



Learning & teaching policy

Clyde Nursery Ltd aims to ensure all parents/carers work in partnership with staff to enhance and optimise their child's learning.

The role of parents and carers remain central to their children's learning journey and must therefore be valued and involved in all aspects of Early Learning. The home is the first and most important place for children to grow and develop and parents and carers are responsible for their child's well-being, health, and environment. Staff work with parents to help support their child in the transition to nursery or to their new playroom by completing or updating personal plans, chronologies and reviewing information on the SHANARRI indicators based on their child's development and learning.

Clyde Nursery Ltd aims to improve the life chances of all children in its care, equality and fairness are central to the learning and teaching process. The learning environment will be welcoming and inclusive to provide structure and direction and to support the individual needs of children who will be treated with equality, fairness, and respect which is laid out in our Curriculum Rationale.

Clyde Nursery Ltd will endeavour to raise the attainment of children by using Education Scotland's Focus on Closing the Equity Gap by:

- Improving Learning.
- Promoting Social and Emotional Wellbeing.
- Promoting healthy lifestyles and tackling health inequalities.
- Identifying driving strategies to improve attainment in literacy and numeracy.
- Providing high quality learning and teaching.
- Providing a focus and support targeted to needs and abilities.
- Promoting use of evidence and data to evaluate and improve closing the gap in educational outcomes.
- Developing employability skills and improving positive and sustained destinations.
- Engaging families and communities.
- Working with partners to explore new and innovative approaches to tackling inequality.
- Developing professional learning and leadership at all levels.
- Conducting research into the equity gap.

Clyde Nursery Ltd uses the GIRFEC approach – Getting It Right for Every Child – a programme which aims to improve outcomes for all children and young people. The

GIRFEC approach is designed to be flexible enough to support all children and families whatever their need, whenever they need it. It is about responding in a meaningful, supportive way, working with parents wherever possible. It considers that everyone involved with the family has an important part to play and puts the wellbeing of the children and families at the heart of any support. The eight indicators of well-being are used: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. These are often referred to as the acronym “SHANARRI”. These indicators represent the basic requirements that all children need to grow and develop. They are used in the planning process for any child in need to ensure the best possible outcomes for children to improve their life chances and well-being. There is also a GIRFEC and THE CHILDREN AND YOUNG PEOPLE SCOTLAND ACT 2014 POLICY which provides more specific information.

The GIRFEC approach enables practitioners to meet the needs of children and young people, working together where necessary to ensure children reach their full potential. It promotes a shared approach and accountability that:

- Puts the best interests of the child at the heart of decision making
- Takes a holistic approach to the wellbeing of the child
- Works with children, young people, and their families on ways to improve wellbeing
- Advocates preventative work and early intervention to support children, young people, and their families
- Believes professionals must work together in the best interests of the child

Curriculum for Excellence (CfE) provides a coherent, flexible, and enriched curriculum from the age of three. It is intended to help children and young people gain the knowledge, skills and attributes needed for life and learning. Clyde Nursery Ltd, aligned to Argyll and Bute Council, endorses the seven principles of curriculum design which include breadth, coherence, challenge and enjoyment, depth, relevance, progression, personalisation, and choice.

Realising the Ambition-Being Me, provides detailed, practical guidance on the experiences and interactions necessary to deliver the learning journey at the most important developmental stage for babies, toddlers, and young children. It describes what is good practice in creating caring and nurturing environments that allow well-being, communication, curiosity, inquiry, and creativity to flourish. It provides opportunities to identify schemas and support the learning experiences.

Clyde Nursery Ltd will ensure that children are entitled to experience learning which embodies the seven principles of CfE. Learning will be promoted within an engaging, collaborative, and active play environment while staff will provide motivating, stimulating and enjoyable learning experiences for all children. We understand the importance of pedagogy and put this into practice to support children’s learning. We provide a skills led learning approach and listen carefully to children’s views and adapt to each child’s learning style.

Clyde Nursery Ltd aims to provide a skilled, innovative, and creative workforce to deliver exciting learning experiences for the children in their care. They will ensure that each child feels safe, healthy, respected, valued, and included. Our aspiration for all children is that they should be successful learners, confident individuals, responsible citizens, and effective contributors to society and eventually at work. By providing structure, support and direction to young people's learning, the curriculum should enable children to develop these four capacities for life.

The Scottish Curriculum Experiences and Outcomes set out expectations for learning and development in:

- Expressive Arts
- Languages
- Health & Wellbeing
- Numeracy & Mathematics
- Religious & Moral Education
- Sciences
- Social Studies
- Technologies

Literacy, Numeracy and Health and Wellbeing will be incorporated in daily practice, these will take place both indoors and outdoors with a strong emphasis on outdoor learning across all areas of the curriculum. We make effective use of the local community to provide high quality and real-life experiences.

Planning procedures

Area Planning: Area plans are based around the child's voice and reflect in response to the children's interests and seasonal events that are running in the background which focus on children's skills. An opportunity for parents to contribute ideas and possible learning opportunities are available on Learning Journals.

Floor Books / Learning displays: These should include experiences with photographic evidence, transcript of talk, skills and reflect children's progress in learning.

Children's E-Learning: Each Key Person should complete a minimum of 2 learning observations per month, and an unlimited number of stories per child. The learning observations will demonstrate children's learning across multiple curricular areas and show progression in their learning via next steps. Parents will electronically access to their own child's journal and have the opportunity to comment on the learning or share experiences from home.

Tracking Reports: All key persons are responsible for recording children's progression and learning in their progress records. The senior team will monitor the strategies in place to improve attainment in Literacy and Numeracy, the information from progress records will be transferred to the electronic toolkit at the end of each term. The key person will discuss results and set next steps for the forthcoming term to ensure equity for all

Parent Reports: . A summary statement for each curricular area will also be completed and discussed with parents and next steps agreed at the end of term ½ and ¾. Tracking information will be transferred to the appropriate school. Each key person will complete parent reports at the end of the academic year.

Assessment

Assessment helps to inform the learning and teaching process to help raise attainment and achievement. The strategies which Clyde Nursery Ltd will adopt include:

- clarifying and sharing learning intentions and success criteria
- effective discussion through skilful questioning
- providing meaningful feedback that moves learners forward
- involving children in their own learning and assessment
- allowing children to help each other with their learning
- involving children in deciding what will happen next and ensuring next steps are documented and followed up in a timely manner.

Resources

By using Realising the Ambition-Being Me to support the environment, Clyde Nursery Ltd will provide resources which will support and enhance learning across the curriculum and meet the educational and development needs of each child on an age and stage basis. Information and communication technologies will be used as an effective tool for learning and teaching.

Creativity and Innovation

To fully implement CfE, Clyde Nursery Ltd will develop the thinking skills of children to develop creative, enterprising, and innovative learners. The curriculum will be flexible enough to offer creativity and challenge. Digital literacy will be embedded across the curriculum giving opportunities for children to explore, create and connect with the world around them. Taking into consideration the screen time guidance for under 5's.

Exploring and Using Children's Views

Children will be encouraged to express their views on what they are learning through the use of Area Plans, Floor Books, and their individual voice in their personal 'Learning Stories'. Parents/carers will have a key role in their children's learning, and their views will be welcomed via contributions of ideas to mind maps on the Learning displays, Learning Journals and discussions with their child and Key Person regarding next steps in learning. Children and parents/carers views and opinions will be valued.

Expectations and Promoting Wider Achievement

Children will gain in confidence and have their motivation increased when recognition is given for their achievements, both in and outside of nursery, promoting 'Home Links'. This is evidenced by our 'Wow Wall' and family engagement programme.

Self-Evaluation

How Good is our Early Learning and Childcare?

As a nursery we work with many documents which help our staff develop their practice and improve the experiences for our children. As we continue to improve and develop, we use 'How Good is our Early Learning and Childcare' and 'A Quality Improvement Framework for Early Learning and Childcare Sectors'. Quality indicators and challenge questions help us to self-evaluate our practice and procedures. This is linked to Realising the Ambition-Being Me and Curriculum for Excellence.

- All staff will be fully involved in self-evaluation to ensure an informed impact on learning and teaching. Learning improves when all those involved show commitment to improvement through robust and rigorous self-evaluation.
- Staff will explore and reflect on their methodology on a regular basis.
- Staff will take ownership of the improvement process.
- Staff will work collaboratively, share effective practice, and engage in professional dialogue within the Nursery and in the wider childcare network.
- Self-evaluation will work with evidence obtained from the three main sources – staff and parents/carers views, direct observation of learning and teaching, and quantitative data from monitoring.

Staff Responsibilities:

- On-going personal development and training including personal research.
- Commitment to attend relevant training, in line with new guidance & legislation.
- Work in partnership with members of the Local Learning Community and Early Years to develop and improve practice and the learning and teaching programme.

A copy of this policy is available to view in the Policy Folders held in the Nursery Office and Nursery Playrooms.

Reviewed: January 2026

Date of next review: January 2027

Appendix: Shanarri Document
GIRFEC Policy (see policy in folder)