Greenbank Pre School

Learning and Teaching Policy

Greenbank Pre School
Edinburgh Greenbank Parish Church of Scotland
Braidburn Terrace
Edinburgh EH10 6ES

SPPA Registration No: 0923
Charity No SCO11325

Rationale

Learning and teaching impacts on every other policy within the centre and on all areas of children's development and learning.

This policy has been developed by all staff to ensure that high quality learning and teaching opportunities are offered consistently to all children. The policy provides helpful guidance to staff and information for parents.

This policy takes account of national and local guidelines: *A Curriculum For Excellence, The Child at the Centre and Learning for All, Getting it Right for Every Child and Building the Ambition.*

Aims of the learning and teaching policy

- Promote social inclusion equality for all

- Set high and realistic expectations for all

- Actively engage learners and promote high self esteem

- Develop commitment, responsibility and independence in learners

- Promote creativity, flexibility and innovation

- Work in partnership with parents and the community

- Value the importance of development and learning through play

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Points for discussion

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Children develop understanding in many ways, but they learn best in an environment where they feel safe, secure and confident and have opportunities for enjoyment. Children deepen awareness of themselves as learners by planning, questioning ad reflecting. They consolidate this learning when they have time and space to engage in activities in depth. They develop theories through investigation, first hand experience, talk and play. The role of adults is central in supporting and extending children's learning through play.

(A Curriculum Framework 3-5)

It is essential that centres take account of learning preferences, different aptitudes and self esteem if learners are to be effectively engaged in a meaningful process.

Learning activities should be differentiated to ensure they are matched closely to the individual's needs, their stage of development, aptitudes and interests.

(Learning for All)

Key Area: Development and Learning through Play
Performance Indicator 3.2 Staff/child interaction

Themes:
- the quality of staff/child interaction
- staff understanding and reasons for timing of interaction

Level 4 Illustration
- **Staff are knowledgeable and have a good understanding about the processes of children's development and learning. They interact effectively with the children. Staff discussions with children build confidence and encourage and value their contributions.**
- **Staff interaction is very well judged and increases the complexity of play. Questioning is skilled and children's responses are listened to and used effectively.**

(The Child at the Centre)

Key Areas: 7.5.1 WELLBEING, 7.5.2 COMMUNICATION AND 7.5.3 PROMOTING CURIOSITY, INQUIRY AND CREATIVITY.

Quality practice:
- The quality of adult/ child verbal interactions
- Knowledge and understanding of the curriculum
- Knowledge about how young children learn
- Adult skills to support children
- Involving parents in their child's learning

(Building the Ambition)

Getting It Right for Every Child: Using the SHANARI Indicators
- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

GIRFEC Approach:

The adult:
- Puts the best interest 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 families on ways to improve wellbeing
- Advocates preventative work and early intervention to support children, young people and families
- Believes professionals must work together in the best interests of the child

Principles
The key features of effective learning and teaching are:

- effective planning

- effective interaction/teaching

- effective learning

- effectively meeting needs

- effective assessment and reporting

- a stimulating and challenging learning environment which provides appropriate opportunities for learning through play

- effective staff development opportunities

A focus on these principles ensures the following outcomes:

- the needs of all learners are met

- the centre is developing as a learning organisation

- a range of well planned effective learning and teaching approaches are used, where reliable assessment and reporting is an integral part of the process

- raised achievement and high self esteem

- a well trained and motivated staff

Points for discussion

We promote social inclusion and equality for all by ensuring that all learners have access to the curriculum.

We set high realistic expectations ensuring success for all by working towards appropriate personal achievements. The effective assessment process supports this.

We actively engage learners by effectively delivering and appropriate curriculum and we promote high self esteem by creating opportunities to identify and celebrate success.

We develop commitment and responsibility by encouraging learners to take responsibilities and we develop independence through the provision of a challenging but safe and secure environment.

We promote creativity, flexibility and innovation by encouraging learners to be curious about the world in which they live. Learners are encouraged to ask questions and express thoughts and opinions to allow them to form independent ideas and conclusions.

Differentiation makes the curriculum as accessible as possible to every learner. Differentiation makes use of all available information on the learners. Taking account of prior learning is accepted as a basic requirement in the planning process.

Key features of the learning and teaching policy

Equality and fairness   Related PI's 4.4   5.2

The City of Edinburgh Children and Families Department is committed to the philosophy of equality and fairness and social inclusion for all.

"The Curriculum Framework is based on the fundamental principle of equality of opportunity. All education systems of quality must recognise that no individual or group should be disadvantaged on the grounds of race, gender, culture, disability, class, belief, lifestyle or family circumstances. Effective learning and teaching can only take place in an atmosphere of mutual trust, respect and security. An inclusive approach is therefore essential to the provision of high quality learning experiences for all children."
(Curriculum Framework for Children 3-5)

There are currently five National Priorities, Priority 3 is Inclusion and Equality. "To promote equality and help every pupil benefit from education with particular regard paid to pupils with disabilities, and special educational needs, and to Gaelic and other lesser used languages."
(National Priorities in Education – Scottish Executive 2002)

The importance of play   Related PI 3.1

Staff see play as the major vehicle to support children's development and learning. Play opportunities enable children to develop confidence, self-esteem, independence and perseverance.
(Refer to appendix)

The learning environment   Related PI 3.1

The learning environment is stimulating and challenging and reflects children's interests and experiences. It takes account of different stages of development and allows for choice, offering a good balance between free play and directed activity. High quality resources support learning.

Staff child interaction   Related PI 3.2

Staff have a sound knowledge about the processes of children's development. Staff interact effectively to support and extend children's confidence and skills.

Meeting children's needs   Related PI 3.3

Staff take account of the needs of individual children when planning learning opportunities. The pace of learning, appropriate resources and experiences are well matched to the needs of individual children. The approaches to learning and teaching are relevant and challenging and take account of individual children's experiences and interests. The pace of learning is appropriate to enable individual children to make very good progress.

Learning Styles   Related PI 3.3

Recent research clearly indicates that children learn in a variety of ways. Staff support individual preferred learning styles, empower the child and promote independent learning and achievement.
The organisation and structure of the nursery is flexible, adaptable and reflects individual children's interests.
Teaching styles should take account of the child who:
- observes
- prefers solitary activity
- engages in social play
- initiates play
- seeks adult attention and support
- needs praise, attention or direction
- finds it difficult to work in a larger group

- concentrates best in small settings
- finds changes and disruption to routine difficult
- finds it difficult to make choices
- requires new and challenging learning opportunities

Assessments of how a child learns and engages within the nursery setting enable staff to provide the most appropriate environment for learning and teaching.

The assessment process

The assessment process consists of four revolving aspects: planning, observing, recording and reporting.

Responsive Planning   Related PI 1.3

- Staff plan effectively to promote children's learning
- Planning establishes clear goals for learning, matching the needs and achievements of individual children
- Planning ensures that staff are clear, confident and well prepared for what they are trying to achieve in children's learning
- Planning is flexible to respond to learning experiences and to allow learning to develop spontaneously
- Planning information is shared with children and parents to assist the learning partnership
- Staff use observations as part of personal learning planning to identify next steps in learning

Assessment keeping records and reporting   Related PI 3.4

- An effective system of formative assessment of individual children is used by all staff
- Staff use observations of the child at play for assessment purposes
- Focused observation and assessment identifies particular next steps for learning
- Contributions from parents are included in the assessment profile
- An effective system ensures relevant information is passed on at transition points and this promotes continuity of learning

Monitoring and evaluation   Related PI 7.1

Managers and staff monitor and evaluate provision using, *A Curriculum for Excellence, The Child at the Centre, A Curriculum Framework for Children 3-5 , Guidelines Towards Good Practice* and *self-evaluation in pre-5 centres, Building the Ambition* and *GIRFEC.*

The policy will be reviewed on an annual basis. (See review check-list)

Resources   Related PI's 6.1 6.2 6.4

The centre provides a wide range of high quality resources, well matched to the needs and interests of children. Resources are well organised, easily accessible and well maintained. Staff parents and children are consulted when purchasing new resources. Effective use is made of the outdoor play area and good use is made of the local environment to support all aspects of emotional, personal and social development.
Staff are committed to further developing their skills through relevant training.

Partnership with parents   Related PI 3.4 5.3

To support the assessment process staff ask for and use information from parents. Parents are encouraged to participate in the life of the centre and to join the staff in furthering their children's development and learning. Staff value parent's knowledge and views of their child's development, interests and personality. Effective communication with parents includes formal and informal processes.

Staff Development   Related PI 6.4

Staff are the most important resource in the learning and teaching process. Throughout their career they need to acquire new knowledge, skills and techniques.
People learn and achieve more when they:
- engage in self-evaluation
- feel that they have some control over the process
- have their successes identified and acknowledged
- have their professional development needs recognised and supportively planned; and
- receive support and regular and constructive feedback.

Staff have the opportunity to take advantage of a planned programme of staff development and training which must take account of the particular needs of the individual as well as the overall requirements of the centre.
The centre provides a programme of staff development and review to identify, evaluate and promote the progress and performance of staff and to ascertain training and development needs. This will ensure a current and contemporary approach to effective learning and teaching.

All staff and committee members will have a working knowledge of this policy.

Date Approved: 22 September 2015
Date of review: September 2018   Name Joan Ritchie