



Learning & Development At Kerswell Nursery & Forest School

Includes:

Early Years Foundation Stage (The Curriculum)

Learning and Development

Planning, Observations & Assessments

The Keyperson Approach

2 year old Progress Check

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The Early Years Foundation Stage



All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances.

A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.

The EYFS sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.

The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Four guiding principles shape practice in early years settings. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).



Learning and Development Policy

What does the EYFS Mean for Your Child?

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the **prime areas**:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The **specific areas** are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

At Kerswell Nursery & Forest School we consider the individual needs, interests, and development of each child in our care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children (caterpillars) ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and/or carers and agree how to support the child. Practitioners will consider whether a child may have a special educational need or disability which requires specialist support.

Teaching and Learning (EYFS Statutory Framework 1.16)

The EYFS does not prescribe a particular teaching approach, however here at Kerswell Nursery & Forest School we know play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

To help us accomplish this we offer continuous provision in both our inside and outdoor environments. Continuous provision describes all of the different provision areas which are available for children to use every day. Within each of these areas of provision there is a core range of resources that children can use all of the time, throughout the whole year. We then add in enhanced provision or themed resources and activities as a way of adding more challenge normally based on the child's interests.

Planning (EYFS Statutory Framework 1.18)

In planning and guiding what children learn, practitioners at Kerswell Nursery & Forest School reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

At Kerswell Nursery & Forest School we use 'In the Moment Planning, "In the **moment**" **planning** is a very simple idea – observing and interacting with children as they pursue their own interests and also assessing and moving the learning on in that **moment**. The written account of some of these interactions becomes a learning journey. At Kerswell Nursery & Forest School, our learning journeys are recorded on the online system

Tapestry' (*see your separate instructions on how to access your child's Tapestry account*)

Children with English as an Additional Language (EAL) (EYFS Statutory Framework 1.14-1.15)

For children whose home language is not English, we provide weekly speech and language groups and we also offer opportunities for children to develop and use their home language in play and learning, including supporting their language development at home. When assessing communication, language and literacy skills, we assess children's skills in English. If a child does not have a strong grasp of English language, we explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Outdoor Play (*full policy available*)

At Kerswell Nursery & Forest School we believe being outdoors has a positive impact on children's sense of well-being and helps all aspects of a child's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It gives children first-hand contact with weather, seasons and the natural world. Outdoor environments offer children freedom to explore, use their senses, and be physically active and exuberant.

Observation

- The nursery staff; look, listen and note while working with the children.
- Observation helps adults to get to know the children's level of achievement, interests and learning styles and then shape learning experiences for each child reflecting on the observations.
- Observations are recorded in children's Learning Journeys (Tapestry) and parents are encouraged to share these with their children.
- Parents are encouraged to contribute to their child's Learning Journey's through discussion, feedback and photographs or notes.
- Staff monitor what has been covered, learning priorities are identified for each child and any gaps are identified and incorporated into future planning.

Assessment (EYFS Statutory Framework 2.1-2.5)

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process at Kerswell Kids Kerswell Nursery & Forest School. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge.

Assessment does not entail prolonged breaks from interaction with children. When assessing whether an individual child is at the expected level of development, practitioners draw on their knowledge of the child and their own expert professional judgement. Each term your child's keyperson completes a summative assessment to record learning and development which enables to map progress.



The Key Person Approach (EYFS Statutory Framework 3.41)

The nursery allocates a Key Person for every child attending the setting. Each keyperson will be responsible for meeting the needs of a small group of children, in the following ways:

- + Supporting children and parents/carers in the child's transition to attending the setting.
- + Working in partnership with the child's parents/carers to ensure their needs are being met.
- + Building a relationship with the child, ensuring they feel safe and cared for.
- + Observing, recording and assessing the child's learning and development.
- + Planning appropriate play experiences for the child, in response to observations and knowledge of the child gained from parents and other sources.
- + Liaising with other settings attended by the child to ensure a consistent approach.
- + Supporting children and parents/carers in the child's transition to a new setting.

Progress Check at Age Two (EYFS Statutory Framework 2.6-2.10)

When a child is aged between two and three, we review children's progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This progress check identifies the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals.

We encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. The progress check will be sent to parents via Tapestry.

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Policy most relevant to: Staff/Parents