

Ann Bernadt and Nell Gwynn Federated Nursery Schools



Ann Bernadt Nursery School
29 Chandler Way
London SE15 6DT
Tel No. 020 7703 1905
office@annbernadt.southwark.sch.uk

*Working in Partnership With
SEEDS
Southwark Early Years Education Development in Schools*

Nell Gwynn Nursery School
Meeting House Lane
London SE15 2TT
Tel No. 020 7252 8265
office@nellgwynn.southwark.sch.uk

Lynne Cooper, Executive Head Teacher

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Teaching and Learning Policy

School Aims and Implementation

Ann Bernadt and Nell Gwynn Federated Nursery Schools aim to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

Both schools work towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Learning and Teaching Policy Introduction

Learning and teaching are the key functions of our nursery schools.

Both nursery schools learning and teaching are the key functions and we work towards the aims of the schools through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the schools environment and the interactions between all members of the school communities.

We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.

We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
4. High expectations of learning behaviours are evident through explicit teacher modelling.

Aims

To ensure all staff, children (according to their level of understanding), parents/carers and Governors are aware of the aims for Learning and Teaching at the schools and that these are consistently applied in order to:

- Promote high quality teaching and learning across the schools;
- Raise standards by ensuring consistency and continuity of teaching;
- Facilitate learning focused on children's interests, increasing levels of involvement;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

Parents and Carers

To support the aims of the schools through:

- Promoting positive relationships between all members of both schools' communities including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement;
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the schools through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff

- Governors to regularly visit and report on different aspects of teaching and learning. They should talk to children about their learning experiences and meet with the Executive Head and Head of School to receive progress updates
- Governors should be au fait with the nursery schools' systems for planning work, supporting staff and monitoring progress
- The allocation, use and appropriateness of resources
- How the standards of achievement are changing over time
- Promote and support the positive involvement of parents/carers within the school
- Attend training and other related events
- Report to the governing body with recommendations, if appropriate, annually
- Work with Senior Leaders to review the School's Learning and Teaching Policy annually.

Early Years Curriculum

The curriculum is delivered within the statutory framework for the Early Years Foundation stage introduced nationally from 1st September 2012.

The Early Years Foundation Stage curriculum is implemented through offering children a rich and stimulating learning environment promoting the seven areas of learning:-

- ❖ Communication and Language
- ❖ Physical development
- ❖ Personal, Social and Emotional development
- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding the World
- ❖ Expressive arts and design

All areas of learning and development are important and inter-connected. The first 3 areas of learning are particularly crucial to igniting children's curiosity and enthusiasm and are known as the prime areas. The remainder areas of learning are known as specific areas.

We are committed to the principal that children's learning is holistic and cross curricular. Practitioners consistently respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children learn in different ways and these are reflected in our delivery of the curriculum. We know that children's levels of involvement are higher when they are engaged in activities/tasks which they find stimulating and absorbing therefore we subscribe to 'planning in the moment.' Planning in the moment enables adults to focus fully on what children are learning, interacting (where appropriate) to extend knowledge and skills. The learning environment is carefully resourced and organised in an accessible manner so that children can make independent choices and follow lines of enquiry. At Nell Gwynn Nursery children have the opportunity to learn through:

- 1 Playing and exploring
- 2 Being active learners
- 3 Creating and thinking critically

These are the characteristics of effective learning, integral to our provision.

Nell Gwynn Nursery School is staffed with 5 qualified Teachers (one class has 2 Teachers which job share), 5 Early Years Educators, 4 Teaching Assistants and 7 SEN Support Workers. The two year old provision is staffed by 3 Early Years Educators, 1 Two Year Old Room Manager, and 1 SEN Support Worker. The setting is organised by an Executive Head Teacher who works in partnership with the Head of School and SENCo. Together they ensure staff provide the best learning opportunities for the children through an embedded annual appraisal which also highlights training needs and opportunities.

Ann Bernadt Nursery School is led by an Executive Head Teacher. An Assistant Head Teacher, in addition to their leadership role, has a .3 teaching commitment. Including the Executive Head Teacher, there are 4 qualified teachers at Ann Bernadt, 4 Early Years Educators and three SEND Support Assistant. Further SEND support is provided by agency staff. The two year old provision is staffed by one Senior Early Years Educator, one Early Years Educator and two Assistant Early Years Educators. A part time SENCo manages the needs of SEND children.

All children have access to all areas of the nursery and learn in an environment where everyone belongs and is valued. We are an inclusive setting, which operates a programme of inclusion to meet the needs of all the pupils in our care.

At both nursery schools children will:-

- ❖ Have the opportunity to experience a rich language environment, to develop their confidence and skills in expressing themselves and to listen in a range of situations.
- ❖ Have the opportunity to be active and interactive, and to develop their co-ordination control and movement.
- ❖ Develop a positive sense of themselves and others, form positive relationships and respect for others and understand appropriate behaviour in groups.
- ❖ Be encouraged to link sounds and letters and begin to read and write.
- ❖ Have the opportunity to develop and improve their skills in counting, understanding and using numbers and describe shapes, spaces and measures.
- ❖ Have opportunities to make sense of their physical world and their community.
- ❖ Be given opportunities to explore and play with a wide range of media and materials, share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

Personal, Social and Emotional Development

At the nursery schools we aim to prepare our children for their future by helping them to develop their personal, social and emotional skills and give them a joy for learning.

We see these skills as being the fundamental building blocks for the children to be able to access the curriculum and to develop as independent learners. We provide them with experiences and support to help them develop a positive sense of self and others; to form positive relationships; to develop social skills and learn how to manage their feelings. We help children to develop a positive disposition to learn and support each child in their

emotional well-being in order that they learn to know themselves and recognise their own potential.

We work towards the Early Learning Goals within the aspect of **Self-confidence and self-awareness** by:

- ❖ Creating a climate of positivity and security to encourage children to try new activities
- ❖ Provision of stimulating activities and materials which encourage independent learning
- ❖ Praise of attempts, initiative and persistence
- ❖ Providing materials which promote recognition of emotions e.g. story books, pictures, dolls and mirrors and emotive music
- ❖ Providing opportunities to discover items which may provoke an emotive response

We work towards the Early Learning Goals within the aspect of **Managing feelings and behaviour** by:

- ❖ Providing materials which support children in their understanding of what is acceptable and unacceptable behaviour e.g. visual behaviour cards and relevant books/pictures to promote discussion.
- ❖ Setting clear, reasonable and consistent limits
- ❖ Praising positive behaviour and modelling self-control
- ❖ Demonstrating concern and respect for others and the environment

We work towards the Early Learning Goals within the aspect of **Making Relationships** by:

- ❖ Providing opportunities for turn taking and collaborative play experiences
- ❖ Providing materials which reflect children's family lives and communities
- ❖ Giving children practice in resolving social conflict
- ❖ Modelling good relationships with others

Communication and Language

At the nursery schools we aim to prepare our children for their future by helping to develop their Communication and Language skills in a range of situations and for a range of purposes. We aim to provide opportunities and encouragement, support and extension, for our children to learn and become competent in communicating. We endeavour to foster our children's enjoyment of communication and language by offering a rich language environment and by providing interesting and stimulating play opportunities. We aim to develop their confidence in communicating and build on their skills in expressing themselves.

We work towards achieving the Early Learning Goals:

Listening and Attention:

- ❖ Develop positive relationships with the children so that they respond to eye contact, verbal and nonverbal interactions
- ❖ Read a variety of modern fiction and traditional stories with repeating refrains
- ❖ Provide listening posts with stories, rhymes and songs

- ❖ Encourage the children to listen to others and model listening and attending to the communication of others
- ❖ A variety of sound lotto games, musical instruments, sound walks and tapping out the rhythms of their names
- ❖ Providing opportunities for children to participate in meaningful listening activities

Understanding:

- ❖ Extend the children's range of first hand experiences and vocabulary through visitors, visits, experiments and outings, as well as using the internet
- ❖ Support children in following instructions, offering picture clues if appropriate
- ❖ Displays that remind children of what they have experienced, using objects, artefacts, photographs and books
- ❖ Provide props and materials that encourage children to re-enact, using talk and action
- ❖ Modelling and encouraging the children to respond appropriately to what somebody has said
- ❖ Asking children to follow instructions
- ❖ Allowing the children to respond to and ask questions to clarify the meaning of what has happened or been said
- ❖ Sharing experiences and helping children with a range of activities to extend their understanding
- ❖ To remember that the children's understanding of what is being said to them outweighs what they can verbally say

Speaking:

- ❖ Display pictures and photographs showing familiar events, objects and activities and talk about them with the children
- ❖ Provide opportunities to role play both inside and outdoors; small world, through puppets and dressing up and props
- ❖ Encourage the children to express their needs and feelings in words
- ❖ Provide time for children to initiate discussions and give thinking time for children to decide what they want to say and describe what they have made or done
- ❖ Read a variety of stories with repeating refrains and encourage the children to join in
- ❖ Provide collaborative tasks such as construction, cooking, games and large floor puzzles to encourage speaking
- ❖ Extend the children's range of first hand experiences and vocabulary through visitors, visits, experiments and a range of activities

Physical Development:

At both schools, we aim to support the children to be active, safe and to improve their skills of coordination, control, manipulation and movement through the provision of a variety of opportunities. We believe that physical development may take place across all the areas of the Foundation Stage Curriculum. We aim to support the children in understanding the importance of physical activity, keeping safe and in making healthy choices. We see our physical development curriculum as providing the foundation for being healthy and active with a positive sense of well-being throughout life.

Physical Development:

We work towards achieving the Early Learning Goals in:

Movement and Handling

We aim to achieve this through:

- ❖ The provision of a variety of levels and surfaces within the class and garden together with the provision of a wide range of equipment, materials and tools which the children can access independently
- ❖ The provision of a range of climbing and balancing challenges for children to experience
- ❖ Providing a range of activities that encourage children to experiment with moving in different ways and at different speeds, as well as encouraging them to move in response to a diverse range of music and to imaginative ideas
- ❖ Modelling, teaching and encouraging children to challenge themselves and use equipment safely
- ❖ Providing an enabling environment of free flow access between indoor and outdoor areas
- ❖ Organising games which encourage children to use their cognitive abilities within active and energetic play
- ❖ The provision of activities that give children the opportunity and motivation to develop manipulative skills e.g. through cooking, painting, playdough or clay and playing musical instruments
- ❖ Providing a range of construction toys of different sizes and materials that fix together in a variety of ways e.g. twisting, pushing, slotting or magnetism and open ended resources for large scale building
- ❖ Teaching children skills of how to use tools and materials effectively and safely and giving them opportunities to practise and refine them to develop their gross and fine motor skills
- ❖ Appropriate questioning and praise of attempts, initiative and persistence

Health and Self-Care

We aim to achieve this through:

- ❖ Promoting the importance of physical activity and healthy eating through planned and spontaneous experiences
- ❖ Teaching children a variety of skills at mealtimes such as learning how to use cutlery (adults are responsive to children's cultural background), serve and feed themselves food, pour water into cups, as well as meal time etiquette
- ❖ Developing children's self-care skills such as toileting, dressing & undressing and making them aware of the importance of hygiene
- ❖ Building children's self-esteem and promoting a good attitude towards caring for themselves and others
- ❖ Supporting children to distinguish between what is safe and unsafe, raising their awareness of how to keep themselves safe, for example road safety week where children practice crossing the road with adults
- ❖ Actively teaching children about people who help us, for instance; police, nurses, doctors, dentists and lollipop people

- ❖ Encouraging children to transport and store equipment and resources safely, emphasising the importance of looking after toys at nursery

Literacy

At both schools, we aim to prepare our children for their future by helping to develop their literacy skills in a range of situations and for a range of purposes. We aim to provide opportunities for the children to start their journey of learning to read and write and to ignite their interest. We aim to create an environment rich in print from a range of places and display different languages where appropriate. Early reading is about children understanding and enjoying stories and rhymes, books (both fiction and fact), and recognising that print carries meaning. Writing is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.

We work towards achieving the Early Learning Goals:

Reading:

- ❖ The provision of an attractive book area
- ❖ The provision of a variety of reading matter; fiction and non-fiction books, poetry and rhymes, home-made class books, magazines and comics and ICT
- ❖ The provision of story props and visual clues to ensure access for all children
- ❖ Reading and writing instructions and recipes, posters and signs for role-play areas and different display boards with the children
- ❖ By encouraging parents to use home/school book lending
- ❖ By providing opportunities to focus on meaningful print such as a child's name, words on a cereal packet or a book title
- ❖ Share rhymes, books and stories from many cultures, sometimes using languages other than English if appropriate
- ❖ Learning to recognise their written names and the initial letter of their names
- ❖ Using environmental print and logos

Writing:

- ❖ The display of a wide range of fonts and scripts and materials that reflect a cultural spread
- ❖ Drawing attention to writing and signs in their environment such as road signs and shop names
- ❖ The provision of writing opportunities in the role-play areas both inside and out, for example making shopping lists, taking restaurant orders, a writing area, writing a recipe together, scribing the children's work, or writing the words for a class book
- ❖ Encouragement to recognise and to write their own name on their learning
- ❖ Encouragement to have a go at writing the initial sound of the word and other consonants they can hear in the word and playing games that encourage children to link sounds to letters
- ❖ Planning fun activities and games that help children create rhyming strings of words

- ❖ Demonstrating writing so that children can see writing in action, such as writing Thank you letters to visitors
- ❖ The provision of a wide range of mark making tools, indoors and outdoors; large and small paint brushes, wax crayons, coloured pencils and writing pencils, ball point and felt-tip pens, chalk, oil pastels, charcoal, sticks or twigs in sand or mud, drawing program on the computer, markers for the white board, etc.
- ❖ Developing manipulative skills through, for example, tearing paper, finger paint, clay, play-dough, gluing, shaving foam, gloop, soapy sand and deodorant bottle painting
- ❖ The provision of a range of activities to encourage large and fine motor skills such as throwing, kicking, batting balls on string, dancing with ribbons, sawing and hammering, opening and closing screw topped lids, using tweezers with lentils, beans, etc.
- ❖ The provision of opportunities to write meaningfully, for example, placing notepads by phones or having appointment cards in the role-play areas

Mathematics

At both schools, we aim to provide a broad and balanced curriculum and provide firm foundations in mathematics for all pupils. We believe that learning should be through first-hand experiences and teaching should allow the children to work to their full potential. Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces, and measures.

We support the children in developing their understanding of mathematics in a range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. It is important that the children are able to practise and extend their skills in these areas and to gain confidence and competence in their use. Children's mathematical development occurs as they seek patterns, make connections and recognise relationships through finding out about and working with numbers and counting, with sorting and matching and with shape, space and measures.

We work towards achieving the Early Learning Goals:

Numbers:

- ❖ The provision of stimulating resources and equipment which are readily available and encourage children to be creative in developing their problem solving skills and offer appropriate challenge
- ❖ The provision of adult directed challenges, asking appropriate questions and giving time for children to formulate an answer and solve problems before intervening or asking another question
- ❖ Modelling mathematical vocabulary and counting in a variety of contexts and providing opportunities for counting and solving number problems in everyday situations
- ❖ Providing collections of interesting things for children to sort, order, count and label in their play
- ❖ Using mathematical opportunities from stories, number rhymes and explore real-life problems
- ❖ Displaying numerals and mathematical concepts in purposeful contexts
- ❖ Making mathematical games accessible and teaching children how to play them which relate to number order, addition and subtraction

- ❖ Showing interest in how children solve problems and valuing their different solutions
- ❖ Encouraging, valuing and praising all achievements

Shape, Spaces and Measures:

- ❖ The provision of stimulating activities and resources which are readily available and offer challenge
- ❖ Using the potential of the outdoor environment – allowing the children to discover things about shape, distance and measures through their own physical play
- ❖ Introducing the children to the use of mathematical names for solid 3D shapes and flat 2D shapes, and the mathematical terms to describe shapes
- ❖ Displaying shapes in purposeful contexts
- ❖ Demonstrating the language for shape, position and measures in discussions and modelling the vocabulary of shape, pattern, size and position
- ❖ Encouraging children to talk about the shapes they see and use and how they are arranged
- ❖ Providing rich and varied opportunities for comparing length, weight and time
- ❖ Varying the use of volume and capacity equipment in the sand, water and other play areas to maintain interest
- ❖ Asking appropriate questions and encouraging, valuing and praising all achievements

Understanding the World

At both schools, we aim to develop and extend a child's natural curiosity about the world, helping the children develop the knowledge, skills and understanding that allow them to make sense of their world. We aim to create confident, resourceful, motivated, independent learners by providing a stimulating environment which offers a range of activities (indoors and outdoors) which will encourage the development of observation, exploration, prediction, problem solving, critical thinking, decision making and discussion skills. We will support their learning through offering opportunities for them to use a range of tools and ICT equipment safely; encounter creatures, people and plants and objects in their natural environments and real life situations; undertake practical experiments; work with a range of materials; develop an awareness of and respect for the similarities and differences between people; and develop a sense of the wider world.

The UW Curriculum

We work towards achieving the Early Learning Goals in:

People and Communities

We aim to achieve this through:

- ❖ Exploring the main culture of the majority of children in the setting in a range of different ways and through a variety of different resources.
- ❖ Celebration of special events in the children's and their community's lives.
- ❖ Introducing the children to a range of cultures and religions through different resources and activities e.g. stories, cookery, role-play, music, dance, ICT, creative media etc.
- ❖ Visits to different parts of the local community
- ❖ Encouraging children to talk about and share memorable experiences of their family or cultural traditions
- ❖ Visits from/to different members of the community and religious groups.

- ❖ Displaying positive images of all children from a wide range of cultures and including those with diverse physical characteristics.
- ❖ Helping the children to learn positive attitudes and behaviour towards people who are different to themselves
- ❖ Ensuring that any cultural assumptions and stereotypes that are already held are countered in activities.

The World:

We aim to do this through:

- ❖ Stimulating practical activities illustrating a range of scientific concepts, which encourage the children to become independent learners, to question, discuss, describe and interpret their findings and develop higher level thinking skills.
- ❖ Developing observational skills through close examination of a wide range of living things, objects and materials through a variety of means.
- ❖ Multi-sensory experiences, both inside and in the outdoor environment.
- ❖ Providing a range of materials and objects to play and experiment with that have different purposes and work in different ways e.g. whisk, torch, pulley, electricity sets, magnetic objects, construction toys. Children are encouraged to speculate on the reasons why things happen or how things work.
- ❖ Exploring the local area, both the built and natural environment. Children are encouraged to discuss, compare and comment on features. We give opportunities for designing and/or caring for their immediate environment e.g. planting in flowerbeds.
- ❖ Providing activities which introduce different environments to the children e.g. rock pools in the water tray, jungle or farm habitats in a small world tray, stories about children in different countries.
- ❖ We encourage the children to discuss differences between their own environment/climate and others. We also encourage the children to create their own environments (real and imaginary).
- ❖ Introducing children to the world as a whole e.g. through stories, discussion about holidays, world maps etc.
- ❖ Children are encouraged to look at a variety of maps from a large scale local map to a world map/globe and to talk about and discuss journeys (on a small and large scale). We provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of known and imaginary landscapes.
- ❖ Encourage the children to raise questions and suggest solutions and answers.

Information, Communication Technology:

We work towards the Early Learning Goals within the aspect of ICT by providing opportunities for children to find out about and identify the uses of technology. We encourage children to explore all aspects of technology around them and to develop their knowledge and understanding of the world through activities based on first-hand experiences, exploration and investigation using ICT equipment and programmable toys.

We aim to do this through:

- ❖ The provision of stimulating activities and resources which are age appropriate.

- ❖ The provision of equipment and software which sets appropriate challenges.
- ❖ Talking about ICT apparatus, what it does, what you can do with it and how to use it safely.
- ❖ Drawing children's attention to pieces of ICT apparatus they see or that they use with adult supervision
- ❖ Teaching children how to use ICT equipment and encouraging them to explore different ICT apparatus.
- ❖ Incorporating technology resources in their role play.
- ❖ Ensuring safe use of all ICT apparatus and make appropriate risk assessments for their use.
- ❖ Using ICT across the curriculum to support, enhance and enrich learning and teaching.
- ❖ Developing the use of new technologies to support, enhance and enrich learning and teaching
- ❖ Developing the use of new technologies as they become available.
- ❖ Encouraging, valuing and praising all achievements.
- ❖ Appropriate questioning.

Expressive Arts and Design

At both schools, we aim to prepare our children for their future by helping to develop their Creative skills by the provision of support for their curiosity, exploration and play. We provide opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We work towards achieving the Early Learning Goals within the aspect of Exploring and using media and materials by:

- ❖ Singing and reciting traditional songs and rhymes for children to join in with
- ❖ The provision of a wide range of musical instruments including those from different cultures
- ❖ Providing resources so that children can create their own musical instruments
- ❖ Providing opportunities to dance to familiar and unfamiliar music and with resources e.g. ribbons and streamers
- ❖ Providing a wide range of equipment to make constructions and explore joining items together
- ❖ Providing resources for exploring colour
- ❖ Providing resources from the natural world for children to observe, feel and discover
- ❖ Introducing and modelling relevant vocabulary to help children describe and talk about their observations, experiences and their creations.
- ❖ Developing children's knowledge of different media so that they can find out what happens when they put different things together e.g. paint and sawdust

We work towards achieving the Early Learning Goals within the aspect of **Being Imaginative** by:

- ❖ Encouraging children to represent their own ideas, thoughts and feelings through art, music and role play
- ❖ Providing a wide variety of small world toys and equipment both indoors and outdoors
- ❖ Providing a wide range of construction including large and small wooden blocks as well as commercial sets and recycled materials
- ❖ Encouraging children to make-believe with a range of objects within a range of role play areas e.g. using a cardboard cylinder to make a telescope
- ❖ Modelling creative and purposeful play in all role play areas including unstructured areas of sand, water, small and large construction
- ❖ Reading a wide range of traditional and contemporary stories and rhymes, providing the props so that children can re-enact them.
- ❖ The provision of dolls, including multi culturally diverse reflecting the community of Nell Gwynn Nursery.

Resources

Both schools are well resourced, organised, labelled and promotes children's independence in accessing their required resources for their play. Children have access to a wide range of resources which enhance the learning opportunities for all our children:

- ❖ **Home/School Library:** Children are encouraged to borrow books to share at home.
- ❖ **Sensory Room:** This is a purpose built enclosed room situated next to the reception area where children are able to relax and enjoy resources to stimulate their senses. This room is supervised by more than one adult when in use.
- ❖ **Outside Learning:** We have a secure outdoor learning environment which is enjoyed by all children which includes three garden areas and a garden for parents/carers. Resources include sand play area, water features and water play resources, bridge and circular path suitable for wheeled toys, pond and digging areas, mud kitchens, imaginative play areas, wheeled toys, quiet/reflective areas, musical areas and large climbing equipment and resources to develop specific skills e.g. throwing/catching
- ❖ **Display:** Children participate in displays and see them as a means to celebrate their achievements.

Displays are used to:

- 1 Stimulate conversation and recall experiences.
- 2 Provide information
- 3 Provide a stimulating and exciting environment in which to learn.
- 4 Demonstrate learning experiences in all areas.
- 5 Raise the children's self-esteem.
- 6 Show pride in children's achievements.

Assessment / Planning / Record Keeping

On-going assessment is an integral part of the learning and development process.

Assessment of the children at the schools are undertaken in a variety of ways:

- ❖ On Entry to and Exit from the Nursery
- ❖ Four assessments over the academic year (children may have more than four assessments if they join Nursery before the age of three)
- ❖ On-going school staff assessments
- ❖ Child observations documented within Children's Learning Journeys. These are available to children along with samples of mark-making, early reading and early maths within their Learning Journey folders
- ❖ Intervention from outside agencies

We have adopted 'Planning in the Moment' where adults focus on what the children are interested in, supporting and extending their learning.

Children's individual learning journeys are documented on paper, featuring the adult's role in teaching and learning highlighted in yellow, while the child's response whether verbal or non-verbal, highlighted in green. All staff are expected to contribute to observations to build a holistic picture of each child. Photographs which feature children involved in learning are added to the Learning Journeys as a visual element. It is important to note that a greater emphasis is placed on remaining in the moment with the child as opposed to recording. Brief notes may be taken as a prompt and SEN Support Workers record on white labels, handed in to staff before their departure. Teams meet at the end of the day to discuss children and contribute to their Learning Journeys.

Each term every child in the class will have a week dedicated to them, known as their focus week. Over the course of one academic year each child should be a focus three times (autumn, spring and summer). Children will have access to their Learning Journey folder so they can talk about their experiences and fascinations. Parents as primary educators are encouraged to participate in their child's learning through ongoing discussions regarding their child's development, contributing to their Learning Journey, identifying and working towards children's next steps in partnership with staff. Parents are also able to discuss their child's progress through curriculum days and formal as well as informal teacher discussions.

Progress made by children who are due to transfer to Primary School is shown on a transfer report sheet prior to the end of the summer term. This is shared with parents/carers before being passed onto the receiving School. Nell Gwynn Nursery prioritises transition work in the summer term, liaising with Primary Schools to ensure that children are prepared for change and Schools have the necessary information to accompany transition.

Inclusion

We believe it is every child's entitlement to have access to a curriculum which ensures progression and learning is broad and balanced and is appropriate to their needs.

- Inclusion is about every child having educational needs that are special and the setting meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Nell Gwynn Nursery is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.
- Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with Education, Health and Care Plans, have learning plans specifically tailored to their needs. These are followed as far as possible as part of normal teaching and learning but sometimes require specific input involving withdrawal from the classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Special Educational Needs Provision

Both schools provides for children with a wide range of abilities and/or difficulties. Places for children with or without special educational need are allocated places in line with the whole school admissions policy. Many children with Special Educational Needs have a diagnosis or an identified need before they begin at the Nursery School. For those children who have been unknown to any services we use the following processes for early identification:-

- ❖ Entry Assessment
- ❖ Staff observations
- ❖ Monitoring observations found within their Learning Journey
- ❖ Discussions with parents/carers
- ❖ Assessment Records
- ❖ If the above records lead a teacher to have concerns, the concerns will be discussed with the school's SENCo and next steps identified. These could be in the form of:
 - ❖ Referral to an outside agency
 - ❖ Monitoring a child on a regular basis
 - ❖ Completing an Early Help Delivery Plan after meeting with parents/carers
 - ❖ Setting a range of targets over a period of approximately 6 weeks

Any concerns and actions that the School undertakes will be reported to the parents.

SEND Code of Practice

Children are entered on the Register of Special Educational Needs if they require provision that is additional to or otherwise different from the educational provision made generally for the rest of the children in the school.

The majority of our children with SEND will be under the umbrella term of Early Years SEND, where children are being referred for assessment and support or may already have a team of professionals involved. Those children requiring statutory assessment which is now known as an Education, Health and Care Plan (EHC Plan) will come under EHC Plan level.

Specialist Resources

Each school are able to provide:

- ❖ Sensory Room
- ❖ Range of specialist S.E.N. materials
- ❖ Disabled toilet
- ❖ Nappy changing area
- ❖ Nursery garden designed to meet a range of sensory needs
- ❖ Access to training (in-house and external)
- ❖ Access to outside agencies e.g. Speech Therapist, O.T., Physiotherapist, Educational Psychologist
- ❖ Experienced and committed team of staff

At Ann Bernadt and Nell Gwynn Federated Nursery Schools all teaching staff are teachers of children with Special Educational Needs

Implementation of the Learning and Teaching Policy

What is 'good learning'?

We believe that children learn best when;

- They are encouraged to form positive relationships with their teaching staff, peers and other members of the school community
- They have clear direction and are praised for all the good things that they do
- They are actively involved in their learning at an appropriate level to match their learning needs
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is effectively tailored by familiar adults
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

We believe that children learn best when they are appropriately challenged with learning experiences which are relevant to their lives and interests and are motivating and engaging:

- Children engaged in self-chosen activities which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary;
- Children taking pride in their work and wanting to succeed in it;
- Children being involved in investigations and problem solving tasks;
- Children having the opportunity to work both within the school environment and also in alternative environments, when appropriate, during educational visits;
- Children keen to finish and improve their work and persevere with tasks which they think are difficult;
- Children being able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.

We believe that children learn best when they are working in an environment which is safe, caring, supportive and stimulating:

- Children are secure and happy in a safe, purposeful environment;
- Children feel they are able to explore their own ideas and feelings and to respect the views of others;
- Children responding well to encouragement, praise and rewards;
- Children showing care and respect for each other and their own and others' property;
- Children's work is displayed, celebrated and valued;
- Children being aware of how to keep themselves and others safe around the school and in the wider community;
- Children modelling the Values and Skills of the school independently.

We believe that children learn best when their learning enables appropriate and pertinent aspects of personal, social, moral and emotional development within both overarching and explicit provision;

- Children's personal, social, moral and emotional development is supported through the School's provision; both within the discreet and hidden curriculum, in order that they achieve well academically.
- Children to develop an increasing awareness of their own spiritual, moral, social and cultural development and learning to apply this in their decision making and actions.

We believe that good teaching is when teachers (and other adults when applicable) insist on high expectations of learning and social behaviours;

- Senior leaders develop clear and consistent structures and systems for all members of the school community that identify expectations for both learning and social behaviours;

- Teaching staff and other adults maintain positive relationships with the children without underestimating the need for good behaviour;
- The learning environment captures children's interest and caters to their learning needs so that all children are encouraged to display good learning behaviours;
- Teaching staff and other adults consistently but sensitively use the school's Behaviour Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
- Teaching staff use appropriate resources, including the use of ICT to support and extend children's learning;
- Resources are clearly labelled, the children can access them and use them with increasing independence;
- Early Years Educators and Teaching Assistants are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

We believe that good teaching is when teachers effectively assess and monitor children's progress in order that they can affect children's learning:

- Senior leaders, at all levels, and all teachers maximise the opportunities to impact on children's learning through self-evaluation structures, and on-going assessment and feedback. This will involve senior leaders, at all levels, and teachers engaging in the following activities and affecting practice accordingly;
- The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement;
- The regular assessment and tracking of children's standards and achievement in Reading, Writing and Mathematics in the Early Years to individual targets set;
- The regular evaluation of progress shown by all children through discussion between senior leaders, including the SENCO;
- The regular monitoring of progress in Early Years Stage, establishing provision targets for individual, group and cohorts of children against assessment criteria;
- Class teachers regularly assessing children's understanding and progress to quickly recognise children's barriers to learning and moving swiftly to overcome them;
- Teachers providing encouragement, praise and rewards for the effort, outcomes and progress children make;
- Teachers use diagnostic feedback to children; verbally,
- Teachers liaising with the school's SENCO in the formulation and implementation of any intervention programme including children's Education and Health Care Plans and evaluating the impact of these on the children's learning.

We believe that good teaching is when teachers use resources effectively, including other adults, to support children's learning;

- Subject or aspect leaders ensure that specialist resources are stored, maintained and audited in designated areas;

- Children are taught how to use resources correctly and safely and also to respect and maintain equipment;
- Care is taken that resources reflect the cultural and linguistic diversity of the school and that all children have equal opportunities to use these resources;
- Resources used are appropriate to the task and age of children in supporting and engaging them with their learning;
- Other adults are deployed effectively to work with individual children or small groups of children both within the classroom and in intervention activities to maximise learning opportunities.

We believe that good teaching is when teachers use technology effectively in order to support children’s learning;

- Senior leaders, at all levels, and teachers use the School’s electronic assessment system to record and monitor children’s progress against the targets set at the beginning of the year and affect provision accordingly;
- Teachers increasingly use a wide range of technology to support, enhance and engage children in their learning and encourage and support children to use these resources increasingly independently.

We believe that good teaching is when teachers use questioning effectively to gauge and extend children’s skills, knowledge and understanding;

- Teachers ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) to children in order to check understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language.

We believe that good teaching is when teachers are reflective regarding their professional practice and the overall provision the School offers:

- Senior leaders, at all levels, and all staff are aware of the need to be both reflective and proactive in developing both the nursery school and themselves in order to develop and sustain effective provision and practice. This is exemplified through effective and robust School systems and structures within the accountability process including:
 - a. School self-evaluation practices;
 - b. The Performance Management Cycle;
 - c. Bespoke whole, group or individual staff Continuous Professional Development
 - d. The School’s meetings cycle; including Governors, Senior Leaders, and teaching staff.
 - e. Informal support from colleagues at a variety of levels.

The Role of Early Years Educators, Teaching Assistants/SEN and Crèche Workers:

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To develop children’s knowledge and skills through scaffolding learning or by enabling access for identified children;
- Supporting small numbers of children during massage/story/group times
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with Education Health and Care Plans / Individual Behaviour Plans (IBPs)

Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

Monitoring and Review

The Executive Head Teacher and Head of School will monitor the effectiveness of this policy throughout the academic year. The Executive Head Teacher and assigned Link Governors will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

Teaching and Learning Policy

Name of School Ann Bernadt & Nell Gwynn Federated Nursery Schools

Date: Wednesday 18 January 2017

Oliver Kempton
Chair of Governors

Lynne Cooper
Executive Head Teacher