

Madeley Nursery School



Learning, Teaching and Assessment

March 2022

If you require a copy of this procedure, for example in large print, please contact the school.

Context and background

We are a researching school with a creative, ecological curriculum that promotes collaboration and active participation from everyone in the school community.

Our **aims for the school** are to create a vibrant, friendly school community for all, that engenders delight and enthusiasm in learning. A community that is creating confident, committed members of society through outstanding early education and care within a culture that places well-being and safeguarding at its centre.

We generate a robust culture of safeguarding amongst the whole school community and see that being and feeling safe is fundamental to developing the highest levels of well-being and learning.

Our approach to teaching and learning is inspired by the preschools of Reggio Emilia and the ideas of Gregory Bateson. At Madeley Nursery School children learn in groups and research the world through environmentally focused projects. We are part of local, national,

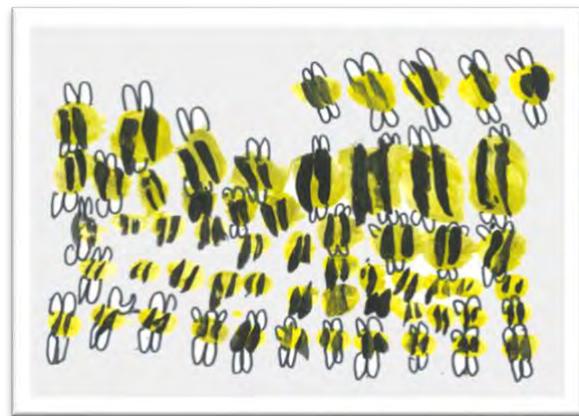
and international networks of settings and higher education institutions with whom we work to develop our practice.

Learning is primarily developed through research projects focused on the local environment, that evolve from children's interests and observations by the staff. Nature and natural subjects are inherently inter-relational. The children see the tonalities and aesthetics of these relationships and then use them to create and elaborate ideas.

There is a strong focus on partnership with parents and families as well as community groups. With a fundamental belief in active participation, equalities, and inclusion, we want all children to become good citizens and achieve their best, continuing their journey into school and beyond with a love of learning and excellent dispositions and attitudes.

Learning and teaching at Madeley Nursery School is based on deeply held principles.

These are continually explored, questioned, tested and our understanding developed.



School principles

The school is a place of citizenship - being part of a strong community

Our school is an integral part of the community. It is a place where every child, family and educator has both a right and responsibility to contribute to and support their community. *We define community as being both immediately located around the school and stretching out to include the wider global community. We believe that citizenship encompasses people and cultures as well as environments and ecologies. That as citizens, children should be creators of culture not passive consumers.*

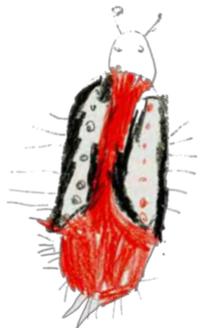
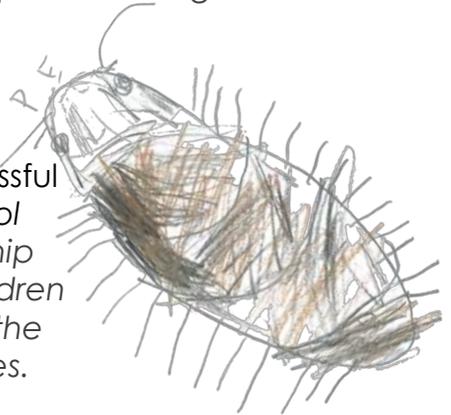
The school is a place of research

Working together to question and improve, our school is a place where children, families and educators work together to improve the quality of learning and teaching experiences, therefore promoting high aspirations, levels of well-being, good dispositions, and achievement for all. *We believe that a researching school relies on developing a 'listening pedagogy', where all protagonists collaborate and co-operate in reflective dialogue,*

respecting and encouraging different opinions and ideas, being open to change and innovation.

The school is a place of partnership with children and families

We consider that a genuine, respectful, and active partnership between children, their families, and the school is central to successful learning. *This principle is interrelated and underpins the other school principles, reflecting our relational and community ethos. Partnership involves parents, families and staff working together to benefit children in relationships where each recognises, respects and values what the other does and says. Partnership involves responsibility on both sides.*



The school is a place where every child is viewed as competent and full of potential

All children have an innate ability to learn from birth. We believe that every child has an incredible capacity to learn and develop through engagement with others and with the world. This principle has inclusion and diversity at its heart and is made visible through the pedagogical approaches of the school. *Learning is seen as crossing the borders that separately define disciplines, curriculum, and concepts.*

Through these principles we promote the following values for all members of the nursery community.

- **Prosocial behaviours** of sharing (dividing up or bestowing), helping (acts of kindness, rescuing, removing distress), and cooperation (working together to reach a goal) showing sympathy, showing positive verbal and physical contact, showing concern, taking the perspective of another person, cooperating and social problem-solving that enable children to be in dynamic interactions with other children and adults.
- **Self-regulation** which is the ability to monitor and control our own behaviour, emotions, or thoughts, altering them in accordance with the demands of the situation.
- **Collaboration** that is crucial to successful, independent learning. Through effective collaboration we begin to understand the importance of being reflective, of cooperation, of taking turns, of respecting difference and diversity, of friendship, of being fair, of sensitive listening, active discussion, and of unity.
- **Resilience and perseverance** to be determined to succeed, setting a goal, and sticking to it. We aim to foster a willingness to take risks and an acceptance of failure. We take positives from all that we do and learn from our mistakes. We are responsible for our own learning and develop high self-esteem.
- **Equality** incorporates aspects of tolerance, inclusion, and diversity. We expect children and adults to have an awareness of the wider world, to celebrate difference and respect the rights of all individuals, both in the school community and beyond.

- **Compassion** is about kindness and concern, about friendship and love, about communicating effectively and understanding the needs of others. Through our focus on this value, we expect to develop thoughtful, considerate children who are empathetic, respectful, and kind.
- **Creativity and innovation** is the value through which we hope to inspire children to appreciate their uniqueness, to be imaginative and inquisitive. We aim to nurture originality and dynamism in meaning-making.
- **Critical thinking** using purposeful judgment which results in interpretation, analysis, evaluation, and inference including qualities, concepts, and processes such as creativity, imagination, discovery, reflection, empathy, connecting knowing, subjectivity, ambiguity, and inconclusiveness.
- **Confidence to explore** as active learners and to be adventurous, curious, and confident to take risks when experiencing new things.
- **Ecological awareness and sensitivity** by exploring the world to develop curiosity and respect for nature and a love for the outdoors.
- **Effective communication** that enables children to express themselves, listen and respond to the ideas and proposals of others. Independence and self-organisation to be able to work with other children, not always seeking or needing the affirmation or direction of adults.



Our Approach

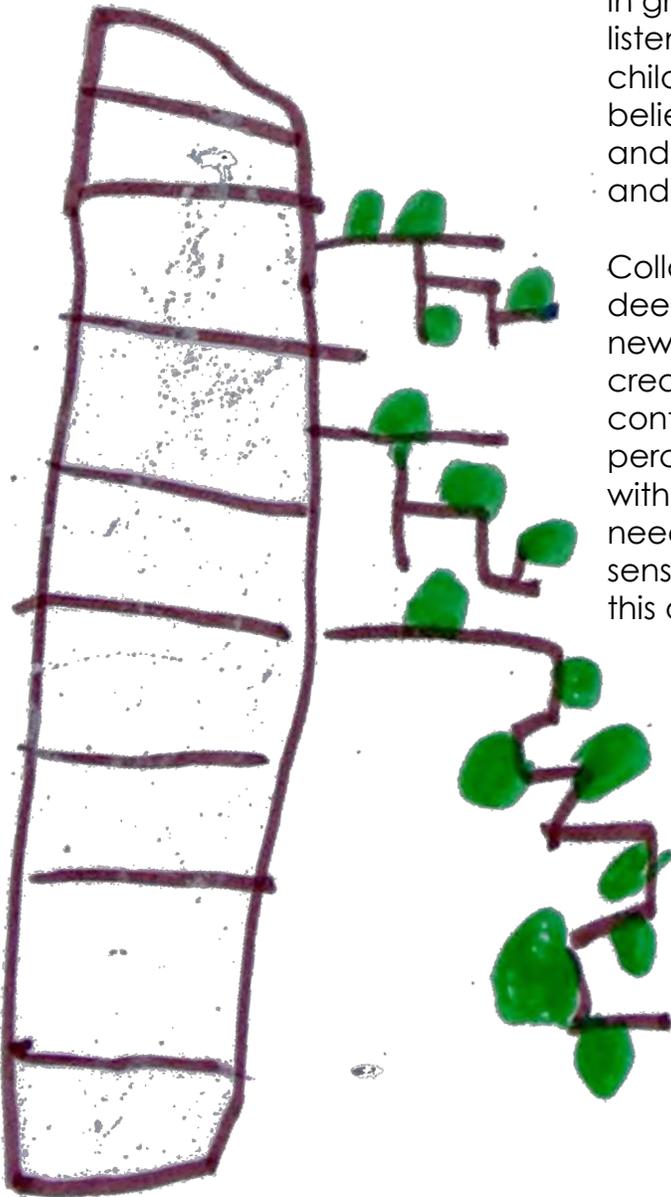
Constructing learning together

The notion of educators and children working together in groups is a very important aspect of our work; listening and responding to each other child to child, child to educator and educator to educator. We believe knowledge is co-constructed in these contexts and is constantly shaped, interrogated, re-considered, and elaborated by those who participate in them.

Collaborative group work offers opportunities to deepen curiosity and questioning and can stimulate new ways of thinking. It encourages and values creativity as the fruits of collaboration. The group context offers opportunity for sharing different perceptions of the same context, some which resonate with participants and others that jar or challenge. The need for children to begin to establish or reconsider a sense of arriving at their own partial judgements about this or that experience/context is thus very evident.

New understandings happen when group members engage together in discussion, sometimes in simply bearing witness to an event/stimulus and sometimes in making connections that can be associated with it. Theories emerge and are noted and given a visibility by the adults and are thus available to both the children and the adults as research develops over time. The children and adults will have many associations with the developing and often shifting focus of the enquiry and consequently the context is metaphor rich. Such metaphors are significant and particularly valuable because they represent connections made by individuals between what is already known and familiar and that which is unknown or less familiar.

In theory-making the group make use of their existing knowledge of discrete disciplines, mathematical, logical, linguistic, scientific, aesthetic, and fantastical; they develop new understandings, they share perceptions and thus increase the shared knowledge available to the group.





The children develop a lexicon of terms and vocabulary that have a general currency between them, which is important in supporting, developing, and evolving knowledge.

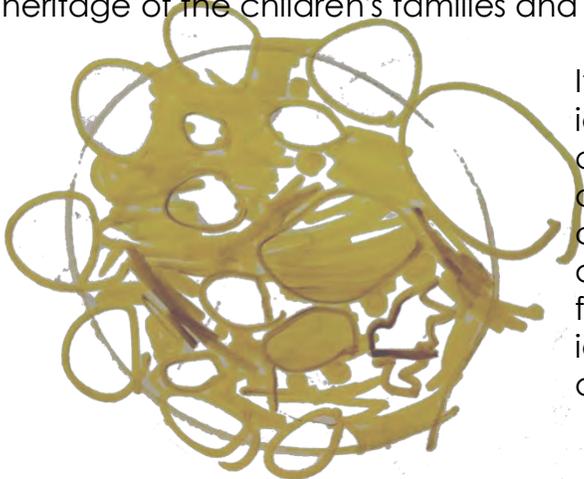
Educators note a lexicon of statements that begin to identify the children's questions and how they are shaped in dialogue. This begins to demonstrate the significance of the difference between lexicon and vocabulary. Lexicon suggests a wider frame that can acknowledge phrases and ideas not just single words.

The role of the adult when working in groups with children is complex and is continually considered and adapted throughout the cycle of research. Groups are formed in particular ways with regard given to their size and composition and other factors including age, maturity, interests, gender, skills, and competencies.

The general organisation of the nursery day reflects the importance placed on ensuring that children are afforded opportunities to participate in a variety of group contexts.

The Process of Learning and Teaching.

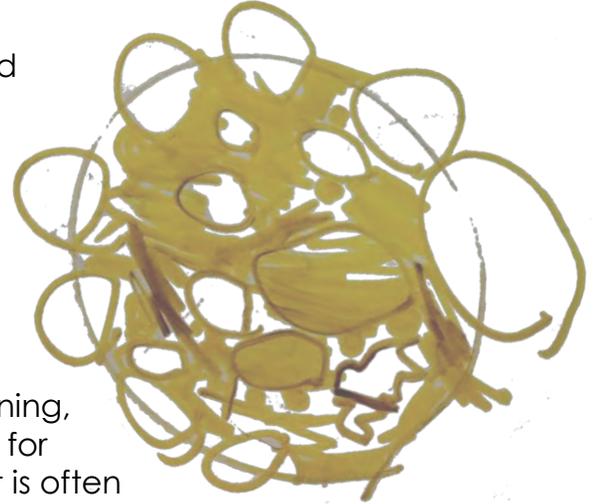
Learning and teaching is a cyclical process; a journey that builds on what children know and can do, using their interests, celebrating their experience of the passage of time, the natural world, and the festival year. This process, in turn, enriches and acknowledges the rich cultural heritage of the children's families and community.



It is important for us to ensure that we give time to revisit ideas, resources, and themes; with each return these can be explored in new and fresh ways increasing the complexity of the children's understanding. This rich complexity enables learning to be more embedded and thus can be used by children more intuitively and flexibly. This process of revisiting familiar threads and ideas creates a spiral notion of learning in the context of the children's experience of the curriculum.

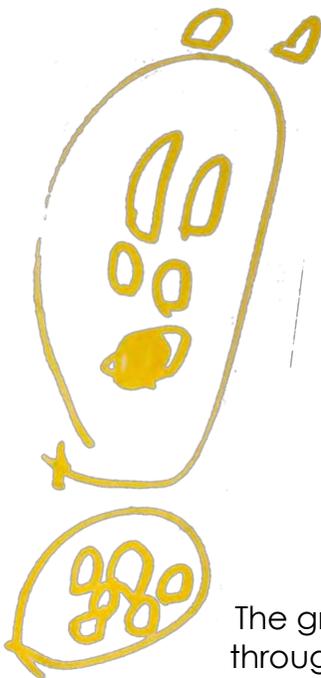
Our thinking about teaching and learning sits on a co-constructionist pedagogy; a sense that all learning and teaching is concerned with experiences shared and contextualised with others, and in that rich engagement our developing knowledge is shaped, reconsidered, restructured, and expressed. Consequently, we take great care to listen, observe, record, and document the children's engagement with experiences, ideas, and one another. This process of the educator's learning about the children's learning is fundamental to our approach; it is where the educator joins the children in their many journeys time and again.

Such careful observations by educators prompt a responsibility to reflect and share our emergent ideas and developing judgements with colleagues. This shared, collegiate context offers a parallel to the children's experience of working in groups. The process is reciprocal and shares the same core values and philosophy. The opportunities to share staff reflection are considered so important that it is planned for in the daily and weekly processes of the school.



The process of recording fragments of the children's learning, bringing them together and considering the implications for future learning and the curriculum is the essence of what is often described as pedagogical documentation. Through this documentation the educators seek to ensure that learning can extend to deeper levels, through the cyclic process of revisiting familiar threads or through

experiences that offer the opportunity to explore shared ideas in a fresh context.



The documentation emerges and takes shape over time and is offered back to the children and their families as a celebration of the journey of the children's learning and to invite their perspectives based on how learning is happening with families in the home and community.

It is partial and subjective and acknowledged as such, and yet it conveys the importance and value that educators place in the children's learning. In that learning continuum there is the time to reflect and reconsider. In these times of pausing, the educators' awareness's are aggregated and may be more keenly attuned to opportunities to consider the deeper questions children may be asking.

The group context of learning and teaching enables children to process ideas through the prism of other children's and other adults' perceptions. The interaction within groups supports a rich interplay of possible connections. It also supports a rich and lively dynamic where the focus of the group can change quickly and dramatically or more slowly and carefully. These characteristics will find favour with different individuals within groups and enable children to experience both comfortable and sometimes less comfortable contexts. Experiencing the new or novel can be exciting or may

be unsettling. All children can participate in ways that reflect their dispositions, interests, maturity, and 'feeling of the moment'. Ensuring a range of contexts that favour different dispositions, skills, and learning is thus very significant.

Creativity

Creativity is not an add-on. It is a fundamental approach to all aspects of learning and teaching.

Learning and creating encourages risk-taking and involves trying something and seeing what happens. This is a process which can often involve many mistakes; fear of making mistakes can stop us from expressing ourselves freely and thinking with originality. A supportive environment is created enabling children to feel free to experiment.

A creative approach by children and adults supports the research of the children.

Creativity is often linked with the creative arts, but it is not only the arts. It can be in all areas of learning, including science, maths, technology, and humanities.

Our systemic approach to learning and teaching promotes creative dispositions and attitudes, that nurturing creation and innovation through many modes or expressive languages. Creative practices support inclusion, as ideas are expressed in many ways beyond the linguistic. This gives opportunities for all children to be active protagonists in the processes of learning. This approach doesn't limit the development of children's speech and communication, it enriches and enhances it.

By promoting creativity, we enhance the motivation for staff and children.

Creativity is one of the dimensions that underpins our approach to school improvement, and supports us, as we aspire to the highest standards of achievement.



Ecological focus

Ours is an ecological and systemic perspective on learning. It is not only applicable to education but to any ecologies in nature or complex human-systems.

We focus our long-term research projects with children on ecological subjects in our local area. This enables children to observe phenomena directly and activate their imagination using subjects that they can see, touch, listen to, and smell, learning with all their senses. Easy access to the subjects of their research results in deeply meaningful and personal engagement of children and educators in school.



We wish to activate curiosity, care, and solidarity with the natural world amongst everyone in our school community. By focusing on our immediate environment and developing a deep understanding and respect for it we believe that this attitude and value will be translated to our responses to all natural environments around the world. This reflects our understanding of the natural world, ecologies, and sustainability. As John Muir the Scottish born American naturalist, writer, and advocate wrote, "When one tugs at a single thing in nature, he finds it attached to the rest of the world."

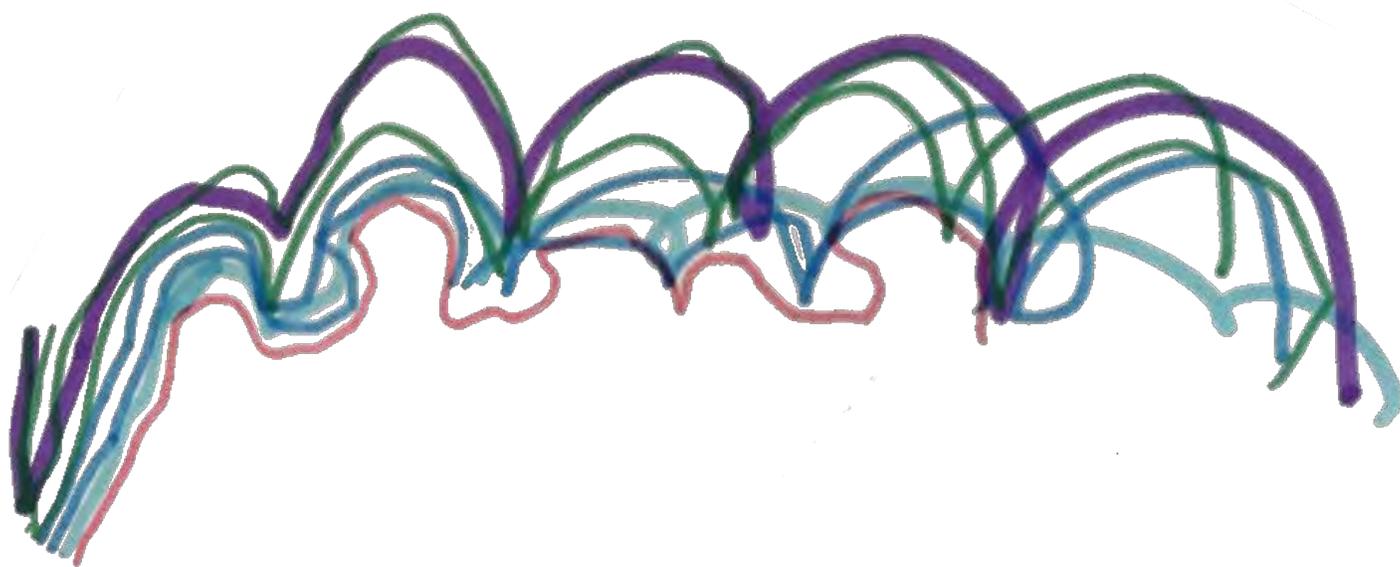
We believe that learning is an interconnected and inter-relational process. We use this belief in learning to underpin our approach to the curriculum and our organisation and management of the school.

Our view on learning and our ecological focus is influenced by the ideas of English polymath Gregory Bateson who was an anthropologist, social scientist, linguist, visual anthropologist, semiotician, and cyberneticist whose work intersected many other fields, including environmentalism, sustainability, and learning.

Bateson has influenced the development of the preschools and infant toddler centres in Reggio Emilia, in northern Italy, particularly the work of two of its founders, Loris Malaguzzi and Veia Vecchi, who collaborated with others in the development of the Reggio Emilia approach. This approach influences our curriculum at nursery where we see logic and metaphor working together supporting meaning making and learning. Stephen Nachmanovitch, a student, and friend of Bateson, brings Gregory Bateson's theory into the practicalities of daily life, "This way of seeing is not an abstraction, but a tangible experience that can be cultivated by practice. His fundamental message, of a *reality compounded of relationship, communication, and a fused scientific / aesthetic truth.*" Veia Vecchi describes

it here; "What we are proposing is a sort of *transdisciplinary fertilizer, full of vitality*, capable of welcoming different ways of thinking, not afraid of 'interference' or 'contamination' but considering them to be a possibility and not 'off the subject'."

At school we do not believe that sustainability and environmental or forest school approaches are separate subjects within the curriculum. Stephen Sterling, the Emeritus Professor of Sustainability Education at the Centre for Sustainable Futures, University of Plymouth, UK, acknowledges the influence of Bateson on his work. We agree with him when he states that, "Going beyond a simple accommodatory response to sustainability in education requires the deeper understanding that ultimately the argument is not about an 'add on' *about* sustainability topics, or about sustainable development. Rather, it requires the elaboration of a lived *sustainable education paradigm* which includes, but goes far beyond curriculum."



Direct teaching of skills and knowledge

Children are seeking to make sense of the world and their experiences in it. They need to develop shared *tools* so they can communicate, test, expand and reveal their ideas. We teach some essential skills and knowledge directly to children, and others emerge as necessary during children's research and investigations.

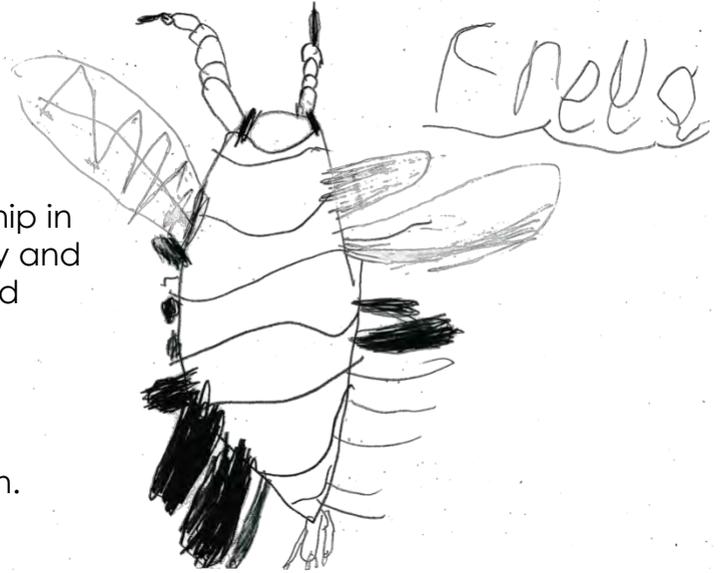
Some skills and knowledge are embedded in daily routines and practical activities, others are developed systematically (see policies for literacy and mathematical development).

Direct teaching is matched to children's learning styles and developmental level. The strategies used must be engaging and within what Vygotsky described as children's zone of proximal development.

The role of the educator

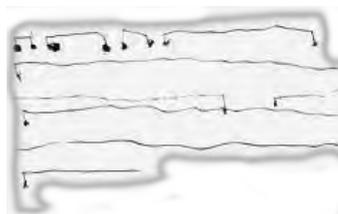
The role of the educator is complex involving many qualities and skills.

It is the role of the educator to know each child as an individual and to build a trusting relationship in which learning can happen. An essential quality and skill for educators is to actively listen and respond to children and families and to each other. The role of educator is fluid, sometimes they are a tool for children to use, a co-investigator, an observer, a scribe, or someone who poses a challenge or provides a provocation or question. It is not the role of the educator just to give out information or correct mistakes.

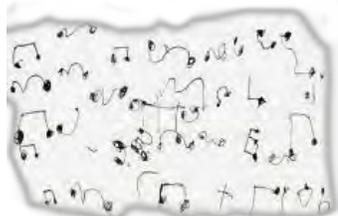


The educator has respect for children's own theories and hypotheses and allow children to make mistakes and encourage them to solve problems, knowing when to stand back and when to intervene. They build on the strengths, competencies, and curiosities of children.

Observation is partial and subjective, but it is the educator's role to observe closely, to evaluate and theorise about the nature of what has been learned by all the protagonists. By reflecting with others and participating in ongoing discussion that takes in many points of view, educators try to understand deeper truths about learning and teaching through their observation. It is important to keep an open mind.



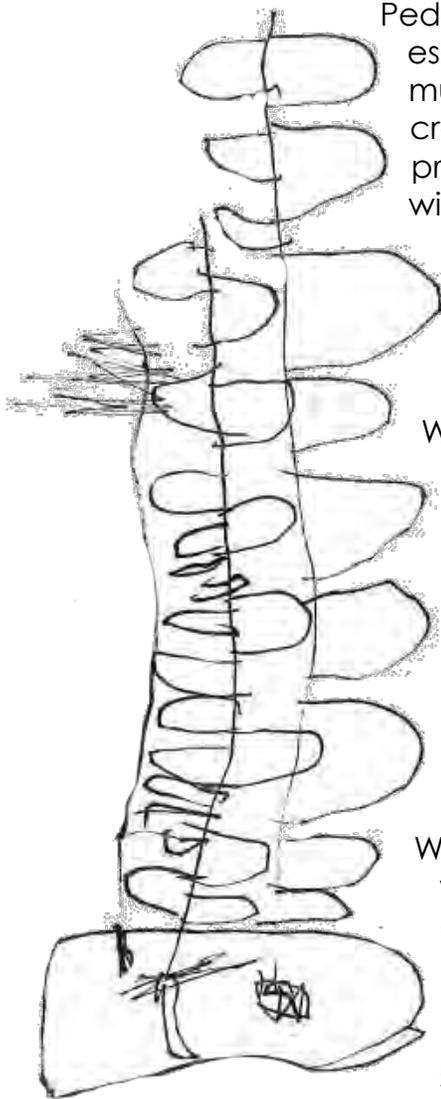
Educators are learning at the same time as the children are learning. They work together to engage in challenging dialogue which tries to uncover the truth about children's learning and how to improve teaching.



The educator provides carefully planned and aesthetically pleasing spaces which are well-organised with carefully chosen materials that support learning and teaching, enabling creative responses by children and deeper levels of research and understanding.

It is important that educators make learning visible through pedagogical documentation, and then use that documentation to inform their planning.

Learning documentation



Pedagogical (learning and teaching) documentation is an essential part of the organisation within our school. It is a multidimensional process with several aspects that interlink to create a rich and invaluable account of learning, teaching, progress, interests, ideas, successes, and areas for improvement within nursery.

These pedagogical documentation processes give us valuable clues to follow and result in unexpected possibilities for education.

We can only have partial understanding of learning that we observe, however, in our role as educators we must keep searching for greater and more relevant understanding. By using pedagogical documentation, we increase the critical analysis of staff and increase the effectiveness of educators when planning and evaluating learning and teaching.

Participating in the regular cycles of pedagogical documentation impacts the meta cognitive development of children and adults.

Working with pedagogical documentation is to live and work with the known, the unknown and the unexpected. It is trans-contextual: both a logical and creative act, and as such it brings vitality to our daily life in school. We have clearly articulated intentions for learning and teaching against which we can evaluate what happens in the classroom; we look to see the expected and unexpected.

It is a dynamic process, a process that is always restless, unending, and provisional.

It is used with many audiences and collaborators, each of whom offer their own perspectives. It is the differences and subsequent discussions that enrich and add valuable complexity to the process. We actively seek multiple perspectives from other educators, children, families, visitors, students, governors, and others such as those we work with in the community.



Area journals

Planning

We keep area journals which contain descriptions of what learning has been planned for. Prefiguring which children, adult, environments, and materials will be available and why. The process of prefiguring supports educators in shaping and clarifying their original intentions for learning. It also supports changes of direction and momentum in the learning and the possibility of identifying the unexpected and dynamic interests of the children, in the moment-by-moment life of the project, as it develops.

Observations

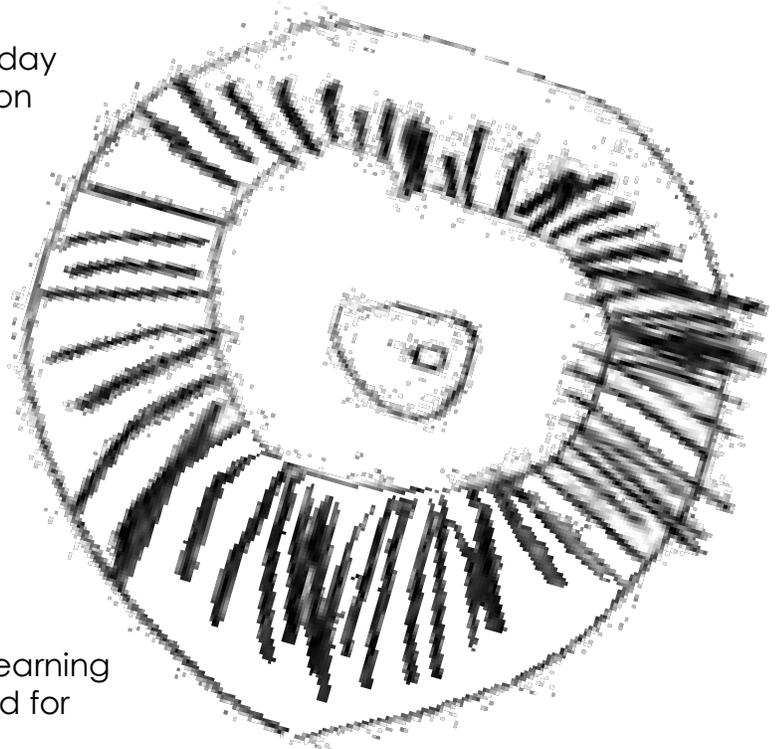
The area journals are a place to collect traces of learning –

- 1) Notes of what is observed, what actions are done by the educator – descriptions of actions by individuals and interactions amongst groups of children.
- 2) Printed digital photographs and where links to digital video are stored in a secure online platform, dated, and named for later retrieval.
- 3) Artifacts made by children such as smaller drawings / paintings / collages / printing / photographs etc in plastic wallets within the journal or linked file. Larger items in linked dated storage in the classroom.

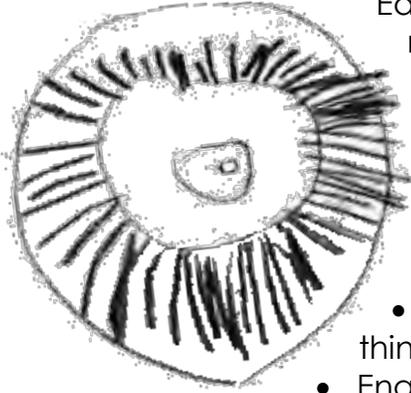
Reflections

Reflections are noted on the learning of the day that informs the next days' intention. Reflection over longer time frames enables us to see patterns in learning, and identify what are deeper, more persistent investigations by children.

- 1) They support analysis of how research-based learning progresses.
- 2) They are evidence of progress and achievement of both groups, and individual children.
- 3) They provide evidence of the impact of teaching.
- 4) They provide training materials for disseminating good practice in teaching and learning.
- 5) They provide the basis of information for learning documentation, made visible on walls and for exchange with home.
- 6) They improve the understanding of educators in how young children learn, and how to be more effective in their role as educator within the pedagogy of the school.



Pedagogy Meetings



Educators and governors meet weekly to learn together. These meetings enable us to engage in continual processes of action research, supporting our principle of school as a place of research for everyone.

In these meetings we actively seek multiple perspectives and diverse opinions through:

- Sharing the daily observations with colleagues and others, including governors, consultants, subject specialists.
- Debating our analysis, adapting our conclusions, refining our thinking, changing our minds.
- Engaging in rigorous processes of analysis and debate.
- By making documentation and curating it into inter-related maps we:
 - Stay close to our prefiguring / planning.
 - Stay close to the ideas and voices of children.
 - Hold ideas to be returned to later.
- We create dynamic and evolving maps based on agreed foci.

For example, we create maps to understand how learning arises in trans-contextual relationships. We also create maps to hold our project research questions that were initially agreed when prefiguring the research. Both types of maps are refined through the processes of documentation and analysis previously described.

As a result, there is increased critical analysis and effectiveness of teachers in planning and evaluation. Teaching and learning becomes more aligned to children's ways of learning, improving practice. These processes result in increased meta cognitive development of adults in understanding pedagogy and the nature of learning.



Pedagogical documentation on walls

Pedagogical documentation creates vibrancy within the school environment – celebrating the processes of children and educators and the contributions of families.

Here we share the development of learning and invite others to give their opinions, thereby gaining multiple perspectives on the learning. This creates a richer learning experience and increases the possibility of maximising children's learning potential.

These processes require energy and action by educators to assemble the documentation, to bring it to the attention of children, families, and visitors and to notice and contribute to documentation put up by colleagues.

We believe that school is a public space, and that visible documentation is essential to communicate learning to visitors to the school. It is also important in our role of supporting the training of others working in the field of early childhood education, pedagogical documentation becomes part of our training materials.



Digital file storage (photographs and video)

These are stored in a secure drive file store.

Photographs maybe downloaded into several places based on the purposes they serve.

- Group file – children's individual dated evidence record
- Shared current research / project file – contributions by many staff
- Long term research / project files - contributions by many staff

When staff are saving into children's files or research / project files they leave an identifying date when renaming –then files can be tracked for documentation at future times linking to traces in the area journals.



Celebration books

These are a book about an individual child.

This book celebrates the things that are special and unique about the child and their family.

It is a place to hold memories of the child's experiences and interests in nursery and from home.

It contains photographs, pictures, artifacts, and words that show how the child spends time at nursery.

It can also contain pictures, photographs, souvenirs, and words about the child's life outside the nursery. It can be anything that is personal to the child.

It supports learning in many ways.

Each child is very proud of their book, and we encourage them to take them to and from home and nursery regularly to share with their friends and family.

When in nursery the Celebration book should be kept in the child's group area. They are monitored by the child's key worker but may have contributions from different people. There are regular entries in the Celebration books.

Summative documentation

Publications and other summative documents telling a curated story can be gathered from the daily traces and analytical mapping processes that are part of the daily and weekly cycles of the school.

Sometimes it is important to create summative documentation (either on the walls, in a book format or on-line) of a project or piece of work. When creating this documentation consideration for educators include;

- What is the nature of the work?
- What has arisen from your research and action?
- What motivated the children?
- What deeper questions were the children investigating?
- Where did you begin?
- Where did you change direction?
- What triggered change?
- Was it planned or spontaneous in the process?
- What ideas have currency / significance?
- What vocabulary evolved?
- How do you make the richness and vitality of the learning and teaching visible?



Communicating with families online

We have established closed class groups on Facebook. There is an agreed code with parents and carers about how to use these groups.

Access is strictly limited to families, staff, and a linked school governor.

Regular updates are made by staff and by families, it is an immediate way to share and contribute to what is going on in school and to build on new ideas shared from home. For information on safety matters related to this new way of documenting see the ICT Online / Cyber policy.

Assessment at Madeley Nursery School

Some assessment is made while working with children. However, there are several aspects to the assessment practice at Madeley nursery school, each serving different purposes, but interlinked to provide an overall picture of the impact of learning and teaching.

The school uses learning and teaching (pedagogical) documentation in the form of educator journals which hold traces of the process of learning and teaching alongside displays and summative project documents making learning and teaching visible, informing our regular reflective practice. This form of assessment illuminates learning and informs teaching; it primarily supports group learning and ensures that there is a stimulating, challenging and creative environment with a wide range of opportunities, both planned and incidental for children to become deeply involved, curious, challenged, and creative in their learning responses. It involves dialogue and ideas from many perspectives including educators, children, families, and others.

Each week, there is a key-group reflection on the achievements and next steps for individual children called a Unique Child review. Every child will be considered by their linked staff team in a regular cycle. Urgent matters arising, which indicate individual children requiring specific strategies to address their needs will be addressed on identification. The outcomes



of these reviews are shared between the school leaders in a regular whole school unique child review meeting.

Once a term there is a focus on summative assessment by the key worker for individual children, at this point it is the responsibility of the key worker to consider each child's progress against the school record based on *Birth to Five Matters* and *The Early Years Foundation Stage*. At this time, discussions occur between educators and parents / carers, and steps are agreed.

Children who are identified as having additional needs, resulting in them being placed on the Special Needs Register are monitored with additional record-keeping and processes in line with the SEND code of practice and school policy.

It is the responsibility of every key worker to maintain the records of children who they key-work. This includes consideration of children who may be in vulnerable groups, and at greater risk of not fulfilling their learning potential. There is at least one key group time planned each week, during which targeted learning and teaching is planned by the key worker to meet the current needs of key group ensuring that they make progress in their learning.

It is the responsibility of the educators working at Madeley Nursery School to support the assessment processes of the whole staff team, ensuring judgements are moderated for individual children and challenging expectations are maintained for all.

The head or deputy head teacher have a meeting with key workers after the summative assessment data is assembled. This is to monitor progress, ensuring each child is making best progress and that any emerging additional needs are met, and necessary referrals made.

References:



Bateson and the Arts; Stephen Nachmanovitch; Free Play Productions, Ivy, Virginia, USA

Art and Creativity in Reggio Emilia; Vea Vecchi; Routledge, 2010

<https://www.sustainableeducation.co.uk/key-ideas/>; Stephen Sterling

<https://birthto5matters.org.uk>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>



Parent / carer information exchange relating to child's learning, interests, and home experiences: Notes kept in key-worker file, notes from home visits, and added to by key worker, parent meetings to share progress and digital records, exchanges on social media (class closed group) or email

Regular key-group activities targeted to meet children's needs. Notes kept by key worker.

**Unique child
How we assess
each child at
Madeley Nursery.**

Home / school Celebration books; these are owned by the child and go between home and school, a place to share what children have done

Digital photos contributions made by all staff into each child's digital file. Shared with parents, sent home as child leaves.

How do we learn about each child?
What can they do?
What motivates and interests them?
What do they need to experience next?

Team reflection, after each session staff review what has happened and notes are made daily. Key worker notes any significant learning or difficulties that emerge from these discussions in key worker file

Learning documentation of the process of learning that is put up in the environment. The contribution of individual children can be identified in these learning stories.

Unique child replaces team reflection Once a week. Small groups of children are a focus for all staff in the class nest, noting their well-being, learning and interests' feedback at this meeting by all staff.
Regular teacher meetings where children from each nest are considered and resources or strategies identified to support their learning and well-being, here progress is monitored.

Baseline on each child within first month of starting nursery by key worker. **Termly summative** update by key worker in the seven areas of learning in the EYFS

Incidental pieces of work such as photocopies of mark making on the white boards are kept by key worker in unique child's file, or the class nest central storage folder.

Staff journals kept by all teachers and nursery nurses; daily traces of learning and teaching notes and photos are kept. These show the progress and impact of learning in each area of nursery and provide valuable evidence to be shared with key workers; results have been that deeper levels of learning and teaching have occurred.

Pedagogy meeting observations shared, and staff team reflect on children's learning, looking for ways to improve teaching to meet their needs. Key workers attend and contribute notes made of individual children and groups of children.

General observation and discussion with children no evidence may be available for this, but the action will inform staff about children's well-being, learning and interests.

Information and engagement with other services and agencies for learning, medical and social needs.

SEND meetings and IEP reviews for children on the school register to monitor progress and identify next steps and resources needed, constructed with parents and external agencies.

Status	DRAFT
Agreed at:	
Effective from:	
To be reviewed by:	Curriculum Committee
Date of Review:	May 2026
Responsible person:	Louise Lowings
Signature:	Wet signature copy held in school.
Role in school:	