


## Chapel Street Nursery School Teaching and Learning Policy

Approved by GB	Date: May 2022
Signed by Chair	 Signature:
Due for Review	Date: May 2024

### Introduction.

This policy is central to the school's purpose as a place of learning. At Chapel Street Nursery School, we believe that high quality learning and teaching in early childhood enables children to become life-long learners and will assist them in reaching their full potential.

### Rational.

We believe that children need to

- learn through play, first-hand experience, and meaningful conversations.
- be appropriately challenged, encouraged and supported by peers, adults and their family.
- have the opportunity to be autonomous and independent, making decisions and choices for themselves.
- be able to be active, take risks, be inquisitive and explore.
- feel happy, comfortable and safe, their confidence and self-esteem need to be high.
- enjoy positive trusting relationships with peers and adults ensuring they feel safe, secure and valued.

### Aims

- To provide a broad and balanced curriculum that is developmentally appropriate.
- To provide an environment, both indoors and out, that is stimulating and interesting to develop enquiring minds, by sustained shared thinking and effective questioning.
- To provide a language rich environment to support children to become good communicators.
- To acknowledge that each child is an individual.
- To promote confidence and a sense of wellbeing in our children.
- To promote a love of learning in all our children.
- To provide challenges for our children that highlight that perseverance is part of learning.
- To build upon children's individual successes.
- To develop a sense of belonging and ownership with children, parents, staff and governors so they take pride in our nursery.

As an early years setting, we follow the *Statutory Framework for the early years foundation stage (September 2021)* and use documents such as *Birth to five matters (2021)* and *development matters (July 2021)*

### Learning and development

The NURTURING\* curriculum at Chapel Street Nursery School sets out experiences we want to give all children before they move onto reception. We use non statutory guidance to plan opportunities and skills that need developing in order to reach these end of year experiences. There are 7 areas of learning which are split into prime areas and specific areas. These are:

Prime areas	Specific areas
-Communication and language -physical -personal, social and emotional	-literacy -mathematics -understanding the world -expressive arts and design

Our planning is also built around the different ways children learn. These are referred to as Characteristics for Effective Learning and are:

1. Playing and Exploring - children investigate and experience things, and 'have a go'.
2. Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
3. Creating and Thinking Critically - children have and develop their own ideas; make links between ideas, and develop strategies for doing things.

### Our Practice.

#### Enabling environments-

We are a fully inclusive setting with a specialist provision for children with severe and complex needs. All children are supported across the nursery by qualified teachers, early years workers and a SENCO. The whole team ensure the environment is devised to meet the needs of all children through observation, following policies and training.

We value the outdoor classroom equally to the indoor classrooms although we do recognise that certain opportunities will lend themselves better to either the indoor or outdoor classroom. Learning is planned thoroughly in all areas, ensuring equipment is safe and age appropriate.

We follow a curiosity style approach in the environment through the use of real and natural objects. Plastic toys are limited to encourage deeper level thinking from the children with open ended resources.

#### Planning-

Planning at Chapel Street is designed to ensure a balanced curriculum is offered to all children in all areas. We use a mix of group teaching (maths, literacy and phonics), adult initiated planning

and child initiated learning which are developed from observations and assessments of the children. A long term plan is in place to show a clear progression of skills that are developed over the course of a year. There are key opportunities to repeat and embed skill throughout. Separate maths and literacy long term plans show the skills that will be taught at each point in the year thought he use of books and rhymes. With the support of SLT, teachers produce medium term plans and weekly plans to ensure all children across the nursery have the same opportunities to practice these skills.

### **Assessment and record keeping-**

Assessment is carried out by all staff through observations of the children at Child Initiated learning as this is where the children demonstrate the learning they have achieved. Adult led sessions are evaluated in order to inform next steps in teaching.

Staff are required to submit baseline data on each child after they have been in setting for 2 weeks and then again each term. The children are categorised as working towards or being on track in their learning. Staff use the document Development Matters in Luton to inform their judgements. Each key worker first makes a judgement on their key children and then this judgement is moderated through discussion as a class team. Moderation also happens through SLT and curriculum leads on a randomly selected group of children who are observed to check there is agreement. Where there is any disagreement over judgements these are discussed with the class team.

Class leads use this knowledge to inform their planning so that children working towards catch up. They use Talking takes off for children who are working towards in communication and language. SLT analyse the data to look at trends and areas for development and discuss these with team leads. Team leads share the areas for development with their teams and use the information to inform their planning. This data feeds into the School Development Plan as it demonstrates areas for development in the nursery and also feeds into appraisals for whole nursery development targets.

SEN children are currently assessed using the Luton SEN development profile. This is currently under review. Each child who has an additional need who attends the Meadow Provision has a key worker who is responsible for updating the child's profile termly. They discuss the child with the team lead in their base room. The SENDCo moderates these profiles and if any disagreement in judgment occurs they are discussed. Children are tracked to show progress. This data is used to inform IEP targets and if a child is not progressing discussion takes place with the SEN team as to how to address this. Each child with additional needs has an IEP which is set by the room lead in Meadow and reviewed every 8 weeks with the child's parents. If children achieve their targets before 8 weeks the IEP's are reviewed sooner. These IEP's are shared with parents.

### **Parental engagement-**

Each child is given a Key worker. Parents are informed of their child's keyworker and will be given termly opportunities to discuss their child's progress with the keyworker at parent's consultations.

We will keep parents informed by sending home 'talking time' sheets each week for parents and children to talk about what they have been doing in school.

Parents/carers are invited into nursery every Thursday to engage in a planned activity with their child. Parents with a child in the Meadow are invited to join the meadow at an activity and to see the learning interventions we use with their children.

We produce newsletters each term to keep parents up to date with what is happening in our nursery.

### **Roles and responsibilities-**

#### **Governors:**

Hold the Senior leadership to account through reports, visits, observations and questioning.  
Talk to teachers and middle leaders during visits regarding curriculum areas.

#### **The head teacher will:**

Take overall responsibility for planning and assessment.  
Share findings with governors within termly reports  
Ensure assessment takes place and moderated.  
Ensure all staff understand the skills children need to become good citizens using values and through the understanding of cultural capital.

#### **The senior leadership team will:**

Construct a plan of observations of teaching and learning to ensure teaching is consistent around the nursery School.  
Give timely feedback to staff following any observations.  
Source training linked to areas of development.

#### **The middle leadership team will:**

Take the lead in the specific areas of the curriculum.  
Ensure the progress of their class is a priority.  
Ensure assessments are made for their class and moderated by the team.  
Use assessments to plan interventions for specific children/groups of children.  
Take the lead for planning in their classrooms and the garden.  
Teachers will plan for maths and literacy for the whole nursery

#### **Classroom staff will:**

Interact sensitively with children during their play by observing, showing interest, joining in and/or suggesting extension ideas.  
Plan the environment to reflect the children's interest, cultures and developmental stages.  
Use natural and real resources to encourage open ended play and exploration.  
Encourage children to persevere and extend their play.  
Plan WOW moments inside and outside.  
Plan for manageable risk taking.  
Provide opportunities for adult led activities and child initiated learning

This policy has been written in conjunction with the headteacher, senior leadership team and governors.