

Ann Bernadt and Nell Gwynn Federated Nursery Schools



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

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January 2022

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 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 reach their full potential;

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 regularly.

Early Years Curriculum

The revised curriculum is delivered within the statutory framework for the Early Years Foundation stage updated nationally from 1st September 2021.

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
- ❖ Personal, Social and Emotional development
- ❖ Physical 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 Ann Bernadt and Nell Gwynn Nursery Schools 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.

Provision at both schools is age integrated

Nell Gwynn Nursery School is staffed with 4 qualified Teachers (one class has 2 Teachers which job share), 5 Early Years Educators, 1 Teaching Assistants and 5 SEN Support Workers. 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 the Executive head teacher working in partnership with the Head of School/SENCo. There are 4 qualified teachers at Ann Bernadt, 4 Early Years Educators and seven SEND Support Assistants.

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.

Communication and Language

Intent

- For children to be able to develop their listening and attention
- For children to develop their understanding
- For children to develop their speaking

Implementation

- All staff trained in and using Makaton to develop children's speaking and understanding.
- Most staff trained in, Word Level Assessment (ongoing project) to help them in Early Identification of children who need SALT intervention to support their language development.
- SENCo works closely with families to support them in referring children to SALT where necessary.
- Staff work closely with SALT outcomes to support children's language development.
- Staff trained in and implementing Non Directive Commentary to support children's language development.

- Staff trained in and delivering Quality Interactions to support children’s language development.
- Many staff speak Spanish, one member of staff recently gained highest grade in Spanish GCSE which was taken to support Spanish speakers in their class.
- A good deal of dual language teaching to help develop children’s English within our large cohort of Spanish speaking children.
- Language of the month celebrated.
- Parents encouraged to speak to their child in the language they are most confident in to provide children with a good language model.
- Children’s communication attempts and language samples tracked in Learning Journeys to monitor progress.
- Story rich environment.
- Use of Paly Project to nurture children’s language development.
- Staff from Peckham Library come into school to support families to sign up to the service
- School has developed core rhymes and stories shared with parents.
- School has own library for use by families and carers.

Impact

- Children make excellent, rapid progress from initial baselines.
- Children with speech and language needs receive timely interventions and support.
- EAL children develop their use of English which supports development in all areas of the curriculum.
- Staff are responsive to attempts to communicate by children that are not necessarily language led.
- Parents report that children retell stories to them that they have heard at nursery.
- Parents report that their children sing at home the rhymes they have learnt in school

Personal Social and Emotional Development

Intent

- For children to settle well into nursery provision.
- To foster independence and confidence
- To support children to develop their relationships
- To support children to understand and manage their emotions.
- To extinguish stereotypical language and attitudes

Implementation

- We carry out a home visit for all new children starting nursery. (Paused during the pandemic)
- Following examination of practice in Berlin we have revised our Settling Policy to allow for a more responsive system to children’s emotions.
- Staff have resolved to extinguish stereotypical language. Staff are asked to address children by their names and not to use such terms as “darling” or “mate”. Staff are encouraged to address adult visitors as “Dear Friends”, if they don’t know their

names. Staff are asked to give specific praise to children for what they do rather than how they look for example they are asked not to praise girls for having a “pretty dress” as this language perpetuates stereotypes

- Children are always encouraged to try things for themselves and become independent e.g. in dressing and undressing, in accessing resources and building relationships with peers and adults.
- Staff have been trained in and are implementing emotional coaching as a means of supporting children to understand and manage their emotions.

Impact

- Constructive warm relationships are developed with families/carers.
- Children settle confidently into nursery provision.
- Children exhibit a “have a go” attitude.
- Children develop an understanding and are better able to manage their emotions.

Physical Development

Intent

- For children to have the opportunity to develop fine motor as well as gross motor skills in preparation for the physical challenges that modern life presents them.
- For children to develop a love of physical activity as a basis for promoting good health, both mental and physical.
- To promote independence and a “can do” attitude.
- To support children’s independence in personal hygiene.
- To establish healthy eating habits and good oral health.

Implementation

- An outdoor provision that provides challenging physical activities which is available to children for the duration of the session through free flow
- A range of activities to promote fine motor as well as gross motor, principally; Duplo/Lego for manual dexterity. Woodwork for strength and gross motor skills, large and small mark making opportunities, bikes and scooters, climbing opportunities, digging and planting for purposeful gross motor skills (linked to healthy eating).
- Children are taught how to do things for themselves rather than have things done to them e.g. accessing resources, getting dressed and undressed and managing and understanding risk.
- Children learn how to serve themselves at mealtimes rather than be served. Children learn about the health properties of their food and good oral hygiene.

Impact

- Children display high levels of independence.
- Children are active and engaged.
- Children develop healthy eating habits

Literacy

Intent

- For children to develop a love of stories and rhymes as a precursor to establishing successful reading
- To unlock the potential within children to contribute to humanities growth through an understanding of the significance of mark making and writing as a means to communicate, record, be expressive and create.

Implementation

Reading

- Children have access to a range of high quality texts to promote early reading.
- Parents/carers can borrow books and story sacks from the school library to read at home with their children
- Parents/carers can take part in workshops to develop understanding of how to support the development of their child's reading. (paused during pandemic)
- Children engage with a range of core books, rhymes, high quality texts, non-fiction books
- All opportunities used to promote early reading.
- Daily group time to promote reading
- Big books are used at group time to help model the reading process for early readers. This shared experience is often exciting because of the size of the pictures and words which also helps children to focus attention and follow the story as they are learning to listen. It gives teachers a further opportunity to promote early reading skills such as prediction, comprehension, phonological awareness and build vocabulary
- Open access sessions twice a week to promote early reading (paused during pandemic)
- Text rich environment
- Dual language books available to promote home language
- Book Week celebrated twice a year through a range of activities
- Paley project used to promote story telling skills
- Staff deliver Phase One Phonics Letters and Sounds, which supports listening and attention and tuning into sounds in preparation for progression to further phonic work in Reception. Where children are ready they are introduced to some Phase Two sounds such as meaningful initial letter sounds.

Writing

- Children have access to and engage in a range of activities to strengthen muscles in preparation for writing.
- Adults model writing to develop children's understanding of the significance and reason why writing is such an important skill.
- Children have access to and are encouraged to use a range of mark making materials in a range of circumstances to develop their ability and understanding.

- Children are encouraged to express themselves through mark making and early writing and to discuss the meaning and intent of their marks
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Impact

- Parents/carers understand the importance of and are able to promote early reading with their children helping to engender a love of reading for children.
- Parents are encouraged to value their child's mark making and confidently promote further opportunities within the home environment.
- Children are able to develop an appreciation of the importance and significance of mark making and writing and have the motivation to continue to develop

Mathematics.

INTENT - We recognise that maths is everywhere. We generate and recognise purposeful, authentic, developmentally appropriate opportunities for Learning Maths through Play by careful resourcing and vigilant attention to 'teachable moments.'

IMPLEMENTATION

- Provide resources which lend themselves to opportunities for problem-solving (Concrete/Pictorial/Abstract) informed by children's individual and collective, spontaneous and enduring enquiry.
- Parents and carers are supported in cooperation with the staff team to recognise and promote opportunities for learning mathematical concepts.
- Termly meetings and when possible invitations to Group Times and workshops familiarise parents/carers with our pedagogy and are used to bolster confidence in Maths when necessary and to provide an opportunity to ask questions.
- Parents/carers are encouraged to follow the Maths blog designed by the Federation's Maths Lead who is also a Specialised Leader in Education for Maths for the DfE.
- Individual support and twilight training are provided by the Maths lead to build practitioners' confidence in Maths across the federation.

Number

- We prioritise real life situations to promote problem-solving, e.g. when children are challenged to lay the lunch table, conferring with staff to see how many places they will need to lay for.
- We prioritise Subitising and the recognition of number patterns as a universal strategy to promote early understanding and functioning use of number.

Shape Space and Measure

Although this area of learning has been removed from the Early Learning Goals we continue to:

- Use 'shadowing' to support children "Choosing, Using and Putting Away' which consolidates their understanding of the value of shape and space.

- The school is dedicated to promoting large and small block play as a means of developing children’s 3D design skills and encourage children to record their constructions through mark-making.

IMPACT

- A confident enthusiastic team are continually building on their understanding of how best to support the Learning of Maths through Play, organised around purposeful and authentic mathematical opportunities.
- Parents are becoming more confident and more vocal about the value they attach to relevant mathematical learning and beginning to move on from encouraging their children to rote learn.

Understanding the World

Intent

- People and Communities – We aim to promote all of the protected characteristics detailed within Equality legislation so that children learn about diversity in society and prejudicial and discriminatory behaviour is eliminated through education.
- The World – to lay the foundations so that children develop as environmentally aware citizens and inhabitants of a precious and fragile world.
- Technology – to appreciate the many positives that technology has to offer, a creative rather than consumer approach, whilst at the same time to promote the importance of face to face communication, playing and exploring creating and thinking critically. Which in turn links to all areas of our curriculum

Implementation

- Children and families have access to and learn from books reflecting all of the protected characteristics.
- Displays across the school and within classrooms feature the diverse families and individuals that go to make up our society. “Different Families Same Love”.
- Staff continually audit provision, language and literature to ensure that all aspects of provision are accessible for all children and that stereotypical language and literature are eliminated.
- Where possible, natural materials are provided to provoke children’s learning.
- Staff are working to eliminate plastic from the school environment so that children experience an environmentally friendly provision as possible.
- School staff are currently engaged in a yearlong transition project across the five Southwark nursery schools to combine science and creativity as a means of investigating the world about them.

Impact

- Children are informed about our diverse society in an age appropriate way so that prejudicial and stereotypical attitudes and behaviours are eliminated through education.
- All children have access to and are encouraged to develop across all aspects of the curriculum so that the whole range of opportunities and eventually careers are tangible for all children.

- Children are able to learn through an exploration of natural materials and experience that the greater depth that using natural material provides as opposed to the blandness and environmentally unsound use of plastics.

Expressive Arts and Design.

Intent

To provide a rich creative environment where all children's interests are fostered and encouraged. Opportunities to explore their ideas through making, drawing, design, dance and music are promoted.

To work with parents to understand their children's creative development and the importance of it being child lead. We do this through workshops looking at stages of drawing and whole school events such as the Big Draw mark making is celebrated at across the Federation annually linking to the National Drawing Day throughout the UK.

Implementation

- We help children take risks, learn to experiment with ideas and materials and find out what happens when it doesn't always turn out as expected. These are the learning moments that move children forward in their thinking.
- We never draw for our children but instead celebrate all developmental levels of mark making and drawing as an individual expression of the child.
- Displays show casing children's creative work throughout the school. We also encourage parents/carers to value children's work.
- Visits and workshops with local art galleries.
- Participation in larger projects such as working with Tate Modern on exhibitions.
- Participation in photography exhibitions.
- We have a large block area with open ended resources such as fabric and junk materials which allows children to create models and imaginary spaces for their play.
- Musical instruments are in each class and used by teachers at carpet sessions to explore sounds and rhythms. Natural musical instruments are available in the front garden along with a dedicated music trolley to encourage musical exploration in the outside area.
- Staff have received extension training in delivering musical activities with children and how this supports other areas of the curriculum. Staff are now able to deliver the annual carnival themselves.
- Running workshops for parents alongside the Big Draw about children's stages of development and why we don't draw for children.
- Running the Big Draw event annually to invite all parents/carers to join in mark making and explore different materials and creative processes.
- An annual carnival attended by the majority of families celebrating music, performance and cultural diversity. This year families worked with the Junk Orchestra to learn how to produce instruments from recycling materials. (paused during pandemic)
- A winter community celebration attended by the majority of families featuring music and story telling

- A Leavers ceremony featuring music and performance.
- An Atelier space inspired by international exchange visit to Reggio Emilia in Italy. This space will provide the opportunity for children to work on collaborative and individual projects that can be left as a work in progress until complete. The space will also allow explore large scale work.

Impact

Parental/carer feedback shows that families and children are introduced to London's rich cultural heritage and that they then continue to explore and make use of these resources.

Parent/carer feedback expresses the great community benefits of taking part in events such as the Big Draw and how these events extend knowledge of ways of working with children.

Our evolving world needs creatives. It is the ability to imagine which drives progress forward and gives meaning to life. A curriculum based on the opportunity to develop creative talent links to all other areas of the curriculum and is celebrated both from what has been created in the past and what could be created in the future.

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
- ❖ three assessments over the academic year (children may have more than three 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. Ann Bernadt and Nell Gwynn Nursery Schools prioritise transition work in the summer term, liaising with Primary Schools, Special Schools and Schools with Resource Units 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 Ann Bernadt and Nell Gwynn Nursery Schools 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
 - ❖ Creating a communication passport
 - ❖ 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 known as an Education, Health and Care Plan (EHC Plan) will come under EHC Plan level.

Specialist Resources

Each school is able to provide:

- ❖ Sensory Room
- ❖ Range of specialist S.E.N. materials
- ❖ Accessible 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 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 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;

- 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 the session/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 Regulation 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 9th February 2022

Barry Joseph
Chair of Governors

Lynne Cooper
Executive Head Teacher
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