

ST. WERBURGH'S PARK NURSERY SCHOOL



Teaching and Learning Policy

Date adopted by St. Werburgh's Park Nursery School Governing Body January '15, reviewed January '18, reviewed February '21

HISTORY OF POLICY CHANGES

Date	Details of Change
4.1.18	<p>2nd para: added “our own subsidiary strands”</p> <p>p.7: Under sub heading “Reading”: Changed “Play and Learn Packs” to “Book Share”.</p> <p>P.8 Under sub heading “Writing” added: points 4 and 5.</p> <p>Added “woodwork experiences” to point 11.</p> <p>p.9 under sub heading “Number” added points 4 and 5.</p> <p>Under sub heading “Assessment and Planning” removed the word “three” from point 1</p> <p>Under same sub heading in 2nd para: added “Triangulation of Assessment”</p> <p>Para 3: “continuous provision” changed to “Benchmark planning”</p> <p>Where the term “parents” used, changed to “Parents/Carers” throughout policy</p>
5.2.21	<p>P3: statement about Characteristics of Learning added</p> <p>P4: 5 principles of the curriculum added and links to COEL</p> <p>P5 & 6: assessment brought up to date with “Focus Child” approach</p> <p>p.6: SEND paragraph moved for greater emphasis. Equality of access to curriculum added. Links to “5 principles” stated.</p> <p>P. 6: Attachment principles added to PSED section.</p> <p>p.7: PSED: changes added to link with COEL and 5 principles</p> <p>p.8 & 9: CAL Curriculum: changes to link with Language Screener approach and “Owling” approach.</p> <p>p.10: Physical Development: Links made with developing fine motor skills for early writing</p> <p>p.11: Literacy: Details regarding approach to Phonics and reading added.</p> <p>p.11&12: Details added re use of children’s names as a phonics/writing approach, guidance re using “satpin” to support reading/writing development.</p> <p>p.12,13 & 14: mathematics: detail added re quality provision, problem solving provision, use of resources such as numicon, links to language development and links to 5 principles and COEL</p> <p>p.15/16: ICT: sentence added re we believe CAL, play and interactions are a priority over ICT provision.</p> <p>p. 16 &17: EAD: Links to 5 principles made</p> <p>p.19: Literacy/ Reading appendix added to set out detailed approach to using names to support phonics development.</p>



St Werburgh's Park Nursery School

Teaching and Learning Policy

At St Werburgh's Park Nursery School we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential.

The curriculum is delivered within the statutory framework for the Early Years Foundation stage. At St Werburgh's Park Nursery School we have developed our own planning and assessment document which brings together Development Matters, AcE, the Differentiated Early Years Outcomes and our own enhancing subsidiary strands. This powerful document reflects our shared commitment to inclusive education.

Provision:

Play underpins all development and learning for young children, it is through play that children learn to make sense of the world and develop intellectually, creatively, physically and socially.

Across our Nursery School, children have access to a high quality play based learning environment to enable them to access what they need independently and support their personal learning journey, now and with skills for life.

Our curriculum enables all our children to understand and experiment with new learning in the 7 areas of the Early Years Foundation Stage, these are:

- Communication and Language
- Physical development
- Personal, Social and Emotional development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

All areas of learning and development are important and inter-connected. The first 3 areas of learning are known as the Prime Areas. The remainder areas of learning are known as Specific Areas. Through all areas of learning is our approach to including the skills needed to be a good learner; Characteristics of Effective Learning. This includes risk taking, resilience, making links, having a go, feeling proud, solving problems and finding different ways to achieve.

We are committed to the principal that children's learning is holistic and "cross curricular". In planning and guiding children's activities Practitioners are responding to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children learn in different ways and these are reflected in our delivery of the Curriculum. Children have the opportunity to learn through:

1. Playing and exploring
2. Being active learners
3. Creating and thinking critically

All the children are supported by a well planned daily routine which includes opportunities for them to work indoors and outdoors, alone or with others, in both child initiated and adult supported play situations, in small groups and large groups. Most significant is the prolonged time children have on self chosen learning – where they have the opportunity to become absorbed in their own learning, following their own interests, solving their own problems and working at their own pace.

Curriculum:

Our Curriculum is underpinned by 5 key principles. These principles run through our provision in each area of learning. These are:

- Delivered through contexts that are meaningful for children.
- Children must learn through active, skills based experiences.
- All children are supported to learn at the pace that suits them.
- Always start from what the individual CAN do.
- Learning must be "low threshold, high ceiling".

At St Werburgh's Park Nursery School children will:-

- Have the opportunity to experience a rich language environment, to develop their confidence and skills in expressing themselves and to listen in a range of situations.
- Have the opportunity to be active and interactive, and to develop their co-ordination control and movement.
- Develop a positive sense of themselves and others, form positive relationships and respect for others and understand appropriate behaviour in groups. (see Behaviour Policy)
- Be encouraged to link sounds and letters and begin to read and write.
- Have the opportunity to develop and improve their skills in counting, understanding and using numbers and describe shapes, spaces and measures.
- Have opportunities to make sense of their physical world and their community.
- Be given opportunities to explore and play with a wide range of media and materials, share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

- Learn through an active, skills based activities that support the individual child's development and progression.
- Engage in activities that challenge their sustained shared thinking and critical thinking skills.
- Develop crucial skills that enable them to develop learning skills for life.

Staff are highly skilled at observing the children, noticing significant lines of interest or new learning and extending it through questioning and challenge. The children are encouraged to problem solve and reflect on and explore their learning experiences creatively.

Assessment and Planning

On-going assessment is an integral part of the learning and development process. Performance information for the children at St Werburgh's Park Nursery School is gathered in a variety of ways:

- At specific capture points through the year
- Next Steps which are agreed with Parents/Carers three times a year
- Individual Language Screeners, if appropriate
- On-going school staff assessments
- Targeted observations as part of the child's Focus week
- Ongoing observations and work samples in individual Learning Diaries.
- Pupil Progress meetings
- Intervention from Outside Agencies.

All activities are planned, age appropriate and differentiated to meet the needs of all children using our planning and assessment document.

The termly "Benchmark Planning" supports teachers to consistently plan for each class. It supports teachers to plan for children to achieve "typical" outcomes. It is skills based and supports progression through the year.

The teachers are given time to work with their class teams to set objectives and learning outcomes to produce weekly plans relevant to the children in their care. "Focus children" are targeted each week. "Possible lines of enquiry" are planned, progress against these lines of enquiry is assessed. Planning reflects the "possible lines of enquiry" of the "focus children".

The planning will incorporate activities that focus on both child initiated and adult-led tasks. Assessments are used as a tool to inform planning which ensures children make progress in all areas of learning.

Parents/Carers are encouraged to participate in their child's learning by contributing to the information gathered during their child's Focus Week. A summary of the child's learning for the week will be discussed with the parent/carer the following week.

Each child has a Learning Diary to evidence their baseline assessment, focus weeks and moments of significant progress.

Progress the children make is tracked through the year at planned capture points. Information regarding progress and attainment is passed onto the Primary School the children transfer to, alongside an Annual Report. This shows if children have reached “typical” outcomes during their first year of the Foundation Stage Curriculum. These reports are also shared with the child’s Parents/Carers.

At St Werburgh’s Park Nursery we believe it is every child’s entitlement to have access to a planned curriculum, which ensures progression, is broad and balanced and appropriate to their individual needs.

Special Educational Needs Provision

St Werburgh’s Park Nursery School provides for children with a wide range of abilities and/or needs. Places for children with or without Special Educational Needs are allocated places in line with the whole school Admissions Policy.

If Teachers, Parents/Carers or Practitioners have concerns about a child’s progress at any point through the year they must use the “Graduated Response” flow chart to plan next steps. The SENCO will support and advise with this process. Parents will be an integral part of this process also. (See SEND Policy and Local Offer for further detail)

Class teams will plan sensitively to meet the needs of the child. Children with additional needs will have a broad and balanced curriculum which delivers through contexts that are meaningful for that child, starts from what the child CAN do and works at a pace that suits them. A bespoke curriculum is sensitively planned to meet individual needs and enable access to learning opportunities. We are committed to being an inclusive school and ensuring that all children can access every learning opportunity.

Within each area of the Curriculum, children will be supported through:

Personal, Social and Emotional Development

At St Werburgh’s Park Nursery School we aim to prepare our children for their future lives and relationships by helping them to develop their Personal, Social and Emotional skills and give them a joy for learning.

We put significant emphasis on children’s Personal, Social and Emotional well-being and work hard to ensure all children feel secure, valued, respected and heard. This includes daily opportunities for children to recognise and work through feelings, resolve conflicts, develop secure attachments and celebrate their achievements as a learner and a member of our learning community. Race Equality and Inclusion thread through our whole curriculum.

We provide children with experiences and support to help them develop a positive sense of self; to form positive, secure relationships; to develop social skills and learn how to manage their feelings.

We help children to develop a positive disposition to learn and support each child in their emotional well-being in order that they learn to know themselves and recognise their own potential.

We work towards the Early Learning Goals within the aspect of **Self-confidence and self-awareness** by:

- Creating a climate of positivity and security to encourage children to try new activities
- Provision of stimulating learning opportunities and materials which encourage independent learning
- Praise of attempts, initiative and persistence
- Providing materials which promote recognition of emotions e.g. story books, pictures, dolls, mirrors, emotive music, emotions visuals and emotions board.
- Providing opportunities to “discover” resources or experiences which may provoke an emotive response.
- Encouraging children to talk and explain their feelings at appropriate times after and in response to situations, conflicts or events that occur
- Careful observations to plan for the interests and needs of each child in partnership with Parents/ Carers.

We work towards the Early Learning Goals within the aspect of **Managing Feelings and Behaviour** by:

- Using “Conflict Resolution” to support children in managing their own behaviour
- Using everyday opportunities that support children in their understanding of what is right and wrong e.g. inside and outside expectations and relevant books/pictures to promote discussion.
- Setting clear, reasonable and consistent limits
- Supporting a balance between taking a risk, developing resilience and staying safe through the use of open questions to encourage independent thinking and personal responsibility
- Praising positive behaviour and modelling self-control
- Demonstrating concern and respect for others and the environment

We work towards the Early Learning Goals within the aspect of **Making Relationships** by:

- Providing opportunities for turn taking and collaborative play experiences
- Providing materials which reflect children’s family lives and communities
- Giving children practice in resolving social conflict through “Conflict Resolution”

- Modelling good relationships with others through respectful behaviour between adults and between adults/children including using asking permission, using kind words, gentle hands and invitations to play.

Communication and Language

At St Werburgh's Park Nursery School we aim to prepare our children for their future by helping to develop their Communication and Language skills in a range of situations and for a range of purposes. Through the use of our Language Screener we are able to develop a clear picture of children's specific language needs. We incorporate advice from the Speech and Language therapy service into specific targeted interactions. We aim to provide opportunities and encouragement, support and extension, for our children to learn and become competent in communicating. We endeavour to foster our children's enjoyment of Communication and Language by offering a rich language environment and by providing interesting and stimulating play opportunities. We aim to develop their confidence in communicating and build on their skills in expressing themselves. Communication and Language is the cornerstone of our Curriculum.

We work towards the early learning goals:

Listening and Attention:

- Use techniques such as "owling": Observe, wait, and listen to enable children to lead their interactions.
- Develop secure relationships with the children so that they respond to eye contact, verbal and non-verbal interactions
- Read a variety of modern fiction and traditional stories with repeating refrains
- Encourage the children to listen to others and model listening and attending to the communication of others
- A variety of games that support children to differentiate between environmental sounds, which builds differentiation between phonic sounds
- Plan differentiated small groups to support children's bespoke needs
- Use "Letters and Sounds" as a resource to plan listening games.

Understanding:

- Extend the children's range of first hand experiences and vocabulary through visitors, visits, experiments, Cultural Celebration events and outings,
- Support children in following instructions, offering picture clues if appropriate
- Develop visually supportive environments e.g. visual timetables and Makaton signs where appropriate.
- Provide props and materials that encourage children to re-enact, using talk and action
- Modelling and encouraging the children to respond appropriately to what somebody has said
- Asking children to follow instructions
- Allowing the children to respond to and ask questions to clarify the meaning of what has happened or been said.

- Using differentiated questioning (Blanks Questions) to develop and encourage greater levels of understanding.
- Sharing experiences and helping children with a range of activities to extend their understanding
- To remember that the children’s understanding of what is being said to them outweighs what they may be able to verbally say
- Non-verbal story telling

Speaking:

- Display pictures and photographs showing familiar events, objects and activities and talk about them with the children
- Provide opportunities to role play both inside and outdoors; small world, through puppets and dressing up and props
- Encourage the children to express their needs and feelings in words
- Provide time for children to initiate discussions and give thinking time for children to decide what they want to say and describe what they have made or done
- Read a variety of stories with repeating refrains and encourage the children to join in
- Provide collaborative tasks such as construction, cooking, games and large floor puzzles to encourage speaking
- Extend the children’s range of first hand experiences and vocabulary through visitors, visits, experiments and a range of activities
- Use of the “Story Square” approach to encourage children to tell and act out their own stories.
- Guided by the Language Screener assessments, targets specific gaps for individuals.
- We are aware that other forms of expressive communication are used by children. Our provision enables children to use a form of communication that best suits their needs and actively encourages them to express themselves. This may be through TOBI’s, symbols, PEC’s or Makaton.

Physical Development

At St Werburgh’s Park Nursery School, we aim to support the children to be active, safe and to improve their skills of coordination, control, manipulation and movement through the provision of a variety of opportunities. We believe that Physical Development may take place across all the areas of the Foundation Stage Curriculum. We aim to support the children in understanding the importance of physical activity, keeping safe and in making healthy choices. We see our Physical Development Curriculum as providing the foundation for being healthy and active with a positive sense of well being through life.

We work towards the Early Learning Goals in:

Movement and Handling

We aim to achieve this through:

- The provision of a variety of levels and surfaces within the class and garden together with the provision of a wide range of equipment, materials and tools which the children can access independently.
- The provision of a range of climbing and balancing challenges for children to experience.
- Providing a range of activities that encourage children to experiment with moving in different ways and at different speeds, as well as encouraging them to move in response to a diverse range of music and to imaginative ideas.
- Modelling, teaching and encouraging children to challenge themselves and use equipment safely.
- Providing an enabling environment of access between indoor and outdoor areas.
- Organising games which encourage children to use their cognitive abilities within active and energetic play.
- The provision of activities that give children the opportunity and motivation to develop manipulative skills e.g. through cooking, painting, playdough or clay and playing musical instruments.
- Providing activities that aim to develop specific physical aspects of early writing skills e.g. shoulder pivot, elbow pivot and wrist pivot.
- Developing gross and fine motor skills that will enable mark making e.g. Dough disco and “Write Dance”.
- Providing a range of construction toys of different sizes and materials that fix together in a variety of ways e.g. twisting, pushing, slotting or magnetism and open ended resources for large scale building.
- Teaching children skills of how to use tools and materials effectively and safely and giving them opportunities to practise and refine them to develop their gross and fine motor skills.
- Appropriate questioning and praise of attempts, initiative, perseverance and appropriate risk taking.

Health & Self Care

We aim to achieve this through:

- Encouraging the children to participate in a healthy snack time.
- The school promotes healthy eating.
- Talking with children about hygiene and the purpose for washing hands after going to the toilet and before eating foods.
- Children are given opportunities to be independent with self help skills e.g. taking shoes on and off, putting coats on and off.
- During Forest Skills children are taught, and experience, keeping themselves safe and assessing risks.
- The provision of a well resourced outside area to encourage physical activity and awareness of the importance of exercise.
- Children visit the “Dance Studio” weekly for physical activities and exercise.

- Encourage children to notice what happens to their bodies during exercise and how it makes them feel.
- Children help at tidy up times, staff talk to children about how to carry and store resources safely.

Literacy

At St Werburgh's Park Nursery School we aim to prepare our children for their future by helping to develop their Literacy skills in a range of situations and for a range of purposes. We aim to provide opportunities that lay the foundations of learning to read and write and inspire an interest in early literacy skills.

Reading:

- The provision of an attractive, cosy book area – to include print e.g. print found in the environment e.g. logos/ signs/ shop fronts/ key words from story of the week/ themed words linked to appropriate objects.
- The provision of a variety of reading material; fiction and non-fiction books, poetry and rhymes, home-made class books, magazines and comics.
- The provision of story props and visual “systems” to ensure access for all children
- Teaching of Reading and Phonics is facilitated through the use of high-quality picture books through our “Core Books approach. It is expected that within ‘Core book project work’ children will experience reading/writing instructions and recipes, posters, story mapping, sign reading/writing, small book making etc.
- By encouraging parents to participate in the “Book Share” scheme.
- By providing opportunities to focus on meaningful print such as a child’s name, words on a cereal packet or a book title. We believe the use of name cards to teach about letters and sound is vital see appendix re *children’s names**.
- Share rhymes, books and stories from other cultures and use dual language stories to share in other languages where possible.
- The provision of phonics games and activities from “letters and Sounds Phase 1”.

Writing:

- The display of a wide range of fonts and scripts and materials that reflect the different cultures within our community
- The continuous provision of cross-curricular and meaningful writing opportunities e.g. in the role-play area, construction area, whilst cooking, etc. For example shopping lists, designing in construction area, taking restaurant orders, writing a recipe together, placing notepads by phones etc.
- High focus on pre writing skills, linked to the development of Physical Skills. E.g. developing the shoulder pivot, elbow pivot, wrist control and then finger control.
- Regular assessment of a child’s Pen Grip. This will inform planning for activities to specifically develop this skill. E.g. using hammers, pegs, pincer skills etc. The use of ‘nip, flip, grip’ for children who are ‘ready’.

- Encouragement to first recognise, then write letters from their own name, with the aim to writing their name when the child is 'ready'.
- Encouragement to have a go at writing sounds in words and other consonants they can hear in the word and playing games that encourage children to link sounds (phoneme) to letters (grapheme) – (see phonics planning.) Use of sound boards within the room to support those children who are connecting phoneme and grapheme (s/a/t/p/i/n/m/d/o/g) or other shortened sound board, not an alphabet board.
- Demonstrating writing so that children can see writing in action e.g. responding to a letter from a key character in a book, writing party invitations, writing shopping lists/ recipe ingredients.
- The provision of a wide range of mark making tools, indoors and outdoors; large and small paint brushes, wax crayons, coloured pencils and writing pencils, ball point and felt-tip pens, chalk, oil pastels, charcoal, sticks or twigs in sand or mud, drawing program on the computer, markers for the white board, etc.
- Developing manipulative skills through targeted fine motor skills activities, for example, tearing paper, finger paint, clay, play-dough, gluing, shaving foam, gloop, woodwork experiences, sand, using nuts and bolts etc.
- The provision of a range of activities to encourage large and fine motor skills such as throwing, kicking, batting balls on string, dancing with ribbons, sawing and hammering, opening and closing screw topped lids, using tweezers with lentils, beans, etc.

Mathematics

At St Werburgh's Park Nursery School we aim to provide a rich, broad and engaging curriculum and provide firm foundations in Mathematics for all pupils. We believe that learning should be through first-hand experiences and teaching should allow the children to fulfil their mathematical potential, to feel confident and take risks in using and applying mathematics in a wide range of situations. We believe that mathematics is uniquely powerful in helping us to make sense of, and describe, our world and in enabling us to solve problems. This 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. Children develop their understanding of Mathematics in a range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. It is important that the children can practise and extend their skills in these areas and to gain confidence and competence in their use. Children's Mathematical Development occurs as they seek patterns, make connections and recognise relationships through exploration with patterns, number and shape. We aim to provide opportunities and experiences to inspire, engage and create enquiring mathematical minds.

Number:

- The provision of stimulating and open-ended activities and resources which are accessible and encourage all children to be creative in developing their problem-solving skills.
- The provision of equipment which promotes exciting and achievable challenges for all children.
- The provision of open ended adult directed challenges, asking high quality questions and giving time for children to formulate an answer, making links in their learning and solve problems before stepping in to support.
- Providing children with the opportunities to return to experiences.
- Setting learning opportunities with “low threshold and high ceiling” to enable access and challenge.
- Modelling mathematical language, displaying high quality and meaningful vocabulary, numerals and mathematical concepts within the environment.
- Counting in a variety of contexts and providing opportunities for counting and solving number problems in everyday, meaningful situations.
- Providing collections of high quality, interesting things for children to sort, order, count and label in their play.
- Introducing high quality mathematical resources such as numicon, when ready to explore.
- Using mathematical opportunities from stories, number rhymes and explore real-life problems.
- Making mathematical games accessible and teaching children how to play them which relate to number order, addition and subtraction.
- Showing interest in how children solve problems and valuing their different solutions, encouraging peer involvement and feedback.
- Encouraging, valuing and praising all achievements, starting from what the child CAN do and supporting them at their own pace.
- Looking out for opportunities to extend and further learning and interest in number in the moment.
- Providing children opportunities to notice number in the world around them (subitising). Modelling language ‘What do you notice?’
- Creating a number rich environment in all areas of the indoor and outdoor classrooms.
- Regular assessment of each child’s number skills in relation to development matters. This will inform planning to further develop skills needed.
- Following ‘Progression in skills overview’ document. Developing a clear understanding of where each child is and then planning skills and activities to make an impact on their progress.

Shape, Spaces and Measures:

- The provision of stimulating activities and resources which are readily available to enable children to explore the properties of shape.
- The provision of open-ended adult directed challenges and equipment which sets appropriate challenge and differentiation.
- Setting learning opportunities with “low threshold and high ceiling” to enable access and challenge.
- Using the potential of the outdoor environment – allowing the children to discover things about shape, distance and measures through their own physical play.
- Create a rich and engaging environment that promotes a love of exploration and learning for shape, space and measures in all areas and with a variety of tools and resources.
- Introducing the children to the use of mathematical names for “solid” 3D shapes and “flat” 2D shapes, and the mathematical terms to describe shapes.
- Displaying shapes in purposeful contexts. Using the language ‘What do you notice?’ encouraging children to explore the world around them.
- Demonstrating the language for shape, position and measures in discussions and modelling the vocabulary of shape, pattern, size and position
- Encouraging children to talk about the shapes they see and use and how they are arranged. Modelling the correct mathematical vocabulary.
- Providing rich and varied opportunities for comparing length, weight and time.
- Asking appropriate questions and encouraging, valuing and praising all achievements.
- Following ‘Progression in skills overview’ document. Developing a clear understanding of where each child is and then planning skills and activities to make an impact on their progress, following the child’s own pace.

Understanding the World

At St Werburgh’s Park Nursery School we aim to develop and extend a child’s natural curiosity about the world, helping the children develop the knowledge, skills and understanding that allow them to make sense of their world. We aim to create confident, resourceful, motivated, and resilient, risk taking, independent learners by providing a stimulating environment which offers a range of activities (indoors and outdoors). Our approach will encourage the development of observation, exploration, prediction, problem solving, critical thinking, and decision making and discussion skills. We will support their learning through offering opportunities for them to use a range of tools and ICT equipment safely; encounter creatures, people and plants and objects in their natural environments and “real-life” situations; undertake practical experiments; work with a range of materials; develop an awareness of and respect for the similarities and differences between people; and develop a sense of the wider world.

The “Understanding of the World” Curriculum

We work towards the Early Learning Goals in:

People and Communities

We aim to do this through:

- Exploring the Cultures of the children in the setting in a range of different ways and through a variety of different resources.
- Celebration of special events in the children's and their Community's lives.
- Exploring and discussing cultures and religions through different resources and activities e.g. stories, cookery, role-play, music, dance, ICT, creative media etc.
- Visits to different parts of the Local Community
- Encouraging children to talk about and share memorable experiences of their family or Cultural Traditions
- Visits from/to different members of the community
- Displaying positive images of all children from a wide range of cultures and including those with identified characteristics, avoiding stereotypical images.
- Helping the children to learn positive attitudes and behaviour towards people who are different to themselves
- Ensuring that any cultural assumptions and stereotypes that are expressed are challenged appropriately.

The World:

We aim to do this through:

- Stimulating practical activities illustrating a range of scientific concepts, which encourage the children to become independent learners, to question, discuss, describe, reflect and interpret their findings and develop higher level thinking skills.
- Developing observational skills through close examination of a wide range of living things, objects and materials through a variety of means.
- Multi sensory experiences, both inside and in the outdoor environment.
- Providing a range of materials and objects to play and experiment with that have different purposes and work in different ways e.g. whisk, torch, pulley, electricity sets, magnetic objects, construction toys. Children are encouraged to speculate on the reasons why things happen or how things work.
- Exploring the local area, both the built and natural environment. Children are encouraged to discuss, compare and comment on features. We give opportunities for designing and/or caring for their immediate environment e.g. planting in flowerbeds.
- Providing activities which introduce different environments to the children e.g. rock pools in the water tray, jungle or farm habitats in a small world tray, and stories.
- We encourage the children to discuss differences between their own environment/climate and others. We also encourage the children to create their own environments (real and imaginary).
- Introducing children to the world as a whole e.g. through stories, discussion about holidays, world maps etc.
- Children are encouraged to look at a variety of maps from a large scale local map to a world map/globe and to talk about and discuss journeys (on a small and large scale).

We provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of known and imaginary landscapes.

- Encourage the children to raise questions and suggest solutions and answers.

Information, Communication Technology

At St Werburgh's Park Nursery school, we acknowledge that children often have a rich experience of accessing technology in their everyday lives. We believe that developing language, play and interaction skills are more important than promoting technology in school. However, we work towards the Early Learning Goals within the aspect of **ICT** by providing opportunities for children to find out about and identify the uses of Technology. We encourage children to explore aspects of technology around them and to develop their knowledge and understanding of the world through activities based on first-hand experiences, exploration and investigation using ICT equipment and programmable toys where this is appropriate. We aim to do this through:

- The provision of stimulating activities and resources which are age appropriate.
- The provision of equipment and software which sets appropriate challenges. Each classroom has a lap top, whiteboard and projector.
- Talking about ICT apparatus, what it does, what you can do with it and how to use it safely.
- Drawing children's attention to pieces of ICT apparatus they see or that they use with adult supervision
- Teaching children how to use ICT equipment and encouraging them to explore different ICT apparatus, when appropriate to their play.
- Incorporating technology resources in their Role Play.
- Ensuring safe use of all ICT apparatus and make appropriate risk assessments for their use.
- Teaching the children about and how to use photography.
- Developing the use of new technologies to support, enhance and enrich learning and teaching
- Developing the use of new technologies as they become available.
- Encouraging, valuing and praising all achievements.
- Appropriate questioning.

Expressive Arts and Design

At St Werburgh's Park Nursery School we aim to prepare our children for their future by helping to develop their Creative skills by the provision of support for their curiosity, exploration and play. We provide 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. Expressive Arts and Design enable children to express themselves positively.

We work towards the Early Learning Goals within the aspect of **Exploring and Using Media and Materials** by

- Singing and reciting traditional songs and rhymes for children to join in with.
- The provision of a wide range of musical instruments including those from different cultures.
- Providing resources so that children can create their own musical instruments.
- Providing opportunities to dance to familiar and unfamiliar music and with resources e.g. ribbons and streamers.
- Providing a wide range of equipment to make constructions and explore joining items together.
- Providing resources for exploring colour.
- Providing resources from the natural world for children to observe, feel and discover.
- Introducing and modelling relevant vocabulary to help children describe and talk about their observations, experiences and their creations.
- Developing children's knowledge of different media so that they can find out what happens when they put different things together e.g. paint and sawdust.
- Developing children's skills to work with and explore different media.

We work towards the Early Learning Goals within the aspect of **Being Imaginative** by:

- Encouraging children to represent their own ideas, thoughts and feelings through art, music and role play
- Providing opportunities for children to express themselves freely through their chosen media.
- Providing a wide variety of small world toys and equipment both indoors and outdoors
- Providing a wide range of construction including large and small wooden blocks as well as commercial sets and recycled materials
- Encouraging children to make-believe with a range of objects within a range of role play areas e.g. using a cardboard cylinder to make a telescope
- Modelling creative and purposeful play in all role play areas including unstructured areas of sand, water, small and large construction
- Reading a wide range of traditional and contemporary stories and rhymes, providing the props so that children can re-enact them.
- The provision of dolls, including multi culturally diverse reflecting the community of St Werburgh's Park Nursery.

Use of Display:

Displays are used to both celebrate and promote learning at St Werburgh's Park Nursery. They are used to:

- Stimulate conversation and recall experiences.
- Provide information
- Provide a stimulating and exciting environment in which to learn.
- Demonstrate learning experiences in all areas.
- Raise the children's self-esteem.
- Show pride in children's achievements.
- Celebrate community, culture and diversity
- Share our approach to learning with the school community.

This policy will be reviewed by the Head Teacher and Curriculum leaders, in line with our policy review cycle. It is the responsibility of the Governors to ensure that this Policy is implemented.

Implemented January 2015

Reviewed January 2018

Next Review date January 2021

Reviewed February 2021

Next Review date: February 2024

Literacy APPENDIX:

Reading:

Children's names.

- Name cards must be large, must be hand written clearly and neatly with standard letter formation. They must include child's first name on one side, and first and second on other side. **ADD MORE RE TO HOW NAME CARDS WILL BE USED AT SWPNS – CONSULTATION WITH TEACHERS**
- Children's work needs to be labelled with a name. This is either done using the provision of children's names ("art names" as previously named) - teaching the children to find their own names, looking closely at those names/ teaching recognition. OR through the adult scribing the name on the child's work. This needs to be seen as a 'teachable moment'. Child's name to be written clearly, spelt correctly and as the adult writes the name for there to be a reference to the process. E.g "L,l,l,libbie, L,l,l,l" or "I can see this is how to write Libbie (get name card together)" or simply "I am writing your name... Libbie".
- Self-register expectations – how and why – **progression ADD TO**