

## **Windsor Nursery School Teaching and Learning Policy**

Windsor Nursery School follows the Statutory Framework for the Early Years Foundation Stage (2021) and our ethos and pedagogy are woven into our curriculum.

### **The EYFS outlines the statutory curriculum – What is to be taught**

At Windsor we achieve the statutory curriculum through a programme of education tailored by the knowledge we have of the children and families within Windsor supported by our pedagogy.

### **Our Pedagogy – How we approach teaching**

- We hold high expectations and aspirations for every child – we recognise that children are strong, capable learners. 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 are passionate about children's learning, learn about how children learn and look at the learning process rather than the acquisition of skills and knowledge. We hold a commitment to provide a language rich environment with a particular focus to support the development of children's spoken language/ effective alternative communication system.
- We always aim to work in respectful partnership with each child and family. We recognise that getting to know each child and family, to notice what is important and to really listen is essential in ensuring that the children learn to the very best of their ability. We specifically support parents and carers to recognise the importance of children's independence, ability to speak for themselves and to be confident movers. 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 and work to promote high aspirations within every family.
- We are passionate about nurturing an excitement in the process of learning, communicating and physical activity, 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 develop self-regulation. 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, meaningful experiences in the indoors and outdoors. 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 indoors and out that give them opportunities to explore, discover, imitate, pretend, talk, listen, move 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. We intervene appropriately and sensitively by listening, challenging thinking, encouraging children to have a go, allowing children to learn from their mistakes, questioning, modelling, demonstrating, negotiating, facilitating, sharing and revisiting.

- We recognise the importance of the environment indoors and out and promote a 'loved' environment shaped and owned by the children. It is set up in a way to enable them to become risk competent, embrace challenge communicate and play.
- 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 see that adults provide positive role models of behaviour, a rich range of language and vocabulary, with ambition to learn and consider it essential for us all to continue to be learners ourselves. Practitioners bring a deep knowledge and experience of child development and we want to support parents and carers in their role as educator knowing their child best, and value their contribution. We recognise that the rich diversity of the families of children attending Windsor enhances the whole school.
- 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 identity and grow in confidence and self-esteem. When children are identified with special needs, they are supported through targets set according to Windsor's local offer for SEND by the SENCO with support from Special Needs Early Years Team (if required). These are carried out by staff team as appropriate who ensure that planning enables equality of access and inclusion by appropriate use of strategies, 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.
- 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.
- We recognise the importance of children feeling strong, confident and intrinsically motivated, being agile movers, effective communicators – both non-verbal and verbal, having a rich vocabulary, secure attachments, the social competence to be a good friend and good self-regulation as a bedrock for learning.
- The role of the 'educator' is crucial to Windsor's methodology. All adults engage with all children in a collaborative approach to make sure every moment is a moment of irresistible learning. 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.

## **Organisation**

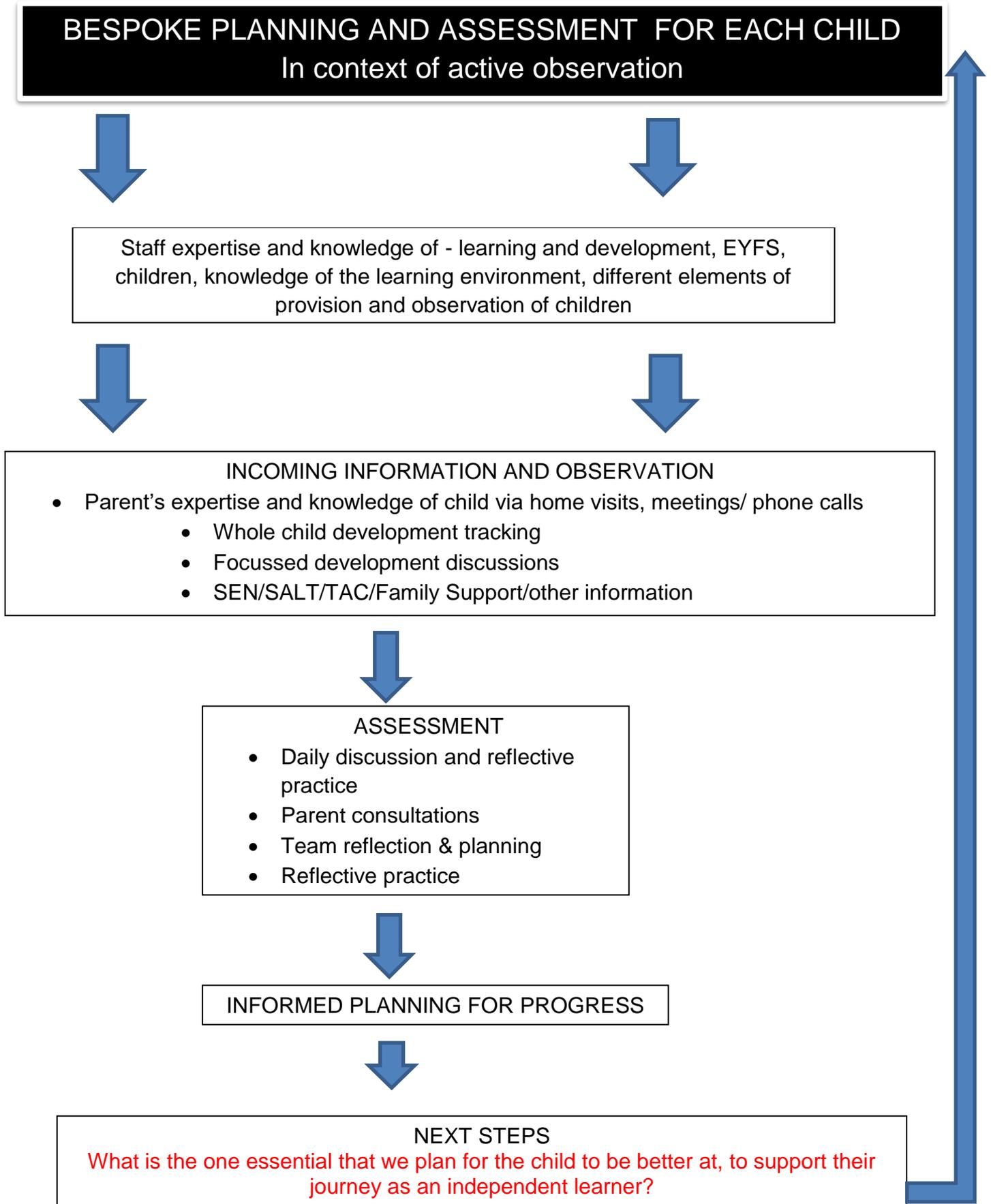
Children are placed into key person family groups. The key person works to develop a special relationship with the child and their family and has a particular focus to hold their key children in mind and work to draw together all that the staff team learn about each child to enable a responsive provision to each child. Each child in the family group is able to develop a secure and nurturing relationships within their group and a sense of belonging. This builds upon initial attachment and staff use their expertise and knowledge to attune into children's unique individual needs.

## Curriculum – our programme of education

Our programme of education is based around what we want children to learn, experience and be able to do and what the journey of learning for that will look like Staff develop how the programme of education is enabled as a constantly evolving process that is shaped by the needs of the children they are working with.

| What we want children to be able to do                                    | What it covers<br>See 7 areas of learning in EYFS  | What it will look like in acorn (2-3's)  | What it will look like in oak (3-4's)  |
|---|--|--|--|
| <b>ME</b><br><br>I can do it for myself                                   | Prime Areas<br><br>PSED<br>PD<br>Communication<br><br>Specific areas<br><br>Maths<br>literacy                      | <b>I am learning</b> <ul style="list-style-type: none"> <li>• That I can keep trying and master skills</li> <li>• I sometimes need someone to show me how I do things</li> <li>• The order of undressing and dressing eg socks then shoes</li> <li>• How to get help when I need it</li> </ul>   | <b>I am learning</b> <ul style="list-style-type: none"> <li>• That I can use every moment for learning rather than have to rely on others</li> <li>• I can be proactive</li> <li>• That I am independent eg get dressed for outside, get a drink, wash my hands, go to the toilet, get paper, write my name on my pictures</li> <li>• That I am confident to work to master things that are difficult</li> <li>• To decide what I need and be able to find it</li> <li>• how to ask for help when I need it</li> </ul> |
| <b>ME &amp; OTHERS</b><br><br>I can play, learn together and show care    | Prime Areas<br><br>PSED<br>Communication<br>PD<br><br>Specific areas<br><br>U of w<br>literacy                     | <b>I am learning</b> <ul style="list-style-type: none"> <li>• to be with other children</li> <li>• what it is to be kind</li> </ul>  | <b>I am learning</b> <ul style="list-style-type: none"> <li>• how to co-operate with other children</li> <li>• how to be adaptable</li> <li>• how to have a friend and be a friend</li> <li>• how to take my turn</li> <li>• how I can be kind and can respond to what is needed</li> <li>• I am learning to care for our pets and our environment</li> </ul>  |
| <b>ME, MY WORLD &amp; MY IMAGINATION</b><br><br>I know a story and rhymes | Prime areas<br><br>Communication<br>PD<br>PSED<br><br>Specific areas<br><br>literacy<br>U of w/<br>Maths<br>Ex A&D | <b>I am learning</b> <ul style="list-style-type: none"> <li>• that books are great fun,</li> <li>• have interesting pictures</li> <li>• and I like sharing my favourite ones with a special person</li> <li>• rhymes are fun to move to</li> <li>• I know what action is going to happen with them.</li> <li>• Rhymes used in everyday routines and closely linked with movement eg row, row,</li> </ul> | <b>I am learning</b> <ul style="list-style-type: none"> <li>• how a story works so that I can make up stories and play with them, that writing tells the story and I can make my own story book</li> <li>• That stories can transport me to another place</li> <li>• That books and stories matter to me</li> <li>• lots of rhymes that I can remember, sing, share and move to</li> </ul>   |

The table below illustrates our process of planning and assessment at Windsor



## Assessment

The staff assess children throughout their time at Windsor. We identify key points where we share information with parents/ other professionals

| <b>ASSESSMENT OF CHILDRENS PROGRESS – 3-4's carried out by key person with all staff</b> | <b>Identifying children's developmental level</b> | <b>Focus</b>  | <b>Next steps setting sessions with parents</b>  |
|--|---|---|--|
| AUTUMN 1   | Entry assessment for new children                 | Identify children with additional needs and put steps in place to support development   | End of October – 1 day allocated for meeting with parents to discuss their child's development and to agree next steps                         |
| SPRING 1   | Entry assessment for new starters                 | Identify new children with additional needs and put steps in place to support development   |  |
| SPRING 2   | Progress update for all – by end of March         | Analysis – impact of next steps for all   | Next steps setting – End of Spring Term- 1 day allocated for meeting with parents to discuss their child's development and to agree next steps |
| SUMMER 1   | Entry assessment for new starters                 | Training day – Staff team review individual progress of children and ensure all making strong progress<br>Identify new children with additional needs and put steps in place to support development |  |
| SUMMER 2   | Exit assessment for leavers                       | outcome discussions of the year against SIP targets to ensure curriculum is effective for all   | Sharing summary of child's Windsor journey with parents and feeder schools   |

| <b>ASSESSMENT OF CHILDRENS PROGRESS – 2's carried out by key person with all staff</b> | <b>Identifying children's developmental level</b> | <b>Focus</b>  | <b>Next steps setting sessions with parents</b>   |
|--|---|---|---|
| AUTUMN/SPRING/<br>SUMMER   | 2 year check for new children                     | Identify children with additional needs and put steps in place to support development | Share 2 year check with parents & set next steps<br>Progress update with parents who have previously completed 2 year check |

| <b>ASSESSMENT OF CHILDRENS PROGRESS Inclusive Provision</b> | <b>Identifying children's developmental level</b>   | <b>Focus</b>   | <b>Next steps setting sessions with parents</b> |
|---|---|--|---|
| AUTUMN/SPRING/<br>SUMMER                                    | Termly TAC process/meeting<br>Preparing and reviewing EHCP as required<br>Staff expertise | Ensuring that targets set/ focus are appropriate for child's developmental level | Discuss and agree targets with TAC team         |

## **Monitoring the Impact of Teaching and Learning**

Monitoring of teaching and learning is an ongoing process within the nursery. This maintains a continuous and strong focus of professional development for staff with an emphasis on promoting the highest outcomes for each child in all areas of development.

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.

### **Outcomes of Monitoring**

- To ensure all children are receiving the highest standard of education, correctly pitched for the developmental stage of the child
- To ensure impact of a rigorous process of self-evaluation and school improvement
- to identify staff strengths and 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

**The Head Teacher actively monitors children's learning at all times. This takes the form of:**

### **Focussed monitoring of children's learning**

There is a cycle of focussed monitoring of quality of teaching and learning planned for each term linked to the school improvement plan priorities.

The type of monitoring that takes place is always focussed on the children's learning and through their learning we monitor the quality of teaching that they are receiving.

### **Observations**

Learning walks/track a child monitoring/staff observation of children's learning/specific focussed observation by staff on key areas/well-being and involvement/ characteristics of development. The Head teacher leads the observations accompanied by Governors on pre-planned governor visits on SIP priorities as appropriate who discuss outcomes of the observations to moderate judgements. This also enables trends to be picked up and to identify next steps to improve practice. Feedback from these are given through staff meetings as appropriate and with individuals if required. Actions are put in place as required and is reviewed through termly meetings to Governors

### **Incidental monitoring**

This takes place constantly by the Head teacher when in the rooms each day noting children's learning and development, the actions of staff, the impact of the environment, the dynamics of different groups of children and the general provision.

Response to informal monitoring is shared in staff meetings or with individuals – both celebratory and challenge as appropriate.

### **External monitoring**

Local Authority school improvement partners complete termly visits and accompanying reports are shared with staff and Governors. Governor challenge is invited and is also used in the monitoring cycle and is focussed on School Improvement Priorities for the year. Head teacher performance management are an integral part of the monitoring process (involving Governors and School Improvement Partner).