

Windsor Nursery School
Teaching and Learning Policy

Windsor Nursery School 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 (2017) 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 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

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

Our Approach

- We hold high expectations – 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 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. 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 and work to promote high aspirations within every family.
- 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, 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 that 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. A useful definition given previously in The EYFS Profile Handbook (2014) 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 that 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 EYFS Profile 2018 Handbook (Dec 2017) states 'To accurately assess these characteristics, practitioners need to observe learning which children have initiated rather than only focusing on what children do when prompted. Children need rich opportunities to initiate ideas and activities so that they can develop the learning characteristics which are assessed by the EYFS profile. These characteristics also support lifelong learning. The children then make links with 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 in its broadest sense should be carefully planned so that it offers time, freedom, support and supervision. It is 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 at Windsor Nursery School 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
- ,,,,,,and so become motivated ‘can do’ learners.

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 irresistible to all with all areas of learning covered well, including strong outdoor provision
- Enable children to become risk competent and embrace challenge
- 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
- Promote a 'loved' environment shaped and owned by the children
- 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, secure 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 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. The Deputy Headteacher 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 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

BESPOKE PLANNING FOR EACH CHILD

In context of active observation

Parent's expertise and knowledge of child

Staff expertise and knowledge of - learning and development, EYFS, children, knowledge of the learning environment, different elements of provision and

INCOMING INFORMATION AND OBSERVATION

- Family group time planning and notes
- Learning logs
- Learning journeys
- Whole child development tracking
- Focussed development
- SEN/SALT/TAC/Family Support/other information

ASSESSMENT

- Parent consultations
- Team reflection & planning
- Daily discussion
- Supervision
- Reflective practice

INFORMED PLANNING FOR PROGRESS

NEXT STEPS

What is the one essential that we plan for the child to be better at, to support their journey as an independent learner?

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 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. This process along with developmental data enables bespoke early intervention work to take place. Staff then document identified learning outcomes, experiences, development and areas of learning

Staff also plan their own family 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.

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 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

MONITORING OF CHILDRENS PROGRESS – carried out by key person	Data completion (children’s developmental level within EYFS)	Next steps setting sessions with parents	Development information put in LJ’s (EYFS bands, and progress)	Supervision/data analysis (individually with SMT, as a team)
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	Photocopy entry when data gathered and add to LJ	Gathering of information – identify children with additional needs (as a team)

		steps with parents		
AUTUMN 2	Progress update for all – by December			Supervision – review individual and key group progress against SIP priorities. Staff mtg - Set up interventions as required SMT – analyse data fully & ensure all areas of EYFS are showing progress
SPRING 1	Entry data for new starters		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	Next steps setting – End of March - 1 day allocated for meeting with parents to discuss their child's development and to set next steps with parents		Supervision – review individual and key group progress against SIP priorities. Staff mtg - Set up interventions as required SMT – analyse data fully
SUMMER 1			Put in data from end of Spring 2 into LJ	Team supervision Review of individual and key group progress against priorities & analysis of impact of next steps. Next actions planned
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) which then feed into full data analysis of the year against SIP targets and

				individuals and groups
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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 possible 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. 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.

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 Senior Management Team are actively monitoring 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 at the start of the school year 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 – evidence of these can be found in the monitoring file. The Headteacher and Deputy Headteacher lead 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 supervisions, feedback at planning/review meetings, learning journeys, development checks and ultimately through termly meetings to Governors

Planning – termly monitoring of learning logs, learning journeys and family group time planning during supervisions focusses upon accurate, appropriate levels of planning based upon individual children, small groups and cohorts. This ensures the ongoing development of high quality practice. Feedback is given individually if required and reflected upon in staff meetings and training days. Senior staff also attend all planning meetings to ensure breadth and balance within EYFS

Learning journey reflections – these are carried out annually as a staff team informing the process in the following year. Quality and purpose of learning journeys are also discussed and noted at each supervision and on a daily basis with parents and at parent consultation events in Autumn and Spring. Staff and parents work together with the shared knowledge of the child and evidence from the learning journey to plan bespoke, shared next steps for the children. Learning journeys are also shared in Early Help meetings and TAC meetings to demonstrate progress of individuals.

Incidental monitoring

This takes place constantly by the Headteacher and Deputy Headteacher when they are 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

External school improvement partner consultancy completes termly visits and accompanying reports are shared with staff and Governors. These visits are planned and take the form of observation of quality of learning and teaching, dialogue with the Headteacher and Deputy Headteacher and teams as appropriate, learning walks identifying specific criteria, data monitoring, learning journey examination, displays and website. Governor challenge is invited and is also used in the monitoring cycle and is focussed on School Improvement Priorities for the year. Headteacher and Deputy Headteacher performance management forms are an integral part of the monitoring process (involving Governors and School Improvement Partner).

Monitoring is also carried out through data analysis

When staff complete data each term for each child it is recorded into the data management system – SIMS. Analysis data is then generated in the form of:

1. A 'brick wall' tracker showing where each child is developmentally compared to the previous term broken down into areas of learning. This is analysed by the Headteacher and Deputy Headteacher and moderated. It is then shared back with staff who consider if it reflects the children as a whole, individual child's progress and to identify which children may require enhanced provision to extend their learning further. These can be groups of most able children, groups who are developmentally below expected levels, children with EAL, speech, language and communication difficulties, sensory issues, behavioural issues (this can take the form of physical opportunities outdoors, forest school, speech and language groups and nurture support. It doesn't necessarily mean that they will be supported in a small group- it may be more appropriate to support within the play setting itself). The impact of these groups will be looked at when the next data collection occurs the following term.
2. A tracker chart which enables key persons to look at identified areas of progress or static areas for children as a whole.

Monitoring of data longer term view – the wider entry/exit data and data for groups (EAL, boys, girls, SEN) is reviewed and together with experience of monitoring of teaching and learning through the year and informs the SIP priorities for the following year.

Supervision – individual children's data is discussed during supervisions and it is used to inform planning for each child/groups and to identify the need for further practitioner development.

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) 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

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