



Dunnottar Nursery

Learning and Teaching Policy

Policy Statement

To ensure that all our children make progress in their development and learning it is vital that there is a shared understanding and application of how we, as a staff team deliver a play based early level curriculum.

Health and Social Care Standards My support, My life 2017, Scottish Government. As part of being registered with the Care Inspectorate, we must comply with this document and illustrate the standards within our nursery.

1.25 I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors.

1.30 As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.

1.31 As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.

2.27 As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.

Aims

Our teaching and learning methods place the child at the centre, meaning that we acknowledge and take account of our children's interests, learning styles, strengths and areas of development. This provides our staff team with the knowledge of where the starting point is to then develop and extend learning from. We believe that balance within the type of learning experiences that we promote is important. Our approach is to recognise and value child-initiated learning, adult-initiated to deepen learning, add challenge or support as appropriate to the circumstance and adult-directed learning to ensure that gaps in learning are addressed or any specific educational or developmental needs are worked towards.

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this. (United Nations Conventions on the Rights of the Child - Article 28: Right To Education)

Curriculum for Excellence

We follow the *Curriculum for Excellence*, your child will be working within the Early Level. The curriculum that we plan and deliver is based on the following principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

The eight curriculum areas are:

- Expressive Arts
- Health and Wellbeing
- Literacy/Languages
- Numeracy/Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Each of the curricular areas contribute to developing the following four capacities to enable each child or young person to be a:

- Successful learner
- Confident individual
- Responsible citizen
- Effective contributor

How do we plan to deliver our curriculum?

As well as planning for learning that is linked to the *Curriculum for Excellence*, we focus on the eight wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active Respected, Responsible and Included) These indicators are embedded in our daily practice and we continually discuss what these indicators look like in real terms with our children. This supports our children to make real life connections to what they are doing and how it improves how they are feeling, thinking about their physical and emotional wellbeing.

We follow a responsive planning method in our Nursery to ensure that the activities, resources and focused group time sessions meet children's needs and interests from the observations of children made by staff.

We believe that active learning supports children to develop vital skills and knowledge and promotes a positive attitude to learning.

Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- spontaneous play
- planned, purposeful play
- investigating and exploring
- events and life experiences
- focused learning and teaching

Staff support these interactions when necessary through sensitive intervention to support or extend learning. Staff develop targets and action plans to support children where necessary.

We also follow the national practice guidance of *Realising the Ambition* to deliver high quality provision that promotes the whole development of your child.

How do we implement this guidance in setting?

All staff have responsibility to observe and record the daily interactions of children, focusing on how they are using resources, initiating activities/play sequences, how they are developing their own play and interacting with other children and staff. By recording and reflecting on this information informs staff as to the quality of the environment in terms of offering play opportunities that promote learning.

- Children will be able to explore at their own pace, with practitioners following children's interests, helping children to take initiatives, make their own decisions and become active learners.
- At all times staff will be actively engaged with children and their learning either by careful observation of children; listening and watching play or by sensitively joining in children's play in order to scaffold or extend learning.
- Practitioners will work to support children's reasoning while challenging them to re-examine and extend their understanding of the world. They will do this by using open ended questions, modelling and developing language for communication and for thinking, or modelling play
- Practitioners will use children's interests to move children on by building on and extending children's skills and knowledge

Family Learning

We acknowledge that your child arrives in Nursery with a wealth of experiences and our aim is to learn about your child from you to enable us to be aware of where your child is at in their learning journey and how we can progress with it.

We recognise the important role that parents have in their child's learning and we promote partnership working between home and Nursery. We ask parents to fill in a Personal Plan for their child. We meet with parents before children start nursery to discuss children's needs and interests related to the wellbeing indicators.

We will provide ideas for 'Help at Home' activities which are linked to current learning in nursery for parents to do at home for literacy, numeracy and health and wellbeing.

Assessment, observation and reporting

The Nursery team is responsible for recording observations of your child in both free play and more focused group time activities. It is during these observations, group times and adult led activities that we assess your child's progress, identifying next steps to ensure progression. Observations will document the learning and skills that your child has demonstrated.

We use online profiling to record and report about how your child is progressing in Nursery. The observations are linked to the Curriculum for Excellence curricular areas to allow you to see how your child's experiences in Nursery link to the curriculum. We appreciate your feedback about the content of your child's observations.

Training

Observations, Parts 1-4, Early Years Principal Teacher Team, Aberdeenshire Council

Effective Planning, Parts 1-2, Early Years Principal Teacher Team, Aberdeenshire Council

Early Level Curriculum, Early Years Principal Teacher Team, Aberdeenshire Council (EYLP attended this training to inform teaching and learning in practice)

Policy Review

This policy will be reviewed regularly and in response to accident, incident or change in National or Local policy or guidance.

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Policy Author: Caroline Duncan (DHT)

References

A Curriculum for Excellence, Building the Curriculum 2, Active Learning in the Early Years, 2007

Health and Social Care Standards, My Support My Life June 2017

Our Creative Journey, Expressive Arts within early learning and childcare and other children's services, 2017.

Education Scotland, *Realising the Ambition Being Me National Practice Guidance for Early Years in Scotland*, February 2020