



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, Particularly those from disadvantaged backgrounds. 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.

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. To do these 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 2018 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 in the 21st century, including skills for learning, life, and work. 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 builds upon Pre-Birth to Three and Curriculum for Excellence Learning early level. It 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 settings that allow well-being, communication, curiosity, inquiry, and creativity to flourish.

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.

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 across all curriculum areas.

Methodology

The staff of Clyde Nursery Ltd will provide opportunities for children to engage in active and purposeful learning via:

- Assessment for Learning key strategies
- Co-operative learning
- Active and experiential learning
- Digital Technologies

Planning procedures

Area Planning: Area plans are based around the back-drop theme of seasons and reflect and respond to the childrens' interests, special events, etc with a specific focus on developing children's skills (Learning Through Play). Area plans are displayed to provide an opportunity for parents to contribute ideas and possible learning opportunities, plans are also available on Learning Journals so parents can contribute.

Floor Books / Learning walls: These should include experiences and outcomes, 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, per child. The learning stories will demonstrate children's learning across curricular areas and show progression in their learning. 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: All key persons are responsible for recording children's progression and learning in their progress records. The Early Stages Teacher will support staff and children in providing a range of experiences to help promote numeracy and literacy skills. To 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 Early Stages Teacher and key person will discuss results and set next steps for the forthcoming term to ensure equity for all.

A summary statement for each curricular area will also be completed and discussed with parents and next steps agreed at the end of term $\frac{1}{2}$ and $\frac{3}{4}$. Tracking information will be transferred to the appropriate school.

Parent Reports: Each key person will complete parent reports at the end of the academic year. Reports will be forwarded to schools, along with the Literacy Progress Records and Planning, Assessment and Tracking Numeracy and Mathematics at the Early Level records. A copy of the report will also be given to parents and to the child's new key person.

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 skillful 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

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.

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 Walls, e-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'.

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', quality indicators and challenge questions to self-evaluate our practice and procedures. This is linked to Realising the Ambition-Being Me, Pre-Birth to Three 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 Stages Teacher 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: November 2023

Date of Next Review: November 2024