



Cleddens Early Years Centre

Learning, Teaching and Assessment Policy

Rationale

To provide children with a stimulating learning environment in which to develop their capacity in skills for learning, skills for life and skills for work.

Aim

To ensure that children have access to a broad and balanced curriculum indoors and outdoors with access to skilled and knowledgeable practitioners to support and challenge children in their learning journey.

Pre-Birth to 3 and Building the Ambition are the documents we use to plan learning opportunities for our under 3's in the nursery. We refer to the four principles:

Rights of the Child

All children should be valued and respected at all levels and have the right to have their views heard and acted upon.

Relationships

Relationships are important, providing the starting point for development, learning and creating trusting relationships with families.

Responsive Care

Responsive care means knowing and accepting each child and respecting each child as an individual.

Respect

Each child is an individual, a person who has the right to be responded to and treated with genuine respect and dignity at all times.

There are nine features recognised which help staff promote these principles all of which are equally significant and relevant in encouraging the children's individuality and development. These are as follows:

- **Role of the Staff**



- **Attachments**
- **Transitions**
- **Observations, Assessment and Planning**
- **Partnership Working**
- **Health and Wellbeing**
- **Literacy and Numeracy**
- **Environments**
- **Play**

The Curriculum for Excellence and Building the Ambition are the documents we use to plan our learning environment and experiences we provide to develop children in their skills and learning. We refer to the 7 curriculum principles to ensure the quality of the learning and teaching.

- **Challenge and Enjoyment-** To ensure the children find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.
- **Breadth-** All children should have opportunities for a broad, suitably weighted range of experiences.
- **Progression-** The children should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.
- **Depth-** There should be opportunities for children to develop their full capacity for different types of thinking and learning.
- **Personalisation and Choice-** The curriculum should respond to individual needs and support particular aptitudes and talents.
- **Coherence-** Taken as a whole, children's learning activities should combine to form a coherent experience.
- **Relevance-** Children should understand the purpose of their experiences. They should see the value of what they are learning and its relevance to their lives, present and future.

Outcomes

Our learning environment

At Cleddens EYC we ensure our environment provides a welcoming, nurturing ethos and a stimulating physical environment for children to play and learn. We have 1 room that accommodates 9 babies, 1 room that accommodates 20 2year olds and 3 large free flow rooms that accommodate 114 children aged 3-5 years old. We have a large outdoor space for children to explore, create, problem solve, learn and achieve. The children are fully involved in planning for the environment and choosing learning provocations that interest them. Children have free access to indoor and outdoor learning daily.

Safeguarding and Welfare



At Cleddens EYC we follow Child Protection and Care and Welfare policies to ensure our children are safe. Every child has a completed GIRFEC Care Plan at induction which informs practitioners of the child's needs and stage of development. At Cleddens we ensure we contact other split placement or transition centres to build relationships and/or request a report about the child's wellbeing and development. Staff are trained annually on child protection policy and procedures.

Observation, profiling, analysis and planning

Every child in our centre has a key worker who is responsible for communicating with parents/ carers, tracking children's learning, planning for their development and next steps. We have a nursery teacher who works to support and challenge children in their development and next steps in literacy and maths. Parents, children and practitioners are all involved in recording observations, reviewing learning and planning next steps.

In Cleddens EYC we use electronic learning journals that parents can access at home. We use these to inform parents and involve them in their children's learning. Families contribute to children's learning journals with achievements from home and news. Children also have files that they can freely access that evidence any pictures, art, or paper activities that they have participated in.

Learning through play and teachable moments

Practitioners plan through observing children's interests in play, linking learning to Pre-Birth to Three Curriculum or Curriculum for Excellence frameworks. Practitioners are skilled at scaffolding learning, supporting and challenging physical skills, emotional and social development, and children's problem solving and thinking skills. We offer a broad balanced curriculum for children to extend and develop their learning through child led, child initiated and adult initiated play.

Planning for Learning, Development and Care

Cleddens EYC uses long term, medium term and short term planning methods to provide a rich learning environment for the children.

Head of Centre oversees the quality of provision, care and welfare and the learning and teaching within the nursery. Head of Centre and Depute Head of Centre implements and monitors the improvement plan for the 3 year cycle of improvement (long term plans). We use backdrop curriculum plans for the annual cycle of structured learning programmes (medium term plan) and we have weekly staff and planning meetings for responsive planning in our setting (short term plans).

The backdrop curriculum plans ensure we have a targeted approach to our core curriculum areas of Health and wellbeing, Maths and Numeracy and Language and Literacy.

The Nursery Teacher plans termly for support and challenge opportunities for children to develop their skills in literacy and maths and monitors and supports staff planning.

Staff plan on a fortnightly basis with children's ideas at the centre of learning focus. Staff report to the nursery teacher fortnightly with their records of experiences. Staff record and evaluate the experiences with the children and upload observations into e-journals. Staff record and review learning through



Talking and Thinking books that provide photographs, links to the curriculum, the children's voice and differentiation in learning experiences.

Inclusion and diverse needs

Cleddens EYC recognises the diverse cultures, race, religion and individual needs of our families. We have an open admissions policy. Diversity is celebrated. Individual children are enabled to reach their full potential through differentiated approaches to learning. We strive to offer equal access to the curriculum and equal opportunities to experience success to all of the children in our care. All children should feel that all activities are open to them.

Parent partnerships and our local community

Parents as partners are an important part of the life of our centre. Parents participate through regular stay and play sessions, contribution to learning journals, participation at curriculum evenings, engagement in family learning initiatives, access supporting families resource, attendance at events such as 'Big Breakfast', participation in fundraising events, attendance at parent meetings and care plan updates.

We encourage curriculum visits from parents with interesting jobs, to share knowledge and celebrate different cultures. We also engage with local police, fire brigade and lollipop man to support our World of Work topic and Safety Topics in the nursery.

We gather parents views as part of our process of meaningful self-evaluation to help shape our centre improvements and priorities.

Transitions

We recognise that transitions play an important factor in children's wellbeing and capacity to learn and develop.

Prior to starting in Cleddens EYC every family is invited to visit where they will be given information about the centre and complete an enrolment pack. Every child will have settling in period that will be tailored to their needs to ensure their wellbeing within our setting.

Senior staff will contact children transitioning from another centre and build relationships with split placement centres.

All children transitioning to school will have information shared about their link schools transition programme. Teachers from other link schools will be welcomed into the centre to observe transitioning children. Key workers will prepare transition reports for school leavers which parents can contribute to. Electronic learning journals are emailed to link schools.

Reflection and improvement

At Cleddens EYC we evaluate quality and practice of our environment and learning opportunities monthly. We refer to the frameworks – Curriculum Benchmarks, How Good is Our Early Learning and



Childcare, Building the Ambition, Health and Social Care Standards, My World Outdoors and Space to Grow.

Staff attend weekly meetings to share information and discuss planning. Staff engage in peer evaluations to share good practice and professional dialogue with each other.

Staff participate in monthly self-evaluation and group evaluations during inset days. Self-evaluation outcomes influence the improvement plan and direction of the centre.

Parents are consulted for their views and input to the developments within the nursery.

Senior management team observes practitioner practice termly and provide feedback to staff to celebrate and develop practice.

Staff Development

It is the responsibility of the senior management team to ensure our workforce have opportunities to develop professional capacity through undertaking leadership roles and having training opportunities. Staff should also attend regular staff meetings.

All staff attend professional development reviews to express their future aspirations, reflect on professional development and performance.

Staff are responsible for maintaining SSSC registrations, meet set conditions and adhere to Codes of Practice.

CROSS-REFERENCES:

HGIOELC	2.2, 2.3, 2.4
National Care Standards	4

The policy was reviewed on:	Date: 3.2.20
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