



Chertsey and Dorking Nursery Schools and Mole Valley Family Centre

TEACHING, LEARNING AND ASSESSMENT POLICY

Ensuring the very best outcomes for all our children and families is embedded in our practice at both Chertsey and Dorking Nursery Schools to empower each individual to reach their personal and learning potential. Everyone is valued as an individual, there is a continued focus on individual needs and personal and social development is at the heart of our practice.

Curriculum and planning

We offer a rich learning environment, both indoors and out, which encourages the children's enjoyment of learning and their desire to explore and investigate. We follow the statutory guidance for the Early Years Foundation Stage, 2021 (EYFS) as a framework to support high expectations and outcomes. Our curriculum is designed around the children, following their interests, strengths, needs and next steps, enabling personalised learning, differentiation and lines of enquiry to be followed and learning maximised.

The areas of learning and Characteristics of effective learning (CEL) in the EYFS will underpin the curriculum on offer to ensure that outcomes are maximised.

Staff teams will meet daily to evaluate the day's learning and discuss their observations of the children. In light of this discussion, learning will be planned for the following day to further extend what has already been happening or highlight new skills or experiences to be offered. Many of the experiences are offered throughout the learning environment through child-initiated activities and continuous provision, however, we will record on weekly planning sheets those that will have particular emphasis on that day through enhanced provision and adult focus.

Daily sessions end with a group time for all children. This session is highly focussed on Personal, Social and Emotional Development (PSED) and Communication and Language (CL). Sessions will be planned by the practitioner delivering it emphasising attention and listening skills to enable all the children to be active participants.

Where appropriate and when needed, some children may be identified for an individualised programme of support, which may include a range of intervention programmes and strategies. This enables outcomes to be maximised. Children with identified SEND are planned for individually and will have specific targets and intervention plans. This includes those children in our SEND provisions. See also the SEND Policy and SEND Information Report for more detail.

We follow the EYFS Framework and areas of learning, ensuring these are planned for on a daily basis. The EYFS covers the following areas of learning:

Prime Areas:	Specific Areas:
Personal, Social and Emotional Development Communication and Language Physical Development	Literacy Mathematics Expressive Arts and Design Understanding the World

Interconnected with these and underpinning all the areas of learning are the Characteristics of Effective Learning:

Playing and exploring – engagement	Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning – motivation	Being involved and concentrating Keeping trying Enjoying and achieving what they set out to do
Creating and thinking critically – thinking	Having their own ideas Making links Choosing ways to do things

Assessment

A variety of summative and formative assessment methods are embedded into our practice to ensure that outcome judgements are holistic and focussed on the individual child.

Children are observed by all practitioners during every day activities, practitioners will write observations and take photographs of the children during these activities to inform their individual developmental records that are kept by each child's key person against the EYFS areas of learning and characteristics of effective learning. Key people will analyse and monitor their records to enable them to address any gaps to inform next steps and planning.

Children in the Special Education Needs Provision and those in the main classroom who are identified to need additional support, will have more detailed assessments as required linked to targets from professionals and in Education Health Care Plans.

Key people will use the information they have about each child to set next steps. The information they gather will inform a written report and be used as a basis of discussion with parents during Parent Consultation and/or Review Meetings that take place twice a year. Next steps will be shared and agreed between key people and parents, and strategies provided to enable success at Nursery and at home. These are reviewed at the second meeting of the year. Children with identified SEND will have individual targets set throughout the year which are regularly reviewed and discussed with parents. These targets will link to their intervention and support plans.

Photographs of children's learning are shared with parents through an online system called Tapestry. All practitioners have access to Tapestry and the key people are responsible for sharing annotated photographs with parents throughout the year to give a chronological overview of the child's learning. The annotations focus on the context for learning, process and characteristics. Parents can also comment on photographs that are shared and likewise share information with key people about what the child has done at home.

Three times a year, summative attainment and progress is measured against developmental milestones for children and logged as to whether the child is 'meeting' or 'not meeting' their milestones. This is moderated by teams and provides a snapshot of attainment and progress. This is analysed by the senior leadership team and informs future developments and targeted professional development.

For those children with high needs SEND, and those with enhanced levels of intervention funding, it is likely that they will be working on a different trajectory to their peers. For children who have significant needs and high levels of support, individual plans are written to demonstrate their progress against specific targets. Each term, a Case Study will be written by relevant key people to be shared with senior leaders and governors to monitor progress and demonstrate impact.

Transition

The transition between our nurseries is an important process. There is a carefully planned transition programme to support the children as they move from one provision to another internally. Visits, open afternoons/evenings, staff handover meetings, parent meetings and home visits all form part of this process.

Before children leave to transition to their primary school, they will receive a written report against the prime areas of learning, characteristics and next steps. This ensures that necessary information is passed onto the next setting to build on the child's knowledge and understanding. Those children with additional needs will have a report based around their characteristics of learning alongside their most recent individual support plan/targets. There will also be meetings and discussions with reception class teachers, SENCos, Designated Safeguarding Leads at primary schools as appropriate.

Partnership with parents

We fully respect that parents are a child's first educators and parents play a significant role in their education of their child. We welcome parents into the setting and encourage a strong partnership of working holistically to support children. Even prior to a child starting in our nursery, we will begin to work in partnership through home visits, open afternoons/evenings, settling in sessions etc.

Monitoring, review and evaluation

All aspects of teaching, learning and assessment are monitored throughout the year in a variety of activities carried out by senior leaders. These will involve observations of the practitioners (individual and whole team), as well as monitoring of planning (both weekly and group time), monitoring of observation records and Tapestry. Regular monitoring of children's outcomes and moderation will take place to ensure that data is accurate and robust. This is used to support planning for the needs of individuals, as well as identify areas of strength and development in the school curriculum.

Governors also provide an external perspective on the quality of teaching, learning and assessment and will be asked to monitor specific aspects of this closely linked to the development plan.

Other external agencies will also be part of the monitoring process, for example Ofsted and consultants. This is crucial to validate internal judgments and ensure that self-evaluation is accurate and impacts on future outcomes.

Approved by the Governing Body: July 2023

Review by: July 2026

Relevant for:-

Family Centre: No	Nursery: Yes	Parents: Yes
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