

# Basnett Street Nursery School & The Chatterbox Club



## TEACHING, LEARNING & CARE POLICY

The Teaching, Learning and Care Policy Basnett Street Nursery School has been developed with our key pedagogies central to all aspects of learning. We believe that children all deserve the best start to their education regardless of their starting points.

'An exciting place to learn and thrive; a place where all children are valued; a place that nurtures and cements early foundations for lifelong learning'.

Our mission statement expresses the key focus on enabling children to develop the skills to be confident, independent and lifelong learners.

### Our key pedagogies

#### Attachment aware approach

Attachment is central to our well-being and affects us all. With this knowledge, we apply Attachment Aware Approaches in our everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation. This includes careful consideration and awareness raising of both verbal and non-verbal communication. This approach is beneficial for all children, particularly those that have experienced Adverse Childhood Experiences (ACE's), e.g., loss of family members, domestic violence, neglect, pandemics, and including vulnerable children facing disadvantage.

***'The children who need love the most, will always ask for it, in the most unloving ways.'***

(Jane Evans)

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Importantly, every child is viewed as an individual, and strategies used are personalised to meet those individual needs to enable every child to reach their full potential, aiming to enable the learning brain (see appendix 1 The Three R's).

### **Forest School approach**

Forest school is seen as an important part of Basnett Street nursery schools curriculum. We believe everybody should have access and experience of a woodland and natural learning environment.

Our ethos of the forest structure is to ensure a child centered approach and promote independent learning. We plan the environment to establish and develop skills to enable children to fully immerse themselves in the opportunities the natural environment provides.

Our aim is to establish a stimulating, creative, challenging and risk benefit environment through a natural approach.

By building on these good relationships we hope to foster good social skills and a growing independence in the children. We recognise that an appropriate and positive nursery experience will help children feel confident about the challenges that lie ahead.

All play is conducted in a safe, child-centered environment under the guidance of qualified staff who are sympathetic to the care and educational needs of the children.

Delivering the curriculum while the children are engaged in play helps foster a genuine curiosity and love of learning.

Learning opportunities are designed, implemented and reviewed regularly so that the experiences offered provide children a chance to learn and consolidate new skills

### **Sustained Shared Thinking**

**‘An episode in which two or more individuals ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend the understanding’. (Siraj-Blatchford et al., 2002a:8)**

Our practitioners at Basnett Street feel privileged to work within early years education and see themselves as play partners, learning with and extending children's learning through engaging and exciting play opportunities, driving learning through children's own fascinations. Children view the world as a place of wonder and experimentation, they have natural curiosity and will constantly question how? What? When? Who? Where? And why? We encourage and nurture this natural tendency, and work to create the ideal environment for thinking skills to flourish.

We use this guidance to support each child's learning and development. This section briefly summarises the main elements of the Early Year Foundation Stage.

*'Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.'* **EYFS 2021**

## **Overarching principles**

Four guiding principles shape practice in the early years

These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

There are 3 characteristics of effective learning, 3 prime areas and 4 specific areas. The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected.

## **Characteristics of effective learning**

Playing and exploring focuses on how the child:

- Plans and thinks ahead
- Is guided by the own thinking and actions
- Makes their own independent choices
- Responds to new experiences and has their own interests

Active learning is all about how a child:

- Displays goal-directed behaviour
- Participates in routines and gets to know these routines well
- Begins to correct their mistakes and persevere even when they find something difficult

Creating and thinking critically look at how a child:

- Takes part in pretend play
- Sorts materials

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- Can review their own progress to achieve a goal
- Solves real problems
- Uses pretend play to think beyond the 'here and now'
- Feels more confident about their own ideas as their knowledge grows
- Makes links between ideas and concentrates on achieving things that are important to them

#### **Prime Areas**

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

**Prime areas are fundamental, work together, and move through to support development in all other areas.**

#### **Specific Areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

**Specific areas include essential skills and knowledge for children to participate successfully in society.**

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual; communities and cultures.

The EYFS sets out standards that all early years providers must meet:

*'The Early Years Foundation Stage sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'* EYFS 2021

We meet all the standards across the three main areas:

- The Learning and Development Requirements. – There are 7 areas of learning and development that must shape educational programmes in early year's settings (see above). Our planning and provision ensures that all activities and experiences are planned for across all areas of learning, through a holistic approach.
- Assessment (see assessment section)
- The safeguarding and Welfare Requirements – all requirements are met, e.g. correct ratios, key person role in place, positive behaviour management systems, safe and secure setting, risk assessments completed and reviewed regularly etc. (also see safeguarding and child protection, e-Safety and single equalities policy).

## **Our Vision**

Our pedagogy underpins and fully supports all elements of our curriculum. We have developed a personalised curriculum document with clear intent and implementation, carefully considering how we can develop knowledge alongside skills through an exciting and stimulating environment in which all children will be motivated to learn. Children will be encouraged to become independent learners, developing skills through sustained shared thinking that will equip them for their future learning journeys.

We will provide a safe and caring environment that promotes challenge, exploration and high levels of involvement where each child is supported to reach their full potential. Our key worker system allows children to feel supported on their journey, with a person who takes the time and care to develop close relationships and deep knowledge of the child to then provide learning experiences that are personalised and ensure all children's needs are met. On entry key workers take part in home visits, to allow the children to familiarise themselves with key members of staff and to allow us to have a deeper knowledge of the child and their families to ensure smooth transition into Nursery School and begin this vital relationship with their key worker.

Our aim of supporting and developing a cohesive community underpins our whole school ethos. We believe this is vital in ensuring all children have a sense of belonging and that they are supported to appreciate and value the diversity of peoples backgrounds and individual needs in a loving and caring environment.

## **Our Curriculum**

Our curriculum was planned with our children at the heart, carefully considering individual needs with aim to ensure accelerated progress by following a progressive sequence of skills from birth to starting Primary School. Staff provide opportunities for children to lead their learning, following their interest and through our shared sustained teaching approach become playful partners to extend and drive learning forward (see Curriculum document).

Through effective teaching strategies we strive to ensure a secure foundation for future learning is achieved. We use on-going observational assessments to ensure the learning experiences we provide meet individual needs and the interests of the child, recognising that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

Our provision is primarily based on personalised needs (appropriate next steps) and interests, in order to meet the needs of all children. We do seek to ensure that within this approach children are provided with new experiences and interests, in order to support children's knowledge and understanding of the wider world from inviting the farm into Nursery to being creative with Andy the clay man.

We aim to ensure effective learning takes place by providing high quality learning experiences. Our planning process is key to underpinning effective practice and experiences:

## **OUR PLANNING PROCESS**

The starting point for our planning is the individual child, the child's family and the child's environment.

We create a yearly overview based around carefully selected core books and rhymes, considering which experiences and aspects of learning these could cover and ensuring the books we choose are progressive across the year ensuring high levels of engagement and therefore

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progress. This overview is then broken down in more detail through our medium term plans, alongside the use of assessment data to identify key gaps in learning to ensure our short term planning is personalised to our children's specific learning needs. These are then developed further through our short term, weekly planning, feeding into group times and individual needs and interests across the provision.

### **OUR SHORT TERM CURRICULUM**

This planning consists of:

- Weekly Enhancement Plan (Over view) – This enables us to plan how we will enhance the provision areas in the classroom.
- Weekly adult supported plan – This cross references with the weekly enhancement plan for the supported activities, identifying a learning objective an adult is trying to support and how they will support and adapt the activity through continuous provision the activity. These plans will also include ELKLAN vocabulary in aid of developing and extending children's vocabulary through play.
- An interests sheet allows practitioners to note down any key interest which are then used to support future planning
- Group Time Plan – these are written by qualified teachers and focus on teaching PSED, Maths, Literacy and systematic phonics.
- Outdoor Planning – this is underpinned by our forest school principals allowing children to immerse themselves in the opportunities the nature and the outdoor environment provides for them across the year

We also consider long term planning around our environment. Our planning consists of continuous provision planning, considering the ages and stages of development and how their skills build and change as they progress through the year.

This consists of a plan for each area of provision. Each plan includes:

- The resources to provide an enabling environment.
- Possible enhancements.
- The 3 prime areas and the 4 specific areas.
- Key vocabulary to teach – We follow the principles of Elklan to support teaching of vocabulary. Each individual plan includes key vocabulary we want to teach and includes examples for adults about how to use chosen vocabulary (this vocabulary is then made available in the environment)

Children with SEND are supported by key workers and support staff to ensure inclusive access to our curriculum. The SENDCo creates and supports the use of provision mapping to enable children to engage fully with their environment. Further support and specific targets may be created for children in the form of targeted learning plans or regulation plans (See SEND policy).

Children with SEND are supported through the use of provision mapping and intervention groups which are planned for by teachers. Some children will have specific targets to work on which will be part of a Targeted Learning Plan. (see SEND Policy)

### **ASSESSMENT**

The two types of assessment procedures are our formative (Learning Journals) and our summative (Target Tracker assessments). On-going assessment is an integral part of the learning and development process, and is based on observations of our children, strongly underpinned by good practitioner knowledge of child development and secure attachments, and knowledge of each child's stage of development and appropriate next steps. Termly progress meetings are held by the Headteacher to ensure overview of all children and that all children are

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making at least 1 step of progress each term. As SENCO, the Lead Teacher is also able to support key workers in the planning of provision for children with additional needs and the tracking of their progress, using documents such as the ATTS to break down progress and ensure targets are SMART. The information gained from the assessment procedures is fed into planning in order to ensure all children are challenged and their needs are met, in order for them to reach their full potential.

## **WORKING WITH PARENTS**

Successful Parental partnership links are crucial, if we are to meet the needs of all children effectively. With this in mind, staff work relentlessly to form strong relationships with parents.

Strategies used are:

- New parents meetings, to welcome parents into school.
- Home Visits, for key workers to begin to form relationships with the child and parents.
- Through our adaptive teaching approach we bring the local community into Nursery to extend our curriculum.
- We provide parents with information and support on how to support their children's development
- Regular events in school, meeting the needs of parents and the community and celebrating special occasions
- The continual sharing of assessment information with parents, through the Learning Journals. Feedback and contributions from parents is vital, in achieving an all-round accurate assessment of each child's stage of development.
- A wide range of media used to communicate with parents, in order to meet the needs of everyone, e.g. through website, Facebook, verbal/face-to-face, letter, text, phone, noticeboards.
- A diverse and welcoming environment for all, e.g. translation support for parents, library books in dual language, our website is available in dual language, bilingual support for children, parents is available in several languages and our All About Me document given to parents during home visits are also available in any language necessary to ensure inclusion for all families.
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## **QUALITY OF TEACHING**

The quality of teaching overall is outstanding. The environment provides exciting, motivating and exciting activities in which all children are challenged to achieve their best potential.

Consequently, the majority of our children make outstanding progress in line with the EYFS. All teaching staff continually work hard and strive to improve the quality of their teaching to provide the best for our children.

### **Links to policies**

- SEND
- Equalities Policy
- Behaviour Policy

## **Consultation, Monitoring and Evaluation**

The Governing Body, Headteacher and all staff have been involved in the writing of this policy and will monitor and evaluate it annually.