



Hart Hill Nursery School

Teaching, Learning and Assessment Policy

Updated Summer Term 2024

Ratified by SLT on 

Signed 18.07.24

To be updated Summer Term 2027



Rationale

At Hart Hill Nursery School we continuously encourage pupils to be independent, curious, creative and resilient learners who show respect for each other, their communities and the environment. Through our teaching and learning strategy, we develop pupils communication skills, ensuring that they know how to appropriately express themselves and feel heard.

Every pupil deserves the best possible start in life, and we believe the support that the school offers enables pupils to do this. This policy outlines our commitment to ensuring our pupils have a secure and safe education, and that they can learn to the best of their abilities.

Aims

The school aims to support each pupil's welfare, learning and developmental needs by providing:

- Quality and consistency, so that every pupil makes good progress
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each pupil and are assessed and reviewed regularly
- Clear progression of skills throughout the nursery
- Partnership and collaboration between staff members and parents/carers
- Equality of opportunity, ensuring that every pupil is included and supported

Roles and Responsibilities

The governing body is responsible for ensuring that this policy is monitored through the links between the governor responsible for curriculum and the class teachers and room leads. They will meet regularly and discuss intent, implementation and that impact of the curriculum. This will be fed back accordingly to the governing body at relevant full governing body meetings.

The Head teacher will ensure the day to day running of this policy and that this policy is reviewed as part of the three-year cycle of review. The Headteacher will ensure that staff members understand the school's systems for teaching key skills, setting appropriate targets for children and assessing and recording pupil progress. The head teacher will ensure that all staff meet deadlines to ensure accurate and regular assessments.

The head teacher will meet with keyworkers to discuss pupil progress and ensure each child has SMART targets that are appropriate for their age and stage and are in line with their assessments.

SLT are responsible for ensuring that all staff have access to this policy. It is the staff teams responsibility to ensure this policy is read, understood and followed.

Class teachers/room leads are responsible for ensuring all children have a named keyworker, who will be a key contact for parents/carers. They will be responsible for arranging a 'settling chat' with parents, approximately 2 weeks after the child has started at the nursery. The class teacher or room lead is responsible for ensuring that all parents have access to progress meetings with their keyworker/room lead to ensure that they are kept up to date regarding their child's achievements and progress and are involved in setting targets for their child.

Subject leads are responsible for using the medium and long term plans to develop a curriculum for the outdoor area, ensuring that a full cross curriculum approach is provided.

All staff are responsible for ensuring that they are kept up to date with child development to support teaching, learning and assessment. They will input ideas and recommendations into the teachers or room leaders planning to ensure that all children are challenged and that all children's educational and emotional needs are met. Staff will support children to effectively communicate, by acting as a positive role model; they will help children to master skills linked to their targets. All staff must make sure the indoor and outdoor environments are safe and appropriate at all times and report any concerns immediately. They will also ensure that appropriate measures are in place to safeguard children; identifying areas of concern relating to children's learning and development and following the school's safeguarding recording and reporting procedures.

All staff members, volunteers and individuals working in the school are responsible for ensuring that the school grounds remain fresh, safe, clean and tidy to allow the maximum impact of the outdoor area for teaching and learning. All staff are responsible for ensure they are aware of the risk assessments for the outdoor specific areas, and read them regularly, so that they remain fresh in their minds. They are also responsible for completing daily visual risk assessments and verbal risk assessments with team members, prior to the children being allowed into the garden, particularly on days where adverse weather may be a changeable factor.

Parents are responsible for ensuring that their child regularly attends school, giving reasons for any absences. They will inform the school of any concerns or problems which may affect their child's behaviour, learning or wellbeing. Parents will attend progress chats and play an active role in the school community. They will ensure that their child is appropriately dressed for all weathers, so that they can play in the outdoor environment daily, whatever the weather.

Teaching and Learning

There are seven areas of learning and development that shape pupils' education. These are split into two groups: prime areas and specific areas.

The prime areas are:

- **Communication and Language**
The schools aim is that all children will use their own communication method and have good quality back and forth interactions throughout their day.
- **Physical Development**
The school's aim is that children will develop fine and gross motor skills to build independence.
- **Personal, Social and Emotional Development**
The school's aim is that children will begin to recognise how they are feeling and learn strategies to regulate their own emotions.

The specific areas are:

- **Literacy**
The school's aim is for all children to develop a love of stories.
- **Mathematics**
The school's aim is that there will be a balance between teaching maths skills and using and applying them in play and everyday experiences.
- **Understanding the World**
The school's aim is for children to have hands on and real life experiences to enhance their understanding and increase their knowledge and sense of the world.

- **Expressive Arts and Design**

The school's aim is for children to have rich opportunities to express themselves through diverse art, music and role play.

The school's long and medium term plans will be used to inform planning to ensure the skills that are taught are progressive. Skills will be taught in adult led sessions and learning will be embedded and further developed through child initiated learning. Children's individual targets will also be worked on during ChIL. Staff members will be actively engaged in children's play, either by undertaking careful observations or by joining in with pupils in order to develop their activity. Evaluations of individual children's learning and assessments will inform future targets and planning.

Topics and books will be carefully chosen ensuring they are age and stage appropriate. Children's interests will inform and shape children's experiences in school.

Children have access to a range of learning environments, including indoor and outdoor activities. The environment contains resources which are age-appropriate, well maintained and accessible to all children. All spaces are sufficiently maintained and appropriate for the activities planned in the spaces. The class should be set up in a way that is reflective of the cohort of children including careful selection of resources e.g. the home areas should reflect the children's own homes. Learning environments in the school are well organised and suitable for group, individual and whole class learning. Interactive displays and easily accessible resources are utilised to encourage independence. School expectations of behaviours are consistent throughout the different learning areas and children are reminded and aware of these.

Educational visits are arranged in order to further expand children's learning experiences. Prior to a trip, a risk assessment is carried out and it is ensured that the area is appropriate for the activity and children involved.

Key workers develop knowledge of children and their families and use this information to plan learning experiences that are relevant and challenging. Data for all groups of children is collected on a termly basis in order to inform the learning foci of the termly plan. All plans are evaluated to ensure breath, challenge and relativity.

Assessment

Key workers ensure that assessments take place through observation of the children during Child Initiated Learning, adult led activities and through conversations with parents.

Baseline assessments are carried out after the child's first two weeks at nursery using the school's assessment framework. Key workers will update assessments at least termly and feedback to class teachers/room leads so that they can monitor and update future planning.

Following assessments, each child's development and progress towards targets are discussed at termly Pupil Progress Meetings between class teachers/room leads and SLT. This ensures that the targets are relevant to the child's needs, extend children's learning and close any gaps in learning where needed. This also supports planning for specific intervention groups.

Parents/carers are invited into school to discuss their child's progress and to agree new targets with their child. This is written into a Contract of Education which outlines how the child will be supported to meet their target in school and ideas on how the parents/carers can support their child at home.

Data is analysed termly to ensure the planning, assessment and interventions in place are effective.

The number of targets children meet is also analysed to ensure children are making progress in the areas that have been identified. Where children are not making progress in their assessments and/or

not meeting their targets, SLT meet with room leads/class teachers and explore the reasons behind this and any additional support needed.

Outdoor Learning

We recognise the positive impact that outdoor learning can have on children's wellbeing and development; therefore we ensure that children are given regular opportunities to work outside. Our outdoor provision incorporates all areas of learning, offering children the freedom to explore, use their senses and be physically active through:

- The use of natural materials
- Learning about growing and the living world
- Physical play and movement
- Imagination and creativity
- Construction and den building

Parental Engagement

The school makes the following information available to parents, through the prospectus and website:

- How the EYFS is being delivered at the school, and where parents can access more information
- How the school supports children with SEND
- Details of all of the school's policies and procedures
- Staffing arrangements, including the names of staff teams, as well as telephone number for parents to contact in an emergency
- How parents can contact OFSTED if they believe the school is not meeting EYFS requirements

The school has a complaints procedure in place which is shared with parents on the school website and written records of all complaints are kept in accordance with the school's retention policy.

The school is committed to working closely with parents and creating an ongoing dialogue in order to capitalise on children's school and home experiences. The school provides support, advice and workshops for parents, with the aim of enriching and underpinning the teaching at the school.

All parents are invited to attend progress meetings with their keyworker/room lead to ensure that they are kept up to date regarding their child's achievements and progress and are involved in setting targets for their child.

Transition Periods

The school understands the importance of the transition process and, therefore, we adapt our practices to support children settling into their new learning environment. Children are supported by their keyworker during a transition period in the school, where possible.

The school offers home visits and settling sessions prior to the full take up of hours. Children with SEND or under the review of social care have a formal transition meeting in school prior to admission, to ensure all practices, training and relevant equipment is available for the child.

Internal transition meetings are held between class teachers (and hold staff teams, where appropriate) when children are transitioning to a new room. This is carefully planned and focusses on the children's key relationships.

Monitoring of the Policy

The quality of teaching is continuously monitored, and any concerns are raised to the relevant members of staff. This policy is reviewed by the senior leadership team and is read by the staff team prior to being ratified by the governing body. The Headteacher reports regularly to the governing body linked to observations and lesson visits, as well as CPD development in the school.