



## Westfield Nursery School Teaching and Learning Policy

### Vision

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings; outstanding futures'.

Read in conjunction with 'Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five' DfE Effective: 3 April 2017

### Philosophy

Our philosophy is based on the 'High Scope' approach. For us this means an emphasis on active learning, autonomy, individualism, creativity, the development of a problem-solving approach, self-motivation and a balance between child initiated and adult initiated activities.

We recognise well-being and involvement, as indicators of deep level learning.

We endeavour to keep abreast of current thinking in Early Years education and have incorporated recent research and reports into our philosophy and practice. We are delighted that the EYFS reflects a similar philosophy, especially as outlined in the three characteristics of learning: engagement, motivation and thinking.

### Aims

- Provide an effective, exciting, stimulating and nurturing learning environment for all children
- Provide a framework for planning to ensure a similar approach across the classes. Two-year-old planning is like that used by 3-4-year olds
- Use parents'/carers' knowledge of their child, enabling us to work in partnership to support their children's learning
- Promote the intellectual, social, emotional, communicative, physical and personal development of all children in a broad and balanced curriculum
- Ensure a balance between adult-initiated and child-initiated learning and a flexibility of approach
- Ensure coverage of the Early Years Foundation Stage (EYFS) Curriculum
- Use effective assessment procedures that further influence planning
- Use staff expertise, the learning environment and material resources effectively
- To have high expectations

### We believe children learn best when they:

- are happy;
- are interested and motivated;
- achieve success;
- engage in tasks which are neither too easy or too difficult, and which are challenging and stimulating;
- feel secure and are aware of expectations;
- follow their own interests and express their own creativity and ideas

### The learning environment should be organised to ensure that children can:

- Work individually, in groups and as a class
- Make decisions
- Work co-operatively
- Solve problems
- Be creative
- Discuss their ideas
- Develop social skills

- Develop independence
- Use initiative
- Receive support
- Achieve academically

**Learning takes place in an environment which is:**

- Challenging and stimulating;
- Peaceful and calm;
- Happy and caring
- Organised
- Well resourced
- Makes learning accessible for all;
- Encouraging and appreciative;
- Is welcoming;
- Provides equal opportunities.

**Children should be encouraged to develop organisational skills and independence through:**

- Appropriate tasks;
- Confidence building;
- Co-operation;
- Provision of suitable opportunities;
- Responsibilities;
- High Expectations.

**Curriculum**

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (Statutory Framework for the Early Years Foundation Stage 2014) The EYFS applies to children from birth to the end of the reception year.

At Westfield Nursery School we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

**A Unique Child**

At Westfield Nursery School we recognise that children learn and develop in different ways and at different rates and this is reflected in our provision. The characteristics of effective learning support the child to become a motivated and effective learner.

Children will play and explore and ‘have a go’ at using all available resources; developing their experiences. Children will develop resilience and enjoy achievements through active learning. Children will make links; explore their ideas and strategies for problem solving through creating and thinking critically.

Practitioners support the children in developing all these characteristics through playing alongside children and, where necessary, scaffolding and supporting their thoughts.

Children are treated fairly, regardless of race, religion, gender or abilities. We welcome all children and families into our setting so that they feel included, safe and valued.

It is important to us that all children at Westfield Nursery School are 'safe'. We aim to teach children about boundaries, rules and limits and to help them understand why they are important. We provide children with choices to help them to develop these important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid things that are dangerous, both within school and in the wider environment. We encourage a healthy lifestyle including taking exercise and eating healthy food. We aim to protect the physical and psychological well-being of all children. (See our Safeguarding Policy)

### **Positive Relationships**

We aim to promote positive relationships between staff, parents/carers and children. Children are taught how to deal with difficult situations and relationships through PSED (Personal, Social and Emotional Development) as well as through their daily interactions with adults and other children.

We recognise that parents are the child's first educators and their importance for the child's welfare and education is paramount (See Parent / Carer Liaison Policy).

All children are greeted as they come into the nursery and have a familiar routine. Staff will work with each child either on a one to one basis, in a small group or as part of a larger group. They can build up confidence, rapport and respect with each child so that the children feel safe, happy and enjoy their time at Westfield Nursery School.

### **Environment**

At Westfield Nursery School we recognise the importance of a rich learning environment both inside and outside. There are areas where the children can be active, be quiet and rest.

The environment is set up in learning areas, where children can find and locate equipment and resources independently. There is an amazing outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant.

As far as possible we offer the same opportunities and areas of learning in all our environments and the children have free flow between different areas. We observe the children during CIL (child initiated learning) and offer additional open-ended resources and support to enrich and enhance their learning.

To ensure that we meet the individual needs of all our children we make regular observations of the children's interactions, interests, skills, and development of concepts. These observations are used to inform our planning for groups of children, for individuals and our provision for resources as appropriate.

### **Learning and Development**

There are seven areas of Learning and Development which are interconnected. Three areas (the primary areas) are crucial to develop lifelong learning and to help children form relationships

- Personal, Social and Emotional Development - children develop confidence and self-esteem, learn how to manage feelings and respect others
- Communication and Language – children have opportunities to speak and listen in a range of situations and experience a rich language environment
- Physical Development – children have opportunities to be active and develop coordination (both gross motor and fine motor); they learn about healthy choices

The primary areas are strengthened and applied through four specific areas:

- Literacy – involves children learning how letters link to the sounds and begin to read and write

- Mathematics – children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures
- Understanding of the World – children have opportunities to find out about people and communities, the environment and technology
- Expressive Arts and Design – involves exploring feelings and ideas through music, dance, role play and design

We provide a broad, balanced curriculum that covers all the Development Matters and Characteristics of Effective Learning in the EYFS curriculum. We use the children's interests when planning for the children and involve them in choosing activities and resources. We value all areas of learning and development and understand that they are inter connected.

Children and parents are encouraged to be involved in the next steps for learning through the children's learning journeys and our termly parent and carer meetings.

Child-initiated learning is an important part of our daily routine at Westfield Nursery School and our adult-directed activities are play based, active and related to the children's interests. We aim to help children with their learning through observing, getting involved in their play, supporting their thinking and asking open questions.

### **Resources**

Westfield Nursery School is well resourced. It is everyone's responsibility to ensure resources are well maintained and presented with care. Children are encouraged to treat their environment with respect in accordance with the agreed behavioural expectations, and it is expected that they will be taught how to use resources appropriately.' Tidy up time' is an important part of the daily routine and should be regarded as such.

### **Planning**

We believe that planning a curriculum is intrinsic to the teaching and learning process. For effective teaching and learning to take place, curriculum planning must reflect the past experiences and developmental needs, as well as the interests of the children. Staff use what the children know, what they believe to be the next developmental step and their interests to plan learning opportunities. Planning reflects the different ways children learn, their needs and interests. Attitudes to learning established during the early years are the foundation for the child's future educational development. Quality planning helps to ensure continuity and progression. It should be useful and informative. We implement the EYFS.

**Long Term Planning** is based on the EYFS and seasonal events.

**Continuous Provision** provides the basis for curriculum coverage which is enhanced by the needs/interests of the children and an awareness of the EYFS.

**Medium Term Planning** are fluid and based on children's interests and whole school events, such as Harvest, Diwali, International days and the natural environment. These plans are shared with parents/carers, with ideas for learning at home and the invitation to share their ideas with us.

**Short Term Planning** is completed weekly. A planning file in each room records the learning that is observed in that room, alongside any changes or enhancements made to the continuous provision and possible lines of development (PLOD) for the next week's planning. In this way the curriculum is constantly responsive to the needs and interests of the children. This includes the outside area.

Large group planning includes whole school singing and Physical Development sessions that take place at Beecroft Community Centre.

Adult led learning can be 1:1, pair or in a small group. This focuses on a need which has been identified or introduces skills which can then be further developed back into child initiated time. These sessions are planned and are recorded on a template, along with comments recorded on a track record. Identified needs are met through subsequent adult lead play or during child initiated play. Completed templates are kept in a file on the computer in the staffroom for future use and reference.

Staff meet weekly to review previous planning and plan for next steps.

Some children require individual SEND support plans; these are written by the class leader with input from keyworkers, the parents/carers, SENDCos and outside agencies. Strategies involving the whole staff are shared accordingly.

See Appendix 1- Classroom Planning and Appendix 2- Small Group Planning Template

### **The Daily Routine**

The daily routine provides a balance between child initiated and adult initiated opportunities, and the opportunity to work as part of a class, in smaller groups, in keyworker groups and individually. Individual, paired or small group activities can be informed by a child's interests, learning opportunities that have risen during work time but would benefit from an adult led focus, or identified needs. Likewise, it is good practice to make the resources used in adult led time available during work time if appropriate.

### **Assessment**

Written individual 'sticker' observations record the progress of each child within the different areas of learning and development. These are used to monitor progress and identify areas of need and next steps, which are met in either work time or small group time. In addition the use of a simple app "2 buildaprofile", available on the iPads contributes to the assessment and recording of each child's development. These are printed and add to the child's learning journey.

Class meetings are an ideal opportunity to discuss individual observations, concerns and next steps. Evidence of individual characteristics of learning is also recorded on 'sticker' observations. All 'sticker observations', observations from adult led learning and 2buildaprofile observations are summarised each term to produce a 'progress summary' and to record the progress against the development matters statements, as outlined in the assessment policy.

In addition, the child's learning journey gives examples of the child's work, producing a visual annotated portfolio of progress which is discussed with both parent/carer and child.

### **Parents as Partners**

At Westfield Nursery there is no compulsory homework set. However, we do welcome parent/carer involvement. We value the learning that occurs at home both prior to the child starting Nursery and whilst at enrolled at Nursery and enjoy finding out about it verbally at drop off and pick up times or through termly consultations.

There are a number of booklets available to parents about learning at home. Optional challenges are set half termly and parents are kept informed through the parents notice board in each classroom. We encourage the borrowing of a reading book, to be swapped weekly, in addition to the availability of books from the nursery library. In addition, 'the 'sound of the week', shape of the week, story of the week and song of the week are shared.

## **Continuous Professional Development**

It is the responsibility of all staff to contribute to the school development plan and to play an active part in discussion, implementation and review of agreed strategies.

It is the expectation that all staff will strive to improve their own practice through reflection and a rigorous and meaningful performance management process. In addition, our previous mentoring system has been modified to meet the welfare requirements specified under the revised EYFS to provide supervision arrangements, fostering a culture of mutual support, teamwork and continuous improvement.

## **Monitoring**

The aim is to:

- Identify, and implement changes to maintain our current 'outstanding' status (Ofsted June 2016) and continuous strive for excellence
- Identify and share good practice through use of staff observations
- Continue to evaluate the quality of teaching in line with OFSTED criteria and set targets for any necessary improvements:
- Track progress on teaching and learning issues identified in the School Development Plan;
- Identify key aspects of teaching for development, implement strategies to address these, and review them
- Monitor effectiveness, and ensure standardisation, of learning journeys, planning, and assessment
- Identify any underachieving groups and seek to address any identified challenges
- Monitor how effective the teaching and learning strategies are in terms of raising pupil attainment

Reviewed January 2019

To be reviewed January 2020



## Westfield Nursery School Well-being and Involvement Scales

	Involvement Scale	Well-Being Scale
1 Extremely Low	<p>The child hardly shows any activity:</p> <ul style="list-style-type: none"> <li>• No concentration, staring, daydreaming</li> <li>• An absent, passive attitude</li> <li>• No goal-orientated activity</li> <li>• No signs of exploration and interest</li> <li>• Not taking anything in, no mental activity</li> </ul>	<p>The child clearly shows signals of discomfort:</p> <ul style="list-style-type: none"> <li>• Whines, sobs, cries, screams</li> <li>• Looks dejected, sad or frightened, is in panic</li> <li>• Is angry or furious</li> <li>• Wiggles, throws objects, hurts others</li> <li>• Sucks their thumb, rubs their eyes</li> <li>• Doesn't respond to the environment, avoids contact, withdraws</li> <li>• Hurts him/herself, bangs their head, throws themselves on the floor</li> </ul>
2 Low	<p>The child shows some degree of activity but which is often interrupted:</p> <ul style="list-style-type: none"> <li>• Limited concentration, looks away during the activity, fiddles, dreams</li> <li>• Is easily extracted</li> <li>• Action only leads to limited results</li> </ul>	<p>The posture, facial expression and actions indicate that the child does not feel ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time</p>
3 Moderate	<p>The child is busy the whole time, but without real concentration:</p> <ul style="list-style-type: none"> <li>• Routine actions, attention is superficial</li> <li>• Is not absorbed in the activity, activities are short lived</li> <li>• Limited motivation, no real dedication, does not feel challenged</li> <li>• The child does not gain deep-level experiences</li> <li>• Does not use his/her capabilities to full extent</li> <li>• The activity does not address the child's imagination</li> </ul>	<p>The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.</p>
4 High	<p>There are clear signs of involvement, but these are not always present to their full extent:</p> <ul style="list-style-type: none"> <li>• The child is engaged in the activity without interruption</li> <li>• Most of the time there is real concentration, but during brief moments the attention is more superficial</li> <li>• The child feels challenged, there is a certain degree of motivation</li> <li>• The child's capabilities and their imagination to a certain extent are addressed in the activity</li> </ul>	<p>The child shows obvious signs of satisfaction (as listed under level 5). However these signals are not constantly present with the same intensity.</p>
5 Extremely High	<p>During the episode of observation the child is continuously engaged in the activity and completely absorbed in it:</p> <ul style="list-style-type: none"> <li>• Is absolutely focussed</li> <li>• Is highly motivated, feels strongly appealed by the activity, perseveres</li> <li>• Even strong stimuli cannot distract him/her</li> <li>• Is alert, has attention for details, shows precision</li> <li>• Their mental activity and experience are intense</li> <li>• The child constantly addresses all their capabilities; imagination and mental capacity are in top gear</li> <li>• Obviously enjoys being engrossed in the activity</li> </ul>	<p>During the observed episode, the child enjoys, in fact they feel great:</p> <ul style="list-style-type: none"> <li>• They look happy and cheerful, smiles, beams, cries out of fun</li> <li>• Is spontaneous, expressive and is really him/herself</li> <li>• Talk to themselves, plays with sounds, hums, sings</li> <li>• Is relaxed, does not show any signs of stress or tension</li> <li>• Is lively, full of energy, radiates</li> <li>• Expresses self-confidence and self-assurance</li> </ul>



Westfield Nursery School  
Classroom Planning

Class \_\_\_\_\_ Week Beginning \_\_\_\_\_

Area of EYFS	Activity/ Area	Learning Intention	Resources	Evaluation
PSED				
CL				
PD				
Maths				
Literacy				
UTW				
EA&D				
Outside				





# Westfield Nursery School

## Small Group Time

### Learning Intention

### Activity, Including Differentiation

### Resources

### Key Vocabulary

### Evaluation of Individual Needs/ Next Steps