

Learning and Teaching Policy

**'We are an aspirational place built on love, courage and respect.
Together we are the heart of the community.'**

Our beliefs

At Filton Avenue Nursery School learning in the early years is celebrated and promoted as a profoundly important stage of a child's life when vital emotional, social, physical and intellectual development takes place. We do not view the early years as a time of preparation for anything subsequent but valuable in its own right.

It is our aspiration that every child is successful, happy, healthy and confident with a positive and strong self-identity; enabling them to take their place as critical and active citizens who promote democracy and equity in their community.

We believe that from birth, children are strong, competent, motivated and confident learners who explore and test their ideas, solve problems and try to make sense of their world.

We understand that young children learn through feeling, seeing, hearing, touching and doing. They are active learners and we ensure that the environment we provide for them promotes and protects the use of all of their senses.

We believe that parents/ carers are the first and most enduring educator who has the most impact on their child's life and education. Therefore, we work in partnership with parents to seek their perspective of their child to inform planning a meaningful and purposeful curriculum based on the interests and strengths of their children.



The role of the practitioners

We believe that children should be masters of their own learning with the skilful and supportive guidance of all of the adults who work with them. We listen carefully and respectfully to the children, we learn from them and provide opportunities for them to learn, develop and enjoy their childhood. The experiences we plan are challenging but achievable, they scaffold and prompt thinking, building on their interests, strengths and questions.



The enabling emotional and physical environment

We know that young children need time and space to learn successfully. We therefore place a high value on time and offer children many opportunities to repeat, revisit and reflect on their previous experiences in an environment which is calm, purposeful, challenging and supportive.

We understand that learning is a complex process that involves more than cognition. For us authentic learning requires feelings and emotions to be fully engaged. Learning is social in nature so we encourage and support children's interactions with other children and adults.

We aim to support and encourage all of our children to become mastery learners- to ask questions, take risks, develop resilience and have ownership for their learning. We value the process of learning utmost rather than the end product or outcomes and understand that young children have the right to communicate their learning in many different ways.



We therefore aim to support our children:

- To be happy, confident, motivated, independent, aspirational and who love to learn
- To have a positive self-image and high self-esteem
- To form and maintain positive relationships, to work collaboratively and be valued members of the community
- To take responsibility for themselves, each other and their environment
- To question, challenge and solve problems creatively
- To know their strengths and to have the confidence to take risks
- To know their ideas will be heard and respected and that they can make a difference

- To be inquisitive explorers, investigators, researching and making sense of their world.

We provide consistency for every child through our respectful interactions, routines and clear boundaries. Children are empowered to manage their feelings, keep themselves safe and resolve conflicts using the Conflict/Resolution steps alongside emotionally literate adults.

Our outside environment challenges children's courage and persistence. There are a range of opportunities for them to learn about their world and learn new physical skills through persistence and problem solving.



Every child has the right to a well-planned and meaningful curriculum that will provide them with the tools needed to succeed throughout their lives, regardless of culture, social class, gender, physical and cognitive capabilities and beliefs. We believe that life skills are universal and underpin everything that we do at Filton Avenue.

Our provision supports and develops every child's:

- emotional well-being
- positive sense of identity and belonging
- capabilities in making relationships
- dispositions and attitudes to learning
- communication, language
- literacy
- physical development
- mathematical development
- understanding of the world
- expressive arts and design

We plan using the Early Years Foundation Stage (EYFS) guidance 2012 and Bristol's Early Years Characteristics of Effective Learning (CoEL).

Assessment is a fundamental part of the planning process. To help us decide what to provide we observe children in their play in a range of situations. "On-going formative assessment is at the heart of effective early years practice."
(Revised EYFS 2012 p.3)

We respond to the development and learning of each child by planning a range of experiences which include the Prime and Specific areas of learning and the Characteristics of Effective Learning.

Diversity and inclusion are our priority and therefore we differentiate our planning and provision to ensure every child can access the learning experiences at their stage of development. No child is excluded from activities.



Long Term Planning:

- Our School and Centre Improvement Plan (SCIP) supports our long term plan
- We have a range of policies for learning and teaching including; Inclusion and SEN, Transition, Parent Partnership.
- The Early Years Foundation Stage (EYFS) 2012 provides our long term plan for learning across the Prime and Specific areas
- We plan for continuous provision inside and outside.

Medium Term Plan:

- Three times a year data for groups of children is collected which informs medium term planning with possible learning foci and interventions which will meet the needs of all children.
- Plans are informed by contributions from the parents, practitioners and the children to ensure learning experiences are drawn from the interests of the children.
- Longer term projects can be resourced for optimum learning.

Weekly responsive plans

- Daily adult framed sessions for each children ensure that every child accesses a broad and balanced curriculum across the Prime and Specific areas of learning.
- Responsive planning for child initiated sessions provoke new learning and follow children's individual lines of enquiry.

Assessment tools

We use a range of assessment tools to assess children's development and progress:

- EYFS Early Years Outcomes for the Prime and Specific areas of learning.
- Differentiated Early years Outcomes (DEYO).
- The Bristol Early years Characteristics of Effective Learning Tool.
- BRISCC (Bristol Surveillance of Children's Communication to identify children who need additional support with: Listening, Understanding, Social and Expressive language development.
- Learning diaries comprising of short observations as well as longer learning stories are used to observe, reflect on learning and identify next steps for an individual or groups of children, in partnership with parents.

The EYFS early years outcomes support us in being able to assess children's progress and identify next steps in their learning for the seven areas of learning and development. It also helps us to evaluate the provision, celebrate achievements and plan for improvements.

Reviewed September 2017

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