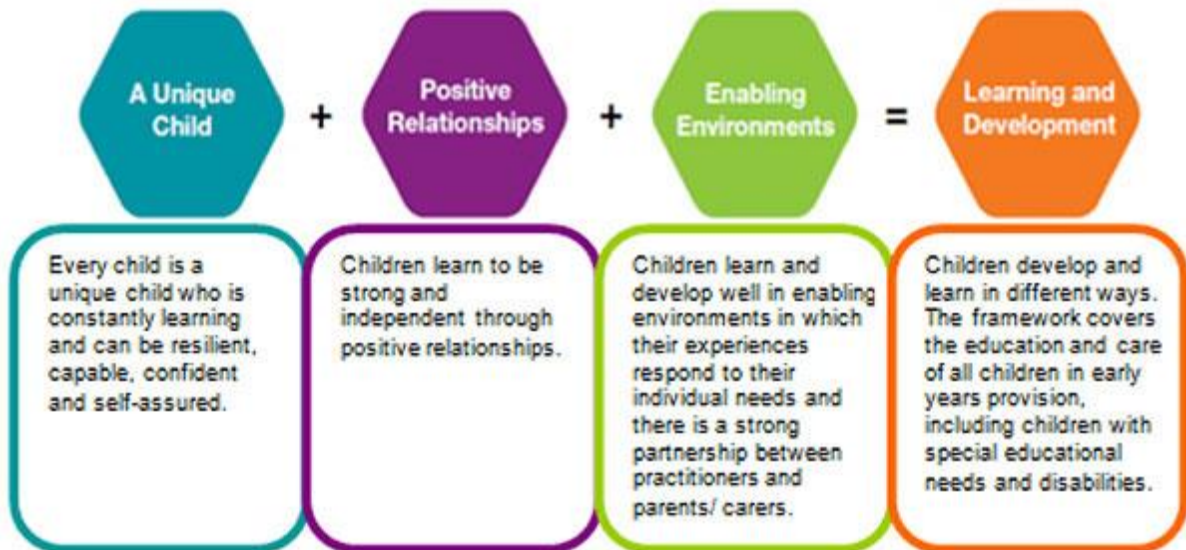


Teaching and Learning Policy

Rationale:

At KWNS we believe that young children learn best when they are actively engaged with the world around them, enabled and supported by an emotionally available adult who knows them and their family well.

We are guided by the four principles of the EYFS:



Every child is different. Every child will develop in a way which is **unique** to them. **Learning and development** is not linear and is not an automatic process. It will depend on the child having opportunities to interact in **positive relationships** and **enabling environments** that build on their interests, passions and motivations. All children are born with agency and a curiosity to learn but will view their exciting new world from their own individual perspective and will learn about it in different ways. We believe our role is to best support each child to thrive and reach their full potential, to make their own personal mark on the world and say “This is me. Here I am”

How do we teach and how do we help children to learn?

Implementation.....

By recognising that every child is **unique**:



By following each child's lead, interests and motivations.

By tuning in to each child's unique talents and abilities.

By responding to individual needs.

By using our knowledge of child development and understanding of how young children learn.

By observing and understanding each child's development then assessing and planning for next steps.

By identifying the need for additional support.

By revisiting and consolidating.

By building on what each child already knows.

By supporting each child to develop a positive sense of their own identity and culture.

By our commitment to inclusion.

"The complex differences for each child mean that the pathways towards maturity should be seen more as dancing around a ballroom than climbing a ladder." (Birth to Five Matters)

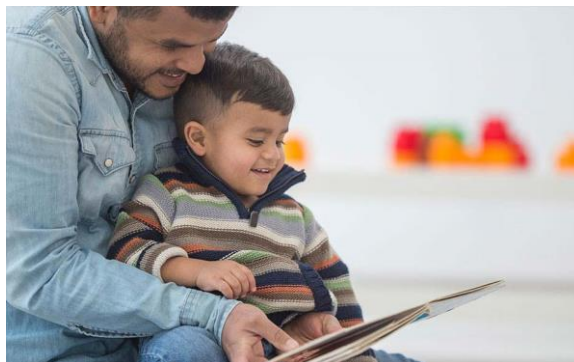
A child's unique development involves cognition, memory, attention, language and communication as well as feelings, relationships, and sensory motor skills. We must not compartmentalise development since one area influences another. Our focus is on the whole child.

There are many factors which influence a child's development and how they grow and learn:

- *Relationships are central to a child's well being and their learning. Adults at nursery have a key role to play in building children's attachment, autonomy and emotional strength.*
- *Children cannot grow and learn when they feel unsafe.*
- *Children cannot grow and learn without emotional self-regulation. Self-regulation comes out of co-regulation where adults and children work together to build emotional strength.*
- *Good health and well being are essential if children are to grow and learn.*
- *Children's early experiences will influence their neurological development and ability to learn.*
- *Children's identity and sense of belonging within the nursery school and wider community is essential for children to grow and learn.*

We value and respect all children and families equally. We get to know them well so that we can guide each child along their unique learning pathway.

By building **positive relationships**:



By building warm and loving relationships with each child and their family.

By building strong attachments.

By using PLACE (Playfulness, Love, Acceptance, Curiosity, Empathy) in our role as the emotionally available adult.

By being consistent in setting clear boundaries.

By building on key person relationships.

By working in partnership with parents.

By noticing that when a child is in a position of social defence (Blocked trust, undesirable behaviours, impulsive and harmful behaviours, fight/ flight/ freeze) and using our role as the emotionally available adult to bring about a sense of safety and social engagement.

By strengthening our relationships using P and the 3Rs (Protect, Relate, Regulate, Reflect).

By attuning and connecting with each child.

By fostering deep levels of involvement.

By generating high quality interactions.

We are a trauma informed, attachment aware setting. We therefore appreciate the impact ACE's (Adverse Childhood Experiences) can have on a child's ability to learn and that protective factors, such as interventions by emotionally available adults can help to build trust in others and support children at a time of adversity. Each child and family have a room base with key named adults. This offers the opportunity for a special relationship to develop. The key practitioners are able to act as emotionally available adults to the child, build a strong attachment and help the child to feel safe and therefore able to learn. We put relationships at the heart of all we do here at KWNS.

We work in partnership with parents.

“Research tells us that the most important predictor of children’s future outcomes is the quality of the home learning environment, so involving parents in their children’s learning is the most significant factor in enabling children to do well despite disadvantage”. (Birth to Five Matters) We make time to listen to parents and build a trusting relationship with them. They know their children best and can guide us in meeting their learning needs. We will always take time to talk about how children are progressing and what we can do together to make their learning journey happy and fulfilling.

By building **enabling environments:**



By providing rich and stimulating resources and spaces inside and out, relevant to all children's cultures and communities.

By putting play at the centre of our practice.

By providing physical and intellectual challenge.

By supporting children to explore and take risks.

Our learning environment stimulates exploration, imagination, challenge, discovery, investigation, movement, creativity, choice, independence, collaboration, and play. Children benefit from the opportunity to choose their own learning and enquiry through free flow, giving them access to indoors and outdoors. The environment is organised in such a way that they are able to select from a wide variety of open ended resources or benefit from the abundance of natural resources that we are so lucky to have in our wonderful garden. Children are given time to immerse themselves in their play, becoming deeply involved, making new connections in their learning and strengthening their understandings. Play is observed by adults who support, build in opportunities for practicing new skills, engage in conversation, follow a line of enquiry or introduce more challenge. All the time, children are learning to think for themselves, make meaning, make predictions, come up with solutions and refine their understanding whilst building the characteristics they need to become effective, life- long learners.

By recognising the importance of **learning and development:**



By exploring each child's unique history, experiences and opportunities.

By offering playful experiences that build the characteristics each child needs to become an effective learner.

By reflecting on where each child is on their learning journey and how we can help them to move forward. This happens through a careful, sensitive balance of adult led and child led activities.

By our commitment to valuing and respecting the diversity of each individual child.

By knowing that children develop and learn at different rates.

What do we teach and what do we want children to learn?

Intent.....

Curriculum:

The curriculum is everything we teach and want children to learn. It is:

Ambitious

Has children's well being at its heart as this is the first necessity for effective learning.

Is play based.

Supports the learning of new skills.

Supports learning that gives children the understanding they need to make sense of their world and fill in the gaps.

Built around children's passions, fascinations, enquiries and interests. Their personal choice is important to us because it forms their self-worth and feelings of identity, of who they are and what they like to do.

Offers high quality experiences that help children to grow into life- long learners with the will to make the world a more harmonious place.

Built on what the children already know.

Planned according to each child's developmental stage.

Constantly adapted as we respond to the needs of each child.

Relevant and meaningful to every child.

May be intentional, responsive, or anticipatory.

Is co-constructed with the child, parents, practitioners and teachers.

We teach the knowledge, skills and understanding drawn from:

- *The characteristics of Effective Learning. So that children learn about **engagement** and how to find out and explore, how to play with what they know and how to 'have a go'. So that children learn about **motivation** and how to become involved, how to concentrate, how to keep on trying and how to enjoy a sense of achievement. So that children learn how to **create and think critically**, how to come up with their own ideas, how to make links with their own experiences and how to plan and make decisions. So that children learn about their **emotional well-being**, how to build their emotional literacy, how to stay connected and how to demonstrate positive self-esteem and self-worth.*
- *The EYFS framework with particular focus on the Prime Areas: PSED, Physical Development, Communication and Language. So that the children learn how to move their bodies, handle equipment with confidence, gain independence in their self-care, understand what it means to lead a healthy life style and are connected to their seven senses. So that children learn how to make relationships, how to build self-confidence and self-awareness, and how to regulate their feelings and behaviour. So that children learn how to listen and pay attention, to understand, to speak, have a conversation and use language in a way that supports and builds new learning.*
- *The EYFS seven areas of learning. Each area presents the knowledge, skills and understandings we want all children at KWNS to experience. As children stand under our **curriculum umbrella**, we want them to gain all they need in order to lead a rich, fulfilling life. We want to help them build their **personal, social** and **emotional** skills so that they grow up to be able to collaborate, create, care, love, laugh, be resilient and not give up. We want to help them develop a love of books by including **literacy** in all that we do. We want to help them become mathematicians by making **mathematics** part of our daily routine, by using mathematical language in our everyday interactions and by having an environment where mathematical problems need to be solved. We want to help them to **understand the world** by being in touch with nature, and showing them that we have a responsibility for looking after it. We want them to have creative minds that can use their imaginations to think of ways of representing a better world in **expressive arts and design**. We want to help them to be **physically** active and healthy and understand that the food we eat helps to build our bodies and brains. We want them to be able to **communicate** and use **language** in a way that gives them the words they need to participate fully and continue learning throughout their lives.*
- *Children's homes and communities. So that children learn about their own beliefs, values, and cultural identity and where they fit into the world.*
- *Children's own interests, choices, motivations and experiences. So that children learn to navigate their way along their personal learning pathway and build their knowledge and skills based on what they already know, have experienced and what drives them to learn more.*
- *Our continuous provision.*
- *High quality enrichment experiences, such as gardening, food exploration, music making, dance and yoga, over a period of time.*
- *Our set of KWNS values. So that children learn what it means to be safe, to connect, to be authentic, to be respectful and to be kind.*

We all need a good understanding of child development so that we know how the curriculum fits together over time to help children learn progressively and holistically. Part of that

understanding is to know that children's development is not linear and does not always follow a straightforward pathway.

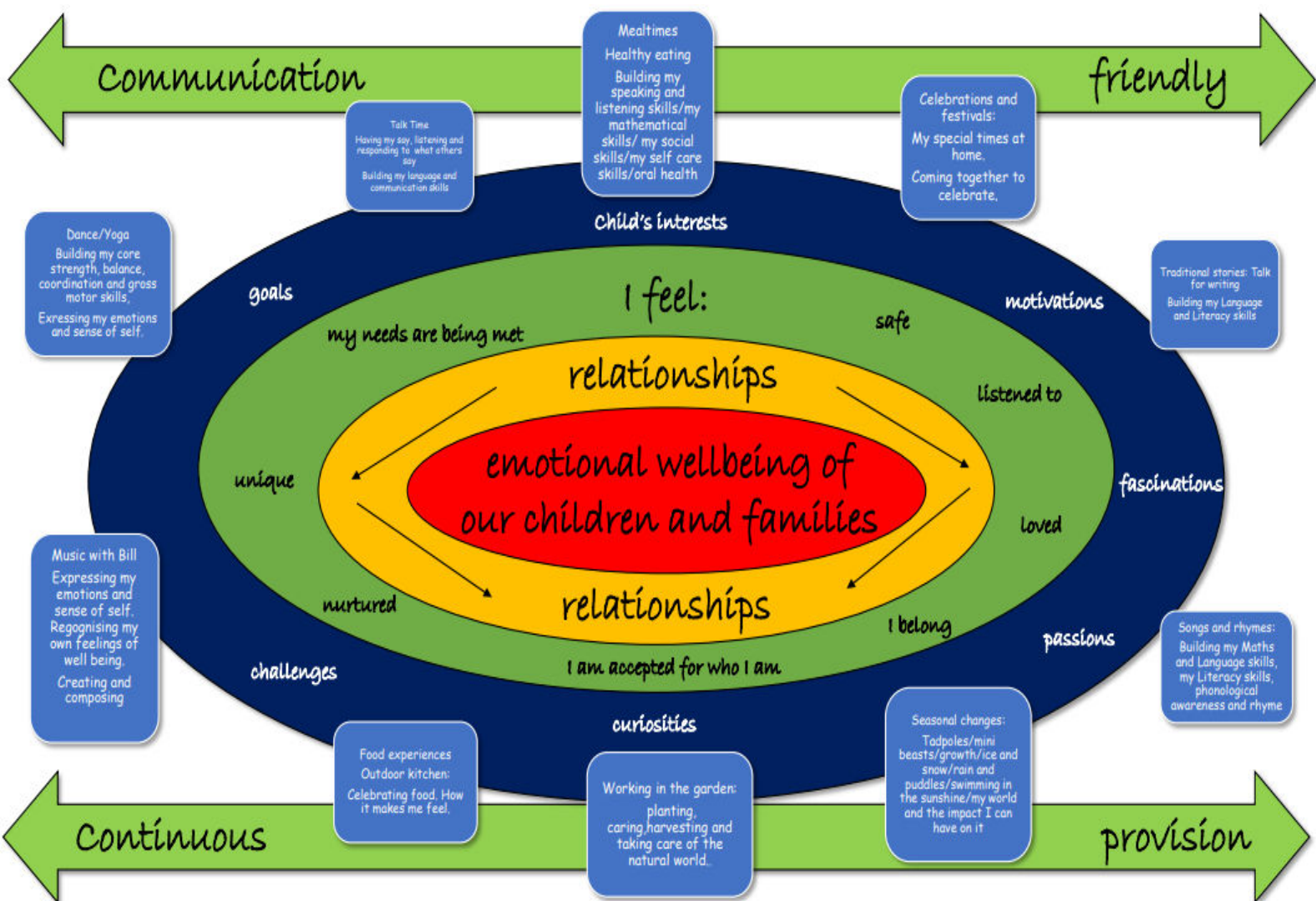
We must not move children on too quickly. We should be deepening children's learning rather than keep introducing more new skills and concepts. We can do this through a careful balance of adult led and child led learning.

We must also maintain a high quality environment in order to maximise children's learning and this must be reviewed constantly by us.

The Knowle West Context:

We have designed our curriculum with the particular strengths and needs in mind of the children who live here in Knowle West, and with a strong reference to the context of the Knowle West community. Our nursery is in an area of high deprivation. Many of our children and families experience the negative impact of poverty on their everyday lives. Getting to know our children and families means understanding their struggles with food poverty, over-crowded and inadequate housing, drug abuse, alcohol abuse, poor mental health, poor physical health, domestic violence and unemployment. Much of our curriculum is built around our commitment to **enrich our children's lives, enhance their emotional well-being and improve outcomes for the whole family.** A lot of learning takes place outdoors in our extensive gardens where physical activity and being alongside nature helps to build emotional resilience.

We make sure that all of our children have access to the following high quality experiences throughout the nursery year:



How do we measure what children have learned and the difference we make?

Impact.....

Our observations, reflections and formative assessments.

Our knowledge of child development tells us whether children are making their developmental steps.

The summative assessments we make at certain points in the year.

Improved outcomes for children.

Parents who are confident in supporting their children's learning.

Children who believe in themselves as learners.

Children who are fully engaged and showing deep involvement

Formative assessment, or 'the observation cycle' (**Observe, Assess, Plan**) is an integral part of our teaching. It is part of our professional practice and is at the heart of all we do. It involves **observation** and **interaction** of children as they play and become involved in everyday activities and planned activities, sometimes in groups, sometimes alone, sometimes supported by an adult, sometimes led by an adult, sometimes acting independently. Our **assessment** involves reflection on what we have noticed and helps us understand the child's learning. Our **planning** tells us what to do next and how best to support and extend the child's learning. This may be a planned specific experience or an activity to teach a skill or gain new knowledge. It may be an adjustment to the enabling environment or continuous provision. It may happen in the moment when the adult uses their role in the learning partnership to deepen the child's understanding and thinking. It may be adult led or child led.

Summative assessment takes place at a time when a more holistic view of the child's development is needed. This is an opportunity to step back, to pause and reflect on how the child is progressing. It involves pulling together insights from the practitioner's on going formative assessments, from other professionals and from parents. This does not depend on specific recorded evidence but is drawn from the practitioner's knowledge of the child and their own expert professional judgement on the child's level of achievement.

Safeguarding

The whole staff work together to safeguard children. We are skilled at noticing and reflecting on behaviours, some of which might be considered 'low level' or of little significance but which help to build a solid picture of a child or family over time. These observations have become part of our OAP cycle and are recorded on a shared platform, Cpoms (Child Protection Monitoring System). They include:

- How well a child is settling at nursery.
- Our relationships with parents/carers.
- Lack of attendance and possible reasons behind this.
- When children are not meeting their milestones and there is a concern that there may be some underlying learning difficulties.
- Significant changes to a child's behaviour.
- Deterioration in a child's well being.
- Deterioration in an adult's well being.
- Signs of possible abuse or neglect.
- Children's comments which give cause for concern.
- Children's behaviour which gives cause for concern.
- Parent 's behaviour which gives cause for concern.
- Comments/reports from other professionals such as Speech and Language therapists, CAHMS, educational psychologists.
- Involvement with Social Care/ Families in Focus/ Referrals to First Response.
- Involvement with Family Services.
- Illness of the child/ family member and its impact on the child's learning.
- SEN and the process children/parents go through when a diagnosis is made.
- Punctuality
- Missed appointments and what might be the cause.
- Police involvement and Criminal activity.
- Changes in family relationships.

Quality improvement

We are committed to achieving better outcomes for all of our children and families. We therefore aspire to create a culture of reflective practice, self-evaluation and informed discussion.

We are continuously updating our skills through:

In house CPD, sharing expertise, personal study, further education, updating on current trends, local authority training, governor's monitoring of provision, Lead Teacher in-reach, LSL (Local Specialist Leaders) support, collaboration with South Bristol nursery schools.

Every staff member takes part in an annual piece of research. Findings are shared throughout the year.

We believe that everyone should be heard: children, parents, all members of staff. We can all contribute to being the best that we can be.

Staff

Staff should all be able to deliver a high standard of personalised learning and care to all children. Practitioners are Level 3 qualified and above.

Regular staff appraisals and supervision are carried out to identify training needs.