

Learning and Development

Policy Statement

Children develop and learn in different ways and at different rates, and all areas of Learning and Development are equally important and interconnected. Through our Pre-school environment, and with positive relationships, each unique child can learn and develop as an individual.

We are committed to a principle of learning through play whereby children and adults engage in exploratory and active learning; where creativity and critical thinking is developed, supported and extended; and all areas of learning and development are implemented.

The three Prime areas of learning and development are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The four specific areas support and strengthen the prime areas:

- Mathematics
- Understanding of the World
- Expressive arts and design
- Literacy

All areas of Learning and Development are part of all continuous provision of care within our Preschool environment.

Parent Carer Involvement

Each child has a staff key worker who ensures that every child's learning and care is tailored to meet their individual needs and interests. We will ensure that parents are kept informed in advance about what will happen at transition times, such as when children join the setting, and when they move on to Primary school.

- Parents are invited to play in the first sessions and join in with celebrations.
- The children's records are shared with their own parents at regular intervals and are always available for parents and their children to access and comment on if they wish
- There is photographic evidence of our activities for parents to see
- Parents /carers are always offered the opportunity to share interests and expertise

- We use a 'class dojo' app to share regular updates and photos with parents (permission is sought before sharing children's photo's)

Planning

Planning incorporates a balance between adult and child initiated activities and takes account of the children's interests, experiences and abilities. Individual and group planning incorporates all areas of learning and development and puts the principles of the Early Years Foundation Stage into practice.

In planning and providing for Learning and Development; we consider the following:

- **Intent:** Based on my knowledge of the child, **what** do they need to learn, know or be able to do, in the context of the areas of learning and development and characteristics of effective learning in order to succeed in life? What is needed to support them to achieve this?
- **Implement: How** I deliver my plans e.g through teaching, modelling, discussion, providing resources and experiences.
- **Impact:** How do I know what I planned was successful, that the child's achieved the **outcomes**? What can they do now that they couldn't do before? What new knowledge do they have?

Evaluation and Assessment

Evaluation of our provision of Learning and Development is through discussion as a team, observations and planning.

We use evidence of:

- Settled, confident and increasingly independent children both in the setting and their community
- Progress monitored through internal assessment and parental comments
- Observations and feedback from teachers and parents/carers after the transition to Primary school

Professional Development

- Staff are given 6 monthly appraisals and training reviews to ascertain any training requirements and areas for further professional development
- Regular training is undertaken by the staff members and is distributed appropriately
- There are resources of reference books and documentation available for staff to gain further information and to act as a point of reference