

Netherton Park Nursery School



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Nursery School

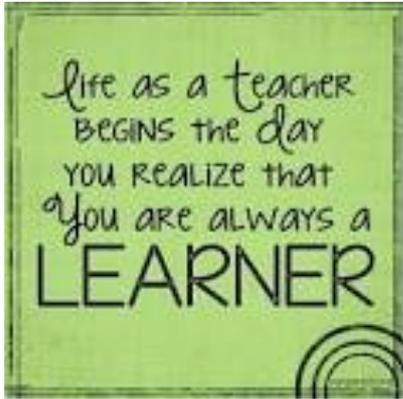
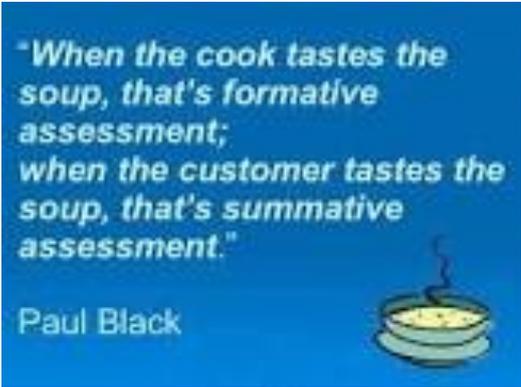
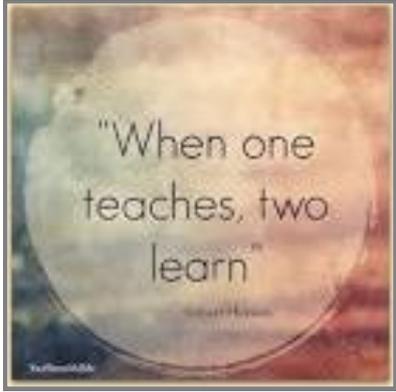
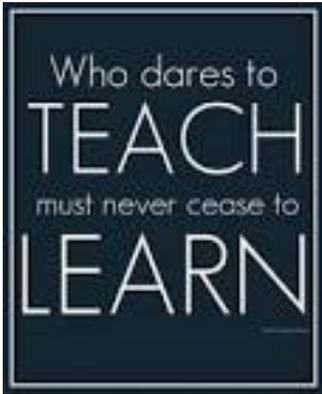
Teaching, Learning and Assessment Policy

Date: September 2022	Review date: September 2025
Approved at:	Approved by:
Chair of Governor signature:	



"If summative assessment can be described as a digital snapshot, formative assessment is like streaming video. One is a picture of what a student knows that is captured in a single moment of time, and the other is a moving picture that demonstrates active student thinking and reasoning."

Van de Walle, Teaching Student-Centered Mathematics, 2006



"Assessment is an ongoing awareness of students' learning and their needs, rather than an occasional event in the program. Minute-by-minute observations of students, along with an understanding of how children learn, allow teachers to make valid decisions and judgements ..."

(Guide to Effective Instruction - Volume 4, 2006)



Introduction

“Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty.”

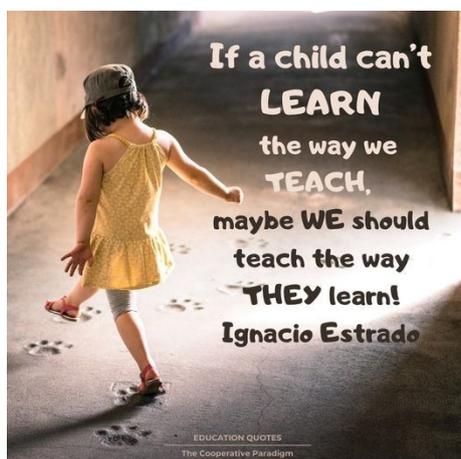
“If you can't explain it simply, you don't understand it well enough.”

Einstein

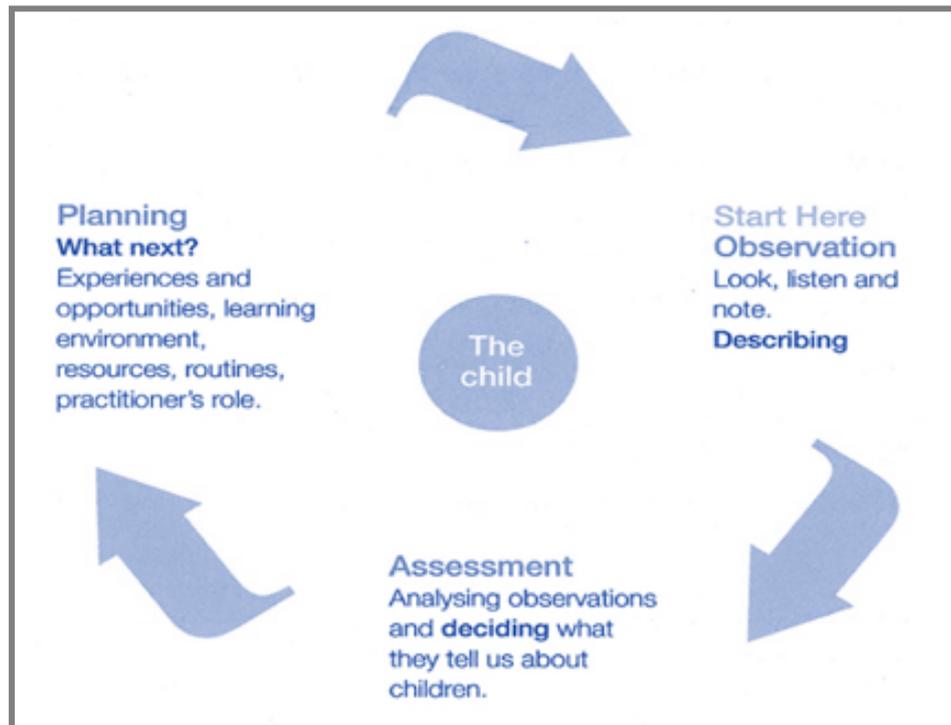
At Netherton Park Nursery School we believe that children learn best when:

- They are happy and feel safe
- They explore, experiment and experience
- There are clear and consistent high expectations
- They are challenged and supported
- They are interested, curious and motivated
- They have a 'growth mind-set'; they reflect on their mistakes and use them as learning opportunities
- They take part in high quality, well planned experiences
- The physical learning environment is stimulating and well resourced
- They are supported by highly trained adults who are tuned into their individual needs and interests

The Headteacher has overall responsibility for Teaching, Learning and Assessment, supported by the Deputy Headteacher and members of the SST team.



Observation, Assessment and Planning cycle



Observation

It is through careful on-going observation and documentation of pupil's learning that we are able to make judgements about a pupil's individual learning and development. It is about all adults knowing the pupils as individuals, motivating and building on their existing knowledge and understanding and then making informed judgements regarding next steps.

Assessment

It is the responsibility for every key worker to maintain up to date records for the pupils within their group.

Data collection points take place three times each year for all pupils:

Baseline on entry (3-4 weeks after starting)

At each pupil's two spotlight's - 6 months apart

Key workers and Early Years Practitioners discuss each pupil's development and progress and make accurate professional judgements of attainment. We use Observation of Play and Learning (OPAL).

For Leapfrog they take place October half term, February and June. The Developmental Profile (based on Birth to 5 Matters) is used to make assessments of progress and attainment. This document is also used for any pupil across the Nursery School whom it is deemed is not making expected progress after completing OPAL. Discussions take place between key workers and the SENDCo/SEND Assistants to identify which pupils need the SEYS Developmental Profile completed.

Moderation

These assessments are carried out in conjunction with members of the SLT who offer challenge and support with judgement moderation.

Pupil Progress meetings

These take place twice a year between the Headteacher and key workers. Individual pupils are discussed and areas for intervention identified where progress is not as expected or causing concern.

Analysis

The Headteacher analyses each data collection, looking specifically at areas of learning as well as for vulnerable groups. This information is used to inform planning, identify needs for staff CPD and the School Development Plan, adaptations need to the learning environments. This is shared termly with Governors. As part of the Headteachers Report.

2 Year Progress Check

Staff in Acorn review pupil's progress and provide parents/carers with a short written summary for the three Prime Areas. This summary identifies the pupil's strengths and areas where progress is less than expected. Where possible the progress check will take place in conjunction with the Health Visitor for an integrated review.

Planning

Our planning is based on the principle that pupils learn most when they are interested, motivated and engaged in the learning process. Regular observations of pupil's interests also feeds into this cycle. We carefully plan experiences and activities that are challenging but achievable and take into account different learning styles pupils have.

Daily group times for our 3 and 4 year olds provide a wide variety of learning experiences from direct adult-led teaching, staff explore the pupil's own ideas to build future learning experiences. We offer praise to pupils for their efforts and by doing so, help to build positive attitudes towards the setting and learning in general.

We have developed a range of documents to support our curriculum. These include a curriculum overview, Learning Aspirations, long term planning, continuous provision planning, enhanced planning, group time planning and in the moment planning, as well as detailed policies and supporting documentation.

SEND/Leapfrog

Pupils with identified Special Educational Needs and/or Disabilities will have specifically planned SEN Support Plans, developed with the support of parents/carers and any involved agencies. Staff will always appropriately modify teaching and learning for pupils with SEN and/or Disabilities. When planning work for these pupils staff will give due regard to information and targets contained in each pupil's plan.

For pupils attending the Leapfrog provision the curriculum has been designed to specifically meet their individual and group needs.

Daily group sessions are based around a weekly theme, reflecting the varying interests of the pupils eg animals, vehicles. Twice weekly individual teaching sessions are tailored to each pupil's strengths, interests and existing knowledge and skills. Both group and individual teaching sessions are designed to promote listening and attention, communication and interaction and co-operation, as well as addressing SEN Support Plan and SALT targets. These sessions also help to extend the breadth of activities that pupils access, broadening the curriculum they experience.

Teaching

Effective teaching and learning

Understanding the role the adult plays and what is meant by 'teaching' is central in ensuring effective teaching and learning takes place within our Nursery School.

Adults have a key role in building the right conditions for learning. Firstly and fundamentally, we ensure that pupils feel known and valued as individuals, safe and cared for. Crucial to this success is operating a 'keyworker system'.

Keyworker System

Each pupil has a named keyworker who they will interact with daily, sharing information, interests, emotional well being and learning. This offers the opportunity for a special relationship to develop. This keyworker builds a close relationship by acting as a companion for the pupil and being mindful to the needs of the pupil during each day. Sharing information and creating opportunities to talk during the day builds trust and partnership. The keyworker also acts as a champion for pupil and parent.

How do we teach?

'Teaching' is a broad term which covers many different ways in which adults help pupil learn. It includes their interactions with pupil during planned and child-initiated play and activities; communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what staff, they/the pupil's are doing, facilitating and setting challenges.

Staff:

- Engage in dialogue with pupils
- Watch, listen and respond to pupils and this information feeds into planning the next steps in their learning
- Model language well which is rich and grammatically correct
- Encourage pupils to express their thoughts, engage in conversations with both adults and each other and use new words
- Support independence and confidence
- Encourage pupils to speculate and test ideas through trial and error
- Recognise non-verbal communication as a means of interaction for some pupils

- Enable pupils to explore and solve problems
- Provide direct teaching of pupil's skills and knowledge
- Behave as an excellent role model for pupils to copy
- Support pupils to recognise and respond to their own physical needs
- Attend to pupil's personal needs
- Work in partnership with parents/carers

To promote effective learning, staff will:

- Support pupils to know and develop the characteristics of effective learning
- Encourage pupils to be independent and to choose their own strategies for learning
- Encourage pupils to 'take risks' (risk being wrong) in their learning
- Engage pupils in a range of independent and collective/collaborative, group-based learning activities, including peer teaching, peer-assessment etc.
- Ensure learning is appropriately differentiated to the needs of the group
- Provide activities involving problem solving and creative thinking;
- Set clear expectations for learning outcomes and process
- Provide opportunities for pupils to use new knowledge and skills in a variety of contexts
- Teach thinking and learning-to-learn skills
- Support pupils to become aware of personal targets for learning and development
- Give opportunities for pupils to learn in a variety of ways, using their multiple intelligences and preferred learning styles
- Provide multi-sensory and 'first hand' learning experiences whenever possible
- Provide varied open ended resources with a focus on problem solving and creative thinking
- Address possible barriers to learning such as sensory issues and anxiety
- Value different forms of communication and expression

Parent/Carer Involvement

Acorn and Oak

We consider that a genuine, respectful and active partnership between pupils, their families and our Nursery School are central to successful learning. We believe that as the child's first educator, parents/carers have a vast amount of important knowledge about their development. This partnership involves parents/carers and staff working together to benefit pupils in relationships where each recognises, respects and values the other.

Home visits are used as the initial opportunity for parents/carers to share information about their child. (See Transition Policy), this includes completing the 'All About Me' form.

We encourage parents/careers to share their thoughts and any concerns regarding their child's learning and development.

We ensure that all parents/carers are kept informed about what and how their children are learning through a variety of means including:

- termly parent consultations where staff share information regarding children's learning and development and any areas identified as needing support. Parents/carers contributions to these conversations are a valuable part of these sessions
- End of year report for all pupils leaving Oak to move to Primary School and any pupil leaving Acorn to join another Nursery
- Half termly Tapestry learning observations, which include ways parents/carers can support their learning at home and next steps in learning
- Parents/carers are welcomed to have discussions with the key worker about any concerns they may have about their child's learning and development

Alongside this we also offer parents/carers many opportunities over the year to become involved in their child's learning at nursery:

- Termly stay and play workshops for parents/carers to work with their child on a specific area of learning

Spring half term 1 - Physical Development

Spring half term 2 -Early Reading and Writing and Phonics

Summer half term 1 - Number

- Half termly story sharing sessions

Leapfrog

- Termly progress reviews where parents/carers meet with the teacher in charge. Sharing of their child's Learning Journey takes place and targets are set
- Parents What's App groups to share information including home learning ideas etc
- Half termly stay and play sessions- these enable parent/carer support, model strategies such as the use of visuals etc (These are open to any parent of a SEND pupil from across the Nursery School)
- Half termly Tapestry learning observations, which include ways parents/carers can support their learning at home and next steps in learning
- Daily home-School diary entry
- Weekly activity sheets to enable parents/carers to know what their children have been doing at Nursery

We appreciate and acknowledge the time parents/carers give to participate in their child's learning through contributing to their learning journals, participating at workshops and by attending parent consultations.



Tapestry

We use Tapestry as a platform for staff to upload observational evidence of children's learning and development to share with their parents/carers. This takes place in the format of photos, videos and written observations. These are up-loaded at the end of each half term for parents/carers to see. Parents/carers are asked to add their own comments to observations.

Parents/carers are encouraged to upload their own observations including photos and videos of their child's experiences at home. To support families with this, regular 'challenges' are added that encourage participation.

School Improvement

To support and monitor the quality of teaching and learning across our school, the Senior Leadership Team provide, review and consider:

- observations of the quality of the learning environment and how the routine of the day makes it suitably accessible for all pupils
- observations of pupils in free play within the learning environment
- observations of adult- led activities – group time and focused activities
- pupil's records
- pupil progress meetings
- internal moderation of children's achievement
- The pupil's voice

Within our supporting and monitoring framework we:

- support the use of appropriate teaching strategies by allocating resources effectively
- monitor the effectiveness of learning and teaching strategies
- ensure that staff development, supervision and performance management policies promote good quality teaching and learning
- ensure that parents/carers are encouraged to adopt a fundamentally supportive role in helping their children to learn
- provide regular staff development and training
 - ◇ Staff training needs are identified through Performance Management meetings, whole school monitoring and teaching and learning observations, these are clearly linked to the School Development Plan
 - ◇ We have 5 INSET days where staff take part in training linked to the SDP priorities
 - ◇ We hold monthly Professional Development Meetings that all staff are expected to attend which focus on staff training needs and SDP priorities