

## Windsor Nursery School Teaching and Learning Policy

Windsor Centre for Children & Families is guided by the following aims and principles to care for and educate all its children. It follows the Statutory Framework for the Early Years Foundation Stage (2014) and practice is informed by the results of national and international research into best practice in Early Years Education and a robust cycle of self-evaluation and action research

### The key principles which shape our ethos and pedagogy at Windsor for our children and families are:-

Ensuring that all children get to really know themselves and to appreciate they are competent, capable thinkers and learners; that they form effective relationships, feel secure, are supported to develop their ability to regulate their feelings, emotions and behaviour.

- We value parents as a child's first and enduring educator
- We want and work to know and value every child as a unique individual
- We foster the development of children's characteristics of learning—how children learn alongside what they are learning
- We recognise the importance of children having effective communication, secure attachments and good self-regulation as a development key to learning

This then ensures that children are ready and able to access the rest of the curriculum on offer at Windsor.

### Our curriculum is based on the Early Years Foundation Stage

<b>A unique child</b>	Every child is a competent learner from birth, who can be resilient, capable, confident and self-assured
<b>Positive Relationships</b>	Children learn to be strong and independent from a base of loving and secure relationships with parents and key person
<b>Enabling Environments</b>	The environment plays a key role in supporting and extending children's development and learning
<b>Learning and Developing</b>	Children develop and learn in different ways and at different rates and all areas of learning are equally important and interconnected

### Our Approach

- We hold high expectations – we know each child, we understand their learning and development, we recognise the stage each child is at in their learning and we know and can describe the next step to take to move each child's learning forward
- We always aim to work in respectful partnership with each child and family and recognise that getting to know each child and family, to notice what is important, to really listen is essential to ensuring that the children learn to the very best of their ability. It is this which enables us to raise standards of attainment and achievement in all areas of learning so that

every child makes good progress and no child is left behind. We hold ambition for every child.

- We are passionate about nurturing an excitement in the process of learning for children families and staff and we nurture each individual's aspirations. We work together to improve the quality of learning and teaching experiences. We actively encourage children to cooperate with and respect each other and we value the way we all continue to have an incredible capacity to learn and develop through engagement with others and our world. We recognise that we need to attune to the pace of each child's learning and to use different skills for different needs.
- We believe children learn most effectively through their own activity and first hand experiences. Play underpins all development and learning for young children. Play is the basis from which each child's learning begins. Children need to be actively involved in play situations which give them opportunities to explore, discover, imitate, pretend, talk, listen and solve problems with the companionship of other children and of knowledgeable, supportive adults. We work alongside the children as companions, observe them, listen to them, support their learning and then at key moments challenge their thinking or teach specific skills to scaffold the children's learning. The EYFS Profile Handbook describes 'child initiated' as *activity and exploration provides an important insight into the depth of children's learning. It is the child's innovation within or of the activity which is important and relevant to child initiation. An adult may be present and may be supportive but not directive. For example an adult may be supporting the child to realise an idea by providing necessary resources, or by engaging in thought provoking conversation. When learning is fully mastered the child is able and motivated to employ that learning unprompted*. The children then transfer the learning into other areas of learning, teach others and so the cycle of learning continues
- We recognise that the adults role (both parents and practitioners) is the most significant driver to enable deep learning to take place and that a respectful and active partnership between children, families and school are central to successful learning. We want to support parents and carers in their role as educator and value their contribution
- Action research has enabled us to fully understand that the learning environment should be carefully planned so that it is safe, secure and stimulating so children can grow in independence, express choices, make decisions and take increasing responsibility. The quality of the learning environment indoors and out and the nature of the resources available are crucial to the quality of learning of each child
- We recognise that each child is an individual and has individual needs that should be met in an atmosphere that celebrates diversity and promotes equality of opportunity. Children need acceptance and approval in order to develop a positive concept of self and grow in confidence and self-esteem.
- We work with partner agencies to promote children and families access to the support they need in order that children are living within a context and circumstances which enable them to grow, learn and develop healthily.

## **Learning**

Children learning should:-

- Experience feelings of wellbeing and develop high self esteem

- Learn through active, tactile, multi-sensory experiences – active learning
- Investigate and explore – play and explore
- Know how to express their ideas, imagination and feelings
- Make choices and decisions and ask questions – creativity and critical thinking – be protagonists in their own learning, leading players in their own learning
- Select materials and resources for their own purposes
- Have a voice and be listened to
- Have the opportunity to acquire, practise and apply new skills
- Develop positive attitudes, interest and motivation
- Take risks and meet challenges, developing the ability to problem solve
- Have the opportunity to care for living things and the environment
- Build relationships, respecting and empathising with others
- Develop a strong sense of identity and respect and value differences

### **Role of the adult**

The role of the ‘educator’ is crucial to Windsor’s methodology. All adults engage with all children and contribute to their learning journey in a collaborative approach. They ensure that learning experiences and resources are stimulating, meaningful and relevant to children’s learning – the child is at the heart of everything we do.

Understanding the diverse and flexible nature of their role adults will:

- Be passionate about children’s learning, learn about how children learn and look at the learning process rather than the acquisition of skills and knowledge
- Care for children and be sensitive to their needs
- Value each child individually helping them to be aware of their uniqueness
- Afford equal value to each child’s contribution
- Intervene appropriately and sensitively to enhance children’s learning: listening, challenging thinking, encouraging children to have ago, allowing children to learn from their mistakes, questioning, modelling, demonstrating, negotiating, facilitating, sharing, revisiting.
- Provide positive role models of behaviour
- Make the learning active and fun
- Support children in developing relationships with others
- Form positive relationships as part of a team able to collaborate and negotiate with others
- Assess children’s needs and interests and plan challenging learning opportunities that match their abilities
- Evaluate the effectiveness of learning opportunities
- Monitor individual children’s achievements, identify next steps in each child’s learning and maintain agreed systems of record keeping
- Value and promote partnership between home and school
- Recognise the importance of the environment as the ‘third teacher’ and work to maintain it both functionally and aesthetically.
- Always be learners ourselves

### **The Learning Environment**

The environment, both indoor and out, is the ‘third teacher’ and arranged to encourage learning encounters, communication and relationships. All staff have allocated responsibilities to maintain the environment to its optimum standards to create meaningful learning experiences.

The learning environment should:

- Be safe and welcoming
- Use space and resources to best advantage
- Provide ordered and accessible resources of high quality which are culturally sensitive
- Encourage autonomy and the opportunity to sustain deep learning experiences
- Create a variety of stimuli to develop imagination and to challenge thinking
- Allow for choice making, problem solving, taking risks and sustained thinking
- Encourage communication in its different forms between children and children and with adults
- Provide equality of access to all areas of learning experience including modern technology
- Enable relational exchanges in a variety of contexts
- Encourage a range of sensory and interactive experiences
- Encourage investigation and exploration with resources that have flexibility of use and include natural materials and living things
- Encourage children to create and test theories
- Provide areas for children to be quiet and relax when they need to
- Provide opportunities and spaces for the expressive arts
- Promote positive behaviour management that enhances self esteem
- Allow children's learning journeys, both group and individual to be celebrated, shared and revisited through documentation

## **Organisation**

Children are grouped into key person family groups within acorn (2-3's) and oak (3-4's) rooms. This enables the key person to develop a special relationship with the child and their family. Each child in the family group is able to develop a secure and nurturing relationship within their group and a sense of belonging. This builds upon initial attachment as staff use their expertise and knowledge to attune into children's unique individual needs.

The key person has a particular focus on holding their key children in their minds and working to draw together all that we learn about each child to enable a responsive relationship and attuned, responsive provision to the individual child

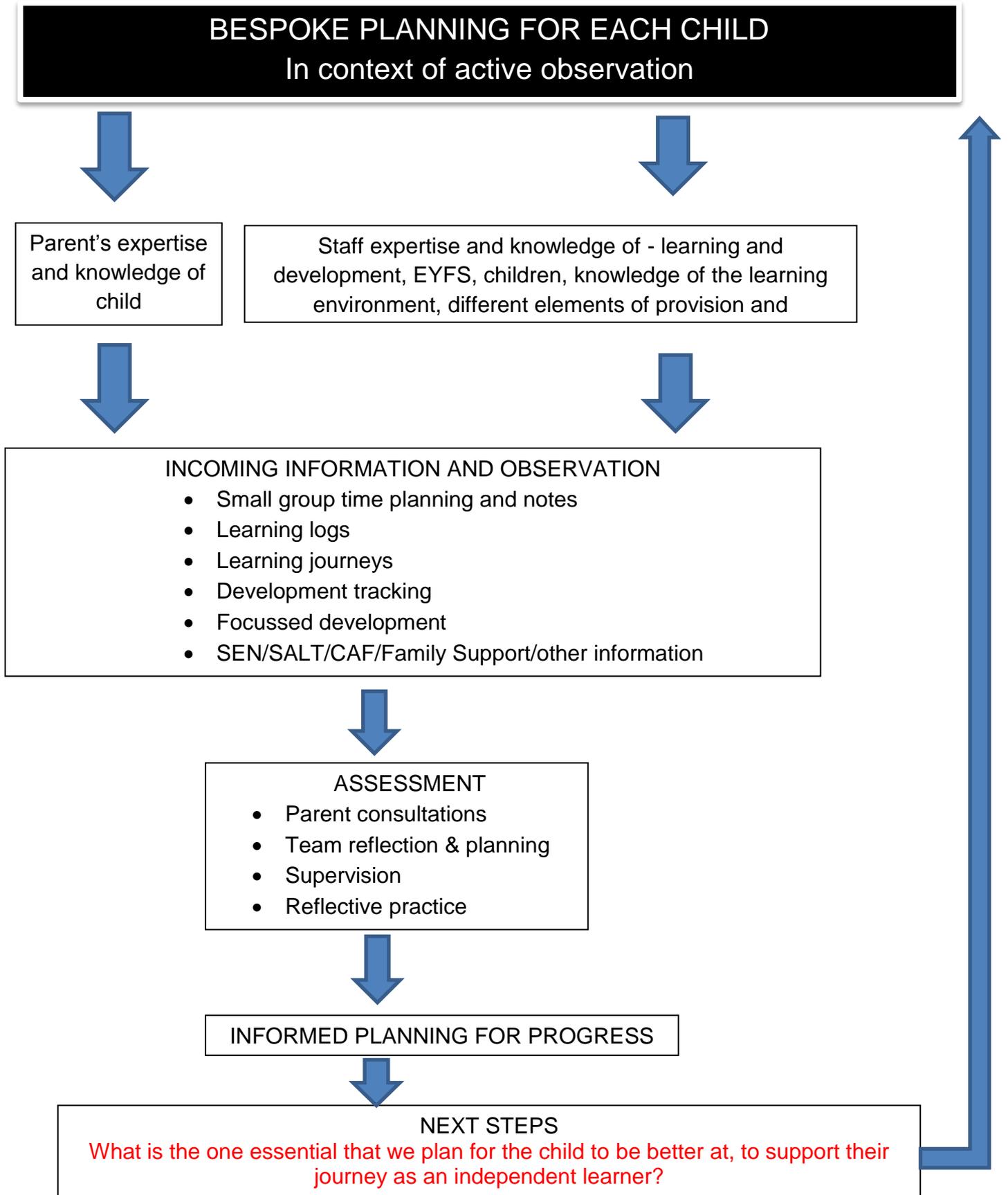
## **Planning** (please refer to Planning for Quality file for detailed information)

The learning is overseen by the Head teacher/Head of Centre. The Deputy Headteacher for Learning and Teaching leads and co-ordinates the planning within Oak 3-4's and works with the Terrific for 2's Co-ordinator to enable high quality practice within Terrific for Two's provision. They ensure that the curriculum is broad, balanced, relevant and differentiated appropriately.

Part of our long term planning recognises the importance of home visits before the children start in the setting. Home visits which enable the parents (the first and most enduring educators) to share their knowledge of their child. This is pivotal in truly understanding where children come from and what their real interests and learning strengths are.

During the visit we give each child their learning journeys to begin the relationship between children, parents and key persons and other staff. We ask parents to suggest and include any appropriate resources the child would value such as photographs, notes about what they like to do, play with, who their special family members are. The learning journeys are held by the parents and both parents and staff add to them as a living record of the development of children's learning.

We use notice boards, photographs and data projection screens to show the parents what the children have been doing, how they are learning, how we are supporting the learning and how they can support the learning of their own child



We have established core continuous provision planning which demonstrates how the varied provision at Windsor supports the development of essential skills which children have a right to and what that learning looks like developmentally at Windsor

Staff will support children’s learning in different designated areas of the setting by rotation. This is a flexible arrangement based on the collaboration and negotiation of the team during planning. The Staff teams have designated weekly meetings together to continually build and enrich the learning, through the continuous provision planning, linking new experiences to previous learning and for reflection and evaluation. This which forms part of a rich and dynamic planning process informing next steps. Staff research within the spaces they are developing alongside the children. Detailed observation, documentation and shared knowledge of the children and their learning needs and interests are brought to meetings for reflection. Staff then document identified learning outcomes, experiences, development and areas of learning

Staff also plan their own small group times based on their knowledge of each individual child in their key group

Learning is planned from a ‘can do’ not a deficit model with the child at the heart. As it seeks to respond to children’s needs and interests from week to week, planning is informed by regular attention to identify areas of learning that have not been experienced and need to be addressed in future planning together with children’s interests. (Please see separate file for detailed information)

**Assessment**

Staff are assessing formatively at all times when working with children and in discussion with parents and other staff. In order to capture the information and use it effectively to plan for progress for each child the following information is gathered in order to ensure each child makes the very best progress and if interventions are needed that they are swiftly put into place

Process within 3’s provision

<b>MONITORING OF CHILDRENS PROGRESS – carried out by key person</b>	<b>Data completion (children’s developmental level within EYFS)</b>	<b>Next steps setting sessions with parents</b>	<b>Development information put in LJ’s ( EYFS bands, and progress)</b>	<b>Supervision/data analysis (individually with SMT, as a team)</b>
AUTUMN 1	Entry for new children and update for returners - By start of October for all children	Mid October – 1 day allocated for meeting with parents to discuss their child’s development and to set next steps with parents	Photocopy entry when data gathered and add to LJ	Gathering of information – identify children with additional needs (as a team)
AUTUMN 2	Progress update for all – by December			Supervision – review key group progress (individually)

SPRING 1	Entry data for new starters	Next steps setting	Put in data from end of Autumn 2 in LJ	Analysis – impact of next steps (as a team)
SPRING 2	Progress update for all – by end of March			Supervision – review of progress of children
SUMMER 1		Early in term – 1 day allocated for next steps setting with parents	Put in data from end of Spring 2 into LJ	Analysis – impact of next steps (as a team)
SUMMER 2	Exit data for N2 & update for N1		Put in exit data for N2 at end point of learning journey inputs	outcome discussions (as a team)

All assessment summary information is overseen and analysed by SMT

### **Monitoring of Teaching and Learning**

Monitoring of Teaching and Learning ensures that each child is making the very best progress and it supports this work and outlines assessment procedures and opportunities for staff to reflect on their practice and identify training needs

Windsor staff are reflective practitioners who constantly evaluate their practice by self-review and collaboration as a team. Practitioners allow children to be protagonists of their learning. Adults and children learn side by side as researchers and theorists in a manner that recognises the holistic nature of child development.

Monitoring of teaching and learning is therefore an ongoing part of this process within the nursery.

The aims of monitoring are:

- To ensure the very best standards of quality provision for all children and families within our reach area
- to ensure high quality within all areas of the centre in terms of the principles of the EYFS
- to ensure quality of learning and teaching within the nursery
- to identify strengths and share good practice within and across teams and across other settings
- to identify training needs
- to collect evidence that supports self-evaluation and action change for improvement
- to contribute to an ethos of action research, critical collaboration and development of practice

Methods of monitoring:

- Analysis of quality and standards of observation and documentation of children’s learning – learning journeys, wall documentation, planning documents and quality of provision

- Analysis of assessment and recording of child development and progress within EYFS, emotional well-being and involvement
- Moderation within local nursery and primary schools to agree what learning looks like at different developmental stages
- Observation of teaching – by Senior Management Team, staff team peer monitoring and Governing Body representatives against improvement targets
- Senior staff attendance at planning meetings to ensure breadth and balance within EYFS
- Reflection by Senior management Team
- Annual data analysis evaluating the Centre Improvement Plan and informing the CIP priorities

Records of monitoring are held by Senior Management Team members.

### **Children with Special Rights**

Information sharing across teams in the nursery forms an important base for identifying children's needs and planning appropriately for their individual needs. When children with special needs are identified they are supported through targets set according to Windsor's local offer for SEND. These targets are set by the SENCO with support from Special Needs Early Years Team (if required) and are carried out by staff team as appropriate. Staff ensure that planning enables equality of access and inclusion by appropriate differentiation, modification of resources and support. Please refer to Windsor's Local Offer on our website ([www.windsorcentre.com](http://www.windsorcentre.com)) for further details.

Children who are part of our 10 dedicated Inclusion Plus places have their own individual integrated goals in place which are focussed upon by the team and are monitored through TAC meetings

**What a typical day at Windsor looks like for a three year old** (information shared with parents in Parents Pack to show how we offer the 7 areas of the curriculum)

#### **A Day at Windsor**

**Welcome time** This supports children's personal, social and emotional development, communication and literacy skills

Each key person welcomes their own children in their special way. This is a time to nurture and support, settle and set the tone for the day. Parents are made very welcome. Children self-register during this which supports their literacy development

**Small group time**—the children work in their small family group with their key worker on particular skills, or aspects of learning. This supports their personal, social and emotional development, communication, maths and physical skills. Each key person plans their own activity based on their clear knowledge of their key children and their needs. Staff have different special routines which they establish with their children. Staff plan each day for this session individually and use their outcomes to plan for the following sessions.



**Area play - indoors and outdoors**—during this session staff are based in specific spaces indoors and out and children choose where they wish to play. At times we take the lead from the children’s fascinations and at other times we offer provocations, starting points, resources but most importantly we as staff revisit and reflect together on what has been developing to unpick children’s deeper thinking. Significant moments of children’s learning are captured in their learning journeys so they can be shared. Staff work as researchers alongside the children, and act as expert’s within the areas of provision they support to children and other staff. This supports all areas of learning especially understanding of the world, physical development and expressive arts and design. There are additional opportunities available which include Forest Explorer sessions and bespoke focused group work to support social, communication and physical development when required. We have appropriate clothing for outdoors for the children and staff whatever the weather.



**Café.** This supports children’s personal, social and emotional development. It provides opportunity for friendships to deepen, healthy lifestyles to be developed and self-help skills to emerge

Once routine is established children freely access the café which is managed by a member of the team. Children self-register that they have had a snack in order to ensure all children have a drink. Healthy eating and care routines are supported such as washing hands and disposing of rubbish when finished. Personal and social development is enhanced as children are encouraged to use this as a social time when friendships are developed and good manners are demonstrated.



**Rhyme and rhythm time** this supports the development of literacy and maths skills. *Research has shown that children who have a repertoire of rhymes and songs and can keep a beat make rapid progress in many aspects of learning from counting, reading, talking and also having a chuckle together - so we use this whole group time to build up the children’s knowledge of rhymes rhythm, beat awareness and fun. These sessions happen a couple of times a week as circle times*

This is the time when all the children gather together and provides an opportunity of a sense of belonging. Staff take responsibility for and select different songs, movement, singing and signing rhymes to share. Children will have opportunity to share music from a range of cultures, use instruments, counting and number rhymes, singing and signing, and circle time celebration.

**Family group time** this supports personal, social and emotional development, literacy and communication skills.

*Again in their family group the children share stories, play games, use the computers and sensory activities. This provides opportunity to share together with their friends and teacher.*

The children then go back to their special key person to share a story, rhymes, or particular interest which has emerged. This provides a calm end to the session and enables parents to collect their children from their key person and provides an opportunity to share any special information with them.

**What a typical day at Windsor looks like for a two year old** (information shared with parents in Welcome Pack on home visit)

**Welcome Time** (start of session) This supports children's PSED development, communication and literacy skills This is an opportunity for key persons and parent / carers to spent time together, settle key children, share information and build relationships. This enables the development of partnerships.

Each key person will welcome their own key child and family in their own way in their allocated space. This is a time to nurture and support, settle and set the tone for the session. Families are made to feel very welcome.

We ask that parents/ carers support their child to recognise their pegs and hang up their own belongings.

**Child Initiated Play** (indoors) This supports all areas of learning during this time staff are based in their allocated spaces and children choose where they wish to play. At times we offer provocations, starting points, resources but most importantly we revisit and reflect together on what has been developing to unpick children's deeper thinking. Evidence is collated in staff's individual observation / reflection books, and entries are also included in children's Learning Journeys. Staff work as researches alongside children, and ensure they enrich the resources on offer.

**Focus Group Time** This supports Personal, Social and Emotional Development, Communication and Physical skills children join their key person in their allocated space and share a healthy snack (milk, water and fruit). Key persons also utilise this time to develop particular skills or aspects of learning, based on their knowledge of their key children and their individual needs. (includes story / rhyme time). Healthy bonds / relationships are strengthened during this time.

**Child Initiated Play** (outdoors) This supports all areas of learning during this time staff are based in allocated spaces and children choose where they wish to play. At times we offer provocations, starting points, resources but most importantly we revisit and reflect together on what has been developing to unpick children's deeper thinking. Evidence is collated in staff's individual observation / reflection books, and entries are also included in children's Learning Journeys. Staff work as researches alongside children, and ensure they enrich the resources on offer.

**At the end of the day**\_children return to their key person, to share special time together prior to being collected. This enables a calm end to the session and provides the opportunity for children to be collected from their key person allowing an exchange of information.

Date: Adopted by Governors: October 2016