Learning and teaching policy

The purpose of referring to relevant publications, guidance, and curriculum (i.e Curriculum for Excellence, Being Me 0 - 3, Realising the Ambition, and Perth and Kinross milestone benchmarks, Talking, listening, communication records) at the early stages is to support children in all aspects of their emotional, social, cognitive, and physical development.

Any curriculum or guidance used will enable all children to become increasingly independent, responsible, and eager to progress in their learning.

At Apple Tree Nursery, we believe in, and create an environment where:

* The children are fully engaged in their learning, which is interactive, purposeful and defined within the outcomes and experiences. ·
* The learning environment is relaxed and supportive with opportunity for observation, interaction and further exploration of interests and activities. ·
* The learning environment is imaginatively resourced and stimulating, with opportunity for engagement in exploratory and spontaneous play.
* The imaginative use of space and resources which creates opportunity for children to work independently or collaboratively.

All members of staff strive to create the above-described environment and contribute through:

* Open, positive, supportive relationships in which children will feel that they are listened to.
* Promoting a climate in which children and young people feel safe and secure.
* Modelling behaviour which promotes effective learning and wellbeing.
* Being sensitive and responsive to each child’s wellbeing.
* Utilising and referring to relevant documents, publications, and guidance to support their practice.

**0-3 Room Seedlings and Pips**

Being me, 0-3 Realising the Ambition is a valuable tool used regularly in different contexts, (staff/room meetings, self-evaluation exercises, challenge questions and professional dialogue) this supports practitioners at all levels to provide the highest possible provision for our youngest learners. This document explores the range and the quality of our interactions, the experiences we offer, and the spaces we create for babies and young children to help them to learn and grow. The document supports, and provides positive examples of age-appropriate practice, supporting positive change within our playrooms and outdoor play spaces. Valuable areas also covered by this document include:

* Supporting young children at points of transition
* Information for parents on transitions
* Being me through play
* Being me through adversity and trauma
* Being me through block play

**Seedlings (0 – 2 Years) Pips (2 – 3 Years)**

Our Seedlings and Pips room provide warmth, fun and security for children 0-3 years old. Both the Seedlings and Pips playroom allow staff to provide the appropriate activities for your child’s age group and developmental stage.

It is important for children to receive continuity of care between nursery and home therefore the nursery staff will ensure your child’s familiar routine is maintained.

Staff encourage children to freely explore and enjoy their play activities in a safe, relaxed environment allowing them to develop their confidence, independence, and learning.

A variety of resources, activities and experiences are on offer.

Staff monitor and record each child’s progress. For children aged 0 to 3 years the following areas of development are observed by our staff:

**Movement and Coordination** – the most important area of physical development for very young children is to have their physical needs met: warmth, nutrition and health care. Children from birth to three will go through many stages of large physical development including: learning to roll over, sit up, crawl, walk, run and jump. Fine motor skills are also very important beginning with grasping rattles through to holding a pencil or crayon.

**Sense of Self and Others**– from birth children enjoy social interaction through cuddles, eye contact and facial expressions. Social development also involves your child becoming more independent in feeding, dressing, toileting and expressing their thoughts and feelings.

**Communication and Curiosity**– very young children use all 5 senses to make discoveries about the world around them. Repetitive learning experiences are very important for children under 3 years old as their memory is still developing. Cognitive development includes: language development, recognition of colours, simple problem solving, basic counting skills and matching and sorting skills.

All children are treated as individuals. We recognise that each child will develop at their own pace therefore developmental stages are used as guidance only.

**The Curriculum for Excellence (3 to 18 Years)**

The Curriculum for Excellence was introduced within a strong partnership between the Scottish Government, Learning and Teaching Scotland, Scottish Qualifications Authority and HM Inspectorate of Education to ensure pre-school children’s developmental needs are met. The emphasis is on learning through quality play experiences in a relaxed atmosphere.  There are eight areas of the curriculum:

* Health and Wellbeing
* Language and Literacy
* Mathematics and Numeracy
* Expressive Arts
* Religious and Moral Education
* Science
* Social Studies
* Technology

Curriculum for Excellence aims to, focus playroom practice upon the child and around the four capacities of education:

* successful learners
* confident individuals
* responsible citizens
* effective contributors

**Blossoms (3 to 5 Years)**

In our Blossoms room your child will have the opportunity to experience a range of activities which meet all eight areas of the curriculum. Activities and experiences are delivered in a fun, relaxed manner allowing all children to learn naturally through play.  Each child is encouraged to learn at their own pace within their own capabilities.

**Parental information (Activities)**

The children in our Blossoms Room can participate in a wide range of activities and experiences. You will find out all about what your child is up to through photo displays, newsletters, verbal feedback, Learning Trees and also our floorbooks.

In summary, children will experience:

* A Coherent Curriculum - Taken as a whole, children’s learning activities should combine to form a coherent experience.
* Challenge and Enjoyment- To ensure the children find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.
* Breadth - a broad, general education, including experiences and outcomes which are well planned across all the curriculum areas, beginning from early years.
* A broad, suitably weighted range of experiences.
* Progression - The children should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.
* Depth - opportunities for children to develop their full capacity for different types of thinking and learning.
* Personalisation and Choice - The curriculum should respond to individual needs and support particular interests.
* Relevance - Children should understand the purpose of their experiences. They should see the value of what they are learning and its relevance to their lives, present and future.
* Opportunities for developing skills for learning and skills for life with a continuous focus on Literacy, Numeracy and Health and Well Being.
* Personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.
* Support in making successful transitions within Nursery to Primary School.

Staff will use the experiences and outcomes to record children’s progress at the early level and to plan coherently for progression in learning across the curriculum.