

## **Information and Records**

### **Teaching and Learning**

#### **Our aims for Teaching and Learning**

At Handsworth Pre-School we aim to provide opportunities and experiences that develop children's skills for life. We aim to develop the whole child (holistic development) through the teaching and learning, relationships and environment we offer.

#### **Legal Framework**

We are required by law to follow the Early Years Foundation Stage (EYFS) 2017. This policy sets out how we meet the Learning and Development and Assessment requirements (Sections 1 and 2) of the EYFS.

We also follow the non-statutory guidance: Early Years Outcomes (2013), published by the Department for Education; and Development Matters (2012), published by Early Education (supported by the Department for Education).

In establishing our curriculum, we also have regard to the Early Years Inspection Framework (OFSTED 2019); and good practice guides as published by the Department for Education or partner organisations.

#### **Curriculum Intent: Learning and Developing Skills and Knowledge for Life**

All children have a right to develop their own personalities, talents and abilities.<sup>1</sup> We acknowledge that all children are different: they have unique interests, skills and needs. We provide a safe and stimulating environment that enables effective play and learning. We offer children the opportunity to build positive relationships with their peers and the adults in the setting.

We believe that young children learn most effectively through play. Our intention is to provide a range of planned, purposeful play opportunities that allow children to explore, build confidence, develop independence, problem-solve, and relate to others. We balance adult-led or guided activities with opportunities for child-led and managed play.

We provide activities that enhance and extend children's experiences of the world around them. We provide opportunities for children to wonder; to share and celebrate their own culture, religion or beliefs; and to experience cultures and beliefs beyond their own. We celebrate British festivals and the shared values that underpin a British way of life. This includes understanding right and wrong; encouraging sharing and turn taking; valuing the views of others; and knowing about similarities and differences across communities.

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<sup>1</sup> United Nations Convention on the Rights of the Child

Children learn most effectively when they feel confident at Pre-School. We also recognise the importance of preparing children for the next steps in their learning. The contribution of the Key Person (described below) and our Transition Policy provide more detail on how we support children to settle and to prepare to move on.

Children with Special Educational Needs will receive tailored support to allow them to access all areas of the curriculum and the learning opportunities provided. Our Special Educational Needs Policy sets out more detail.

We promote equality of opportunity regardless of a child's ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. Children whose home language is not English are encouraged to play and develop in their own language; as well as to extend their use of English as preparation for starting school. Our teaching and learning support British Values and Prevent, Positive Behaviour, Diversity and Equality. Our individual British Values and Prevent Policy, Behaviour Policy, and Valuing Diversity and Promoting Equality Policy provide more details.

We know that parents are a child's prime educators and we aim to work in partnership with parents. Our 'Parental Involvement' policy sets out more information. We offer a book bag scheme, including a home/Pre-School notebook; a weekly home story book; and access to a puzzle library to support shared learning across home and Pre-School.

### **Implementing Our Curriculum**

We provide activities that enable children to demonstrate the three characteristics of effective learning across the seven areas of learning set out in the EYFS.<sup>2</sup>

We plan weekly on an individual basis; and half-termly and annually across the whole Pre-School. Our planning reflects the needs and interests of the children. We recognise that these can change. We adapt our weekly and daily provision reflecting children's needs and interests at that time.

In line with the EYFS, we focus on supporting children learn in the Prime Areas of the curriculum: personal, social and emotional development; communication and language; and physical development. This is particularly relevant for younger children; and at the beginning of each academic year and/or as children settle into Pre-School. We will often use activities drawn from the remaining (Specific) areas of the curriculum to support development both in those areas and in the Prime Areas.

As children demonstrate age-appropriate or secure development in the Prime Areas, we increasingly plan to include adult-led activities in Literacy and Mathematics, as well as Understanding the World and Expressive Arts and Design. Supporting progress, particularly in

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<sup>2</sup> The three characteristics of effective learning are: playing and exploring; active learning; creative and critical thinking. The seven areas of learning are: personal, social and emotional development; communication and language; physical development; literacy; mathematics; understanding the world; expressive arts and design.

Literacy and Mathematics, is more relevant for older children who are moving on to Reception, or the more able.

We support children in developing independence in their learning and self-care; resilience and a sense of self-worth; and knowledge of their contribution to others within the Pre-School community.

Over the course of the academic year, we plan to allow children to consolidate and extend the skills they have learnt across all areas of the curriculum. We do this by carefully tracking their progress against the development milestones set out in 'Development Matters' (see above and below) and identifying where we have seen 'emerging', 'developing' or 'secure' skills. Where children are showing emergent or developing skills, through our weekly planning, we offer opportunities for them to demonstrate what they already know and can do; and to extend or consolidate their skills so that they are secure.

Each child will be allocated a Key Person before they start. The Key Person provides an initial point of contact for parents, carers etc. They support the child in settling at Pre-School, in partnership with parents. The Key Person is responsible for supporting a child's well-being and safety in the setting; and raising any safeguarding concerns about a child or their wider family situation in line with our Safeguarding and Prevent Policies. The Key Person is responsible for supporting a child's health care needs, in line with our Managing Health Care Needs and Medicines Policy.

Within the limitations of a pack-away setting, we reflect the guidance on 'enabling environments' set out in Development Matters. We provide resources that are stimulating and relevant to the cultures and communities of the children and families at Pre-School. Our physical resources – toys and play equipment – are kept in good repair and are checked regularly to ensure they are safe for play. Where appropriate, toys and equipment purchased will confirm to the relevant national and European safety standards. We do not limit, or encourage, access to particular toys, dressing up, or activities on the grounds of gender. Our toys and resources are age-appropriate, whilst providing for the extension and progression of learning. We set out a choice of toys in the majority of areas of Pre-School and rotate and refresh the toys regularly.

We believe that children benefit from the opportunity to choose to play outside. Our outdoor environment (the garden), is part of our continuous provision, open to all children mainly during free-play hours. We see the garden as an extension of the indoor learning and play area. We provide a range of learning opportunities and activities outside, in line with the curriculum. We allow children to play outside in all weathers, subject to the Pre-School risk assessments. Many children enjoy being outside, whatever the time of year, and we support their choice to do so and promote the health benefits of play outside. We encourage parents to dress their children appropriately for the weather, and to provide a change of clothes. Pre-School provides wellington boots and waterproofs if the children do not have their own. We risk-assess the garden daily. We maintain staff: child ratios in the garden.

A Key Person will seek to maintain daily, positive, purposeful play interactions with each of their key children attending. All staff will offer positive, purposeful play interactions with children in whichever area of the Pre-School they are working that day.

We offer a daily adult-led structured activity. This is delivered by each Key Person/staff member in turn. Each Key Person will plan and deliver an activity that reflects the needs of their key children, whilst being open and accessible to all the children attending.

The resources we provide, activities we plan, and the adult interaction we offer encourages and supports positive challenge. We encourage children to explore and find their own answers to questions and problems. We encourage them to 'have a go'. This includes encouraging and enabling children to make decisions and take managed risks, for example, through physical play in the garden, using scissors at the writing table etc.

We encourage children to develop their independence. This includes supporting and enabling them to develop independence in managing their clothing, toileting and self-care needs. The activities, resources and interaction we provide also encourage children to have their own ideas, make links and choose ways to do things.

We reflect children's varying needs and learning styles in our provision. This includes offering visual prompts and supports for children who have SEND or have language or communication needs. Children with English as a second language can also benefit from the use of visual prompts in play.

We offer a painting, messy or sensory activities on a regular basis. Children are encouraged to participate in uninterrupted learning. We advise parents to dress children in suitable clothing and to provide a change of clothes. We only ask a child to put on an apron if doing so does not interrupt or distract from play and learning.

We aim to extend the vocabulary and language of children in the setting, through the activities we offer on a daily, weekly and termly basis; and through adult interaction and modelling. Staff may also use Makaton, BSL, visual support or other appropriate methods, to help communication and learning.

Where children have a clear developmental need, we may work with them individually or in small groups to offer personalised, structured adult-led activities. More generally we may offer specific techniques or programmes (such as intensive interaction or attention-autism type approaches) to support to enhance play, learning and inclusion for all.

We work with outside professionals and providers to extend and enhance learning opportunities for children. This may involve 'special days', such as our Christmas party, sports day etc. It may also involve inviting special visitors to work with the children. These visitors may be parents who work in an appropriate profession or others who can offer opportunities that extends and

stimulates children's learning and experiences. We may also offer children opportunities to visit areas or activities outside Pre-School, for example, the summer outing.

Staff are qualified and experienced in undertaking their roles. Our policies on staff recruitment, suitable people and training and development give more detail.

### **Evaluating Our Impact**

All children are unique and learn and progress in different ways. We observe children's progress and learning at Pre-School. We record and evaluate what we see at Pre-School. Weekly observations are completed by a child's Key Person and are kept in their Early Learning Record (the ELR). ELRs also include examples of children's work and a record of their progress towards the Early Learning Goals against the developmental milestones set out in Early Years Outcomes/Development Matters (the tracking document).

Parents can see a child's ELR when they attend Stay and Plays; or they can make an appointment to come into the setting to look through the ELR. Where a child demonstrates learning, development or skills at home, we encourage parents to share that information so that we can provide opportunities for the child to show their learning and skills at Pre-School. We encourage parents to use the notebook in a child's book bag to keep in touch in this way. A child's ELR will be passed to their parent(s) when the child leaves the setting.

Where a child's tracking seems to show that they are not making expected progress, or do not demonstrate learning in the appropriate age-band, the Key Person will in the first instance seek the advice of the SENCO. As appropriate, the Key Person and SENCO will work with parents to support the child's learning. More information is set out in our Special Educational Needs Policy. The SENCO may also advise using more detailed or tailored tracking tools, such as Early Support.

The Key Person uses their tracking to identify their key children's needs and to inform their weekly planning. Half-termly tracking information is also collated by the Pre-School Leader/Deputy to provide an overview of cohort progress, strengths and needs; and to inform future planning. Parents may see their child's tracking data. Cohort tracking is considered confidential information and is held securely by the Pre-School in line with our Data Protection policy.

Pre-School formally reports to parents about their child's progress twice a year. We hold two Parent Consultations during session time. The first, usually in November, provides an overview as children return to Pre-School after the summer break and/or progress with settling in. The 'Learning Development Check' is completed for all children. It also meets the requirement to report children's progress at age 2, (the 'Two Year Check'). The second Parent Consultation is usually held in June and reports to parents about children's progress over the year. For children remaining in the Pre-School for a second academic year, the Key Person completes the 'End of Year Check'. For children moving on, the Key Person completes a Transfer Report. More information is provided in our Transition Policy.

Where appropriate, the Pre-School Leader and/or the child's Key Person will participate in the Local Authority arrangements for the Foundation Stage Profile.

Parents are able to give feedback about their children's learning and development at Pre-School (amongst other issues) through the annual Parent Questionnaire. At the end of the Autumn Term, parents of children who start in September are also given an opportunity to feed back through our New Starter's Questionnaire. The information gained from these questionnaires is considered by staff at INSET days.

This policy was adopted at a meeting of	<b>Handsworth Pre-school</b>	name of setting
Held on	<b>16 July 2019</b>	(date)
Date to be reviewed	<b>15 July 2020</b>	(date)
Signed on behalf of the management committee		
Name of signatory	<b>Alpesh Maisuria</b>	
Role of signatory (e.g. chair/owner)	<b>Chair</b>	