



Early Years Foundation Stage Policy

AIMS

At Usworth Colliery Nursery School we aim to provide excellent quality of education and childcare for children below statutory school age.

We believe we can do this best by:-

- Working in partnership with parents, carers and professionals to help all children to learn and develop.
- Adding to the life and well-being of our local community.
- Offering our children, their parents and carers, a service that promotes equality and values diversity.
- Having high quality, well trained early years specialist staff.
- Sharing good practice with partner schools and agencies.

PARENTS AND CARERS

We value parents and carers as members of our Nursery School community.

We offer full participatory rights without discriminating.

We believe it is important that every person has the right to be:-

Included;

- valued and respected;
- kept informed;
- consulted;
- involved.

SUPPORTING CHILDREN'S LEARNING AND DEVELOPMENT

We aim to ensure that every child in our nursery:-

- has a safe and stimulating environment;
- is given generous care and attention due to our ratio of qualified staff to children, as well as volunteers and trainees; removed helpers
- has the chance to join in with other children and adults to play, work, communicate and learn together;
- is helped to take forward their learning and development by being supported and encouraged to build on what motivates and interest them, what they already know and can do and what they enjoy most.
- has a personal key person, who makes sure they make good progress;
- is in a Nursery School that sees parents and carers as partners in helping each child to learn and develop.

In addition we offer parents and carers and members of the community the opportunity to join the governing body to help us to make good decisions to shape, develop and improve our school.

THE EARLY YEARS FOUNDATION STAGE

The curriculum provision for children's development and learning is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage 2017.

These principles are:-

A Unique Child

Every child is a unique child who is constantly learning and 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, parents and carers.

Learning and Development

Children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

PROVIDING OPPORTUNITIES FOR LEARNING AND DEVELOPMENT

Children start to learn about the world around them from the moment they are born.

The care and education offered by our Nursery School helps children to continue to do this by providing everyone with interesting, motivational activities and resources appropriate for their age and stage of development.

AREAS OF LEARNING AND DEVELOPMENT IN THE EARLY YEARS FOUNDATION STAGE.

The E.Y.F.S. is divided into areas of learning – these are the curriculum subjects and include:-

3 Prime Areas – the key areas of development

Communication and language development.

Personal, social and emotional development.

Physical development.

4 Specific Areas – subject specific areas of learning

Literacy.

Mathematics.

Understanding the world.

Expressive arts and design.

ASPECTS OF LEARNING AND DEVELOPMENT

We divide each area of learning is into key aspects using EEXAT :-

Personal, social and emotional development

Self regulation;
Managing self
Building relationships.

Physical development

Gross Motor;
Fine Motor

Communication and language

listening and attention;
understanding
speaking.

Literacy

Word reading;
Comprehension
Writing.

Mathematics

Numbers
Numerical patterns

Understanding the world

Past and Present
People cultures and Communities
The natural world

Expressive arts and design

Creating with materials
Being Imaginative and expressive

OUR APPROACH TO LEARNING, DEVELOPMENT AND ASSESSMENT

Learning through play, nature and real life experiences

We believe that meaningful learning and development comes through children having real experiences.

Our children are given extensive opportunities to play, create and investigate, indoors and outdoors with natural and real life resources, whenever possible.

This type of creative play and investigation helps young children to learn and develop well, through doing practical tasks, using their senses, trying things out and talking, which research has shown to be the means by which young children learn to think, understand and make links to previous knowledge and experiences.

“For a small child there is no division between playing and learning; between the things he or she does ‘just for fun’ and things that are ‘educational.’ The child learns while living and any part of living that is enjoyable is also play.” ~ Penelope Leach

Curriculum Guidance

Our Nursery School uses the Development Matters and the Early Years Foundation Stage guidance to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development.

In some of these activities, children decide how they will use the activity (child initiated) and in others, an adult takes the lead in helping the children to take part in the activity. (Adult led). In all activities, information from 'Development Matters' and the Early Years Foundation Stage is used to determine that the resources, activities and experiences are appropriately matched to the child's stage of learning and development.

CREATING EVERYDAY OPPORTUNITIES FOR THE MOST EFFECTIVE LEARNING

The characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning. These are described in the Development Matters the Early Years Foundation Stage. Guidance explains that engaging and motivational play creates the best opportunities for learning through:-

Playing and exploring - engagement;
Active learning – motivation;
Creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do, provide and improve in order to support each child to consistently be an effective and motivated learner.

High quality, early years specialist staff, are acutely aware of how to recognise signs of good learning. Staff observe children and recognise when they are engaged and motivated – we build on these areas to create extended learning opportunities.

When children are not displaying signs of motivation and engagement, we will develop and improve our activities, resources and experiences to enable them to do so.

Staff are skilled in scaffolding and supporting learning and recognise when it is appropriate to intervene and offer advice, subject specific language, challenge and problem solving opportunities.

Assessment

We assess how children are learning and developing by observing them frequently.

We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them.

We record their learning and development on tracking / progress records which refer to the child's current age at the time of assessment and the developmental band (age) at which they are currently working in each area of learning.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to Primary school.

Involving parents and carers in assessments

We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home, what motivates them and how they, as parents, can further support development.

Assessment starting points

On entry to Meadow - The progress check at age two

When a child is aged between 24 - 36 months, the Early Years Foundation Stage requires that we supply parents and carers with a short written summary known as a 'progress check' of their child's development at the start of their nursery placement in the three prime areas of learning and development: personal, social and emotional development; physical development; and communication and language.

The key person is responsible for completing the check and reporting the progress check. They will use information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

The baseline assessment on starting school

When children commence their Nursery School /education placement, we will carry out a baseline across all of the areas of learning to determine their starting points and to track their progress from this point on.

This tracking helps us to see their strengths and areas which may need more support. We aim to ensure that all children make good progress from their starting points.

RECORDING DEVELOPMENT AND PROGRESS

Our Nursery School keeps a record of development and progress (tracking record) and learning journal for each child.

Each child's record of development and learning journal helps us to monitor, track record and celebrate together their achievements and to work together to provide what each child needs for their well-being and to make progress.

The child's teacher (or key person) will work in partnership with parents and carers to keep this record. To do this they will collect information about each child's needs, activities, interests and

achievements. This information will enable the key person to identify each child's stage of progress.

The key person will then decide on how to help your child to move on to the next stage. We will record special events, interests, achievements and activities at Nursery and add these to each child's journal as a lasting memory of their experiences.

We invite parents and carers to attend nursery journal days, when they can add photographs from home to show children's interests, activities and experiences outside of school, to create a wider sense of the child's development.

We host parental consultation sessions in the autumn and spring term and encourage all parents and carers to attend.

Parents and carers of children with additional needs will meet more regularly to discuss their child's progress and attainment.

WORKING TOGETHER FOR OUR CHILDREN

The school team

We have a highly skilled and experienced school team who are dedicated to supporting children's learning and development.

We believe that high quality interaction between adults and children is a key to good learning and it is for this reason that we try to have an above average ratio of 1 adult to 8 children for our education session times.

We have volunteers, trainee teachers and early years students working in school. Those aged over 17 complement these ratios but are not counted unless qualified.

Because our ratios of adult to children are higher this helps us to:-

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide;
- Allow the children to explore, take small risks and be adventurous, in safety.

Adult to child ratios

We maintain the statutory childcare ratios of adults to children set by the Safeguarding and Welfare Requirements and exceed those for nursery classes (1:13).

Age band	Adult	Children
2-3 years Meadow	1	4
3-5 years Wetlands ,Woodlands, Beach	1	8

PARENTS AS PARTNERS

How parents and carers take part in our Nursery School

Our Nursery School recognises parents and carers as the first and most important educators of their children.

All of our staff see themselves as partners with parents and carers in providing care and education for their children.

There are many ways in which parents and carers take part in making the Nursery School a welcoming and stimulating place for children, such as:-

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- contributing to the progress check at age two;
- helping at sessions of the Nursery School;
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- being part of the governing body of the Nursery School;
- taking part in events, visits, activities, courses and informal discussions about the activities and curriculum provided by the Nursery School;
- responding to surveys and activities aimed at gaining information to aid school improvement;
- keeping up to date and being well informed of school events, via newsletters, texts and letters;
- communicating clearly with staff;
- building friendships with other parents in the Nursery School;

It is our practice to warmly welcome parents and carers to come into the Nursery School to see it at work or to speak with the staff

HOW OUR KEY PERSON SYSTEM WORKS

Our Nursery School operates a key person/ key worker system as outlined in EYFS guidance we have a Key Person Policy which outlines the differing roles and responsibilities.

The Key Person leads the class / group.

The Key Workers support the class / group.

Wetlands and Woodlands

During education sessions, the children are part of a nursery class / group led by a class teacher or Senior Early Years Educators (The Key Person).

The class is split into small key worker groups for teaching times – this can be two or three groups. The child's Key Person will support teaching and learning at these times.

Key workers attend parental consultation meetings and attend meetings for children with additional needs with the Headteacher who is also the Special Educational Needs co-ordinator.

Meadow

Meadow is our provision for children aged 2-3 years. We have free and paid nursery places and offer morning and afternoon sessions during term time only.

Meadow is led by a Senior Early Years Educator who is the Key Person for the group.

There is also a Deputy Senior Early Years Educator.

Once children have completed their starting points assessments they may be divided in key groups. Each group can have a Key Worker who is responsible for delivering daily activities. At other times the children will work as one group and all staff will work together.

The Key Person is responsible for the support of children with additional needs and they will most often be a Key Worker for these children.

Learning opportunities for adults

As well as gaining childcare and educational qualifications, our staff take part in continuous training and development to help them to keep up-to date with current practice in early years care and education.

The Nursery School keeps itself up-to-date with best practice with regular staff meetings, training days and access to training courses.

The Nursery School holds learning events for parents and carers. These usually focus on the ways adults can support children to learn and develop in their early years.

The Nursery School's timetable and routines

Our Nursery School believes that quality care and education are equally important in the experience which we offer children.

The routines and activities that make up the day in the Nursery School are provided in ways that:-

- help each child to feel that she/he is a valued member of the Nursery School;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group;
- provide our children with opportunities to learn and help them to value learning.

The nursery organises the day so that children can take part in a variety of child-chosen and adult-led activities.

Active times

We want our young children to be as physically active as possible to develop the strength, skills and stamina they need.

- Indoor activities provide opportunities for physical play, using large and small resources.
- Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.
- Everyone will have access to outdoor play each day regardless of weather conditions.

Quiet times

Activities take account of children's changing energy levels throughout the day and cater for children's individual needs for rest and quiet activities.

- Quiet, comfortable spaces and spaces to rest and self regulate are provided in all rooms.
- All children have access to quiet play activities, group sessions and story, songs and rhymes, each day to develop listening, focus and concentration skills.

SNACKS AND MEALS

Snack times

The staff prepare snacks for social time during each nursery session.

Children sit together in a group and eat, drink and chat together.

We ask parents and carers to contribute £5.00 per ½ term towards snacks and fruit and drinks for the children. Children will also have cooking and tasting sessions and the £5.00 payments contribute to these.

Meal times

We carefully consider children's diet and cultural needs at mealtimes.

We plan the menus and prepare for tea times with healthy and nutritious food.

At lunchtime children may bring a packed lunch from home; we encourage all families to consider their child's lunch box to provide a balanced healthy choice of foods.

Messy play / clothing

We explain to parents and carers that it is an everyday part of school life to be engaged in messy play activities in nursery and it is very likely that children will get dirty, wet and messy. We provide aprons for the children when they play with messy resources, but they will not keep their clothing clean.

We advise wearing school clothing to avoid spoiling good clothes and to provide old spare clothing to change into. When children take part in Forest School they are advised to come dressed appropriately.

School Uniform

We sell school uniform from a good value supplier.
 Second hand uniform is also available to purchase from our school office.
 Parents and carers may buy school clothing in our agreed uniform colours from other retailers.
 We encourage all children to wear school clothes, to feel part of their Nursery School, but this is not compulsory. If school clothes are not worn old clothing is advised.
 We ask that all children have suitable sturdy footwear, even during the summer and a warm coat suitable for regular outdoor play.
 We ask that all school clothing be named clearly to avoid mix ups and upset.

Independence skills – self care

We encourage children to gain the skills that help them to be independent and look after themselves.

These include taking themselves to the toilet when they are ready to do so, taking off, and putting on, outdoor clothes.

If children are not yet ready to care for themselves staff will ensure their needs are met.

Policies

Copies of policies and procedures are available at the Nursery School or on the school's website.

The policies help us to make sure that the service provided is a high quality and that being a member of our Nursery School is an enjoyable and beneficial experience for each child and their parents and carers.

The staff and governors have the opportunity to take part in the cyclical review of the policies and work together to write and adopt the policies.

The review process helps us to make sure that the policies are enabling the Nursery School to provide a quality service for its members and the local community.

KEEPING OUR CHILDREN SAFE

Safeguarding Procedures

Our Nursery School has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our safer working practices ensure children against the likelihood of abuse in our Nursery School and we have a procedure for managing complaints or allegations against a member of staff. Staff are regularly trained in child protection.

Our way of working with children and their parents ensures we are aware of problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Safeguarding role	Name
Designated Lead Person for Child Protection and Safeguarding (DSL)	Miss. Lindsay Guthrie Headteacher
Nominated Deputy Persons for Child Protection and Safeguarding	Miss. Loreena Lawson Miss. Laura Robson

Children with special or individual needs

As part of the Nursery School's policy, to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The Nursery School works to the requirements of the Special Educational Needs Code of Practice (2014).

Special Educational Needs Role	Name

Special Educational Needs Co-ordinator (SENCO)	Miss. L. Guthrie
SEND KEY PERSON	Mrs. Lynne Jarvis Miss. Loreena Lawson Mrs. Kim Clark

The management of our Nursery School

Local Authority	School Leadership	Childcare Management
Usworth Colliery Nursery School is a state funded school under the Local Authority of Sunderland City Council.	The school is governed and lead by the Headteacher Miss Lindsay Guthrie and the Governing Body which consists of community volunteers.	The school's childcare provisions are governed by the Governing Body and managed by the Headteacher.

HOW NURSERY PLACES ARE FUNDED

EYFS Funding / Nursery Education Grant 3-5 years

Nursery School places are subject to EYFS funding.

Children are entitled to 15 hours per week free early years education from the term after their third birthday.

Some children now have an option to have 30 hours free nursery education in accordance with eligibility checks which parents and carers apply for.

Once a school place is secured parents and carers are asked to sign a parental declaration to state they have selected this school only for their EYFS funding.

The Nursery School offers term time only education sessions for 15 hours per week.

Morning sessions	Afternoon sessions
Term time only 5 x 3 hour sessions 8.45 – 11.45	Term time only 5 x 3 hour sessions 12.45 – 3.45

A further 15 hours funding is available to working parents subject to eligibility checks. The school offers 30 hours places

Model 1
Term time only 5 x 6 hour sessions 8.45 – 2.45

Two year old places

Children accessing free two year old places have the same funding entitlement which is agreed by the Local Authority once parents and carers have completed the appropriate eligibility checks.

Morning sessions	Afternoon sessions
Term time only 5 x 3 hour sessions	Term time only 5 x 3 hour sessions

8.45 – 11.45	12.45 – 3.45
--------------	--------------

Childcare Fees

Any hours in excess of the 15 / 30 are charged through day-care fees and are classed as wrap around childcare.

School can offer wrap around school care from 8.45 am until 5.00pm throughout the year.

Additional hours are offered subject to availability and places are limited.

The fees for childcare are detailed within the school's Charging Policy.

INDUCTION PROCEDURES

Starting at our Nursery School

We want every child to feel happy and safe with us.

To make sure that this is the case we follow a well established induction process.

Starting School

We admit pupils three times a year during the autumn, spring and summer terms according to the number of places available.

At this time all children undergo an induction procedure:-

- Parents / carers meet and greet session
- Home visits
- Stay and play sessions
- Staggered intake over one week

Our induction sessions enable children to settle and become familiar with the staff, the nursery environment and the routines.

Children admitted to school in-year will usually have a less formal induction.

The child's class teacher will agree to short visits with the parents / carers and the child will commence their full sessions when they are confident. We recommend at least two short visits.

Starting childcare

Children commencing childcare places will attend at least two short introductory sessions.

The Meadow / Garden room team will agree with parents or carers when the child is ready to commence full placement, when they are confident and settled.

Policy updated
Policy Review Date

October 2021
Autumn 2022



Early Years Foundation Stage Policy **Curriculum 2021-22**

Introduction

'Every child has the right to an education that develops their talents.

This education must nurture a child's respect for themselves, others and their environment.'

(UN Convention on the Rights of the Child Article 29)

'Children are born ready and eager to learn, they actively reach out to engage with other people, and in the world around them. Development is not an automatic process; however it depends on each unique child having opportunities to interact in positive relationships and enabling environments.'

(Development Matters in the Early Years Foundation Stage)

School vision and values

Our school vision states:-

- In our nursery school children achieve and progress well as they access engaging, motivating activities and resources every day.
- They have access to high quality indoor and outdoor play and learning every day which support all areas of their development.

School aims

We aim to provide an exciting, well resourced, carefully planned learning environment with a rich and stimulating base of experiences, differentiated when possible, to meet all the children's needs in indoor and outdoor environments. It is inclusive and takes into account the Development Matters in the Early Years Foundation Stage and the EYFS documentation.

As a school, which places well-being at the centre, we respect the learning and developmental needs of every individual child.

When planning and selecting our curriculum, we consider the needs of every child.

All practitioners in school acknowledge the responsibility they have to provide a curriculum that is creative and stimulating for all.

Our curriculum nurtures our children and allows them to be successful and proud of their achievements.

Practitioners engage the children in their learning and present all experiences in an inspiring, and meaningful way, ensuring open ended activities, which allow individuality and independent learning to flourish.

Practitioners motivate the children through supporting and developing self esteem and self belief, through praise and encouragement and celebrate their achievements, no matter how small these may be.

Practitioners have high expectations, that challenge all children at all levels, but most importantly they are realistic and ensure children can be successful.

Our children are encouraged to think about how they learn and the ways in which they might approach activities. Individual interests, skills and strengths are always encouraged.

Practitioners use careful questioning skills and are very aware of not over questioning, but using skilful language interactions to help to enhance the children's language and thinking skills, as well giving them the support to be able to bridge their own learning.

Throughout their experiences, children are stimulated to make choices and decisions, thus becoming self motivated, enthusiastic and independent in developing their own learning.

Challenge is provided through a range of techniques:-

- Practitioners use careful questioning strategies to develop the children's thought processes, helping them to reflect upon and extend their learning and develop and extend concepts and ideas in different directions.
- The range of questioning skills varies and allows for the children to be challenged to think beyond their obvious thought processing, reflecting upon feelings and ideas that they may not have considered.
- The children are encouraged to develop their thought processes, through problem solving, throughout their learning and are encouraged to review their own learning as they investigate and discover.

There are a range of teaching strategies used to ensure effective learning opportunities are created for all. These ensure that opportunities to enhance and develop the different learning styles and strategies that children use to access their learning are created for visual, auditory and kinaesthetic learners.

Children are taught in a child centred environment that offers open ended, stimulating activities for them to explore. They access their environment independently, with their friends and groups peers and with the support and encouragement of Practitioners, who interact and extend their learning.

Learning opportunities can be self chosen, as well as adult led, through one to one, small group and larger group activities.

We strive to help the children to develop an awareness of their environment and the natural and man made world in which they live. Outdoor learning plays an important part in this teaching. The children are encouraged to reflect upon their world and the things they can do to make positive contributions within it, no matter how small or large they may be. We promote a respect for the world and each other, in the hope that they will carry this forward for future generations.

We build foundations for developing respect, knowledge and understanding of different people and cultures, at home and around the world. We introduce children to learning experiences exploring their own culture and traditions, introducing other cultures, through creative and practical experiences. We extend our children's knowledge of young children in a very different culture through or links with our nursery school in Bangladesh, which is sponsored by our school community.

We strive to develop our skills in promoting British Values in our teaching and offer experiences to our children and families which promote British Values and their importance to us as a school community. To share this with our families we have display clear message and values.

The teaching and learning environment is organised into specific areas, each offering activities that enable children to make good academic progress.

Planning our curriculum

We offer a play based, active learning focussed curriculum for our children.
The curriculum has three progressive strands.

Long Term Planning

An annual plan of themes and events we explore throughout the seasons.

Commencing with the child's own experiences, what they know and familiar everyday aspects of life, the world and their environment.

Medium Term Planning

We provide for continuous provision in the play and learning studios and outdoor areas for child-led learning and play, and we enhance this learning through offering further challenge, resources, activities, quality interactions, observation and assessment.

Short term planning

Differentiated planning for adult-led groups, daily sessions and activities for groups to meet children's learning needs and continual progress.

Support group planning to meet the needs of children requiring additional or individual activities.

Our curriculum focuses on three main aspects:-

Aspect 1	intent	implementation
Understanding and meeting the individual needs of our children. The children's developmental starting points are the point from which we move forwards.	<p>We believe that understanding children's needs enables us to shape the curriculum they need to experience to make progress and to identify areas where additional or individual help is needed to move forwards.</p> <p>We need to understand children's needs and the aspects of nursery life they may find challenging. This helps us to find ways of doing things which enable all children to take part and have the type of experience that motivated them to be active and engaged learners.</p> <p>We want our children to enjoy learning and participate as much as possible. We aim for high levels of well being and engagement.</p>	<p>We carry out detailed observations, assessments and evaluations to ensure we have information on all children.</p> <p>This information is considered with care when creating the learning opportunities children need and leads to differentiated planning for group activities and intervention groups.</p> <p>Our learning experiences are developmentally appropriate for our children and enable them to move forwards.</p> <p>We create activities, and provide resources and experiences which motivate and maintain our children's interest to ensure the characteristics of effective learning are evident.</p>

Aspect 2	intent	implementation
<p data-bbox="92 212 331 459">Understanding our children's abilities and skills and extending these and offering challenge.</p> <p data-bbox="92 499 331 712">The children's current skills are the point from which we move forwards and progress.</p>	<p data-bbox="359 212 888 280">We want to develop our children's skills and to build on these.</p> <p data-bbox="359 320 888 387">We want our children to display characteristics of effective learning.</p> <p data-bbox="359 427 888 600">We want to challenge our children and offer experiences which require them to solve problems, to think and to create their own ideas and responses.</p>	<p data-bbox="911 212 1490 385">We observe the skills displayed by children and we provide activities and resources to extend and build on these skills to enable them to carry out tasks independently.</p> <p data-bbox="911 425 1490 779">We offer activities which engage the children and encourage them to try hard and to sustain their thinking and create new ideas by offering activities and resources which are interesting to them and adults who can scaffold learning to develop their willingness and confidence to try new things and to keep going even when things are difficult.</p> <p data-bbox="911 819 1490 1030">We offer challenge to extend children;' experiences beyond their current stages and to enable children to make rapid progress. We recognise children's strengths and motivations and enable them to practice and develop these.</p>

Aspect 3	intent	implementation
<p data-bbox="92 212 306 383">Understanding and extending our children's interests and motivations.</p> <p data-bbox="92 427 306 813">The children's interests and the aspects and ways of learning which motivated them best are the starting points form which we move forwards.</p>	<p data-bbox="347 212 873 349">We value each child and their unique views and opinions and we encourage them to share them and value the views and ideas of others.</p> <p data-bbox="347 394 873 530">We believe that children's interests, views and questions are the starting points for all of the experiences we develop.</p> <p data-bbox="347 575 873 745">We recognise that when children are motivated and engaged in their learning they are willing to try more and to keep working to develop their skills.</p> <p data-bbox="347 790 873 960">We want our children to experience open ended activities, to use their own ideas and see that these have successful outcomes offering them a sense of achievement.</p> <p data-bbox="347 1005 873 1140">We believe in recognising the strengths of individuals and developing these strengths develop self confidence and esteem.</p>	<p data-bbox="898 212 1439 315">We talk in our groups, we listen to one another we ask questions and encourage children to ask questions.</p> <p data-bbox="898 360 1469 566">We listen to children's ideas, we record them and we use them as starting points for planning. We observe the children at work and build experiences around the things that involve them the most.</p> <p data-bbox="898 611 1469 745">We understand when to move earning on and when to offer support as well as being able to go with the flow if children are developing their ideas.</p> <p data-bbox="898 790 1469 1032">We create learning experiences where children need to find solutions, we enable them to try out their own ideas and select their own resources and encourage the groups to value the variety of ideas and different outcomes they create.</p> <p data-bbox="898 1077 1359 1140">We use our observations and evaluations to identify strengths.</p> <p data-bbox="898 1184 1439 1319">We talk to parents and carers and encourage them to tell us about their children's interests hobbies and achievements outside of school.</p> <p data-bbox="898 1364 1461 1458">We provide children with activities they can success in as well as moving their learning forwards.</p>

Our Pedagogy

Our highly effective practitioners carefully plan and implement appropriate pedagogy.

Pedagogy refers to 'the interactions between practitioners, children, the learning environment and the learning tasks.'

Learning is dependent on the pedagogical approaches teachers use.

A variety of pedagogical approaches are common in schools, but some strategies are more effective and appropriate than others.

The effectiveness of pedagogy often depends on the particular subject matter to be taught, on understanding the diverse needs of different children.

We believe in the high capacity of our children to learn, and carefully utilise a range of pedagogical approaches to ensure this learning occurs

In our nursery school we have three core features to learning:-

Child-Led

We believe our learners should play an active and engaged role in the learning process. Children lead and influence our provision as they use prior knowledge, and the motivation and interest from having new experiences to create knowledge and understanding. The adult facilitates this process, but also creates and structures the conditions for learning through observation of the resources, activities and experiences which are most engaging and motivating to the child.

Learning Environment Led

We believe the learning environment is a teacher. Practitioners work as a team to set the right learning conditions, they plan and prepare motivating and engaging resources, activities and environments in which children want to play and learn.

We also ensure that we set the right ethos, a positive learning environment with a calm and caring atmosphere.

We create a positive environment for children to enjoy learning, make their own choices and develop their interests.

Adult-Led

These are sessions and activities led by Practitioners, normally in groups or with individual children, where the learning is planned and led by the adult, to enable the children to explore areas and subjects.

The learning is real and children's current experiences form the starting points.

Adults model good learning skills to enable children to answer and ask questions, develop activities to build on skills and encourage children to review and develop their own ideas and learning.

Pedagogical understanding and training

Our Practitioners are experienced and trained in Early Years educational theory and practice. Our nursery is part of the PiP (Partners in Pedagogy) for Sunderland nursery schools and we train and share good practice and meet with early years consultants and experts to continually improve our practice.

We train together as a school team and ensure our practice reflects the training we have experienced.

Pedagogical Theorists

As well as training with early years consultants and current practitioners, our curriculum and practice is influenced by a range of key theorists these include:-

LEV VYGOTSKY

The work of Vygotsky influences aspects of our whole school approach to teaching and learning. In basic terms, theory reflects the importance of social interaction in a child's development. The child continuously interacts with the environment and people around them working outwards towards their 'Zone of proximal development', the area between what is known and what is yet to be learned.

The adult has the responsibility to scaffold and guide the child commencing from their current developmental stage and level of knowledge and experience and to move outwards from this point.

Learning is an essentially social process in which the support of parents, caregivers, peers and the wider society and culture plays a crucial role in the development of higher psychological functions.

The child

I can learn on my own

Solitary actions
Self discovery
Self initiated play
Repetitive tasks
First hand experience
Sensory memory
Interests / schemas
Motivations
Self Talk

>

The adult

I can learn with help

Group / social interactions
Enhanced provision based on needs / interests
Directed and supported play, planning, sequencing
Purposeful tasks building on skills
New experiences / reflecting / meaning
New sensory experiences/ linking / meaning
Active involvement / engaging activities
Building on child's strengths, motivation to learn
Extended talk / quality interactions

>

The destination

Learning beyond my reach

PIAGET

Piaget instilled the ideas of developmentally appropriate learning and provision. That learning and development occurs in stages and as the child matures cognitively, they gain greater and wider understanding and knowledge.

It is our role to understand the stage of development the child is achieving and to support and encourage them to move on from this point to develop their understanding of concepts such as time, quantities, cause and effect.

Our provision enables the child to progress developmentally by providing the following:-

- Active and engaged exploration and play – Learning by doing.
- Adults facilitating play.
- Enabling the child to experiment and discover.
- Use real life and open ended materials and resources.
- Take part in collaborative and individual activities.
- Take part in problem solving activities to enable the child to create ideas, try out and plan their stages of work.

NATURE PEDAGOGY – MINDSTRETCHERS

We have trained with Clare Warden and embrace the theory of nature based learning and child led learning. Whenever possible we aim to:-

- Have Inside, Outside and Beyond learning opportunities.
- Focus on real life nature based learning and project themes.
- Have access to natural resources and the outdoor environment.

- Enable children to lead their own learning through talking and thinking approaches.
- Utilising floorbooks to record children's talking, thinking and learning processes linked to selected learning themes linked to nature and natural cycles.

REGGIO EMILIA

A Reggio approach is common in nursery schools throughout the world and this is based on the nursery education of children in Reggio, Italy. The main aim of Reggio nurseries was to encourage and develop free, morally responsible, creative children.

The key practices within Reggio approach place the child at the centre of all learning and the adult, and environment as their teachers. It is the role of the adult to facilitate and develop the child's learning, to make close observations of their play and interests and to develop and plan the next steps of learning and experiences, which will enable those steps to succeed.

Child initiated activities and the child's own ideas are highly valued.

The nursery environment is warm and welcoming with a home like ethos where children are nurtured and comfortable. Resources are rich, varied and encourage children to make choices and experiment with materials following their own creative ideas.

Children are encouraged to explore and investigate and to use their sense to learn. The children and adults work as a community to generate positive attitudes, behaviour and personal development.

COMMUNICATION FRIENDLY SPACES – ELIZABETH JARMAN

We have trained with Elizabeth Jarman and have implemented the basic principles of the communication friendly space approach, within all nursery areas.

The theory of this approach is that learning environments should be dynamic and a reflection of the school ethos, culture and aspirations.

One important factor is the use of natural and comfortable 'senses friendly' spaces, materials and the importance of colour.

Referring to research by the University of Illinois on the 'Human benefits of green spaces' too much colour in the environment can adversely affect children's behaviour and attention skills, although the Illinois research refers to outdoor environments, we ensure that similar natural or neutral colours are used within our indoor environments, therefore the colours of the materials that provided are carefully chosen natural and neutral colours and decorative natural elements are used to bring the 'outside' into the indoor areas.

We also create spaces throughout the nursery, where children can work and talk together – quiet places for those who prefer them and peaceful rest places for those who need them.

ECAT – EVERY CHILD A TALKER

We have trained with ECAT to ensure we are all skilled in supporting and developing children's speech and language skills and we are able to support and develop the skills of those who have gaps in their communication development.

WELL-BEING IN SCHOOL

We are totally committed to ensure the well-being of everyone involved in our school.

A large part of our curriculum and provision is informed by ensuring well-being, positive relationships and positive behaviour are encouraged, supported and developed.

Policy updated
Policy presented to CPA Committee
Policy Review Date

November 2021
January 2022
Autumn 2022