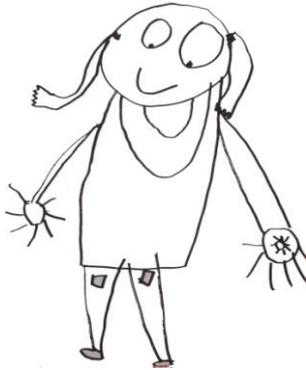


Greenbank Pre School

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, How Good Is Our Early Learning and Childcare?, Building the Ambition and Girfec.*

Aims of the learning and teaching policy

- Promote social inclusion and 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, inquiry and innovation
- Work in partnership with parents and the community
- Value the importance of development and learning through play

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

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 an 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

- **2.1 Safeguarding and child protection**
- **2.2 Curriculum**
- **2.3 Learning. Teaching and assessment**
- **2.4 Personalised support**
- **2.5 Family learning**
- **2.6 Transitions**
- **2.7 Partnerships**

HGIOELCC/ Learning Provision

2.1 Safeguarding and child protection

Themes

Arrangements for safeguarding, including child protection

Arrangements to ensure wellbeing

National guidance and legislation

Descriptor

This indicator focuses on the responsibilities required by practitioners and partners to ensure that all children are safe, well cared for and able to flourish. This indicator looks to how the setting takes account of statutory requirements in relation to child protection to ensure the needs of all children are met. Safeguarding all children requires strong partnerships to be established between the setting and its local community. This includes well-planned opportunities to help children become resilient and develop a sound understanding of how to keep themselves safe.

2.2: Curriculum

Themes

Rationale and design

Learning and development pathways

Pedagogy and play

Skills for life and learning

Descriptor

This indicator highlights the importance of placing the needs of children at the centre of curriculum design and development. It focuses on the importance of offering children rich and exciting play and learning opportunities, indoors, outdoors and within their community. The curriculum is designed to reflect local and national circumstances. The curriculum is most effective when it is highly relevant to children and families and has been shaped by their engagement. A clear and shared pedagogy promotes high quality learning and teaching and results in positive outcomes for all children.

2.3: Learning, teaching and assessment

Themes

Learning and engagement
Quality of interactions
Effective use of assessment
Planning tracking and monitoring

Descriptor

This indicator focuses on ensuring high quality learning experiences for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised.

2.4: Personalised support

Themes

Universal support
Role of practitioners and leaders
Identification of learning needs and targeted support
Removal of barriers to learning

Descriptor

This indicator focuses on the provision of high quality support that enables all children to achieve success. It highlights the importance of wellbeing and of involving children and their families in decisions about how their needs should be best met. Strong partnerships with parents/carers and others who support children are essential. Careful monitoring of all children, particularly those who are more vulnerable or disadvantaged, ensures effective and early support leading to positive outcomes.

2.5: Family learning

Themes

Engaging families in learning
Early intervention and prevention
Quality of family learning programmes

Descriptor

This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on all early learning and childcare settings working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

2.6: Transitions

Themes

Quality of support for children and their families
Collaborative planning and delivery
Continuity and progression in learning

Descriptor

This indicator focuses on the need for babies, toddlers and young children to be well supported at times of transition. This includes moving into and out of the early learning and childcare setting but also includes transitions as children move through different rooms or stages of learning. Effective communication and partnership working supports successful transition arrangements. Very good processes for tracking and recording progress and effective arrangements for sharing these are essential for curriculum continuity and progression in learning.

2.7: Partnerships

Themes

Engagement of parents and carers in the life of the setting
The promotion of partnerships
Impact on children and families

Descriptor

This indicator aims to capture the setting's success in developing and maintaining strong partnership approaches which improve outcomes for babies, toddlers and young children. These partnerships also contribute to the continued improvement of the setting and community. All partnerships are based on mutual trust and respect for the particular contribution each partner brings. Strong partnerships are a powerful feature of a highly effective setting.

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 SHANARRIWELLBEING 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

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

Date of review October 2018

Name Joan Ritchie