Teaching and Learning policy

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Rational

Early education matters. Research demonstrates that high-quality early years education has a lifelong, positive impact on children. At Woodfield, we know we are privileged to work in early education and that our children and our community value us and our setting.

We are guided by the following principles:

- Informed by research
- Highly accomplished teachers and support staff
- Parents as partners
- Committed to communication
- Community connections and outreach

We believe high-quality learning and teaching is the entitlement of all children. This must equip them with the skills, knowledge, and understanding necessary to be effective communicators, develop self-regulation skills and leave us ready for next step in their journey. We acknowledge that children learn at different rates and stages of development. We believe children learn best when they are happy, secure, and actively engaged in their learning.

Our staff members hold advanced qualifications, such as degrees, Qualified Teacher Status (QTS), and are committed to ongoing professional development. All staff are given opportunities for continued professional development regardless of their job role and professional development is something we take very seriously. This includes fortnightly staff training in house as well as external providers.

Our teaching approach is grounded in respect for the child and research-driven best practices. We strive to create optimal learning conditions, from well-resourced learning spaces to daily nature interactions and hands-on experiences.

The Early years foundation stage

There is no single way to provide high quality education. At Woodfield, the base of our curriculum comes from Early years foundation stage (EYFS) statutory framework that outlines the standards that must be met. It ensures children have the knowledge and skills they need to start school and from this, we have developed our curiculum that meets the context of our setting. The EYFS framework outlines areas of learning, the prime areas and the specific areas.

The prime areas are vital as they underpin all learning, because of this, our focus at Woodfield begins with the prime areas. Our children often join us working below the expected standard and a high number of our pupils have little or no English. By focusing on the prime areas, we are able to

give our children strong foundations and, if and when they are ready, we can begin to explore the specific areas.

Our curriculum and how we teach
Our unique curriculum celebrates the great potential of young children, the community we serve and with the goal of nurturing self-motivated, lifelong learners.

Our curriculum is structured around core texts that we have specifically chosen. These core texts drive both our teacher led learning and our provision based learning. Each core text has a knowledge organiser that outlines the key skills and knowledge we plan to focus on across three weeks. From this, staff plan teacher led learning and the supporting provision.

In nursery, our class teacher supports all teaching assistants in the leading of their key persons group. They have two small teacher led sessions a day, one focused on sharing the core text and one focused on the core nursery rhymes. These sessions run for no longer than 5 minutes.

In Pre school, each group has a key person who delivers 3 teacher led sessions a day. Children have a short phonics session, a focused group time that explores maths, PSED and creative and story time. These sessions run for no longer than 10 minutes and conclude with a social snack.

Learning at Woodfield is:
● **Well planned**, with a clear learning focus and structure – introduce, teach, apply.
● **Resourced appropriately, with materials prepared and adapted** to cater for the individual needs of the group.
● **Engaging, challenging, progressive and designed to encourage active learning and critical thinking.**
● **Observed and assessed continuously**, feeding into the assessment cycle.
● **Designed to cater to all learning styles.**

Our favourable teacher-to-child ratio across both classes allows for meaningful teacher led learning or provision engagement throughout the day.

We acknowledge that children learn in many different ways and are at different stages in their development. Teachers and Leaders of Learning believe that effective and purposeful learning occurs when children have secure relationships with a key person, clear routines, access to healthy snacks and drinks, and a designated key group meeting place.

A consistent and positive behaviour system helps children understand clear boundaries. Teachers and Leaders of Learning support children in identifying new learning and encourage their next steps in development. Strong partnerships with parents play a fundamental role in enhancing children's education both at home and in school.

We work closely with our local primary schools. We know the importance of children to be school ready but it is important to us that our children are ready for our schools and that our children’s needs and context is thought about in the definition of school ready.

Our learning environments

Activities and experiences are arranged to promote independence. Children are given time to play cooperatively, alone, or observe others. The environment is aesthetically appealing, incorporating

displays of children's work and speech annotations to encourage metacognition. Displays are limited to designated noticeboards to reduce visual clutter and include a board for each key group so children's speech and artwork can be displayed, encouraging discussions about past experiences and learning.

Clear guidelines and boundaries promote positive behaviour. Challenging social situations are seen as learning opportunities, with children guided to manage conflicts constructively.
We are committed to providing high-quality outdoor and Forest School experiences throughout the year. Educational visits complement the curriculum by enabling children to engage in hands-on experiences beyond the classroom. These experiences support social development through shared activities, enhance language development through discussions, and enrich children's enjoyment of learning.

Targeted intervention

Teachers and Leaders of Learning are committed to ensuring all children make good progress. Children are monitored against the ranges detailed in the birth to five matters document as it outlines the small steps of progress within each range and allows us to show honest progress in our children. Those at risk of not making expected progress receive targeted intervention plans. These intervention strategies are carefully planned and regularly reviewed to support individual learning needs.

Assessment

Assessment is an ongoing process that involves observing children as they participate in everyday activities. It takes into account all aspects of development and learning. Parents are actively engaged in building an accurate picture of their child's progress. Assessments focus on skills, knowledge, understanding, and behaviour demonstrated consistently and independently.

Assessment should not require excessive paperwork or prolonged breaks from interaction with children. Instead, it should be seamlessly integrated into daily practice.

A Two-Year Progress Check is conducted during a child's first term in nursery. Parental input is sought and included in the assessment. Any significant developmental delays are identified and shared with parents. Summative assessments are completed before children transition to primary school to ensure continuity in learning.

The role of parents

We believe that parents play a fundamental role in helping their children learn. Teachers and Leaders of Learning work hard to build strong relationships with parents. Through stay and play sessions and parents' meetings and the key person role, staff partner with parents to support children's learning.

Appendix 1 – Our image of a practitioner document

Our image of the practitioner

Our vision is to support every child to shine and become compassionate, confident and resilient young learners. We aim to capture the imagination of every child by developing creative, challenging teaching and learning opportunities based around individual needs and interests.

It is important, with this in mind, that we know the practitioners role in achieving this vision. Together, staff have created an image of the practitioner we all strive to be.

Present and engaged – Just like our children, we aim to see awe and wonder in the world around us. We are passionate about our role and work hard to make learning exciting and fun.

A play partner – Being a play partner means getting stuck in! We observe play and aim to add value to it or enrich it with developing ideas and resources. We ask questions to challenge children's thinking and provide a dialogue for play. We aim to show curiosity and respect.

Observant and reactive – We know our role is
to stretch our children's knowledge and thinking. We observe children, as they learn and will join in to develop or enrich the learning when we feel it is right to.

Knowledgeable – As a team, professional development is a main driver of our vision. We know that to be strong practitioners, we need to be learners ourselves and keep in touch with current theories and practice. We also focus on knowing our local community and how best we can support our children and their families.

Creative – We teach children to play and explore the world around them. We believe this goes hand in hand with being creative.

Reflective - As practitioners, we know the importance of reflecting on planning and the intentional teaching we share with our children. We know that we need to evolve our practice frequently to support new needs of our children.

Appendix 2 – Our image of the child

Our image of the child

At Woodfield, we know our children and context well. We baseline our children on entry and often observe them to have similar starting points.

The context of our local area –

- More than 78,000 children under the age of 16 were living in poverty in **Lancashire** during the year ending April 2025.
- A total of 8,603 children living in **Pendle** were in poverty last year (25.26). That works out at more than two out of every five children living in the local authority, 41% - a higher proportion than any council area in Great Britain.
- 54.2% of the people in Brierfield are of Asian pakistanti heritage, 40.7% are white british.

Children often join Woodfield with –

- Good home language but little English.
- Good gross motor skills but lesser developed fine motor skills.
- Good behaviour, our children are polite and friendly.
- Good ICT skills. Our children are able to use technology independently.
- Large, supportive families.
- Poor oral health.
- Fussy eaters
- Limited cultural capital

Our aim is for children to leave Woodfield –

- Confident, active learners.
- Independent and resilient learners.
- Good ability to self regulate.
- Happy!
- Effective communicators.
- Good foundational knowledge in specific areas.

Assessment at Woodfield – 26.27

When working with young children, it is important to identify the main purpose of assessment and the cycle of observation, planning and next steps. We assess to understand how our children learn, identify their current developmental placement and plan for effective next steps in learning.
We have a set cycle of formative assessment, this happens termly, but it is expected that key workers will be assessing their children daily during interactions and observations. All children have a key person and a personal learning journey.

The Headteacher, Leanne Harrison, is the school assessment lead.

What development matters highlights about assessment.

Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
Accurate assessment can highlight whether a child has a special educational need and needs extra help.
Before assessing children, it's a good idea to think about whether the assessments will be useful.
Assessment should not take practitioners away from the children for long periods of time.

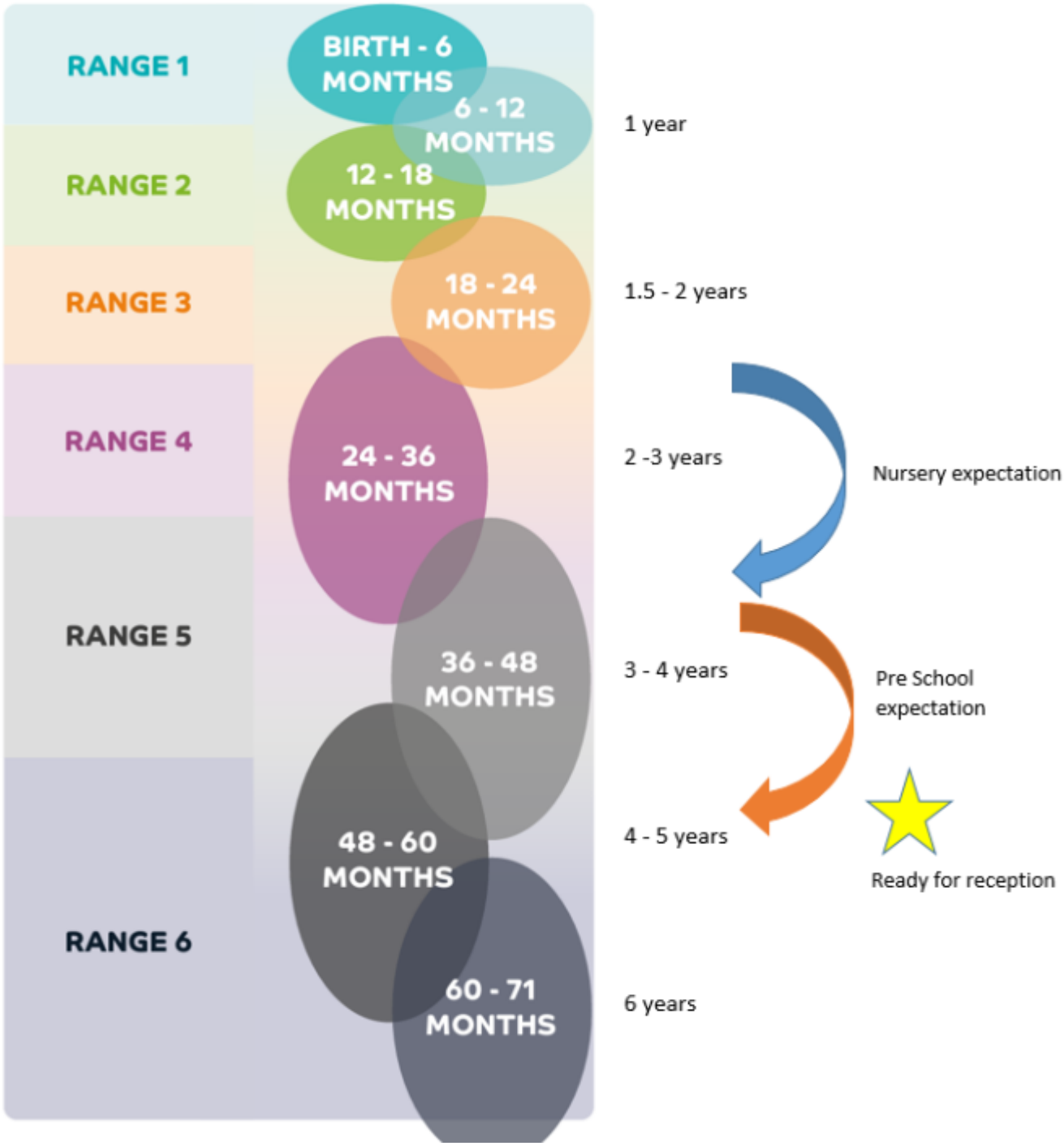
The assessment schedule at Woodfield.

Formative assessment data is collated by key persons and then collected by the Headteacher on the following dates –

Friday 18th December 2026
Friday 19th March 2027
Friday 25th June 2027

Baseline Assessments

It is crucial that we have an accurate view of our children's starting points. At Woodfield we baseline all children, upon entry to school, within the first 3 weeks. We use the Birth to five ranges to baseline and then assess progress throughout the year.



Extra time is given to staff to collect and present their data. Following each data collection period, pupil progress meetings are held between the Headteacher and key person. Each child's progress is discussed so that future planning can be made. This will include interventions, lead by a teacher outside of the session, and whole group work or provision enhancements that can be done. Parents meetings are then held to share their child's achievements and next steps in learning. We prioritise this to continue our strong relationship with our parents and help them understand their role in their child's learning journey. We use the birth to five ranges to measure our children's progress. We have chosen to use this document and its ranges as our measure for two reasons. The first, most of our children enter school developmentally lower than is expected for their age. The ranges allow us to baseline clearly and identify important small steps of progress. Secondly, a lot of our children have an SEND need and the preferred Lancashire SEND

assessment uses the birth to five ranges. Staff are comfortable with the document and how to use it effectively to assess and plan.

We assess our children in nursery on the prime areas only.

We assess our children in Pre School on the prime areas and maths. A baseline assessment is completed, after 6 weeks of knowing the child, for staff knowledge and early identification of any need that can be shared with the SEND team.

Following data collection, staff meet with the Headteacher for pupil progress meetings and then parent meetings follow.

Pupil progress weeks – WB: 4/1/27, 22/3/27, 5/7/27
Parent meeting weeks – WB: 19/10/26, WB: 22/3/27
Report writing days for staff – WB: 28/6/26

The two year check

The two year check is a statutory check that must be completed within the child's second year. It is completed by the child's key person and the class teacher. It must be shared with the child's parents at the earliest convenience, given to the HT, and is uploaded to our evidence bank on CPOMS. At Woodfield, alongside the two year check, we complete a Welcom assessment.

Moderation

As a staff team, we see ourselves as learners. We work together and with our local feeder primaries, to moderate our judgements and build up a picture of "a range … child". We understand the links between the areas of learning and regular training is held to explore the ranges as a team. We also conduct pupil progress meetings with key persons to discuss children's progress.