

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

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Rationale

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

This policy incorporates the following areas related to practice and provision in our pre-school-

- Development Planning- SQIP
- Digital Technology
- Curriculum
- Accessibility and Equal Opportunities

This policy takes account of national and local guidelines: The Scottish Curriculum For Excellence, *How Good Is Our Early Learning and Childcare?*, *Realising the Ambition, My World Outdoors* 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.

REALISING THE AMBITION identifies 3 Key Areas: COMMUNICATION AND LANGUAGE, PHYSICAL DEVELOPMENT, CURIOSITY ENQUIRY CONFIDENCE all supported and promoted by SPACES, INTERACTIONS and EXPERIENCES. This framework is used in our planning and provision.

THE SCOTTISH CURRICULUM FOR EXCELLENCE identifies 4 capacities: Confident Individuals, Successful Learners, Responsible Citizens, Effective Contributors. There are 8 subject areas: Literacy, Numeracy, Health and Wellbeing, Social, Science, Expressive Arts, Religious and Moral, Technologies. Both capacities and subject areas are included in our planning and provision.

GETTING IT RIGHT FOR EVERY CHILD:

Using the SHANARRI WELLBEING 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

ACCESSIBILITY and EQUAL OPPORTUNITIES

This Accessibility Policy for Greenbank Pre School has been prepared with particular reference to Education (Scotland) Acts of 2002, 2004 and 2009. The Education (Disability Strategies and Pupil's Educational Records) (Scotland) Act 2002 requires education providers to prepare and implement accessibility strategies to improve access to education for children and prospective children with disabilities. "Access" refers to the physical environment as well as access to the curriculum and communication.

The 2002 Act became effective from September 2002 and applied the principles of the Disability Discrimination Act 1995 and the Disability and Special Educational Needs Act (2001) to the specific context of education in Scotland. In essence it seeks to promote equal treatment and prevent discrimination against children with a disability. This Policy is also informed by the pre-school's SQIP and the Equal Opportunities Policy and is inline with the ethos of Curriculum for Excellence.

The Education (Additional Support for Learning) Scotland Acts of 2004 and 2009. The Education (Additional Support for Learning) (Scotland) Act 2004 provided a framework for local authorities and other agencies to support all children. It came into force in November 2005 and its main provisions introduced:

- establishing the concept of additional support needs
- placing new duties on local authorities and other agencies
- setting out rights for parents
- establishing mechanisms for resolving differences for families and authorities, mediation, dispute resolution
- establishing the Additional Support Needs Tribunals Scotland.

The 2009 Act was passed by the Scottish Parliament on 20 May 2009 and came into force on 14 November 2009. The amendments relate, among other things, to

- the rights of parents to make out of area placing requests
- following a successful out of area placing request parental access to mediation and dispute resolution from the host authority
- increased parental rights in respect of access to the Additional Support Needs Tribunals for Scotland (ASNTS)
- the provision of a new ASNTS national advocacy service.

This Policy has been developed against the background of the Pre School's existing commitment to equality. We welcome all children and work hard at meeting their individual needs.

We see consultation with parents and other professionals as a continuing priority in taking forward the policy and the process of maintaining the climate for an ethos of equality and fairness across Pre School.

The Policy includes consideration of the full range of disabilities addressed by the DDA within the context of the legislative framework for as follows:

- Physical disabilities/motor impairment
- Communication difficulties (including specific language impairments and autistic spectrum disorders)
- Hearing impairments
- Visual impairments

- Cognitive learning difficulties
- Social, emotional and behavioural difficulties

The Policy ensures that the needs of children with disabilities are fully addressed. Our approach also takes into account issues and discrimination with regard to children's gender, race/ethnicity, religion or any other characteristic.

We consider 3 broad aspects of accessibility:

- The curriculum;
- The physical environment; and
- Information and communication

The following gives an indication of what we do to translate our policy into practice within the framework of Curriculum for Excellence and Realising the Ambition.

We are following Curriculum for Excellence and Realising the Ambition which are in themselves inclusive. Within these guidelines we strive to select materials and opportunities for learning which reflect the diversity of people and teach the children to respect all equally.

We are committed to

- The on-going use of effective forward plans
- Regular completion with the child of each child's Online Learning Journal and discussion of it with the parents
- Creating Children's plans in conjunction with other professionals when appropriate.
- Inviting parents to all bi annual reviews and having daily informal contact with staff as required
- Working closely with the Local Authority and parents if children are identified as having additional support needs
- The development of a continuing professional development programme for all staff
- Maintaining staffing levels at or above national guidelines.
- Making additional funds available for resources when additional teaching materials are required.
- Identifying support for parents when communication support is required.

In cooperation with Greenbank Parish Church which owns the property in which we are accommodated we

- Create and maintain a welcoming safe environment for children, parents and visitors
- We have use of 2 disability accessible toilets
- We have lift access to the pre-school
- We have ramped access to the building

Curriculum For Excellence

The path most children and young people are expected to follow through the levels reflects the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is however designed to be flexible in

order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

Bilingual learners are those who function in more than one language in daily life. The term 'bilingual' emphasises that learners already have one language and that English is a second or additional language.

It is necessary to provide support beyond the learner's acquisition of social fluency to ensure meaningful access to the whole curriculum, to enable learning, achievement and social and personal development

- In what ways are linguistic and cultural diversity visibly celebrated in your setting? (see Care Inspectorate Standards at www.careinspectorate.com)
- How effectively do you communicate with EAL parents in a creative way, to make them feel welcome and part of the school community?
- How do you provide appropriate and exciting contexts for learning?
- In what ways do you ensure that pupils and parents are partners in the learning process?

Our policy is guided by the National Improvement Framework (NIF), How Good is our Early Learning and Childcare? and Realising the Ambition. We self-evaluate our approaches to assessment, planning, provision, tracking, recording and reporting through the QI's Leadership and Management, Learning Provision, Successes and Achievements.

In early learning and childcare settings for 3-5 year-olds and primary schools, this includes providing coherent and progressive learning experiences in each curriculum area. Learning within an interdisciplinary context, ethos and life of the school and opportunities for wider achievements need to be well considered to ensure they provide coherence and progression in learning

The curriculum is based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice for all learners. Staff and partners are further developing the curriculum to ensure coherence and progression in learning using the experiences and outcomes (Es and Os) to provide well-planned and joined up learning across curriculum areas and subjects, interdisciplinary learning, personal achievement and the life and ethos of the school.

All children have full access to the Curriculum for Excellence, Realising the Ambition, How Good is Our Early Learning and Childcare? Es and Os on a fair and equal basis with an emphasis on meeting individual and group needs. Barriers to learning such as additional support needs, poverty, mental health, child protection issues and EAL needs will be identified as soon as possible using the GIRFEC model. Early intervention is necessary in order to support all children regardless of religion, socio-economic background, gender/ LGBT, ethnicity, disability, language and race to make progress in pre school and reach their full potential in an inclusive and nurturing environment.

Festivals and Faiths in Learning and Teaching

Respectful awareness of major events in children's and families' lives is maintained in pre school and staff welcome the diversity in our community.

- Children will be made aware of different festivals celebrated by different families and their faiths and where appropriate, the stories behind them

- Advice will be sought when introducing an unfamiliar festival
- Children who celebrate particular festivals will be able to share their experiences with the whole group if they wish to do so. In such cases all children will be able to experience the food, dance and dress associated with such events

Resources

All resources will be monitored regularly to make sure they reflect and support the diversity of the community.

DEVELOPMENT PLANNING-SQIP

Learning provision and planning is reviewed throughout the academic year with reference to the annual SCHOOL QUALITY IMPROVEMENT PLAN.

The SQIP is developed collegiately involving all staff. The plan focuses on three key areas- LEADERSHIP AND MANAGEMENT, LEARNING PROVISION, SUCCESSES AND ACHIEVEMENTS.

The document is shared with parents who are able to identify specific action plans for future provision and the impact on learners.

DIGITAL LEARNING

COVID CONTINGENCY PLAN -

In the event of a global pandemic such as COVID-19, the Pre School may face closure for a period or periods of time. In such instances the provision for children will continue on a digital forum and parents will be actively encouraged to engage in the online learning journals and record salient progress for their children.

The setting has a clear rationale for developing children's skills in using and exploring digital technologies including staying safe online. Children's use of digital technologies enhances, deepens and personalises play and learning across the curriculum. They recognise a range of everyday technologies and increasingly understand how they work. Children are developing skills very well and are eager to try out and problem solve using new opportunities in digital technologies. They are becoming confident in making choices and decisions about solving problems and use digital technologies to enrich their play and learning in the setting, at home and in the community and how they may use their skills in the future. We make effective use of the skills of children, parents/carers and partners in developing the use of digital technologies across the curriculum.

We have the use of a computer, iPads, programmable toys and speakers for children to use to enhance their learning.

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

Date of review **January 2022**

Name **Joan Ritchie**