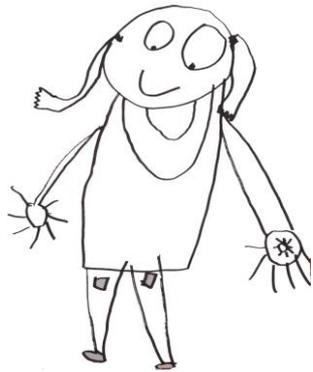


Greenbank Pre School

Learning, Teaching and Assessment Policy



Greenbank Pre School

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

*Early Years Scotland membership number 10042
Greenbank Parish Church Charity No SC011325*

Policy Number GBPSPOL 01

LEARNING AND TEACHING

PLANNING

At Greenbank we have 3 forms of planning:

LONG TERM TOPIC OVERVIEW- this shows the topic rotation over a two year period.

MEDIUM TERM WEEKLY OVERVIEW- this breaks down our weekly focus and shows the curricular outcomes and experiences/interactions/spaces.

SHORT TERM RESPONSIVE PLANNER-we record the **PROGRESSION PATHWAYS** for each week, our **UNCRC** focus, differentiated experiences, next steps and comments on the daily experiences for all children.

At Greenbank Pre School we aim to provide the highest quality play and learning experiences for all children in an inclusive, rights respecting manner.

In our day-to-day practice and provision we follow the government guidelines set out in 'Realising the Ambition'. This document shows the child's voice (being me) in 3 areas- **EXPERIENCES, INTERACTIONS** and **SPACES**. These areas link to **COMMUNICATION, PHYSICAL DEVELOPMENT** and **PROMOTING CURIOSITY** and **EXPLORATION**.

We know that for a child to learn they need to build secure attachments with the adults around them, and they need to feel happy, safe and included.

EXPERIENCES

All children have the opportunity to explore freely and make choices about what they want to do, where their learning and curiosity is taking them and what their next steps might be. Experiences are rich and meaningful because they are based on prior learning outcomes. We provide experiences in all the areas of the curriculum both indoors and outside, this ensures that children have access to all 8 curricular subjects. The subjects are taken from the Scottish Curriculum for Excellence and are as follows:

LITERACY

NUMERACY

HEALTH AND WELLBEING

SCIENCE

SOCIAL

EXPRESSIVE ARTS

TECHNOLOGIES

RELIGIOUS AND MORAL

INTERACTIONS

We know that relationships with the children are key to their progress, development and learning. We have key groups and build secure attachments to our children. We place much value on our standards of care and understanding. Sometimes we get very involved in what children are doing, we scaffold their next steps in learning and support their interests and experiences. Other times we stand back and allow children to operate more freely and be empowered by their own learning. The most important aspect of interacting is that we know our children, we know what their individual needs are and what always supports their wellbeing and development.

SPACES

We consider our learning environment to be one of our teachers. Our spaces are usually themed around a topic but can also be created with the children. We set up the spaces each day and consider what the children have been doing and how we might manipulate the environment to facilitate their next steps. We use good quality resources, many of which are ECO friendly and made from sustainable wood or recycled materials. We are very inclusive with our spaces and consider cultural diversity amongst families often displaying words in different languages, costumes from all around the world and multicultural objects and artefacts. Above all our spaces are inviting and always encourage high quality learning experiences.

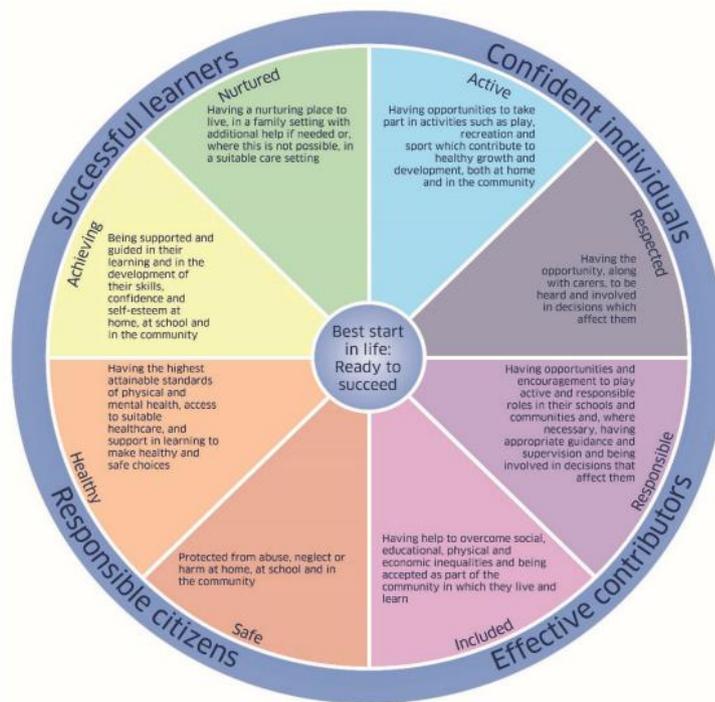
ECO AND FOREST SCHOOL

Greenbank has held an ECO GREEN FLAG AWARD for many years. Our ECO code is embedded in our practice and much of our teaching and learning focuses on REDUCING, REUSING AND RECYCLING. In our planning we often have an ECO focus for a week or more. We host an annual BIG DIG community day when parents and families come and help us reinvent our garden spaces. We grow some vegetables and herbs every year. We also enter the ECO schools POCKET PICNIC GARDEN project annually. The children develop their knowledge and understanding of sustainability and caring for the planet.

We work in partnership with a fully trained FOREST SCHOOL TEACHER. Every year the children have a block of forest school outings. These outings are carefully planned to link to the Curriculum for Excellence and SHANARRI indicators.

GIRFEC AND INCLUSION

Our practice is underpinned by the principles set out in the GIRFEC WELLBEING WHEEL.



The 4 capacities are taken from the Scottish Curriculum for Excellence. The 8 indicators, SHANARRI, are used in our care planning. We monitor and capture every child in terms of their SAFETY, HEALTH, ACHIEVEMENTS, NURTURING, ACTIVITY, RESPONSIBILITY, RESPECTFULNESS and INCLUSION. INCLUSION is central to our practice and provision. We believe in early intervention when we have concerns about a child. We believe that no child should be judged by their cultural/religious background and ethnicity.

THE QUALITY IMPROVEMENT FRAMEWORK FOR EARLY YEARS AND CHILDCARE

We use this government guidance as a self-evaluation tool. This guidance underpins the HEALTH AND SOCIAL CARE STANDARDS, UNCRC (United Nations Charter for the Rights of Children), the PROMISE and the PINKY PROMISE.

We evaluate our setting in the following areas:

LEADERSHIP

CHILDREN THRIVE AND DEVELOP IN QUALITY SPACES

CHILDREN PLAY AND LEARN

CHILDREN ARE SUPPORTED TO ACHIEVE

Robust self-evaluation ensures we are constantly reviewing the quality of learning and teaching at Greenbank.

PARTNERSHIPS

We have very good partnerships with our parents and families. We include them in all aspects of our day-to-day provision. We inform them of our practice and provision and continually share ways of supporting their child's learning and development. We believe parents and families are very much part of the capturing and monitoring process. Parents also support us with our self-evaluation programme.

In line with the GIRFEC principles, we often have partnerships with outside agencies such as the health visitor, educational psychologist, GP, community paediatrician and speech and language therapist as part of our additional support for learning.

ASSESSMENT

ONLINE LEARNING JOURNALS

Every child has an online learning journal. This is data protected and can only be accessed using a password- shared with the parent concerned.

If parents are concerned about data protection, they have the option of not having an online journal.

The online journals are used to capture observations of the individual child, groups of children and the whole class. Photographs and videos are usually part of these observations. The online journal can be used with the children, so they become part of creating an observation. Children of parents who have opted out of the online journals will not be included in any photographs.

Observations recorded are assessed against the learning outcomes from the Curriculum for Excellence. They are essentially subject/ curricular based assessments.

Parents have the option of commenting on their child's learning in the online journal.

CARE PLANS

Every child has a folder called a care plan. The care plan is used to assess the child against the SHANARRI indicators. Children develop 'ownership' of their care plan and can ask to see it, put work in it, add comments at any time they wish.

The care plan has personal data about the child and is therefore locked away when pre-school is closed.

The care plan focuses on the wellbeing of the child and often may record challenges in the child's development.

Parents always have access to their child's care plan, and it is reviewed with the keyworker twice a year.

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

Date of review: January 2026

Name: Kyra Okoth/ Manager