

TEACHING AND LEARNING FOCUS

2022 – 2025



“Be inspired by our creative learning adventure”.

Nursery School- OFSTED Outstanding, December 2018.
Day care- OFSTED Good, November 2018.

Head of Centre: Katarina Bingham
Chair of Governors: Chris Armstrong-Stacey
School Effectiveness Advisor: Alice Boom

Our Vision Statement

Norcot Early Years Centre provides an inclusive, safe, stimulating, and outstanding teaching and learning environment where everyone can achieve their individual potential.

Our Values

Nurture: We provide a nurturing environment where everyone's mental health and well-being is at the core.

Opportunities: We offer inclusive and stimulating teaching and learning opportunities which enables children to reach their full potential.

Respect: We respect all members of our community.

Celebrate: We celebrate, value and embrace the different cultures, background, heritage, language, faiths, traditions and sexual orientation of our children.

Outstanding: We aim for outstanding outcomes for all children through our curriculum intent and implementation.

Trust: We embed a culture within the Norcot community that builds trusting relationships with staff, parents and children enabling us to safeguard all centre users.

Our Aims

Our aims for our children are to:

- ✚ provide an inclusive, safe and stimulating environment that develops lively enquiring minds and enthusiastic learners ready for their next stage in life.
- ✚ deliver a broad, balanced, inclusive, coherently planned and sequenced curriculum with reference to the guidance provided in the EYFS.
- ✚ celebrate their individualities, uniqueness and build upon their success to enable them to reach their full potential.
- ✚ enable them to feel valued and respected so they can grow into confident citizens.

Our aims for our families are to:

- ✚ embrace their importance and work in partnership to support their child's well-being and learning.
- ✚ ensure confidentiality at all times.
- ✚ offer support and signpost to other services.

Our aims for our staff are to:

- ✚ provide opportunities for their professional development including, time to reflect and improve their practice.
- ✚ value their commitment, enthusiasm, professionalism and make them feel included in all we do by giving them a voice in decision making.
- ✚ protect their mental health and well-being.

Our aims for our community are to:

- ✚ feel a sense of belonging.
- ✚ build and nurture good relationships and work together to enhance and support the Centre.
- ✚ value and respect their background, faith, sexual orientation, religions, cultures and individual needs.



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QUALITY OF EDUCATION

High quality outcomes for all children are supported by the curriculum intent and implementation which promotes exceptional language development.

BEHAVIOUR AND ATTITUDE

High levels of respect, self-regulation, motivation, compassion and perseverance result in tangible contributions to the Centre's life and the wider community.

PERSONAL DEVELOPMENT

Coherently planned, rich experiences across the curriculum develops children's outstanding character, skills and knowledge.

SEND AND INCLUSION

Inclusive culture allows all children to access the same learning opportunities through personalised support and provision.

1. QUALITY OF EDUCATION

INTENT Objectives/ Aims	IMPLEMENTATION Actions	IMPACT Success Criteria
<p>Curriculum is holistic, coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and has a sharper focus on children’s spoken language.</p>	<ul style="list-style-type: none"> • Further develop curriculum that is ambitious and designed to give all children, particularly disadvantaged and SEND, the knowledge they need to success in life. • Monitor, review and adapt the curriculum so that it is meaningful, experience driven and relevant to all children. • Ensure children’s spoken language underpins all areas of teaching and learning. • Coherently plan the curriculum so that learning can be built upon. • Identify clear sequencing for each end point for 0-3 and 3-4 years old. • Specify what children need to know, do and remember at the end of each end point. • Review and develop new planning format that is built on objectives (intended learning) rather than provision, including intended vocabulary/ knowledge. • Deliver further training and support • Provide parents with information about the new EYFS. 	<ul style="list-style-type: none"> • All children have access to all areas of curriculum, including those with SEND and disadvantaged children and prepares them for the next stage. • Curriculum is monitored, reviewed and adapted so that it is relevant to the children. • Curriculum is holistic and improves outcomes for all the children through developing skills and knowledge in all areas. • Development of children’s spoken language underpins all seven areas of learning and development and educational programmes. • Curriculum is coherently planned and sequenced; taught in a logical progression, systematically and in a way that is explained effectively. • Staff know what the children need to know, do and remember at the end of each end point. • Planned activities show deliberate decisions about the intended curriculum and how it is implemented. • Parents understand the changes in the new EYFS and can support their child’s learning at home.
<p>Teaching helps children to remember in the long term the content they have been taught and integrates new knowledge into larger concepts.</p>	<ul style="list-style-type: none"> • Focus on children mastering the basics so that the learning is committed to their long-term memory. • Understand the concept of ‘sticky learning’. • Plan revisited opportunities where staff guide and extend children’s play and learning. • Identify what is ‘most important’ for children to grasp and remember. • Consider prior knowledge, plan for the content of the intended learning and link to the previous learning. • Give enough time to children to practice their learnt knowledge and skills, help them develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning. • Provide extensive opportunities to use and embed their knowledge and skills in a range of contexts, <u>giving</u> them opportunities to thrive. 	<ul style="list-style-type: none"> • Triangulation of teaching and learning observations show that children build on their learning over time. • Children retain information well and show a good re-recall and can remember in the long term. • Children remember what they have learnt over time and can make links to the new learning. • Children can integrate new knowledge into larger concepts. • Children have developed, consolidated and deepened their knowledge. • Curriculum plans show a clear intent for learning. • Children have frequent opportunities to practice the content they have learnt, the new knowledge and skills they have gained.
<p>All children experience high quality interactions with adults during planned or self-initiated activities and targeted interventions.</p>	<ul style="list-style-type: none"> • Ensure high quality adult- child interaction and recognise the importance and the impact it has upon child development <ul style="list-style-type: none"> ➢ Communication and modelling language ➢ Showing, explaining, demonstrating ➢ Exploring ideas, encouraging, questioning, recalling ➢ Proving a narrative of what they are doing ➢ Facilitating learning and setting challenges • Build on this work to ensure that these approaches are continued throughout the ‘room, e.g., continuous provision and exploratory learning approaches and that there is always an effective adult in ‘play’ • Build on children’s interests and wants to motivate them to discover their talents with growing confidence. • Support children through targeted group or individual interventions. 	<ul style="list-style-type: none"> • Teaching is at least good and with increasing number of outstanding interactions with high levels of attainment. • Observations and learning walks show that staff interactions are maximising the learning. • Learning walks/ observations show that there is always an effective adult ‘in play’ • Staff are more attuned to children’s interactions and emotional need, which in turn helps them to meet their next steps and make good progress. • Children’s learning is further extended through building on their interests and wants. • Children receive targeted daily interventions, individual or group which match their needs.
<p>All children make accelerated progress in communication and language development.</p>	<ul style="list-style-type: none"> • Provide opportunities for staff to further develop own expertise, knowledge, understanding and skills in using various strategies to support children’s language acquisition- early language communication skills. • Deliver further training on a range of ideas to develop children’s communication and language skills through phase 1 phonics 	<ul style="list-style-type: none"> • Children’s spoken language underpins all seven areas of learning and development. • Children’s language is built effectively through high quality conversations. • Teaching is at least good and with increasing number of outstanding interactions with high levels of attainment and engagements.

	<ul style="list-style-type: none"> • Use Early language development tool to assess children’s level of development. • Ensure back-and-forth interaction and high-quality conversations throughout the day in a language rich environment. • Through conversation, storytelling, singing, playing games and role play, encourage children to share their ideas and support by modelling. • Invite children to elaborate through sensitive questioning, promote extension through sustained shared thinking • Model language and provide a narrative of what children are doing or are interested in, echoing back what they say with adding new vocabulary. • Identify key words and intended vocabulary that staff expect the children to learn and use them in context. • Review phonics teaching- phase 1 to ensure that it meets new EYFS requirements. 	<ul style="list-style-type: none"> • Children make accelerated progress in the communication and language development, leading to improved outcomes in all areas of learning. • Levels of interventions is matched to individuals and group need. • Staff are confident and using a wide range of strategies that supports and improves communication and language skills. • Episodes of sustained shared thinking through sensitive questioning and extensions of learning have increased. • Staff model the language by ‘narrating’ what children are doing. • Children thrive through extensive and exciting opportunities. • High levels of staff interactions maximise learning and development. • Key words are mapped out on weekly plans and children use appropriate vocabulary • Children are comfortable using a rich range of vocabulary and language structures
<p>All children show accelerated progress towards developing life-long love of reading.</p>	<ul style="list-style-type: none"> • Create a language rich environment where children always have access to books. • Review core books in the rooms- reorganise the book corners if necessary, ensure all areas in the room have books displayed to support the area. • Read frequently a wide range of books- stories, non-fiction books, rhymes, poems and songs and link it to the world around us. • When reading, actively engage children with extensive opportunities to use and embed new words in a range of contexts. • Support children’s acquisition of a much wider vocabulary and a deeper understanding of stories. • Extend reading across all areas of learning. • Provide weekly access to the library for all children. • Encourage families to read books to their child daily. 	<ul style="list-style-type: none"> • All areas in the room have books accessible for the children. • Children show pleasure and enjoyment in reading and re-telling the stories. • Children listen carefully to the reading. They can talk about different characters in the stories, how the story develops etc and relate to their own experiences. • Children actively engage in stories, non-fictions, rhymes, songs and poems. • Children have opportunities to thrive. • Children are more comfortable using a rich range of vocabulary and language structures. • Children show improvement in communication and language development as well as language comprehension. • Library is in regular use across the Centre. • Tapestry shows videos of children listening to stories.
<p>All children show accelerated progress in Maths through increased learning opportunities and nurturing their fascination.</p>	<ul style="list-style-type: none"> • Develop staff confidence in supporting mathematical development. • Create a learning environment that is mathematically stimulating, with environmental print that promotes numerals and mathematical recordings. • Ensure learning environment has resources accessible to children that promotes mathematical mark making. • Encourage children to have a go, spot connections and talk about what they notice. • Establish purposeful counting opportunities as part of daily routines. • Develop a strong grounding in number so that all children develop the necessary building blocks to excel mathematically. • Provide rich opportunities for children to develop their spatial reasoning skills across all areas of maths including shape, space and measure. • Offer frequent and varied opportunities to build and apply knowledge and understanding in a wide range of contexts. 	<ul style="list-style-type: none"> • Staff are confident and have increased knowledge in Maths. • Learning environment provides resources that stimulate Maths growth. • Children are more confident in Maths and as a result make accelerated progress. • Children show positive attitudes and interests in Maths and are not afraid to make mistakes. • Children have a secure base of knowledge and vocabulary from which mastery of mathematics is built on. • Children show a deep understanding of the numbers and understand the relationships and the patterns between them. • Children use their competencies in Maths by recognising the numbers and shapes. • Children show developed early mathematical mark making skills in their play. • Children can apply their knowledge in different contexts.
<p>New assessment programme is less consuming, onerous and built on staff professional judgement.</p>	<ul style="list-style-type: none"> • Assess whether children are at the expected level of development and record on new progress grid. • When assessing, use knowledge of the child and professional judgement rather than prove through collection of physical evidence. • Know children’s level of achievement and interests and then shape teaching and learning experience for each child reflecting that knowledge. • During staff interaction with children, staff respond to their own day to day observations about children’s progress. • Check for children’s knowledge and understanding systematically, identify misconceptions accurately and provide clear, and direct feedback. 	<ul style="list-style-type: none"> • Assessment recognises children’s progress, understand the need of the child which helps staff to plan and provide targeted support. • Ongoing assessment is an integral part of the learning and developing process. • Assessment does not entail prolonged breaks from interaction with children nor require excessive paperwork • Staff use self-enquiry as a tool to develop self-awareness and strengths and focus on improving their interaction with children. • Staff are more attuned to children’s interactions and emotional needs, which in turn helps them to meet their next steps.

	<ul style="list-style-type: none"> • Use ongoing assessment to ensure that children make accelerated progress relevant to their needs and interests. • Plan for next steps and home involvement ideas for each child's learning if not on track, feed to planning and teaching and share with the families. • Work in partnership with the parents and keep them informed about their child's progress and development. • Develop a new 2-year-old check and formally invite families to be part of the process. 	<ul style="list-style-type: none"> • Feedback from the children is used to adapt teaching and planning to improve interaction. • Next steps for children's learning are identified and fed back into planning and teaching. • Children's level of development is celebrated through clear milestones. • Parents are kept up to date with their child's progress and development, and any development and learning needs are addressed. • Parents are supported how to help their child at home and know their child's next steps.
Stimulating environment enhances inside and outside provision and allows all children to focus on learning and development.	<ul style="list-style-type: none"> • Select resources and materials that reflect centre's ambitious intentions for the learning and support the intent of a planned curriculum (topic) • Create an environment that is language rich, motivating and enabling children to learn and make progress. • Review the provision for each class- replenish and purchase necessary resources. • Ensure that continuous provision is easily accessible for the children and clearly labelled. • Outdoor learning environment complements inside provision and covers all areas of EYFS. 	<ul style="list-style-type: none"> • Resources support the weekly topic and enrich children's experiences. • Children show independence through clearly labelled and well organised continuous provision. • Outdoor learning environment support all areas of EYFS and the garden is a stimulating environment for the children. • Shaded area in Meadowside garden protects children from overheating and enables them to use the garden on daily basis. • Children show good progress, especially in communication and language area, through learning and development opportunities provided by inside and outside provision.

2. BEHAVIOUR AND ATTITUDE

INTENT Objectives/ Aims	IMPLEMENTATION Actions	IMPACT Success Criteria
All children show accelerated progress in their self-regulation , leading them to improved mental health and behaviour.	<ul style="list-style-type: none"> • Provide further training on Trauma informed practice • Through targeted interventions, teach strategies to help children develop their self-regulation. • Provide further training on understanding of all issues affecting children's mental health wellbeing • Provide further training on self-regulation and sensory processing • Understand and use emotional coaching-an evidence based universal approach towards responding to children's emotions and needs. • Provide strong, warm and supportive relationships which enables children to learn and understand their own feelings and those of others. • Establish strong routines- taking turns, following instructions, where to hang their coat, listening etc • Develop an emotionally rich provision, supporting children to identify and name different emotions they might be feeling during the day. • Staff identify area in the room that considers sensory needs of the children (over stimulation). • At home, parents to develop a regular routine and play to help their child regulate and understand their emotions and behaviour. 	<ul style="list-style-type: none"> • Staff have increased knowledge through targeted training • Children learn to identify what and how they are feeling. • Children are supported to manage their emotions, leading them to improve their mental health through targeted interventions. • Children make good relationship, co-operate and resolve conflicts peacefully; show respect, motivation and perseverance. • Emotional coaching shows improvement in children's self-regulation skills which leads to improved behaviour and attitude. • Children develop positive sense of self, set themselves simple goals and have confidence in their own abilities. • Children know routines through learnt behaviours. • Children can persist and wait for what they want and direct attention as necessary. • Children develop a secure platform which helps them to achieve in later life. • Parents work in partnership with the Centre to improve their children's self-regulation at home. • Parents use health and well-being ideas from Centre website.
All children's well-being and enjoyment is monitored and swiftly identifies those who may need extra help.	<ul style="list-style-type: none"> • As part of the assessment, screen children using Leuven well-being and involvement scale and identify vulnerable and those who score low on the scale. 	<ul style="list-style-type: none"> • Staff use Leuven well-being and involvement scale. • Identified children receive targeted support and as a result show improved scoring on Leuven well-being and involvement scale.

	<ul style="list-style-type: none"> • Staff further develop knowledge in understanding in impact of trauma and Adverse Childhood Experiences. • Support, those who are identified, through helping them to develop emotional well-being and greater involvement in their play. • Develop and celebrate positive, secure and warm relationships among children, families and each other. • Evaluate effectiveness of current transition to primary school so children are ready for their next stage in education. • Evaluate effectiveness of current transition for new children including home visits, transition meetings and new starters groups and act on any findings. 	<ul style="list-style-type: none"> • Staff understand the impact of trauma and Adverse Childhood Experiences and show compassion and apply trauma and attachment strategies which are based on current and the most up to date research. • Children show increased confidence and improve their wellbeing through nurture groups. • Children’s attitude towards learning are positive and they show enjoyment in their learning. • Primary schools are fully aware of individual needs of all the children. • Children are ready for the next stage of education and further success. • Transition to the nursery helps to early identify those who need additional support.
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3. PERSONAL DEVELOPMENT

INTENT Objectives/ Aims	IMPLEMENTATION Actions	IMPACT Success Criteria
<p>All staff, children, families, and community show deep understanding and appreciation of fundamental British values and celebrate and embrace diversity.</p>	<ul style="list-style-type: none"> • Further develop positive, diverse and respectful culture across the Centre, including wider community. • Celebrate, value and embrace the different cultures, background, heritage, language, faiths, traditions and sexual orientation. • Plan curriculum and daily routine that equips children to be respectful, responsible, active citizens who contribute positively to the wider community. • Listen to a broad selection of books which helps children to foster their understanding of our culturally and socially diverse world, enrich and widen their vocabulary. • Provide opportunities for children to develop their character, including resilience, confidence, and independence. • Celebrate staff and children’s achievements. • Include families in all the celebrations and encourage them to share their own experiences with the Centre. 	<ul style="list-style-type: none"> • Children develop understanding of their identity and fundamental British values. • Centre maintains its position ‘at the heart of our community’. • Curriculum plans include celebrations of diversity and inclusion. • Children extend their familiarity with the world and show understanding across different domains. • Displays across the Centre promotes diversity and British values. • Children show outstanding character, skills, and knowledge development through an inclusive curriculum. • Children show resilience to setbacks and know how to overcome them. • Staff, parents, and children share their own experiences and celebrate Individualities Day, Diwali, Eid, Black History Month Christmas etc
<p>Curriculum is extended beyond the academic by providing the cultural capital the children need to be educated citizens and prepare them for future success.</p>	<ul style="list-style-type: none"> • Ensure children’s broader development, enabling them to develop and discover their interests and talents. • Provide opportunities for experiences and opportunities from Norcot charter-visits to the park, museum, library, bonfire, etc • Coherently plan rich experiences across all areas of the curriculum. • Visit Norcot library • Use own individual talents and skills to enhance teaching and learning opportunities for the children. 	<ul style="list-style-type: none"> • Children have a rich range of experiences across all areas of development and learning increasing their cultural capital and sense of the world around them. • Children show knowledge, behaviour, and skills that they can draw upon which demonstrate their cultural awareness and competence. • Children discover wider range of interests and talents and further develop their skills and knowledge. • Children learn about the rules when visiting the library and develop love for reading. • Children have positive experience meeting essential/ key members of the society such as police officers, nurses, and fighter fighters.

4. SEND AND INCLUSION

INTENT Objectives/ Aims	IMPLEMENTATION Actions	IMPACT Success Criteria
All children have access to consistent visual support across the Centre environment which develops their expressive and receptive communication skills.	<ul style="list-style-type: none"> • Purchase 'Communicate in print' software. • Provide extensive training, both for staff and the families, in using PECS and model the progression across different stages. • Print symbols onto waterproof paper and label the environment across the Centre. • Staff, children and families are consistently using symbols to support transition and communication. • Children use their individual communication aids, both in the Centre and at home. 	<ul style="list-style-type: none"> • Staff and the families are confidently using PECS to support children's communication. • The environmental symbols support children's development and learning. • Data shows children make accelerated progress in expressive and receptive communication skills. • The Centre consistently uses 'Communicate in print' software to support children's development and learning.
New Personalised Educational Plan (PEP) format is user friendly and includes SMART targets to support learning and development of the children with SEND needs.	<ul style="list-style-type: none"> • Re-evaluate and re-design the format for PEP to reduce staff workload while continuing to closely monitor their effectiveness. • Provide training to ensure targets are SMART and planned interventions enable accelerated progress. • Introduce single page PEP tracker for each target to monitor progression. • PEP has a clear cycle of assess, plan, do and review. • Adapt and break down curriculum into smaller chunks to secure knowledge- not scaffolding or in ad hoc way but in a planned way • Inclusion Lead further trains and supports staff in writing SMART targets and attends meeting with the families when needed. 	<ul style="list-style-type: none"> • The new PEP format and tracker are manageable, effective and consider best practice from RBC and staff workload. • PEP identifies children's strengths and barriers to learning and enables targeted interventions to meet their need. • Staff are confident, knowledgeable and supported in writing and tracking progression towards SMART target and interventions are delivered daily. • Children with SEND make accelerated progress through targeted support and interventions. • Staff assess, plan, do and review individual provision.

5. LEADERSHIP AND MANAGEMENT

INTENT Objectives/ Aims	IMPLEMENTATION Actions	IMPACT Success Criteria
Culture of effective and robust safeguarding arrangements, with a zero-tolerance approach, are continuing to be at the heart of the Centre.	<ul style="list-style-type: none"> • Receive training including current national priorities, e.g., online safety, sexual harassment, child protection, prevent etc. • Follow latest guidance, legislation and policies and update Centre policies and procedures. • Create an environment where there is a zero-tolerance approach to bullying, peer on peer abuse harassment and discrimination. • Identify, understand, and respond appropriately to signs of possible abuse and neglect at the earliest opportunity and respond in a timely and appropriate way. • Identify children that may need early help, are at risk of harm, neglect, abuse, grooming or exploitation. • Refer in a timely way to DSL/ DDSL to help if staff have any concerns who will liaise with CSPoA/LADO and other agencies if necessary. • Ensure staff are regularly reminded of whistleblowing and allegations against staff policies and are confident to discuss any concerns. 	<ul style="list-style-type: none"> • Children are protected from harm and risk of harm to the children is secured. • Staff read, understand and implement updated centre policies and procedures. • Staff have up to date knowledge of safeguarding issues. • All Centre users are free from harassment and discrimination. • Staff are alert to any significant changes in children's behaviour; deterioration in their general well-being; unexplained bruising, marks or children's comments which give cause for concern. • Staff are vigilant to any reasons to suspect neglect or abuse outside of the Centre. • Policy and procedures reflect the latest guidance which all staff follow. • A culture of trust and open discussions is embedded ensuring professional conduct is adhered to and any concerns are quickly resolved.

<p>Children's experiences at home and in the Centre complement each other and strengthen their development.</p>	<ul style="list-style-type: none"> • Provide weekly ideas and strategies, linked to the topic, on how to support their children at home. • Explore different strategies and find effective ways to promote activities in the Centre. • Encourage parents to attend Centre activities and engage in their child's learning and development. • Provide support for families to ensure they access Tapestry and encourage them to contribute and share their experience from home. • Plan short informal workshops/ coffee mornings with learning outcome to deepen parents' knowledge in how to support their children at home. • Continue to monitor children's attendance through weekly well-being phone calls. • Support parent's wellbeing 	<ul style="list-style-type: none"> • Improved educational outcomes for all children • Partnership with the parents is built on trust, transparency, and responsibility. • Increase in number of families accessing and contributing to Tapestry at home. • Parents show interest and understand what's going on behind all of their child's activities, empowering them to support their child. • Improved communication and relationship between the Centre and the parents help staff to plan for effective learning in the Centre and help parents in continuing their child's learning development at home. • Short Workshop and activities show increased parental knowledge which leads to improved outcomes for the child.
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