

Featherstone Children's Centre and Nursery School

Learning and Teaching Policy



Featherstone Children’s Centre and Nursery School Learning and Teaching Policy

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Aims

This learning and teaching policy aims to ensure that the children at Featherstone Children's Centre and Nursery School are provided with high quality learning and teaching experiences that lead to a consistently high level of pupil achievement. It aims at describing the overarching principles and elements of the approach which informs our daily practice, uniting philosophy, beliefs and ethos across the various elements of the Children's Centre and Nursery School provision; setting a benchmark for what we consider to be high quality education and care for children under five. Therefore all staff and governors have been involved in its formulation and development.

Principles

Our principles are guided by the principles of the EYFS:

- **A Unique Child: Every child is a unique learner from birth who 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 and Developing: Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning: playing and exploring; active learning; creating and thinking critically.**

RIGHTS RESPECTING SCHOOL

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

Article 1 - Everyone under the age of 18 has all the rights in the Convention.

Article 3 - The best interests of the child must be a top priority in all things that affect children.

Article 4 - Governments must do all they can to make sure every child can enjoy their rights.

Article 12 - Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 - Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 15 - 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 17 - Every child has the right to reliable information from the media. This should be information that children can understand.

Article 28 - Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity.

Article 29 - 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 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Our Mission Statement

"It takes a whole community to raise a child"

Our statement is inspired by Urie Bronfenbrenner's (1974) Ecological Systems Theory which puts the child at the centre of our practice surrounded by the support within our setting, their family and the community.

It is also based on the Igbo and Yoruba (Nigerian) proverb that exists in different forms in many African languages.

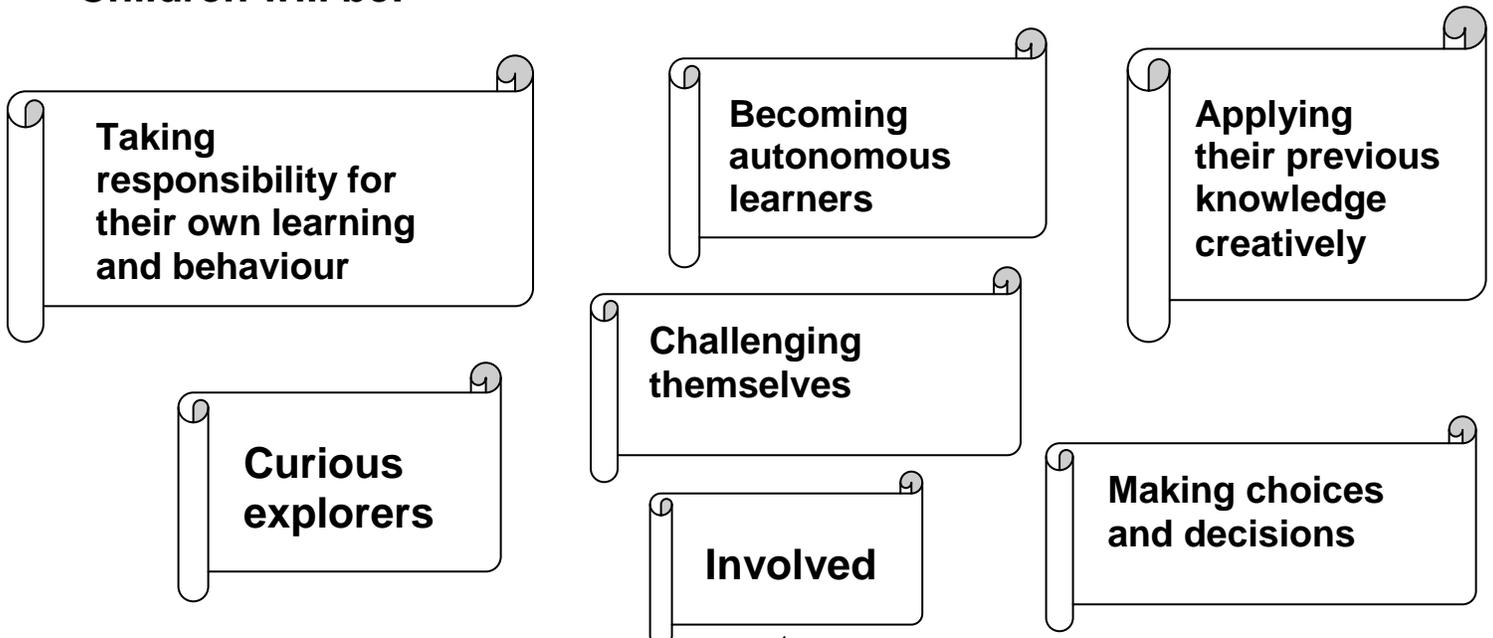


(Bronfenbrenner, 1974)

Expected Outcomes: A Strong Vision

We believe that from birth children are strong, competent, motivated and confident learners who explore and test their ideas, solve problems and try to make sense of their world. As a team we have discussed and decided on a set of expected outcomes, a vision for our children which underlies and informs all our practice at Featherstone;

Children will be:



Our Beliefs about Effective Learning

Learning and teaching at Featherstone is based on the premise that every child is **entitled** to high quality learning experiences and opportunities. (Quality first teaching) We believe that all children have an innate desire to learn and that it is our responsibility to nurture this drive to learn and discover. We acknowledge that as practitioners it is also our responsibility to continually research into how children learn and practitioners effectively teach, so that we can continually improve the quality of learning and teaching at our setting through the cycle of self-evaluation, staff development and performance management. It is our aim to establish a **Learning Community** where lifelong learning is celebrated and promoted for all children and adults. Below are listed our beliefs as a team on effective learning.

We believe that:

- Learning cannot take place unless children's emotional needs are met and they feel safe and secure and aware of boundaries in order to grow in confidence and take risks (**Maslow and Bowlby**).
- Learning in the early years is celebrated as a profoundly important stage of a child's life in its own right when vital emotional, social, physical and intellectual development takes place.
- Learning is holistic and cannot be compartmentalized.
- Learning needs to take place in the social context with an emphasis on the establishment of successful trusting relationships with adults and peers.
- Learning and teaching is an ongoing process; a journey that builds upon an on going assessment of what children know and can do.
- Young children have the right to communicate and explore their learning in many different and unique ways and that these needs are listened to, valued, respected and planned for.
- Learning is 'learnable' and we strive to support children to develop specific learning capacities which will enable them to be effective lifelong, active learners and creative and critical thinkers. We support children to feel good about themselves as learners and encourage them to reflect on the skills they have to be great learners.
- Young children need time and space to explore ideas and interests at length and to become resilient lifelong learners.
- Learners should be challenged and stimulated through tasks which match their abilities.
- Learning needs to be fun, first hand, meaningful, play based, experiential and active, taking into account a range of learning styles (**VAK**), all available senses and acknowledging a range of intelligences (**Gardner**).
- Learning should promote children's independence and autonomy, encouraging them to take responsibility for their learning – initiating and making their own decisions and making and noticing links in their learning.
- Children should have the opportunity to learn through high-quality, well-organised, differentiated and stimulating indoor and outdoor learning environments.
- Children should have a learning experience which fully involves their parent/carer and provides opportunities for them to learn and develop together;
- All children should have equality of learning opportunities where cultural and physical diversity is respected and valued and a positive anti-bias approach is adopted and stereotypes actively challenged.
- Learners should be provided with creative and imaginative play activities that promote the development and use of language
- Learners should be able to extend setting experiences into home and home experiences into our setting.

Effective Teaching

Everyone has an important role to play in contributing to learning, therefore the term 'educator' can equally apply to parents, teachers, practitioners and other children. Effective educators use a range of skills to support learning by being alongside the child and family – modeling, scaffolding, validating and extending learning. Teaching should be relevant, meaningful, inspirational and enthusiastic within an atmosphere of trust and respect. The Teachers are responsible for leading the learning throughout the Centre as appropriate to their role and Job Description. The Professional Standards for Teachers form the basis of our Performance Management for teachers in conjunction with this policy. The 2012 guidance and policy for Teacher Performance Management is in place to support the development of the teachers within the setting to consistently achieve Outstanding teaching.

Within the NS the Deputy Head Teacher is responsible for leading the teaching and learning and for collecting and collating data/evidence to report to the Head teacher at regular intervals. The 2 class teachers within the NS department jointly lead the teaching and learning within their area (for each half term) and take responsibility for this collecting data/evidence and sharing this regularly with the Deputy Head teacher

The Children's Centre Teacher is responsible for leading the learning within the Children's Centre and for disseminating good practice to other settings within our Reach Area. The Children's Centre Teacher is also lead for the locality Early Years Network. The Performance Management for the CC teacher is jointly managed by the HT of our setting and the HT of Osborne Nursery School and Children's Centre.

The Role of the Staff within our Setting – What does 'Outstanding Teaching' look like in our day-to-day Practice?

The role of the staff within the setting is key to the achievement of our aims for our children with regard to providing the elements of outstanding effective learning and teaching; the role of the practitioner is complex involving many qualities and skills.

It is the role of the practitioner to know each child as an individual, to build a trusting relationship in which learning can happen and to have high expectations of each child.

The role of the practitioner is fluid, sometimes they are a tool for children to use or co-investigator, an observer, a scribe, someone who poses a challenge or provides a provocation or question. Therefore we have sought to outline the role and the practice which we expect to see in our setting here.

Learning Environment Staff will:

- Establish a safe, purposeful and calm learning environment which complies with current legal requirements, national policies and guidance on safeguarding and well-being of children so that they feel secure and sufficiently confident to make an active contribution.
- Know and implement all policy and procedures concerning the safeguarding of children.

- Actively promote positive behaviours, boundaries and the key British values of respect; democracy; liberty; tolerance of those of different faiths and beliefs and the Rule of Law which create an environment where learning can take place.
- Manage children's behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the settings Behaviour Management Policy.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of children.
- Provide learning environments both indoors and outside that are stocked with developmentally appropriate and differentiated resources which encourage and support open-ended exploration and collaborative working. These areas will be regularly updated to reflect children's interests and to keep them safe, stimulating, attractive, tidy and accessible.

Learning Areas are monitored through session and individual observation by the HT and DHT/learning environment walks. This information is then used to ensure that the areas are stimulating, exciting, challenging and accessible to the children. The importance we attach to an exciting, stimulating learning environment, both indoors and outdoors is reflective of the ethos of the setting, and its aims and shared beliefs and values. A stimulating environment sets the climate for learning and will include:

- Creative exploration and expression
- Investigation, experimentation and finding out
- Small focused groups, individual and whole class learning
- Independent, child-led, co-operative and adult supported learning
- Using actions and words to ask and answer questions
- Well organised areas, with interactive displays and easily accessible resources to
- encourage independence

Positive Relationships

Staff will:

- Develop supportive relationships with all stakeholders in order to facilitate well being, trust and a secure environment for taking responsibility, making informed choices and taking appropriate risks.
- Know, value, listen and respond to children as individuals and as members of a family and community.
- Develop trusting relationships with children so that they are confident to approach adults for a variety of reasons including support, affection, reassurance, challenge, company, praise and encouragement.
- Acknowledge parents/carers as the most important educator in a learner's life valuing the knowledge and information they bring and share, in order to build up a picture of the learners' needs, fascinations and interests.
- Work closely and cooperatively with each other, parents and other professionals as part of a multi-professional team.
- Contribute and foster teamwork, both within smaller teams and across the Children's Centre as a whole.
- Seek to foster links and partnerships with national and international organisations.

High Expectations of children

Staff will:

- Have clear and high expectations of what learners are expected to achieve.
- Personalize learning ensuring its appropriateness for all individuals.
- Value what children bring to the setting, their experiences, effort and their achievements.
- Actively seek value and incorporate children's own ideas and views, involving them in all aspects of the setting.
- Set realistic challenge through activities, the environment and their interactions with children.
- Encourage, Involve, support and value children's own self-reflection and evaluation of their own and each others learning using a range of tools such as the Tapestry on line learning journal.

Positive Professional Practices and Provision

Staff will:

- Actively seek to raise levels of attainment and outcomes for learners.
- Have a good knowledge and understanding of child development and the curriculum requirements of the EYFS, ensure learners are 'school ready' and be confident to share this knowledge with all stakeholders.
- Keep up to date with current research and policy advice and are open-minded, and proactive towards their own continuing professional development, responding positively to innovation.
- Initiate and contribute towards staff meetings and discussions and are willing to share their knowledge, expertise and experience with their colleagues being active members of our learning community.
- Use and take part in a recognised process of self-evaluation for continuous improvement. This includes reviewing their own effectiveness and impact upon children's learning.
- Analyse setting data to identify areas of improvement/next steps and to compare these with local and national findings.
- Use observations, reflections, assessment (formative and summative) and evaluations of children's learning, interests, preferences and needs to scaffold children's learning and inform next steps and planning.
- Use a range of strategies and tools flexibly to support all learning needs.
- Adapt their pedagogy skillfully to notice, respond to and take advantage of seizing every learning moment throughout the day or session.
- Be highly skilled at observing learners, tuning into significant lines of enquiry, emotional need, fascinations and schemas and extending this using a range of strategies and resources.
- Be able to relate learning intentions to the child's own life experiences.
- Develop the learner's ability to independently think, problem solve and support children to use conflict resolution strategies.
- Allow sufficient time for both child-initiated play and also for adult led activities.
- Use a range of questioning strategies/higher order thinking skills (**Bloom's Taxonomy**) and quality interactions tailored to the needs and language levels of the individual, such as open-ended questioning, recapping, modeling thinking etc allowing time for children to think and respond.
- Plan consistent timetables and routines in order to allow time for adults and children to engage in purposeful activity for extended periods of time facilitating sustained shared thinking and deep level learning.
- Challenge stereotypes and promote a positive appreciation of difference.
- Share a sense of enjoyment and excitement with the children.

- Self reflect and evaluate on the impact of their practice on learners progress as part of the setting monitoring process.
- Use documentation to make children's learning visible.
- Encourage children to communicate in a variety of ways and value 1st language and cultural heritage.
- Provide children, colleagues, parents/carers with timely, accurate and constructive feedback on children's attainment, progress and areas for development.

Key Elements of Personalised Learning within the setting

Organising the setting

- **Organisation** The setting has the following facilities:

Nursery School for 2,3 and 4 year olds.

Children's Centre services and activities: Full Core Purpose delivery in line with our status as a hub and the Lead Body within the Locality Model provision.

Learning takes place through the above provision and both indoors and outside. All aspects of provision share our overall aims, principles and philosophy however delivery may vary according to the needs of the particular area of provision.

- **Ethos and Philosophy** are being shared through joint policy-making with all staff, regular SLT meetings, joint self-evaluation processes and formal/informal meeting between staff from all areas of provision.
- **Joint procedures** and practices are well established and implemented in order to ensure consistency across provision. This will now further be developed to align policy and procedure across the Locality through the Strategic Group (as outlined in the Business Plan)

Assessment for Learning.

- **Reflective cycle** Observation, assessment, evaluation and planning (linked to the EYFS to ensure that the children receive a broad and balanced curriculum) are seen as an on-going reflective cycle by all practitioners in order to inform next steps in learning. This cycle is regularly monitored by the DHT.
- **Time** is taken to ensure that children and their families are considered as individuals. Staff are then able to develop learning through appropriate support and challenge.
- **Personal profiles** are collated building up an individual's learning journey using the Tapestry electronic online learning journal and this is shared with children, parents and families. The information is also shared with staff at planning meetings. Formal and informal observations, photographic evidence and examples of "work" are included in these learning journeys. All formats are consistent and profiles are subject to monitoring and moderation.
- **Leuven Scales of Involvement and Well Being** are used via Tapestry as an assessment tool to aid support and provision.
- **The AcE Programme** is used in NS to develop personalized learning and the real involvement of parents in the child's learning and development. This programme focuses on PSED and CLL areas of development as these are key to children's future outcomes.
- **Reflective Observational Assessment** of the learning areas using Floor Books to directly feed into planning, both within the week and for the following week. Planning involves children - building on their emerging interests and developing these.

- **Development Matters/EYFS Tracker** will be used in NS for base lining children and for summative assessment at the mid-point of the year and again at the end of the school year in order to identify levels of progress and areas to target when planning provision.
- **EEL** techniques are used to add depth to the observation process and to inform monitoring and evaluation of provision.
- **Speech and Language** audit tools are used from the EcaT programme to assess and plan for children’s speech and language needs.
- **Triangulation** The Headteacher, Deputy Headteacher and teachers are responsible for ensuring that data from formative and summative assessment tools are monitored and triangulated to ensure consistency and reliability.
- **ECERS** is used yearly as a self-evaluation tool to identify areas of strength and areas of development.
- **Peer to Peer Review** led by reviewers from other settings and schools and involving all staff is used to highlight setting strengths, areas of development and actions.
- **SEND support** is put in place to meet children’s individual needs following a graduated response (The Assess, Plan, Do, Review Cycle) to provide interventions that are additional to or different from that made generally for other children of the same age.
- **Target Tracker** is used to produce data for groups and cohorts of children in order to analyse and compare data and check the impact and appropriateness of our provision.
- **Reflection and evaluations** shared with all staff ensures that there is continual improvement, staff feel involved and take ownership of development. Time is protected for documenting and reflecting on learning in order to plan appropriate next steps.

Beyond the Setting

- **Multi-agency working** is a key feature of the Children’s Centre as a whole and all services and facilities provided meet the Core Purpose and are in place to support families appropriately to improve the outcomes for the children and their families.
- **The Curriculum** is enriched by visits off site and through a planned programme of learning enrichment experiences.
- **Parents are encouraged to become fully involved** through:
 - Representation on the school’s Governing Body and its Committees
 - Working on a volunteer basis within the school.
 - Through the Families and Schools Together Programme.
 - Workshops within the school based on areas of learning.
 - Book and toy library/challenge cards; Topstart/Startwell Bags;
 - Regular weekly newsletter.
 - Information and ideas based on “interests” in nursery to enable parents to support learning at home.
 - Parent consultation days and daily informal contact with staff and particularly with key workers. Parents and family members are encouraged to add comments to their child’s online learning journal.
 - Feedback is also sought from parents/carers through questionnaires at various times during the year.
 - Responding to blogs on the Nursery school Website.

EYFS Principles – Our Aims

A Unique Child: Our Aims	Positive Relationships: Our Aims	Enabling Environments: Our Aims	Learning and Developing: Our Aims
<p>Child Development For all staff to have the appropriate knowledge of child development in order that children will be supported on an individual level.</p>	<p>Respecting Each Other To foster and develop caring professional relationships where the feelings of staff, children and their families are acknowledged and respected.</p>	<p>Observation, Assessment and Planning To use both formal and informal observations in order to build meaningful individual learning journeys which inform future planning for individuals and groups. To plan based on observations of the children's interests and needs and their use of the learning environment throughout the week.</p>	<p>Play and Exploration-Engagement To provide an environment which stimulates purposeful play, where children can develop their interests and learning appropriately, making choices, taking decisions and taking appropriate risks (as appropriate to each unique child)</p>
<p>Inclusive Practice To be aware of, and provide for any particular needs of children having regard to their social, ethnic, cultural, linguistic and religious backgrounds. To identify as early as possible those children who have special or additional needs. To use a range of learning styles in order to personalise learning.</p>	<p>Parents as Partners To develop a working relationship with parents/carers as the child's first and most enduring educator. To work in partnership with parents/carers to develop good patterns of attendance, punctuality and a positive approach to behaviour and discipline as outlined in our home school agreement.</p>	<p>Supporting Every Child To develop an environment which supports every child's learning through planned experiences and activities which enable them to experience success and challenge supported and scaffolded by adults.</p>	<p>Active Learning-Motivation To lay secure foundations for future learning by encouraging children to behave as learners and thinkers ready to take advantage of the challenges and opportunities of every stage of education. To encourage children to concentrate and become involved in their learning, to persist and be proud of how they have accomplished something.</p>
<p>Keeping Safe To provide a setting which is secure and where children can build trusting and effective relationships with adults and their peers.</p>	<p>Supporting Learning To provide a setting which is secure and where children can build trusting and effective relationships with adults and their peers. To ensure that all staff are enabled through Continuous Professional Development to have the appropriate knowledge in order to support learning effectively. To use documentation to continually reflect on learning and effective pedagogy.</p>	<p>The Learning Environment To create a child-centred learning environment that is not only secure and inviting but also differentiated, stimulating and challenging which helps ignite children's curiosity and enthusiasm for learning.</p>	<p>Creativity and Critical Thinking-Thinking To develop children's thinking skills, To encourage them to have their own ideas and find ways to solve problems. To encourage children to make links and notice patterns in their learning. To support children as they choose ways to do things. To develop a learning community which focuses on how and not just what we are learning.</p>
<p>Health and Well-being To develop in every child a realistic, positive self-image and feelings of self-worth. To encourage children to make healthy choices with regard to food. To help children understand the importance of physical activity.</p>	<p>Key Person To ensure that each child has an allocated key worker who has special responsibility for a group of children in order to foster close relationships with the child and their family and to be responsible for the child's individual Learning Journey.</p>	<p>The Wider Context To foster each child's potential to function as an independent, confident, articulate, responsible and caring member of society. To prepare children for life in a multi-cultural/ faith society by promoting the key British values of: respect; democracy; liberty; tolerance of those of different faiths and beliefs and the Rule of Law. To be a resource for the community and to use the community as a resource for teaching and learning. To work collaboratively with other settings, professionals/agencies in order to support children and their families effectively.</p>	<p>Areas of Learning and Development To ensure that every child has access to a broad balanced and relevant curriculum.</p>

Featherstone Children's Centre and Nursery School

Overall Learning and Development Plan linked to EYFS (Revised March 2016)

<p style="text-align: center;">A Unique Child</p> <p>Every child is a unique learner from birth who can be resilient, capable, confident and self-assured.</p>	<p style="text-align: center;">Positive Relationships</p> <p>Children learn to be strong and independent through positive relationships.</p>	<p style="text-align: center;">Enabling Environments</p> <p>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.</p>	<p style="text-align: center;">Learning and Development</p> <p>Children develop and learn in different ways. Practitioners facilitate learning by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning: playing and exploring; active learning; creating and thinking critically.</p>
<p>Child Development and Learning-Learning Journeys PSED focus for first half term to establish relationships and key worker system. Learning enrichment activities planned throughout the year to develop and extend chn's creativity in the widest sense of the term and foster imagination. Trips and visitors extend chn's experiences and enhance language development. All of the above are planned to support the characteristics of effective learning and the prime and specific areas of learning for the EYFS. Staff observe, assess and evaluate weekly to ensure that we provide learning experiences for chn to explore and to develop their skills, knowledge and understanding. Learning resources are plentiful and varied in order to ensure that chn have access to good quality appropriate resources.</p>	<p>Respecting Each Other, foster a sense of belonging Key worker system AcE Social relationships a focus of our work, children supported to make friendships and time given for active listening and to learn active listening. Feelings are acknowledged and discussed to help chn to understand and deal with their emotions. Peer massage Staff team model good relationships. We promote the key British values of: mutual respect; democracy; individual liberty; tolerance of those of different faiths and beliefs and the Rule of Law through our ethos and provision.</p>	<p>Observation, Assessment and Planning Planning is based on staff observation of chn interests/needs and through reflection/documentation using the iPads and Floorbooks, shared with the children weekly. Learning and development are assessed through observation to provide both formative and summative data which informs future planning. Formative assessment is used to inform planning of focused key worker time. A provision plan of all children's needs completed at the beginning of the school year and reviewed half-termly, is used to identify different waves of support needed by individuals and groups. Individual learning plans are in place for high focus children and reviewed regularly with all necessary parties(e.g .SENCo,families, support staff, outside agencies) An initial focus on the Prime areas of learning (PSED, C and L and Physical) allows staff to know chn as individuals and to support their likes/dislikes etc as well as identify additional learning needs and provide early intervention. Tapestry on line learning journal, AcE and EEL</p>	<p>Playing and Exploring Staff support chn's independence and autonomy in their play and plan learning experiences based upon their interests/learning styles and needs shown by the obs. There is a wide choice of learning experiences offered both indoors and outside and chn are free to make their own choices. Resources are easily accessible to chn to support and challenge learning. Staff facilitate play by supporting chn's ideas and extending their ideas through sustained shared thinking.</p>

		<p>observations are used to capture each child's learning journey.</p> <p>EYFS tracker is used for base lining and summative reports.</p> <p>Speech and language (ECaT), EMAG and AcE are all used as additional assessment tools.</p> <p>A staff team of 2 practitioners remain in one area for a half term in order to add depth to learning.</p>	
<p>Supporting Learning</p> <p>Staff deployed in order to ensure that they are able to support learning and to become engaged in quality interactions such as sustained shared thinking.</p> <p>Staff share observations/info regarding the chn interests during the week at the end of the day and at planning meetings.</p> <p>Whole staff act as a team to support individual needs.</p> <p>Use of Ipads and floorbooks to reflect on and document learning and pedagogy.</p> <p>Observations include Tapestry on-line journal, AcE, and EEL.</p>	<p>Inclusive Practice</p> <p>Local offer - families signposted to make appropriate choices.</p> <p>A provision plan is made at the start of the school year to identify and support all children's needs and learning styles with the appropriate wave interventions. This plan is reviewed half-termly.</p> <p>Makaton signing/symbols are used consistently across the setting.</p> <p>EAL support</p> <p>Speech and language support (ECaT)</p> <p>Equal access to the curriculum</p> <p>Data gathered from the EYFS tacker to ensure equality of opps across boys/girls, younger/older and different ethnic groups.</p> <p>Staff observations and assessments.</p> <p>Gifted and talented children are supported by teaching staff to add challenge and extend learning.</p>	<p>2.2 Parents as Partners</p> <p>Informal daily contact with parents.</p> <p>Parent's invited to contribute to their child's on line learning journey at home.</p> <p>Parent's contribute to child's ILP's</p> <p>Parent consultation sessions.</p> <p>Planned series of coffee mornings/ workshops to inform parents about EYFS and to work alongside their child.</p> <p>AcE: involvement in joint evaluation with staff and joint action planning.</p> <p>Parent's invited to help on trips and family orientated trips.</p> <p>Info on activities via web site.</p> <p>Variety of parenting programmes offered through the children's centre/community /professionals</p> <p>Home school agreement</p> <p>Toy library/school library bags</p>	<p>Active Learning</p> <p>Freeflow learning opps indoors and outside.</p> <p>Forest School on and off-site (Sutton Park)</p> <p>Resources accessible for chn to use independently and freely.</p> <p>Planning based on chn's interests and staff based in one area for a half term to extend and add depth to learning.</p> <p>Staff available to support play through sustained shared thinking.</p>
<p>Keeping Safe</p> <p>Safeguarding /child protection - Right Services, Right Time, meeting children's needs.</p> <p>Care plans in place for individual children.</p> <p>Medical Needs Policy established</p> <p>Behaviour Management Policy established with</p>	<p>Support and responsiveness</p> <p>Attachment theories</p> <p>AcE planning for personalised learning and focus on resilience and emotional well being.</p>	<p>The Learning Environment</p> <p>Differentiated continuous provision across all areas of the curriculum is available throughout the day both inside and outside and is reviewed half termly to update children's interests and address individual's needs.</p>	<p>Creating and Thinking critically</p> <p>Sustained shared thinking, Talking and Thinking Floorbooks/thinking trees and tubs.</p> <p>Staff remain in one area for a half term.</p> <p>Learning enrichment activities planned</p>

<p>consistent expectations. Home-school agreement signed by school and parents. Peer massage Relationships focus in first half term. Road Safety Week Chn encouraged to make choices. Take responsibility and to discuss risks and to take calculated risks. Forest School risk assessment policy in place and consistently used. Educational Visits Policy in place</p>	<p>Key person system. Tapestry on line Learning Journal use of Leuven scales for Well-being and Involvement.</p>	<p>Enhanced learning opportunities both on a weekly basis and with varying focus areas across the school year are planned to extend the chn's experiences and develop learning. Staff stay in one area for half a term to add depth to learning experiences. Staff plan to chn's interests. Resources are appropriate and varied. Enrichment activities include trips, visitors, festivals, workshops and special events.</p>	<p>throughout the year develop and extend chn's creativity in the widest sense of the term and foster imagination. Trips and visitors extend chn's experiences and enhance language development. Open ended provocations are used as starting points for learning to encourage creative thinking. Observational assessment is used to inform planning.</p>
<p>Health and Well-being Life Education Caravan visit each year. Fruit, juice, milk and water available daily in the self service café area. Topstart bags to take home. Sports afternoon each July. Dance/movement focus for a half term. Trips and visits off site support physical development. Introduction of Startwell in C.C and N>S</p>	<p>Key Person All children have a key worker and family group time each day, Staff are allocated key worker time to work with individuals on identified needs, Class teachers have a role across 3 key groups to be responsible for learning progression. Information is exchanged through parent consultation sessions with parents.</p>	<p>The Wider Context Admission and induction procedures designed to ensure both chn and parents have a good start to NS. Parents are given a book to do at home with their child prior to starting school to make an All About Me book for children to share with staff and their peers. A range of trips and visitors to school to widen children's experiences and knowledge of their community. Through the CC many partnerships are in place for Family Support to support vulnerable families such as Homestart and our own FS workers. Transition between types of provision is carefully managed for the benefit of the child. Organic gardening project. Forest Schools development.</p>	<p>Areas of Learning and Development Prime Areas: PSED;Physical Development; Communication and Language Specific Areas: Literacy; Mathematics; Understanding the World; Expressive Arts and Design</p>

The above overview was developed in order to outline our continuous provision and to outline our learning enrichment to view our curriculum in its entirety and how it links to EYFS (revised 2015).

Date on which policy agreed by Governing Body:

This policy will be reviewed on at least a bi-annual basis and whenever significant changes to the systems and arrangements take place.

Where any changes, amendments or additions are made, the revision number will change. Reviews that result in no changes at all will maintain the same revision number.

REVIEW DATE	REVISION NO	SIGNATURE
July 2009 Policy updated to reflect changes in practice	1	
November 2011	2	
November 2012	3	
June 2016	4	