

Play and Learning Policy

At Bus Stop Pre-School we believe that children learn through play and that it is the role of practitioners to facilitate children's play by providing them with a balance of child initiated and adult initiated play, open ended resources and enabling Inside and Outside environments. At Bus Stop Pre-School we believe that children should be given the opportunities to take risks and to test out their ideas.

Bus Stop Pre-School highly values outside play and ensure activities are planned to take place within the inside and outside environment, woodland and within the local community. Bus Stop Pre-School operates a free-flow approach enabling children to move freely between the inside and outside environment whatever the weather. The free-flow approach enables children to choose the direction of their play with the support of experienced practitioners to be there to guide them.

Bus Stop Pre-School follows the learning approaches below and believes when used together, provides children with a holistic learning approach. However, intertwined within these approaches to learning, Bus Stop Pre-School also follows many aspects of different learning approaches for example, Montessori, Froebel, the Reggio Emilia approach, Planning in the Moment and Ferre Laever's Involvement Scales to name but a few.

- Development Matters in the Early Years Foundation Stage, 2012 (EYFS) curriculum guidance - This document sets standards for the learning, development and care of children from Birth to 5 years old. All registered Early Years providers must follow the EYFS (www.gov.uk).
- The Forest School - This approach is a long term approach to learning that takes place in the natural environment. It seeks to motivate, engage, encourage and inspire children through positive experiences in nature. Children learn through play, risk taking, freedom, limited time constraints and adventure.
- Learning Outside the Classroom (LOTC) - This approach encourages practitioners to use places other than the classroom for teaching and learning. It is about getting children and young children out and about in the local environment, providing them with challenging, exciting and different experiences to help them as they grow and learn (LOTC - www.lotc.org.uk). This approach encourages practitioners to use the expertise of the local community and the Pre-School parent community i.e. inviting parents into Pre-School to share their skills and knowledge.

Please read the Trips, Forest School and Outings policy and procedure for further information.

Also supporting the above approaches to learning the children at Bus Stop Pre-School join in a weekly Music and Movement class, Yoga class and French lesson. Every child is encouraged to take part and each class supports a variety of learning areas of the EYFS, 2012: See below, please do not view the areas of learning list as exhaustive:

- Music and Movement - supporting the children's Physical Development, Literacy and Expressive Art and Design.
- Yoga - supporting the children's Personal, Social and Emotional Development, Physical Development and Communication and Language.
- French Lesson - supporting the children's Communication and Language Development and Understanding of the World (For 3 and 4 year olds only).

How the EYFS, (2012) is delivered:

Activities at Bus Stop take place inside the classroom, in the outside classroom, in the woods and within the local community. At Bus Stop children have every day access to the Pre-School's continuous provision and can freely self-select equipment and resources.

All activities are planned each term to support the following areas of the EYFS (2012):

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creating and thinking critically

To support the Prime and Specific areas and Characteristics of Effective Learning for every child, Bus Stop Pre-School uses the following method of planning:

Long Term Planning: This is a yearly plan of how the 'Aspects of Learning' from the EYFS will be delivered to the children.

Medium Term Planning: By using the 'Aspects of Learning' from the EYFS, the medium term plan is a guide to 'what we would like the children to learn' each half term.

Short Term Planning: This is a week-by-week guide of activities, events, trips and outings.

Activity Plans: These are plans of how individual activities can support the chosen 'Aspects of Learning'. These plans include an evaluation of the activity, highlights the Teaching moments and how involved the children were in the activity.

Documenting Children's Learning Journey's

At Bus Stop Pre-School a Learning Journey is created for every child. The Learning Journey is evidence in the form of formative written observations and photographs which are gathered on each child and placed in a Learning Journey profile.

All team members are responsible for recording daily observations of the children's learning experiences and taking photographs of the children's experiences. Practitioners are encouraged to use the Ferre Laever Involvement scale to show how involved a child was during their activity and to highlight the teaching moments (T).

At the end of each half term the observations made of each child are gathered together and recorded on an Observation sheet alongside with the child's photographs. These observations are placed in their individual learning journey's. At the end of each term the Key person's review the observations creating a summative report of the child development/progress in each area of the EYFS curriculum and within the Forest School Levels of competence.

At Bus Stop families receive two written Summative reports relating to their child's learning and development within each academic year, these are:

- End of Autumn Term Summary and Next Step - Available to parents in January
- Summer Term Summary and Next Step - Available to parents at the end of July
- 2 Year Old Checks - when a child turns 24 months a developmental check is carried out and shared with parents. Parents are encouraged to share these with their Health visitors
- School Transition Forms - Available to parents in May/June.
- Children with Special Educational Needs and Disabilities (SEND) will receive additional reports as required.
- Children who are receiving support from an outside agency i.e. Children social care, will receive additional reports as required.

A Planning in the Moment sheet is also completed by practitioners when they have supported/suggested/guided children's activities for example, helping a group of children reposition a plank, enabling it to be used as a see-saw. This is to celebrate planning in their moment and the teaching moments that take place every day.

How are Parents/Carers involved in their Child's Learning Journey:

Parents are invited to attend two parent evenings with their child's Key Person during the academic year to celebrate their child's learning and development, these take place:

- Autumn Term - Available to every child.
- Spring term - Available to children continuing at pre-school for the next academic year.
- Summer term - Available to parents of children moving on to Infant School.
- Children with SEND will receive regular communications from the settings SENCO and key person.
- Children who are receiving support from an outside agency i.e. Children social care, will receive regular communication from the settings DSL and key person.

Parents are welcome to ask to read their child's Learning Journey at any time as the document shows a detailed account of their child's learning experiences and development.

Bus Stop Pre-School values parents/carers knowledge and understanding of their children's development and encourage them to complete Parent/Carer Observation sheets at home. The observations made are added to children's individual profile. Please see Parent Observation sheets located by children's trays.

Bus Stop Pre-School has two appointed practitioners who are responsible for planning activities, trips, outings and events to support children's learning and development. Please see below:

Kate Rice - Owner and Forest School Trainer (Forest School)

- BA (hons) in Early Childhood Studies.
- Level 4 Forest School Trainer.

Kelly Haines - Pre-School Manager and Head of Planning (within the setting)

- Early Years Professional (EYP).
- BA (hons) in Early Childhood Studies.
- Level 3 Forest School Leader.

Use Information for Parents/carers

- Surrey Family Information Services - tel: 01372 833844
- Bookham Baptist Children Centre - tel: 01372 811313

This policy was adopted in September 2014, to be reviewed annually.

This policy was reviewed in September 2019, to be reviewed in September 2020.

Owner: _____ Manager: _____