
CAMBORNE NURSERY SCHOOL TEACHING AND LEARNING POLICY



INTRODUCTION

At Camborne Nursery School, we believe in high expectations for our children and staff. Children work best in a caring, secure and orderly environment, where staff promote high aspirations and lifelong learning for all. Learning takes place every day and we believe children learn best when:

- they see themselves as able, responsible, resilient, valued and self-accountable; feeling safe and happy to take risks and learn from their errors to succeed
- there is equality of opportunity, with each child's achievements being celebrated and valued
- there is opportunity to learn in different ways and at different rates, working collaboratively and independently
- they have access to meaningful and relevant resources taking into account their experiences, concerns, prior learning and knowledge.
- they are given challenging, well-paced activities and opportunities to discover things for themselves through encouragement and praise
- surroundings are stimulating and interesting, promoting high levels of well-being and involvement
- positive relationships are fostered with equality and respect, encouraged through differentiation to meet individual needs for all including relevant provision for SEND and EAL.



Our Vision:

To bring the world to the child and to take the child into the world

Aims and Ethos:

- We will provide a safe and caring, happy environment
- We will value and respect all children, parents, carers and staff, promoting emotional well-being: developing self-esteem, confidence, security and independence
- We will provide a quality learning environment with high aspirations for all, through respect, empathy, open communication and cooperation and acceptance
- We have a commitment to lifelong learning for everyone, developing awe and wonder, excitement and enthusiasm through real, meaningful first hand experiences.
- We believe children learn through investigation, exploration and play, building skills needed for life.
- We believe our role is to support families and the local community, developing effective partnerships to facilitate the best start in life for



Observations and Assessment of Children's Learning

To support our children's learning and development; we monitor, individually scaffold, and support their progress through ongoing observations and record at milestone checkpoints carried out as they reach 2 years, 3 years and 4 years.

Our Curriculum

There are seven Statutory Educational Programmes of study within the EYFS. Our initial focus is on the Prime Areas (communication and language, personal, social and emotional development and physical development) which underpin access to the whole curriculum. Without these securely in place, understanding and development in the other areas are affected. Therefore, our teaching focuses on these areas predominantly, before looking at the curriculum as a whole, emphasising individual learning and their progress over time.

Specific Areas of learning that broaden our curriculum are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

EDUCATIONAL PROGRAMMES

Communication and Language (Prime)

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back and adding new vocabulary, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play (where children share their ideas with support and modelling from their teacher alongside sensitive questioning that invites them to elaborate) children become comfortable using a rich range of vocabulary and language structures.

Key Milestones

- at 2 years the child shows an interest in other children and sometimes joins in, uses up to 50 words, putting two words together to ask questions, understands 200-500 words and understand one key word instruction
- at 3 years the child can shift from one task to another, uses up to 300 words, makes a 5 word sentence, shows they understand action words, understands two key word instructions.
- at 4 years: uses 4-6 word sentences, uses connectives, uses future and past tense, can answer why questions. Understands and uses three/ four key word instructions.



Personal, Social and Emotional Development (Prime)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Key Milestones

- at 2 years old children will start to see themselves as a separate person, they may enjoy the company of other children and want to play with them.
- at 3 years old children will start to take turns and share with adult support and understand yours and mine. They will settle to some activities for a while.
- at 4 years old: Children will play alongside others. Children are dry during the day.



Physical Development (Prime)



Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Key milestones

- at 2 years old children can run, kick a ball, and jump with both feet off the ground.
- at 3 years old: children can climb, catch a large ball and pedal a tricycle.
- at 4 years old: children can use one handed equipment, can get themselves dressed and undressed and skip, hop, stand on one leg and pose for a game like musical statues.



Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Key milestones

- at 2 years old: children enjoy looking and sharing books, repeating words/ phrases from familiar stories, developing play stories. They may notice print and enjoy drawing freely making marks.
- at 3 years old: Children may understand print has meaning, English text is read from left to right and top to bottom. They can name different parts of a book and turn pages. They may talk about stories, learning new vocabulary. They may use some letter knowledge in their early mark making.
- at 4 years old: Children may develop their phonological awareness, so that they can; spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. They may write some letters accurately and their name.



Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Key milestones

- at 2 years old children may take part in nursery rhymes with numbers using their fingers. They may point or say some number names in sequence, build with a range of resources, complete inset puzzles beginning to use language such as 'bigger/little/smaller', 'high/low', 'tall', 'heavy and noticing patterns.
- at 3 years old children may develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Continue to enjoy and participate in number rhymes and action songs, recognise some positional language such as over, on under. Say one number for each item in order: 1,2,3,4,5. They may begin to explore and talk about 2D and 3D shapes.
- at 4 years old. Children may recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts eg showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more'. Can use shapes to make new ones and create patterns. Extend and create ABAB patterns – stick, leaf, stick, leaf.





Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

- Key milestones at 2 years old: Children may repeat actions that have an effect. Explore natural materials inside and outside with different properties. Make connections between the features of their family and other families, Notice differences between people.
- Key milestones at 3 years old. Children may use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history.
- Key milestones at 4 years. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.





Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

- Key milestones at 2 years old .Children may: Respond emotionally and physically to music when it changes by moving and dancing to music. Join in with songs and rhymes. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Start to develop pretend play. Manipulate and play with different materials.
- Key milestones at 3 years old. Children may take part in simple pretend play, using an object to represent something else. Begin to use small world equipment like animal sets, dolls etc. Explore different materials freely, to develop their ideas about how to use them. Explore colour and colour mixing. Remember and sing entire songs.
- Key milestones for a 4 year old: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park . Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore pitch and melody. of familiar songs. Play instruments with increasing control to express their feelings and ideas.





Our Pedagogy at Camborne Nursery School

We are consistently reviewing and updating our practice, ensuring our practice reflects the latest researches in Early Years. We have been actively involved in research projects with Plymouth University, The Froebel Trust, The Communication Trust and the DfE Covid Recovery Programme; having our teachers disseminate and support settings across Cornwall. Our practice has been developed by thoughtful, experienced early years practitioners allowing us to take into account children's developmental needs and interests.

We provide an inspirational environment adapted to meet the needs of our local community. Some of our main influences include: First Hand Experiences: What Matters To Children, Leuven Scales Research, Reggio Emilia, Tina Bruce and The Froebel Trust, and Jabadao.

We have developed sensitive quality interactions from understanding shared sustained thinking, slow pedagogy and Learning Language and Loving It approaches which promotes learning between the adult and child. Further research from the Educational Endowment Foundation and EPPE supports our practice and findings. We build close relationships using Emotion Coaching.

Special Educational Provision

We have planned our environment thoughtfully and flexibly, so that all children can succeed and be included in our routines with appropriate adaptations (including those children awaiting an ASDAT assessment for neurodevelopmental differences). We readily welcome all children in our nursery. Our classrooms include adaptations such as: visual aids, quieter spaces and specific equipment following guidance from external professionals. We can support children through our effective, in tune practitioners that allow children to access the curriculum by intensive interactions and a commitment to child choice following their motivators and interests. We offer support to help each child progress individually. We value the expertise that parents can bring and build warm positive relationships to support every child at the nursery.

We have a Soundfield System in place in every classroom as we recognise that 20% of young children under 5 have glue ear, which can lead to a temporary hearing loss. This system supports ALL children so they can listen effectively alongside their peers. Our staff are highly trained and can offer TAC PAC/ Handy Pac and In touch with Music daily as needed to support children with sensory processing differences to regulate. Our approach is to work with all professionals engaged with a young child and their family, truly getting to know the individual and their unique cues/ communication/ interests and motivators to ensure we can fully extend their learning by supporting, developing and celebrating steps of progress on the way. Reaching milestones is precious and hugely significant and we capture these massive steps using our class Dojo as a direct link between parents/ class teachers daily so we can share these together.



We offer a Total Communication environment to support ALL children including:

- visual timetables
- visual aids
- traffic lights
- actual objects of references
- Makaton
- Intensive interactions.



Speech and Language is an area of priority for us, which underpins all areas of learning. Research states that a child with poor language acquisition in the Early Years, can lead on to effect that child's life chances in the future.

We support our children to be as effective as they can to be able to acquire new language through:

- sustained shared thinking
- developing a love of books
- Allowing time for children to respond and initiate talk with an adult especially when there is some processing delay evident
- Valuing all children's contributions: both verbal and non verbal
- Asking open ended questions and limiting closed questions
- Using visual and signage consistently and encouraging children to do so between each other

- Makaton
- Extending language and vocabulary by knowing our children really well.
- Offer choices and help children to make choices so their voice is heard
- Understand how children are thinking by listening to them



English as an Additional Language

We have planned our environment so that all children can succeed including those who have EAL or very little English when arriving into nursery with us. We encourage the use of the home language to be spoken at home to continue to develop meaningful cultural links and a strong sense of belonging. We try to embrace this at school by reflecting in a sensitive and meaningful way offering resources (dual language books, apps, culturally accurate resources). We build a relationship with parents/ carers and offer a language rich environment, which is essential to support the child to develop their English. We are aware, it can often take several months for children to be confident to speak English and often children often develop their understanding before their spoken vocabulary.

Parents

We believe parents are the child's first teachers and we aim to build strong relationships with all our parents providing communication to support learning together.

We offer every family:

- A home visit when they start with us
- Regular termly open days
- Parent app with weekly class photos and daily communication texts
- Time to Talk meetings
- Rhyme time
- Transition report
- Key milestone updates yearly
- Regular newsletters



Key Skills

We want all children by the time they leave us to:

- Be Confident
- Express themselves
- Play co operatively
- Be independent
- Be curious
- Love books and stories
- Give meaning to their marks
- Be able to build strong relationships
- Good listening skills
- Be emotionally resilient
- Make choices
- Be able to communicate their needs



Our Learning Environment

We aim to provide a range of memorable opportunities for our children through real life experiences. We offer a broad and balanced curriculum. Our provision aims to meet the needs of children in a variety of ways, adapting to the moment to deepen and extend a child's learning.

At the heart of our provision lies the promotion of the Characteristics of Effective Learning which are the ways in which children learn. We offer free flow provision and view our spaces as a whole: both outdoors and indoors, to create a whole learning environment. It is ordered, well organised and planned. Children are nurtured to move from simple symbolic play to more complex imaginative and cooperative play through open ended resources and skilled supporting practitioners. We enable children to select their own learning resources for their learning and prioritise resources that are of high quality. We believe in giving children freedom, with guidance to grow. We very much enable all children to practice and rehearse their own learning at their own pace, allowing them to become skilled independent learners.

We ensure ICT is offered as an aid to learning.

We reflect and promote diversity of our school community and the wider community.



Early Learning Goals

At the end of the Foundation Stage (end of Reception Year) children are expected to meet the Early Learning Goals. Our curriculum takes account of these and helps to prepare children with the skills for lifelong learning and beyond through promoting effective characteristics of learning.

Communication and Language. Children at the expected level of development will:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
Make comments about what they have heard and ask questions to clarify their understanding
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Personal, Social and Emotional Development. Children at the expected level of development will:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
Explain the reasons for rules, know right from wrong and try to behave accordingly
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Work and play cooperatively and take turns with others
Form positive attachments to adults and friendships with peers
Show sensitivity to their own and to others' needs

Physical Development. Children at the expected level of development will:

Negotiate space and obstacles safely, with consideration for themselves and others
Demonstrate strength, balance and coordination when playing
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases
Use a range of small tools, including scissors, paint brushes and cutlery
Begin to show accuracy and care when drawing.

Literacy. Children at the expected level of development will:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Anticipate – where appropriate – key events in stories

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed

Spell words by identifying sounds in them and representing the sounds with a letter or letters

Write simple phrases and sentences that can be read by others.

Mathematics: Children at the expected level of development will:

Have a deep understanding of number to 10, including the composition of each number

Subitise (recognise quantities without counting) up to 5

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Verbally count beyond 20, recognising the pattern of the counting system

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World ELG: Past and Present Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Explore the natural world around them, making observations and drawing pictures of animals and plants

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

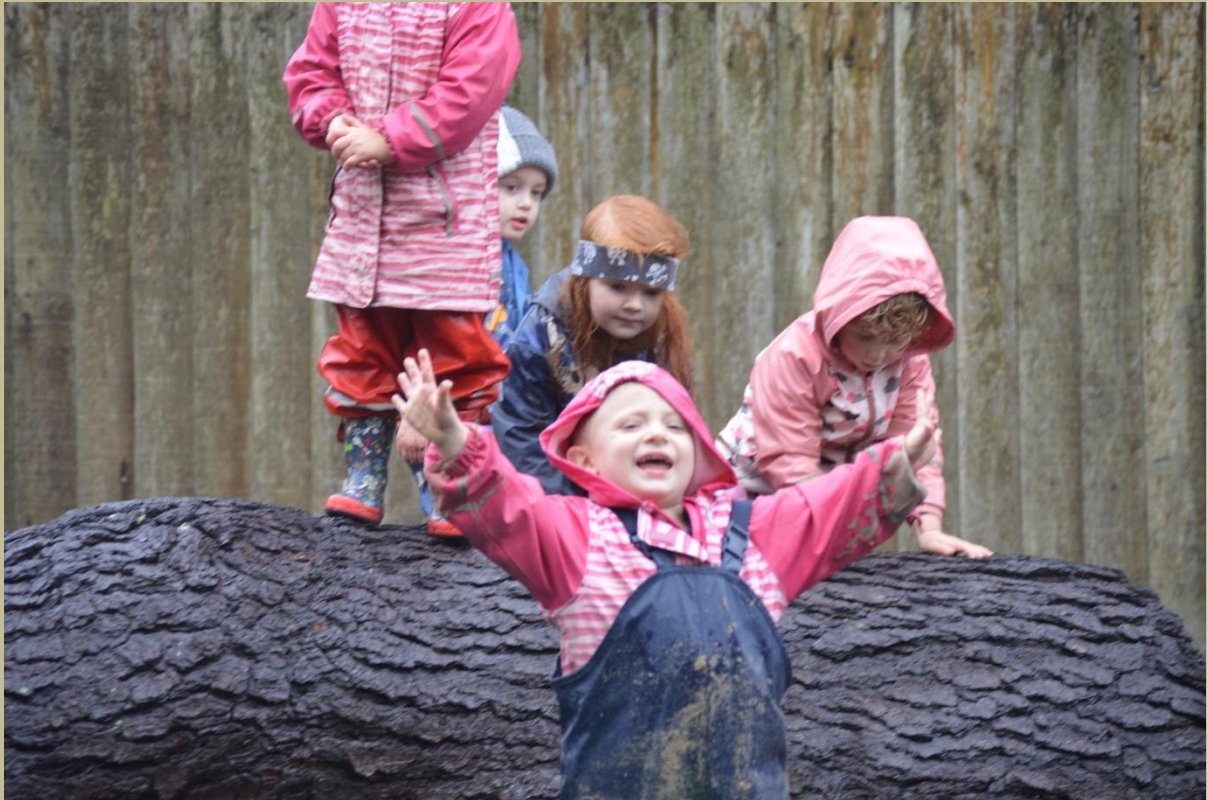
Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used

Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with peers and their teacher

Sing a range of well-known nursery rhymes and songs
Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



External Links for more information that supports our practice and provision:

www.gov.uk/government/publications/early-years-foundation-stage-framework--2

www.development-matters.org.uk/wp-content/uploads/2020/10/Working-with-the-revised-Early-Years-Foundation-Stage-Principles-into-Practice

www.jabadao.org

www.emotionallyhealthyschools.org/wp-content/uploads/2020/09/sics-ziko-manual.pdf

www.froebel.org.uk

www.hanen.org/programs/learning-language-and-loving-it

www.makaton.org

www.slcframework.org.uk

<http://dianerich.co.uk/1pub.htm>