



BATTLEDOWN CENTRE FOR CHILDREN AND FAMILIES

A Specialist Early Years Centre

DEVELOPMENT, PLAY, LEARNING & TEACHING POLICY

This Policy also links with the Safeguarding Policy and E-Safety policy and should be read in conjunction and covers all aspects of school's work including Special School, Extended Services (Inc Day-care) and Child Development Centre

Committee Responsible: SDI & Safeguarding

Date of Policy: October 2019

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Signed by Date

Chair of Governors

Contents

1. Aims of the Policy
2. The Vision Statement
3. Aims for Development, Play, Learning and Teaching
4. Principles of Development, Play, Learning and Teaching
5. Key Characteristics of Teaching and Learning
6. The Learning Environment
7. Monitoring, Evaluating and Reviewing
8. The Role of the Headteacher
9. The Role of the Curriculum Co-ordinators
10. The Role of the Governors
11. Out of school learning
12. Intimate and personal Care
13. Planning
14. Policy Review

Aims of the Policy

- To identify the practice we want to see in respect of development, play, learning, teaching and the curriculum at Battledown.
- To help all class based staff to identify practice which they would like to develop and for which they would welcome support.
- To improve the quality of development, play, learning and teaching in school.
- To provide an agreed focus for the monitoring of development, play, learning and teaching.

The School's Vision Statement

At Battledown we are committed to providing a high quality, flexible assessment, early intervention, inclusion and care for young children with special needs and disabilities and their families.

Aims for Development, Play, Learning, Teaching and Curriculum.

Battledown Children's Centre makes a positive and dynamic contribution to development, play, learning and teaching:-

- developing children's concepts, attitudes, skills and knowledge
- providing individual education priorities and programmes for its children
- raising children's awareness of themselves, others and the community in which they live
- fostering respect for people's rights, including their own and the rights of others and encouraging their contribution to society
- moving children from dependence to independence and interdependence

Principles of Development, Play, Learning and Teaching

The early year's curriculum is based on the provision of opportunities for learning through

play, on first hand activities and experiences which promote learning, as well as on the need for children to develop their knowledge, understanding and skills. We encourage a balance between outcome-based teaching and process-oriented learning; adult instruction and child-initiated learning.

Key Characteristics of Teaching and Learning

TEACHING

We believe high quality teaching takes place when:

- Adult knowledge of child development is of high quality.
- Adult knowledge of the areas of learning is strong and sound.
- Planning is clear with desired learning outcomes documented.
- Differentiation and progression within each area of learning is evident.
- Balance is kept between the familiar and the new or unusual.
- Adult intervention is sensitive and constructive and is based on principles of observing, waiting and listening.
- Opportunities are provided for repetition of activities, exploration, investigation, communication and experimentation.
- Assessment links directly into the cycle of planning, observation, recording and reporting.
- Approach and content are flexible and adaptable enabling adults to follow children's lead and maximise learning opportunities.
- High quality team work and communication between all professionals exists.
- Communication between children and between children and adults is encouraged as a priority.
- Children and adults value and respect one another.
- Good use is made of available indoor and outdoor space.

We will provide for:

- Learning individually, as well as in small groups and whole classes.
- Appropriate groupings of children by task and ability in all adult-directed activities.
- Clear organisation of the teaching day.

Our teaching techniques will include:

- Opportunities for children to make choices about their preferred learning
- Sensitive support from adults seeking to extend children's learning
- Use of appropriately clear and simple language to enhance children's understanding.

- Opportunities for children to give information and ask questions.
- Skilful questioning to encourage children to remember and use knowledge previously gained.
- Consistently good adult modelling.
- Identifying celebrating and displaying children's work and learning journeys for discussion with colleagues, children's parents and the children themselves.
- Praise, encouragement and positive reinforcement.
- Presenting an adapted curriculum to cater for each child's individual needs.
- Total Communication environment

Battledown Centre for Children & Families' curriculum is drawn from the Early Years Foundation Stage with its Areas of Learning and the National Curriculum for Key Stage 1 where appropriate for the children, using P scales and Early Learning Goals to monitor progress. It is recognised that all children have unique skills, achieve differently and that it is inappropriate to make provision in a uniform way. The curriculum provides a wide range of learning opportunities to support a wide range of learning needs. The school uses a sensory approach to the curriculum and tailors each session to meet the needs of individual pupils so as they can achieve their full potential.

LEARNING

We believe high quality learning takes place when children:

- Are fully involved in activities chosen or provided.
- Show enthusiasm, concentration and persistence.
- Are reasonably challenged and experience success.
- Accommodate failure and learn positively from the experience.
- Generalise learning into other contexts.
- Have opportunity to develop and broaden their concepts, skills, attitudes and knowledge
- Have freedom to explore and practise skills.
- Have time and space to respond to and communicate with people in different situations.
- Have opportunity to evaluate their work and solve problems.

As early educators we will ensure that we provide a wide range of opportunities to facilitate children's learning, looking for contexts where they can perform confidently and realistically.

We believe play supports high quality learning:

- It provides the means by which children can explore the world around them and the medium through which skills are developed and practised.

- It is essential for physical, emotional and spiritual growth, intellectual and educational development and the acquisition of social and behavioural skills.
- It is a generic term for a variety of activities which are satisfying to children, creative and freely chosen.
- It may involve equipment; it may be boisterous, energetic, quiet or contemplative.
- It may be done with other people or alone, have an end product or not, be light-hearted or very serious.

The Learning Environment

We believe the ideal learning environment is achieved when:

- School is safe, secure, welcoming and stimulating.
- Classes are well-resourced and organised to encourage independence.
- There is evidence of children's work clearly displayed, labelled and shared where appropriate (i.e. Yellow Class)
- There is use of a wider range of materials including those which are natural.
- Equipment is well-maintained, labelled and accessible.
- Opportunities for learning are open to children outside and indoors equally.
- Classroom furnishings are used to create a variety of different learning areas.
- Parents are regular visitors to classrooms extending the learning opportunities for children affirming that what children do at school is worthwhile and enjoyable.
- Parents have regular opportunities to learn about the progress children are making in discussion formally and informally with staff.
- Children's objectives and records are readily available to those requiring them.

Our Curriculum

Early Years Foundation Stage and Key Stage 1

Battledown Centre for Children & Families' curriculum is drawn from the Early Years Foundation Stage with its Areas of Learning and Key Stage 1 National Curriculum where appropriate to the child's needs. It is recognised that all children have unique skills, achieve differently and that it is inappropriate to make provision in a uniform way. The curriculum provides a wide range of learning opportunities to support a wide range of learning needs. The school uses a sensory approach to the curriculum and tailors each session to meet the needs of individual pupils so as they can achieve their full potential.

The EYFS applies to children from birth to the end of the reception year. At Battledown children attend part-time until the September after their fourth birthday and then full time.

The EYFS is based on four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development.

A Unique Child

At Battledown we recognise every child as a competent learner who can be resilient, capable, confident and self-assured. Children develop in individual ways at varying rates and their attitudes and dispositions are influenced by others. We use praise, encouragement, celebration/sharing assemblies and rewards to encourage children to develop a positive attitude to learning. The commitments in a unique child are focused around development, inclusion, safety and health and wellbeing.

Inclusion

We value diversity within the school. All children are treated equally regardless of race, religion or abilities and their families are valued. We give our children every opportunity to achieve their best. In our school we believe that all our children matter and we meet their needs through planning opportunities that build upon and extend their knowledge, experiences and interests and develop their self-esteem and confidence. We use a wide range of teaching strategies based on their needs and have a multidisciplinary team working with the children as necessary, including Speech and Language Therapists, Occupational Therapist, Physiotherapists, Paediatricians, Educational Psychologists and Advisory Teachers. We work closely with other settings providing support and advice.

At Battledown we want all our children to be safe, we aim to help them understand boundaries, rules and limits, allowing them choices to help them develop this life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological wellbeing of all children (see Safeguarding Children Policy)

Positive Relationships

We recognise parents as the children's first and most enduring educators and value the contributions they make. Through positive relationships children learn to be strong and independent from a base of loving and secure relationships with key people. The Commitments are focused around respect, partnership, supportive learning and the role of the key person. We meet to talk to parents about their child prior to them starting at the Centre and this is followed up with a home visit during the first few weeks of starting. We also offer family support throughout the family's time at the Centre through our Family Worker.

Enabling Environments

At Battledown we recognise that the environment plays a key role in supporting and extending the children's development and learning. The commitments are focused around observation, assessment and planning, support for every child, the learning environment and the wider

context - transitions, continuity and multi-agency working.

Being outdoors offers opportunities for learning in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and to be physically active and exuberant. At Battledown, children have the opportunity to access a Forest School area on site, an allotment on site, a sensory garden on site and weekly visits to Bushley Therapeutic Gardens by all classes. In addition, children have opportunity to working with the University of Gloucestershire PE students where they are encouraged to extend their learning in Physical Development in a challenging yet supportive environment.

At Battledown we recognise that children can learn and develop in different ways and different rates. We value all areas of learning and development equally and understand that they are inter connected.

Areas of Learning of the Early Years Foundation Stage

Three PRIME Areas of Learning are:-	Four SPECIFIC areas of learning are:-
<ul style="list-style-type: none">• Personal, Social and Emotional Development• Communication and Language• Physical Development	<ul style="list-style-type: none">• Mathematics• Understanding of the World• Literacy• Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

Monitoring, Evaluating and Reviewing

The responsibility for monitoring and evaluating the quality of the school's development, play, learning and teaching is shared between the Head, Governors and teaching staff.

Monitoring will include:

- The quality of learning and teaching
- Standards of children's learning and progress
- The learning environment
- Children's behaviour for learning
- The quality of planning
- Curriculum, assessment and record keeping
- The quality of reporting and feedback

Responsibilities

The Governing Body

- Provide a strategic view of the school
- Act as a critical friend
- Monitor the quality of the educational provision
- Monitor progress of whole school developments
- Monitor implementation of policies

- Ensure the curriculum; teaching and learning fulfil the statutory requirements of the Guidance.
- Review and agree each Area of Learning policy and accept the reports of the Head teacher and Co-ordinators annually.
- When Governors visit school they may focus on an aspect of the curriculum or play, development, learning and teaching in line with school improvement priorities.

The Head teacher supported by the Senior Management Team

- Inspire a coherent vision that challenges teachers, HLTAs and EYPs to reflect upon and improve the work of the school
- Develop the school as a unique specialist setting
- Evaluate the quality of learning and teaching
- Inform the Governing Body of the outcomes of monitoring activities
- Ensure that adequate resources are available to support the monitoring process and provide appropriate staff development
- Monitors implementation of QCA'S Foundation Stage of the National Curriculum ensuring that delivery of the curriculum is broad and balanced and differentiated
- Promoting the spiritual, moral, cultural and social development of the children.
- Preparing children for the opportunities, responsibilities and experiences of their next educational placements.
- Monitors both content and delivery of the curriculum and support for children's learning and ensures that all staff in the school have access to advice and training appropriate to their professional needs and those of the school.

AoL Cluster Leaders

- Monitor the learning within their curriculum area
- Provide appropriate feedback
- Set targets for development
- Support staff to develop practice
- Monitor planning and provision

Teachers, HLTAs and Early Years Practitioners

- Monitor and evaluate their own practice against agreed standards and identify areas of strength and those for development
- Contribute to whole school monitoring activities
- Lead and guide team monitoring activities
- Share good practice
- Use outcomes of monitoring activities to improve pupil outcomes and experiences

A range of methods will be used including lesson observations, curriculum walks, document sampling, data analysis, pupil observation, self-monitoring and reflection, informal discussions & conversations with multi-agency professionals.

11. Out of School Learning.

Battledown Centre for Children & Families believes that it is considered appropriate practice to encourage families to support out of school development and learning.

The following opportunities are made available in order for the needs of the children to be satisfied, as we encourage parents to extend development and learning opportunities away from school:-

- Selected equipment to support children's development and learning
- Books chosen by children from class or libraries
- In focus sessions with input from teachers and therapists.

The out of school development and learning programme will also include:-

- Information in class newsletters about the topics being covered in school to encourage linked activities at home with suggestions for items which can be collected at home and used in school.

12. Intimate and Personal care

Battledown Centre For Children and Families is committed to ensuring that all staff responsible for intimate care of children and young people will undertake their duties in a professional manner at all times.

This school takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

The Governing Body recognises its duties and responsibilities in relation to the Disability Discrimination Act which requires that any child with an impairment that affects his/her ability to carry out normal day-to-day activities must not be discriminated against.

We recognise that all of the children/young people we work with have the right to be safe, to be treated with courtesy, dignity, and respect, and to be able to access all aspects of the education curriculum

No child shall be treated in a way that causes distress, embarrassment or pain.

Staff will work in close partnership with parents and carers to share information and provide continuity of care.

Definitions:

'Intimate Care' is defined as any care which involves washing, touching or carrying out an invasive procedure that most children and young people carry out for themselves, but which some are unable to do. Pupils may be unable to meet their own care needs for a variety of reasons and will require regular support. 'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the intimate parts of the body. Help may also be required with changing colostomy or ileostomy bags, managing catheters, stomas or other appliances. In some cases, it may be necessary to administer rectal medication on an

emergency basis. The Surrey Administration of Medicines Guidance is in place to support staff and children and young people where nursing tasks are required. That document makes it clear that teaching staff should be under no obligation to provide nursing care, and the same applies to intimate care. Intimate care tasks specifically identified as relevant include:

- Dressing and undressing (underwear)
- Helping someone use the toilet
- Changing continence pads/nappies (faeces)
- Changing continence pads/nappies (urine)
- Bathing/ showering
- Washing intimate parts of the body

'Personal Care' generally carries more positive perceptions than intimate care.

Although it may often involve touching another person, the nature of this touching is more socially acceptable, as it is less intimate and usually has the function of helping with personal presentation and hence is regarded as social functioning. These tasks do not invade conventional personal, private or social space to the same extent as intimate care and are certainly more valued as they can lead to positive social outcomes for people. Those personal care tasks specifically identified as relevant here include:

- Skin care/applying external medication (with consent from Parents/Carers)
- Feeding - with guidance from SaLT if necessary
- Administering oral medication (with consent from Parents/Carers)
- Hair care - (with consent from Parents/Carers)
- Dressing and undressing (clothing)
- Washing non-intimate body parts
- Prompting to go to the toilet

Personal care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need. Children and young people may require help with eating, drinking, washing, dressing and toileting.

This guidance is not prescriptive but is based on the good practice

Our approach to best practice:

- The management of all children with intimate care needs will be carefully planned.
- Staff who provide intimate care are trained to do so (including Child Protection and Moving and Handling where appropriate) and fully aware of best practice.
- Where specialist equipment and facilities above that currently available in the school are required, every effort will be made to provide appropriate facilities in a timely fashion, following assessment by a Physiotherapist and/or Occupational Therapist.
- There is careful communication with any pupil who requires intimate care in line with their preferred means of communication to discuss needs and preferences.
- Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation.

- Pupils will be supported to achieve the highest level of independence possible, according to their individual condition and abilities
- Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures. Where possible one pupil will be cared for by one adult unless there is a sound reason for having more adults present. In such a case, the reasons will be documented.
- Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the care plan
- The needs and wishes of children and parents will be taken into account wherever possible, within the constraints of staffing and equal opportunities legislation

Child Protection:

The Governors and staff of Battledown Centre for Children and Families recognise that disabled children are particularly vulnerable to all forms of abuse.

Child Protection and Multi-Agency Child Protection procedures will be adhered to at all times.

If a member of staff has any concerns about physical changes in a child's presentation (unexplained marks, bruises or soreness for example) s/he will immediately report concerns to the Designated Child Protection Officer (DCPO) as detailed in the Safeguarding Children Policy.

If a child becomes distressed or unhappy about being cared for a particular member of staff, the matter will be investigated at an appropriate level and outcomes recorded.

Parents/carers will be contacted at the earliest opportunity as part of the process of reaching a resolution. Further advice will be taken from partner agencies.

If a child makes an allegation about a member of staff this will be investigated in accordance with agreed procedures.

13. Planning

The Planning Process

Good planning systems that ensure real learning takes place are central to providing a successful Early Year's and Key Stage 1 curriculum.

"Starting with Quality, 1990" emphasises the important role planning plays.

'It is the educator's task to provide experiences which support, stimulate and structure a child's learning and to bring about a progression of understanding appropriate to the child's needs and abilities. Careful planning and development of the child's experiences, with sensitive and appropriate intervention by the educator, will nurture an eagerness to learn as well as enabling the child to learn effectively.'

At all levels, planning systems should allow and actively encourage joint planning by all staff

involved in working with the children. The benefits of a team-planning approach are many.

Whole team planning

- maximises the strengths of various staff members
- takes into account areas in which some staff may feel less confident
- provides opportunities for staff to learn from each other
- provides opportunities for staff to 'brainstorm' ideas, helping to clarify thinking
- allows flexibility, to respond to situations as they arise
- ensures continuity during absence/visits etc.
- ensures all staff have a clear understanding of how policy can be put into practice and that everyone is working within the setting's aims

Planning for learning requires a sound understanding of how young children learn, with objectives which must be clearly embedded in this knowledge. In order to ensure that children gain the most from their experiences the following must be taken into account:

Children learn best

- when motivated through excitement, curiosity and the need to solve problems
- through exploration, first-hand experience and from everything that happens to them
- when they are able to concentrate on sustained activity, where they are given time and space to produce work of quality and depth
- when meaningful links are made between areas of learning
- through play and conversation, learning most effectively through actions rather than instructions
- through a range of experiences which must encompass a wide range of needs, social, emotional, physical and intellectual
- when given opportunities to revisit activities over time allowing in-depth investigation and mastery of skills

Although much learning may happen incidentally, the quality of children's learning grows out of the quality of the experiences they are provided with and the extent to which their previous learning and individual needs are built upon. Learning cannot be left to chance.

Characteristics of Effective Planning

Effective planning:-

- is flexible allowing for spontaneous ideas and response introduced by the children
- achieves a balance between planning and building on cues from the children
- allows the confidence to make changes but with a clear rationale for 'why'
- enables children to make links between different aspects of their learning
- enables children to practise and refine skills in different contexts/situations
- offers children experiences across all areas of learning
- enables children to learn at their own rate - extending knowledge and skills and ensuring the development of understanding

- is differentiated to meet the particular needs of individual children but within a context which offers opportunities to work alongside children of different abilities and in different social groups
- facilitates progression in children's learning
- considers issues of time, establishing routines, but allowing flexibility to enable children to have sustained involvement in an activity
- considers issues of balance - should we allow a child to remain at train play forever?
- ensures the effective deployment of adults including parents/helpers/students building on strengths and supporting areas of least confidence
- takes place in a variety of time-scales i.e. half-termly, weekly, daily
- uses themes sensitively - building on meaningful links and not word association
- enables children to learn and develop socially, emotionally, physically as well as intellectually
- enables children to develop positive attitudes and values
- offers children a wide range of experiences designed to develop all their senses
- builds on interest and abilities the child brings from home
- takes account of, and builds on, the needs of children
- is informed by observations and assessments of children learning
- is based on clear learning objectives identifying intended learning and not exclusively on activities which have 'worked well before' or produce a good end result

Long term planning - What we teach

The curriculum will include learning outcomes from

- Areas of Learning from the Early Years Foundation Stage
- Every Child Matters
- National Curriculum for Key Stage 1 (where and if appropriate)

It sets out broadly what we intend children to learn, is designed with whole class groupings in mind and is adaptable and responsive to children's needs and interests.

Key experiences will be detailed which provide a core of essential activity and experience, together with resources and suggested opportunities to support delivery.

Medium term planning - When we teach

Medium term planning bridge the gap between the broad outline of long term plan and the day-to-day detail of short term plans. They provide a manageable model for the practical side of teaching.

Medium term plans break long term plans down into manageable units by taking groups of major learning intentions and describing the experiences and activities intended to achieve them. Medium term planning focuses on children's individual needs in the form of their My Plans, My Plan+ or EHCP outcomes.

Short term planning - How we teach

Short term plans are concerned with organisation, grouping, differentiation, staff deployment, materials, equipment and resources and any particular individual needs. This

planning will begin from a pre-planned starting point but developments will be built from children's responses and strands of enquiry. The practitioners may have ideas of how and where the learning will develop but will allow the children's responses and needs to be the final determiner.

Planning will always demonstrate breadth and balance and allow for flexibility which always supports the intended curriculum rather than driving it.

Assessment and evaluation

Observation, assessment and regular monitoring of the curriculum in action are essential aspects of good teaching. All staff engages in monitoring colleagues' teaching or observing children learning. AoL cluster co-ordinators have a school wide responsibility for monitoring the Area of Learning for which they are responsible. Key teams will have an agreed, specific monitoring focus which all members of the team will be responsible for supporting. Ultimately the information collected will support curriculum development and delivery and co-ordinators are assisted in their review of medium and long-term planning.

Objectives achieved using the Early Learning Goals, National Curriculum Key Stage 1 P scales provides formative assessment of each child. The results of formative assessment inform the way we help children work towards long-term targets in all areas of development. The school uses Classroom monitor to record this progress.

Evaluation

Staff make and record planning evaluations and observations on daily or weekly planning sheets. Class teams discuss the day / week to highlight aspects of planning which have not been addressed; have been addressed in some measure; have been fully explored and discuss whether activities need to be repeated or changed in anyway. This helps inform the following weeks planning and involves all staff.

Policy Review

This policy will be reviewed every two years as part of a rolling programme.

Reviewed by Nikki Teague

Date September 2019