

Information and Records

Teaching and Learning

1. Intention

At Handsworth Pre-School we aim to provide opportunities and experiences that develop children's independence and skills for life.

We aim to develop the whole child through the teaching and learning, relationships, and environment we offer.

We aim to ensure that Pre-School children experience a safe, quality learning environment and high-quality teaching and developmental support delivered by well-qualified staff. We aim to offer a curriculum that balances adult-supported learning with child-led exploration and discovery through play.

We believe that children learn most effectively through play. We aim to provide a range of planned, purposeful play opportunities that allow children to explore, build confidence, build positive relationships, develop independence, and prepare for their next steps in learning.

2. Scope

We follow the Early Years Foundation Stage (EYFS) 2017. This policy sets out how we meet the Learning and Development (Section 1) and the Assessment (Section 2) requirements of the EYFS. The EYFS establishes three characteristics of effective learning: playing and exploring; active learning; and creative and critical thinking. It establishes early learning goals in seven areas of learning: personal, social and emotional development; communication and language; physical development; literacy; mathematics; understanding the world; expressive arts and design. The EYFS also requires "enabling environments" and "positive relationships". Together, these elements are referred to as 'the curriculum'.

We follow the non-statutory guidance: Early Years Outcomes (2013) and Development Matters (2012) in delivering our curriculum and in tracking children's progress.

We also have regard to the OFSTED Inspection Framework (OFSTED 2019), when developing our curriculum.

The way we plan and deliver teaching and learning links to a number of other Pre-School policies. The curriculum we offer reflects the:

i) **Inclusion: Community Values and Positive Behaviour Policy**

The teaching, learning and environment we offer is underpinned by our core community values of diversity, inclusion, and equality. Our planning, observation and assessment supports and encourages children to develop at their own pace. We offer open learning where children can experiment, solve problems, and experience wonder. We offer a

curriculum that encourages children to express their thoughts, feelings, and ideas. Through our teaching, we promote positive behaviour through the shared values of kindness, friendship and honesty.

We recognise that the learning environment must also reflect and promote our values. The play resources we offer will represent diverse languages, faiths, cultures and communities. We will also include positive representations of children or others with disabilities or impairments. We aim to reflect the Pre-School communities and backgrounds in the resources we provide. Our environment will support and encourage participation of children from all backgrounds and we aim to ensure that our environment is accessible to all. We will plan activities and opportunities to reflect festivals from the main world faiths and the faiths/cultures of each cohort of children.

We plan our curriculum, resources, and activities also to reflect the values that underpin a British way of life; and to celebrate the main British festivals or community events. This includes teaching children about right and wrong; encouraging sharing and turn taking; valuing the views of others; and exploring similarities and differences between communities.

ii) Supporting Children with Special Educational Needs

The planning, observation, assessment and tracking we undertake will identify children who need further support in their learning or development. Where children appear to need additional support, or have a known learning need, we offer tailored support in line with the Supporting Children with Special Educational Needs policy.

iii) Parental Involvement and Behaviour Policy

Parents are children's prime educators. We aim to work in partnership with parents and our policy sets out more detail. In 2020, due to the Coronavirus pandemic, we are limited in how much we can physically involve parents in the day-to-day life of the Pre-School. However, we are committed to encouraging parental engagement as much as possible face-to-face and through the social media.

We aim to return to our usual open-door practice when it is safe to do so. We will also build on good and successful practice established during the pandemic.

iv) Safeguarding: Protecting Children from Abuse Policy

Our curriculum aims to support children's resilience, confidence, and independence. We encourage an understanding of right and wrong and of positive and appropriate behaviour. We encourage children to express their thoughts and feelings.

v) Safeguarding: Maintaining Health and Safety at Pre-School

Our curriculum encourages children to explore and develop safer practices. We also encourage them to understand the role and contribution of people who help us and/or the emergency services.

3. Implementation: Key Person, Planning, Observation and Assessment

Key Person

Each child is allocated a Key Person. The role of the Key Person is:

- **To support children as they settle in.** This involves working with parents to know and understand children's needs and to help them settle in quickly and confidently.
- **To plan and deliver learning opportunities** in line with each child's needs and interests. This includes planning and delivering a weekly activity; and supporting children's learning across all areas of the curriculum and all areas of the Pre-School. As children become more confident in the setting, a Key Person will plan both to introduce new areas of learning and to allow children to consolidate and extend the skills they have.
- **To observe and record children's learning** across all areas of the curriculum and the Pre-School. A key person will complete a weekly observation on each of their key children, which are kept within a child's Early Learning Record (ELR).
- **To assess children's progress.** Using their observations, a key person will assess their key child's progress using 'Development Matters' as a guide. These assessments are included within the weekly observation record. Children's progress is formally reported to their parents twice a year. The key person will complete a Learning Development Check and an End of Year or Transfer Report. These are shared with parents and are kept within the child's Early Learning Record. These are shared with parents and are kept within the child's ELR.

In addition to teaching and learning, a Key Person will also:

- provide an initial point of contact for the Key Child's parents and families.
- support their Key Child's well-being at Pre-School and encourage their independence. This includes preparing children for their next stage in learning by developing their independence in self-care, including toileting.
- manage any health care needs that their Key Child may have.

Whole-Setting Planning

The annual Curriculum Plan sets out how we deliver the teaching and learning requirements of the EYFS across the academic year. The annual curriculum plan is prepared by all Key Persons and is shared with parents on our website.

We plan whole-setting delivery of the curriculum on a half-termly basis. The half-termly plan implements the annual plan, reflects seasonal festivals and celebrations, and adapts to children's needs and interests. The half-termly plan also provides a coherent framework for planning and teaching by all Key Persons. Over the academic year, the half-termly plans enable children to experience new areas of learning as well as to consolidate and extend the learning and progress they have already made.

The half-termly plan is prepared by all Key Persons and is on display in the hall. Weekly curriculum themes are shared with parents on the website, in the half-termly newsletter and through our Facebook Page.

Whole-Setting Assessment and Reporting

The Pre-School Leader quality assures the planning, observation and assessments undertaken by each Key Person. The Pre-School Leader reviews and monitors the progress made by all children within Pre-School, to identify any gaps in learning or in the delivery of the curriculum. The outcomes of these reviews are fed into the planning for each half term.

Learning Development Checks are completed after about a half term or about six weeks of a child starting at Pre-School. The Learning Development Check delivers our legal commitment to provide a progress check at age 2. These are shared with parents, usually in the second half of the Autumn term, for September starters or when prepared for in-year entrants.

An End of Year report is provided in June/July for children who are returning for a second academic year at Pre-School. A Transfer Report is prepared for children moving to a new setting at any point in the year. The Transfer Report is shared with parents and the child's new setting. A copy is held at Pre-School, in line with the Data Protection Policy.

Individual data about a child's progress is confidential. OFSTED, the Local Authority, or other statutory agency may ask for generalised data whole-setting data on children's progress. Data on individual children, for example those with known or suspected special educational needs, is shared with parental consent. Data may be shared without consent if safeguarding is a concern. More information can be found in the Data Protection Policy.

Where appropriate, the Pre-School Leader and/or the child's Key Person will work with the Local Authority to complete a Foundation Stage Profile for a child who has completed their Reception Year at Pre-School.

4. Implementation: Enabling Environments, Resources and Play Opportunities

The Pre-School is set up each day to provide learning opportunities across the curriculum. The structure of the day enables children to play freely, making their own choices, balanced with adult-led activities. Adult-led small or whole-group activities start and finish each session.

In line with the Maintaining Health and Safety policy, the equipment, and resources we use at Pre-School are age and learning appropriate, reflecting the needs of all children, including those with special educational needs. Toys will be safe for play. Purchased toys and resources will meet European safety legislation. Toys and resources will be regularly cleaned and checked to ensure they are safe for play. Damaged or dangerous toys will be removed. Materials or products used for play will be child safe and age appropriate. Play will be supervised.

We do not limit, or encourage, access to toys or resources on the basis of gender.

Toys and resources will reflect the Pre-School community. Resources will encourage children to explore diverse and different backgrounds and cultures.

The garden is open to children for the majority of the session and is integral to our learning opportunities. Children are able to play outside in all weathers and should come to Pre-School suitably dressed. Wellies and Macs can be provided if necessary. The garden will be closed only if risk assessments suggest it would be unsafe for the children to play outside.

The Pre-School provides resources and activities daily that encourage children to think, explore, problem-solve and wonder. Where appropriate, we encourage children to explore by taking managed risks.

Painting, messy and sensory play is offered regularly. Children are encouraged to become engaged, involved and 'enthralled' in their learning. We offer uninterrupted play, which may mean a child gets messy or dirty. Aprons are available but will only be used if this does not interrupt a child's play or exploration. Parents are asked to provide children with a change of clothes.

We may work with outside professionals or providers to extend and enhance learning opportunities. This is limited during the Coronavirus pandemic, but we will return to these opportunities as soon as it is safe to do so. We may also extend children's experiences by taking them outside the Pre-School for trips and visits. This is again limited by pandemic. Each trip will be risk assessed and subject to staff ratios in line with the Safeguarding: Children's Safety and Security policy.

5. Evaluation

Each Key Person evaluates the learning provided for their key children as part of their weekly planning.

The effectiveness of the curriculum and children's progress is evaluated by all staff each half term, as part of planning. Evaluations are kept to feed into annual planning.

Children learn and develop in different ways and at different times. Tracking helps identify when a child's learning may be falling behind what is normally expected at their age. When a child is identified as at risk in this way, further support will be offered by their Key Person. If necessary, the SENCO may be involved, and steps will be taken in line with the Supporting Children with Special Educational Needs Policy.

Parents are asked to feedback on their child's learning through the twice-yearly Parent Questionnaires. The outcomes of the questionnaires are discussed by all staff at planning meetings.

The annual curriculum plan is reviewed each September and updated in line with staff evaluations from the previous year and the outcomes of the parent questionnaire.

6. Positive Relationships

The quality of the staff interactions, support and encouragement for children underpins the delivery of the curriculum. Staff are qualified and experienced in their roles. Regular staff meetings, staff supervisions and staff appraisals take place. Staff are supported in their planning, delivery and evaluation of the purposeful play and teaching they provide. Training and support is provided as appropriate and necessary. The Safeguarding: Safer Recruitment and Staffing policy gives more details.

The Pre-School Leader quality assures planning, observations, records (ELRs) and reports.

7. Transition

Each Key Person is responsible for planning and delivering support for their Key Children at times of transition. These include:

- **Settling in** – starting at Pre-School. This includes working with parents to help each child settle quickly to the environment and routine. Parents are asked to complete a settling-in form, as part of the registration pack, which is discussed with the child's Key Worker. Some children may need additional, tailored support, which will be discussed with families on a case-by-case basis. Children with known or suspected Special Educational Needs may receive additional, individualised support.
- **Leaving Pre-School** – moving to Reception or to another setting. In addition to preparing reports and ELRs, learning and resources inside Pre-School will help encourage children to think about and prepare for their next step.

Section 3 above sets out how each Key Person, and the Pre-School, plans, delivers and evaluates support at these times. A Key Person will also support a child at other points when things may change in their lives or experiences. This may include:

- **When there is change at home** – either positive change (a new baby, for example), or difficult change (a bereavement or a family separation, for example). If a child appears to be struggling to adapt to such changes, the SENCO may also be able to make referrals to outside agencies for support, if appropriate and/or as requested by the family/Key Person.
- **When a child is poorly** – if a child is feeling unwell at the setting or upset.

Transition Records

Transfer Reports are completed for all children. These are shared with parents. A copy is returned to the family, a copy sent to the new setting and a copy held at Pre-School.

If a child leaves within six weeks of starting Pre-School, a record of attendance is completed. Copies are shared and held as for Transfer Records.

If a child leaves with little or no notice; or before reports can be prepared; or if the child has not secured a place at a new setting; or if parents do not inform us of a new setting,

we will send two copies of the report to the family with the child's ELR. The second copy can be forwarded to the new setting by the family if they wish. A copy of the report will be held at Pre-School in line with the Data Protection policy.

A child's ELR will be given to their parents on their last day of attendance. If the child leaves with no notice, we will post the ELR to the parent's address as given on their registration form.

Children's Destinations

Towards the end of the Spring Term, parents are asked to confirm their child's planned destination for the next academic year.

Children with special educational needs (with a Support Plan, or an Education Health and Care Plan (EHCP)) will receive individualised, tailored support for their transition to school. This will be done in partnership with parents and the receiving school.

We will discuss options with parents who plan to defer their child's start at school because they have special educational needs and/or are summer born. These options may include retaining their place at Pre-School.

If parents identify that a then school-aged child will be home schooled, we are required by local regulations to inform the Local Authority.

Support for children during Pre-School Closures and Holidays

The Pre-School offered a weekly Virtual Pre-School Bulletin during the national lockdown for Coronavirus and ongoing for the remainder of the 2019/20 term. Individualised resource packs were offered to children with SEN. If further lockdowns occur, we will continue to support families in this way.

The Virtual Bulletin was popular, and we are therefore offering one Bulletin over each of the holiday breaks in 2020/21.

We offer a Summer Book over the summer holidays to support children who are returning for a second academic year.

The Summer Book and a Welcome Pack are offered to parents of children who are starting at the beginning of each academic year, to help support settling-in. Parents are also encouraged to look at the previous Virtual Pre-School Bulletins to children understand the sorts of resources and activities we encourage.

8. Policy Review and Legal Framework

This policy is reviewed and updated annually.

This policy was adopted at a meeting of	Handsworth Pre-school	name of setting
Held on	17 November 2020	(date)
Date to be reviewed	16 November 2021	(date)
Signed on behalf of the management committee		
Name of signatory	Jonny Cooper	
Role of signatory (e.g. chair/owner)	Chair	