, belief and religion)**

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

#### **Article 15 (freedom of association)**

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

#### **Article 19 (protection from violence, abuse and neglect)**

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

#### **Article 23 (children with a disability)**

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families..

#### **Article 28 (right to education)**

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

#### **Article 29 (goals of education)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

#### **Article 31 (leisure, play and culture)**

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

# Teaching & Learning Policy

(See Spiritual, moral, social and cultural development Policy & Play Policy)

## Introduction

We believe that children learn best by actively pursuing their interests and ideas through exploratory play, supported by teaching staff who extend their learning, facilitating the child's process of creating and developing theories about the world.

Children learn by exploring, investigating, discovering, creating, practicing, repeating, revising and consolidating their developing knowledge, skills and understanding through playful learning.

They develop confidence, as sense of agency and a 'can do' approach by having time and opportunities to choose their play and learning.

We believe in lifelong learning and that both adults and children are learning every day. All staff reflect on their strengths and weaknesses and plan their professional development needs accordingly.

*Teaching should not be taken to imply a 'top down' way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structures and routines of the day that establish expectations.*

Teaching & Play in the early years – A balancing act (Ofsted 2015)

## Curriculum

We are a Unicef Rights Respecting School and developing children's understanding of their rights under the United Nations Convention on the Rights of the Child threads throughout our curriculum. This helps develop children's acceptance of difference and diversity and supports the development of a strong moral compass. This is evident in interactions between staff and children, where staff listen to children and children show respect for each other and for adults.

Children's personal, social and emotional development is central to their learning and we support this through the development of positive and caring relationships. Each child has a Key Person in a Key Group of 13 children. We encourage the development of self-confidence and self-awareness and children become independent learners by choosing resources and accessing all areas of the nursery environment. We support children in managing feelings and behaviour through giving them the vocabulary to name a range of emotions and use a Conflict Resolution approach, where we help children learn how to find solutions to conflicts.

## Early Years Foundation Stage

We believe in child centred learning and plan for learning using the Early Years Foundation Stage guidance which sets out what a child is expected to learn from birth to five.

Prime areas

- Personal Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We provide a rich and varied learning environment planning learning in all areas of the curriculum and allowing children to learn in a variety of ways, with a balance of child and adult initiated learning.

We value learning outdoors, and believe that being outdoors has a positive impact on children's sense of well-being and on their development. We plan for learning outdoors across the curriculum and children have access to the outdoor learning environment throughout the day. Every child takes part in Forest School sessions every fortnight, developing self-regulation, risk management, and an understanding of the natural world.

We encourage children to take responsibility for their own learning, to be involved, as far as possible, in reviewing the way they learn, what helps them learn and what makes it difficult for them to learn.

Through our teaching we aim to

- enable children to become confident, resourceful, enquiring and independent learners
- foster children's self-esteem and help them build positive relationships with other people
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of other people
- show respect for all cultures and, in so doing, promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of the community

We have high expectations of all children, basing our teaching on our knowledge of the children's level of attainment. We use observation and assessment to plan for learning experiences for children and 'next steps' are identified for their learning. These learning objectives are used to plan for learning through skilled interventions by staff, ensuring high levels of engagement.

When planning work for children with special educational needs we give due regard to information and targets contained in the child's Early Years Support Plans or Education & Health Care Plans. (See Inclusion, Special Educational Needs & Disability Policy)

### **Characteristics of Learning**

We aim to develop the characteristics of effective learning through our teaching:

Playing and Exploring - engagement

- Finding out and exploring
- Using what they know in their play
- Being willing to have a go

Active Learning - motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creativity and Thinking Critically - thinking

- Having their own ideas
- Making links
- Choosing ways to do things

All staff aim to establish good working relationships with all children, treating them with kindness and respect and follow our Behaviour Policy, using positive behaviour strategies through a Conflict Resolution approach.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school we comply with the Government Regulations for Educational Visits. We deploy Teaching Assistants and other adult helpers effectively.

Our learning environments are created with stimulating resources and displays to interest and engage children. We encourage children to access resources independently and to help to tidy away at the end of the session.

We plan activities to meet children's needs identified from observation and assessment, as well as their interests, and extend children's learning through a balance of child initiated and adult led or initiated learning.

### **Child initiated learning**

- Planning in the moment during free flow play, responding to children's development needs and interests
- Loose parts are provided to foster creativity and problem solving
- Materials and resources are provided to provoke curiosity and exploration
- Displays of children's work, both completed and in progress, show that children's work is valued
- Our learning environment fosters creative exploration, demonstrates respect for children's work and encourages communication and dialogue.
- Our learning environment has spaces for small group and larger group work
- Interlinked rooms with free access to the outdoor environment, use natural light, natural resources, plants and mirrors encourages exploratory play

### **Adult led or initiated learning**

- Children's reflection on learning in Key Groups to develop meta-cognition
- Children's planning time where children contribute to planning their learning
- Daily quiet time with yoga to develop self-regulation
- A focus on a range of core books over the year, so that the children develop a bank of deeply known and loved stories
- Daily phonics in small groups using Letter and Sounds
- Adult led maths in small groups
- Daily stories
- Weekly Library Book exchange
- Daily action songs and rhymes to build up vocabulary and understanding of rhyme and rhythm
- Daily Forest School sessions developing self-regulation, risk management and an understanding of the natural world
- Rights Respecting soft toy that goes home with the children to help them learn about the UN Convention on the Rights of the Child
- Teacher led Early Years Pupil Premium group focusing on identified needs

### **Adult led interventions**

- Children with Special Educational Needs and Disabilities are supported with one to one work, Early Years Support Plans, Education & Health Care Plans, Inclusion Support Early Years Workers, visual aids, pre-tutoring with language used for planned activities, choice boards and pictorial timetables
- Children with identified communication and language needs are supported through a language intervention group, as well as visual aids, pre-tutoring with language used for planned activities, choice boards and pictorial timetables.
- Children with lower emotional well-being are supported through a nurture group
- Children with English as an Additional Language are supported through an intervention group, individualised support from their Key Person as well pre-tutoring with language used for planned activities.
- More able children are supported through a phonics extension group and differentiated planning
- Children eligible for Early Years Pupil Premium are supported through targeted interventions:
  - Children at risk of language delay: Weekly language intervention group to provide targeted support
  - Children with lower emotional well being: Weekly nurture group to provide targeted support
  - More able children: Weekly teacher led phonic extension group
  - All eligible children: Dramatic play sessions – working on Characteristics of learning, PSED & CL

- All eligible children: Teacher lead project focusing on CL & PSED
- All eligible children: Focussed support from Key person during Forest School sessions
- All eligible children: Subsidised trip to the Theatre with parents
- All eligible children: Subsidised trip to the farm with parents

### **The Role of Parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Home visit to share information
- Parent 'Starting points' baseline assessment
- 'What makes me special' key group book
- Tapestry Online Learning Journey, where parents can access observations and assessments of their child and are encouraged to add their own observations and comments
- Home School Agreement outlining expectations and responsibilities
- Termly Parent Consultation meetings
- Open door policy
- End of year report to parents in which we explain the progress made by each child
- Parent workshops where parents can work with their child and find out about ways they can support particular areas of the curriculum at home
- Library book scheme where children are encouraged to borrow a book each week to share with their parents at home
- Theatre trip with parents and children
- Summer trip with parents and children
- Local trip with parents and children
- Parents invited to Black History celebrations; Diwali celebrations; Christmas performance; Chinese new year celebrations; Mothers' Day celebration; Vaisakhi celebrations; Fathers' Day celebration; Eid celebration; Sports day; Summer fair

### **Observation, Assessment and Reporting**

#### **Formative assessment**

Children are observed by their key person formally and informally during free play and focused group work, and this is used to plan for learning and to monitor progress. Tapestry Online Learning Journey is used to record observations and assessment information, where parents can access observations and assessments of their child and add their own observations and comments. Assessments of children are discussed at planning meetings, so that learning can be planned for particular children and for work with target groups of children. 'Next steps' are set for each child each half term with parents and these are shared in Tapestry on line learning journals and reviewed at Parent Meetings.

#### **Summative assessment**

Children are assessed against the Early Years Foundation Stage (EYFS) Development Matters statements within the first four weeks at nursery school. This gives a baseline assessment from which to measure progress. They are then assessed throughout the term, using a different colour each term to record their progress against the EYFS. At the end of each term the assessment data is collated and analysed, to track and monitor progress for individual children and groups of children.

Parents are invited to a Parents Meeting once per term to discuss their child's progress, learning and development. At the end of the year parents are given a CD of PDF copy of their child's Learning Journal and Transfer Document, with a summary of their attainment against the EYFS, and a copy is sent to the child's primary school.

### **Equal Opportunities**

The needs of all children are met by responding to them as individuals through

- appropriate planning of activities to include differentiation
- targeted interventions
- appropriate use of resources

- individual questioning
- working with other agencies

Cultural development is promoted through:

- The use of books and stories portraying a variety of cultures.
- Use of music from a variety of cultures
- Exploring food from a variety of cultures
- Learning to say 'hello' in a different language each half term
- Visits to museums, galleries, theatres etc.
- Encouraging visits and visitors, including parents and grandparents.
- Our displays around school reflecting the school's cultural diversity and its interest in culture as a whole
- Experiencing music and instruments from around the world and learning songs in different languages and traditional dances using parents and children's experiences as a resource.
- Learning about festivals around the world and how they are celebrated and looking at religious artefacts.
- Cooking a variety of cultural foods.
- Rights Respecting Schools Award – learning about UN Convention on the Rights of the Child

### **The Role of Governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the head teacher's reports to governors and the school self-evaluation processes.