

Basnett Street Nursery School & The Chatterbox Club



TEACHING, LEARNING & CARE POLICY

The Teaching, Learning and Care Policy Basnett Street Nursery School has been developed with our key pedagogies central to all aspects of learning. We believe that children all deserve the best start to their education regardless of their starting points.

'An exciting place to learn and thrive; a place where all children are valued; a place that nurtures and cements early foundations for lifelong learning'.

Our mission statement expresses the key focus on enabling children to develop the skills to be confident, independent and lifelong learners.

Our Curriculum Vision

Our curriculum has been created to meet the needs of our children to ensure that accelerated progress can be made to support our children to reach their full potential and be ready for their next stage of education. Each area of learning is a carefully planned sequence of knowledge and skills each child needs to learn according to their stage of development.

We have developed a personalised curriculum document with clear intent and implementation, carefully considering how we can develop knowledge alongside skills through an exciting and stimulating environment in which all children will be motivated to learn. Children will be encouraged to become independent learners, developing skills that will equip them for their future learning journeys.

We will provide a safe and caring environment that promotes challenge, exploration and high levels of involvement where each child is supported to reach their full potential. Our key worker

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system allows children to feel supported on their journey, with a person who takes the time and care to develop close relationships and deep knowledge of the child to then provide learning experiences that are personalised and ensure all children's needs are met. On entry key workers take part in home visits, to allow the children to familiarise themselves with key members of staff and to allow us to have a deeper knowledge of the child and their families to ensure smooth transition into Nursery School and begin this vital relationship with their key worker.

Our aim of supporting and developing a cohesive community underpins our whole school ethos. We believe this is vital in ensuring all children have a sense of belonging and that they are supported to appreciate and value the diversity of people's backgrounds and individual needs in a loving and caring environment.

OUR PLANNING PROCESS

The starting point is our curriculum and knowledge of our children. We carefully select core books and rhymes to support the progressive learning sequence across our long-term plan. Long term continuous provision plans are also developed which ensure a progressive sequence of taught skills and knowledge through the carefully chosen resources across the provision areas.

These long term plans are then used to support the development of half termly medium term plans which ensure our explicit and guided teaching opportunities are progressive and sequential and cover knowledge and skills across the breadth of our curriculum. These plans are used alongside the use of assessment data to identify key gaps in learning to ensure our short-term planning is personalised to our children's specific learning needs. These are then developed further through our short term, weekly planning, feeding into group times and individual needs and interests across the provision. Our planning is carefully planned to ensure a balanced pedagogical continuum is applied (see appendix 1 EEF Pedagogical Continuum).

OUR SHORT TERM CURRICULUM

This planning consists of:

- Explicit teaching – these opportunities are planned for using our Medium-Term Plans delivered through group times, using our core book approach to bring the learning to life. These group times support the development of PSED, Maths, Literacy and systematic phonics.
- Guided teaching – these opportunities are planned to support children to practise new skills learnt, and support the consolidation of learning. Staff will skilfully guide and support children to extend and consolidate their learning as playful partners. These plans will also include ELKLAN vocabulary in aid of developing and extending children's vocabulary through play
- Child initiated learning – our provision is carefully planned to support child-initiated learning and enable children to extend skills learnt and explore further.
- Outdoor Learning – this is underpinned by our forest school principals allowing children to learn from the natural world around them, whilst planning skilfully supports the progression of learning through the curriculum.

Children with SEND are supported by dedicated key workers and support staff to ensure they have inclusive access to our curriculum. Our SENDCo leads the development and implementation of provision mapping, facilitating full engagement for children within their learning

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environment. Additional support and individualised targets may be established for children through targeted learning or regulation plans (see SEND policy for further details). At Basnett Street, we provide personalised and adaptive provision tailored to each child's unique needs. High-needs pupils receive extra support from skilled SEND staff within *The Retreat* provision on a daily basis. This support is thoughtfully planned, with the SENDCo creating individualised provision maps. These maps are based on information from involved specialists and formative assessments that identify gaps against the objectives of our progressive and inclusive curriculum.

ASSESSMENT

The two types of assessment procedures are our formative and our summative assessments. On-going assessment is an integral part of the learning and development process, and is based on observations of our children, strongly underpinned by good practitioner knowledge of child development and secure attachments, and knowledge of each child's stage of development and appropriate next steps. Staff use Target Tracker assessment system bi weekly to build a picture of the child's development and also allow identification of gaps in learning in advance of summative assessment each term. This gap analysis is then used to support weekly planning to ensure all children make consistent progress. Termly progress meetings are held to ensure overview of all children and that all children are making at least 1 step of progress each term.

WORKING WITH PARENTS

Successful Parental partnership links are crucial, if we are to meet the needs of all children effectively. With this in mind, staff work relentlessly to form strong relationships with parents. Strategies used are:

- New parents meetings, to welcome parents into school.
- Home Visits, for key workers to begin to form relationships with the child and parents.
- Through our adaptive teaching approach we bring the local community into Nursery to extend our curriculum.
- We provide parents with information and support on how to support their children's development
- Termly parents meetings to discuss and support the progress of children
- Regular events in school, meeting the needs of parents and the community and celebrating special occasions
- A wide range of media used to communicate with parents, in order to meet the needs of everyone, e.g. through website, Facebook, verbal/face-to-face, letter, text, phone, noticeboards.
- A diverse and welcoming environment for all, e.g., translation support for parents, library books in dual language, our website is available in dual language, bilingual support for children, parents is available in several languages and our All About Me document given to parents during home visits are also available in any language necessary to ensure inclusion for all families.
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Links to policies

- SEND
- Equalities Policy
- Behaviour Policy

Consultation, Monitoring and Evaluation

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The Governing Body, Headteacher and all staff have been involved in the writing of this policy and will monitor and evaluate it annually.

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Appendix 1
EEF Early Years Pedagogical Continuum

Figure 1: The Early Years Pedagogical Continuum

