



Teaching and Learning Policy

Pre-school

Aim: To outline the department's arrangements to ensure effective planning and assessment enabling all children to progress towards the early learning goals and beyond as appropriate

Mill House Pre-school at Giggleswick Junior School recognises that children are competent learners from birth and develop and learn in a wide variety of ways. All Practitioners should, therefore, look carefully at the children in their care, consider their needs, their interests, and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of learning and development. As a member of NACE, staff will ensure that individual talents and strengths are recognised and planned effectively for. The Learning Environment will allow all young learners to 'explore and develop abilities across all domains'.

THE GIGGLESWICK JUNIOR SCHOOL LEARNER PROFILE

The Giggleswick Junior School learner profile is closely linked to the Early Years Characteristics of Effective Learning and is embedded in our provision.

PLANNING

All areas of learning and development are important and inter-connected. The three Prime Areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Children will be supported in the four Specific Areas, through which the three Prime Areas are strengthened and applied. (Ref. Statutory Framework for the Early Years Foundation Stage – September 2021) Characteristics of Effective Learning also underpin the curriculum and the activities offered to our children.

We also promote Fundamental British Values as part of SMSC. This is embedded in provision (see overview in Promoting Fundamental British values as part of SMSC in schools).

Audits of the Learning Environment will take place throughout the year. Learning Areas both indoors and outdoors will be planned to be dynamic and changeable to suit development, interests and challenge.

ASSESSMENT

Ongoing assessment is an integral part of the learning and development process. Practitioners must observe children and respond appropriately to help them make progress towards the early learning goals. Assessment should be based on practitioners' observations of what the children are doing in their day-to-day activities. Account will be taken of information provided by parents. An essential feature of parental involvement is an ongoing dialogue ensuring strong parent partnership links.

Planning Documentation

- Core Provision Planners will be displayed in the different areas of provision
- Parent/Carer Postcards are available for parents/carers at any time to record a child's achievements/experiences. This could be used as a basis for a learning experience at school.
- Parent feedback via the online platform Microsoft Teams, allows parents to send in experiences from home to support the planning cycle.
- Dedicated math and phonic sessions will be regularly planned and delivered, with evaluations of sessions being fed back to Pre-school Manager.
- The Enhancement of Core Provision will be used to plan/record adult-led/child-led activities.
- Planning further enhancements will consider children's next steps as noted through observations, children's interests and areas practitioners feel will facilitate engagement resulting in learning and development.

Management of Planning

- All practitioners will be responsible for planning; Pre-school planning will be the shared responsibility of the Early Years Practitioners led by Pre-school Manager.
- The planning process will be evaluated and reviewed as required, amending as necessary
- A weekly planning meeting is timetabled to enable staff to evaluate planning/child-led interests and discuss/plan focused activities/follow up activities/enhancements to provision for future

Assessment Documentation

- Each child will have a Learning Journey; this will be the responsibility of the child's Keyperson to compile and keep up to date
- Key persons will liaise with a child's previous setting/shared setting re. individuals learning and development sharing information as appropriate
- Targets will be reviewed regularly, via children's individual trackers (Classroom Monitor)
- Observations noting significant learning (across the 7 areas and Characteristics of Effective Learning/Giggleswick Junior School Learner Profile) will be recorded using Classroom Monitor.
- A tracker recording a child's achievements in line with the EYFS areas of Learning and Development will be completed by the child's Keyperson, this will be shared with the school's Reception Class teacher, or new setting when children reach this transition period towards the end of the summer term.
- Children's data will be analysed monitoring progression closely. Regular meetings (Pupil Progress Review – PPR) will be held to look at children's data, with any individual children's needs identified. The Pre-school Manager will also use this data to monitor the provision as a whole, based on children's collective outcomes. This will be discussed as a team and may inform strategic/development plans.
- Moderation will take place within the setting and externally with other providers where appropriate. Moderation provided by the LEA should be attended.

Partnership Parent – Parents are actively encouraged to contribute to the planning and assessment process by;

- Sharing Learning Journey
- Parent/Carer Postcard
- Email/Teams pictures/information to keyperson reflecting interests, experiences, achievements etc.

Parents/Carers will be invited to attend a termly parent/practitioner meeting to discuss their child's progress.

Children with Additional Needs: Refer to Early Years Inclusion/SEND Policy

Reviewed by: C B Shuttleworth, Pre-school Manager

Review period: Annual

Updated: August 2021

Next review date: August 2022