



## Learning and Development

### Policy Statement

Greenhead Pre-school and Rainbow Nursery work in partnership with parents and/or carers, to promote the learning and development of all children in our care and ensure they are ready for school. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Greenhead Pre-school and Rainbow Nursery guide the development of children's capabilities with a view to ensuring that children in our care complete the EYFS ready to benefit fully from the opportunities ahead of them. 1.1

### Procedures

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programme
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- the assessment requirements (when and how children's achievements should be assessed, and when and how children's progress should be discussed with parents and/or carers) 1.2

### The areas of learning and development

There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime** areas, are:

- communication and language
- physical development
- personal, social and emotional development 1.3

Staff 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 1.4

Educational programmes must involve activities and experiences for children, as follows:

**Communication and Language** development involves giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

**Physical development** involves providing opportunities for young children to be active and interactive and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, Social and Emotional development** involves helping children to develop a positive sense of themselves, and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces, and measures.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. 1.5

Greenhead Pre-school and Rainbow Nursery consider the individual needs, interests, and stage of development of each child, and use this information to plan a challenging and enjoyable experience for every child in all of the areas of learning and development. When working with the youngest children, the three prime areas are strongly focussed on as these are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, throughout the early years, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. Staff/child's key person must consider whether a child may have a special educational need or disability which requires specialist support and should link with, and help families to access, relevant services from other agencies as appropriate. 1.6

Greenhead Pre-school and Rainbow Nursery will take reasonable steps for children whose home language is not English, to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. The provision also ensures that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, staff assess children's skills in English. If a child does not have a strong grasp of English language, staff would 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. 1.7

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by the staff at Greenhead Pre-school and Rainbow Nursery about the balance between activities led by children, and activities led or guided by adults. 1.8

Staff and the children's key persons respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.8

In planning and guiding the children's activities, the different ways that children learn are reflected upon and these are mirrored in the day to day practice. 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 **1.9**

Each child will be assigned a key person (a safeguarding and welfare requirement - refer to **Key Person** policy) and parents and/or carers are informed of the name of the key person, along with an explanation of their role, prior to, or when a child starts attending the setting. The key person helps ensure that every child's learning and care is tailored to meet their individual needs. The key person seeks to engage and support parents and/or carers in guiding their child's development at home. They also help families engage with more specialist support if appropriate. **1.10**

A quality learning experience for children requires a quality workforce. As well qualified, skilled staff, the potential of Greenhead Pre-school and Rainbow Nursery is strongly increased to deliver the best possible outcomes for the children (see **Staffing and Employment** policy). The company directors and manager(s) regularly consider the training and development needs of all staff members to ensure they offer a quality learning experience for children that continually improves. **1.11**

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below. **1.12**

## The early learning goals

### The prime areas:

#### ***Personal, Social and Emotional development***

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### ***Communication and Language***

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

## ***Physical development***

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## **The specific areas**

### ***Literacy***

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words which will lead them to read them aloud accurately. They will also read some common irregular words. They will demonstrate understanding when talking with others about what they have read.

**Writing:** children will go on to use their phonic knowledge to write words in ways which match their spoken sounds. They will also write some irregular common words. They will write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### ***Mathematics***

**Numbers:** children will learn to count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they will add and subtract two single-digit numbers and count on or back to find the answer. They will solve problems, including doubling, halving and sharing.

**Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### ***Understanding the world***

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### ***Expressive arts and design***

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Signed..... Managers

Date.....

Signed..... Vice chair

Date.....