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| Greengairs Nursery Class |
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| Communication and sharing Learning Policy |

Communication and Sharing Learning Policy

**Twitter**

We use twitter to;

* Improve communication with parents,
* Share and discover best practice ideas,
* Keep up-to-date with sector news,
* Develop relationships within the local community,
* Building our nursery profile,
* Promote the learning that the children are engaged in each day.

Staff within the nursery manage the Twitter account.

**Teams**

A communication channel to allow us to deliver online blended learning. Teams only allows the parents and children who attend the nursery to see what is being posted, families are also able to post on to Teams too.

Ideas for Teams are;

* Scavenger hunts/ walks/ outdoor fun,
* Stories/ songs/ rhymes,
* Challenges daily/weekly,
* Book bug session links,
* Dance/exercise/ relaxation links,
* Any other links that we may do in nursery or that we would like to focus on,
* Literacy ideas to support families
* Numeracy ideas to support families
* Positive behaviour strategies
* Well-being ideas to support families.

**Online Learning Journals**

This is where all individual children’s planned learning should be documented with a written observation, photograph (If you have one) and linking it to the selected;

* CFE E’s &O’s and milestones,
* Outcomes within the Realising the Ambition,
* SHANNARI indicators we are focusing on,
* Well-Being or Involvement outcomes within the Leuven scale,
* These should all triangulate with what we have on our planning at the time you document the observation.

If a child has an individual GIRFME plan the targets set out in this plan can also be documented with written and photographic evidence within the learning journal. Milestones can also be used in line with the focused outcomes outlined in the planning at the time of documenting observations.

When writing each observation please make sure you are tracking your child’s learning by ticking the correct traffic light evaluation;

* Red – I need more support to understand
* Amber – I am beginning to understand
* Green – I have got it

As well as adding on a next step if the child did not meet the planned learning and they are needing to re-visit an experience or needing it to be simplified to suit their individual needs. This will make the tracking of each child’s learning clear to see at the end of each block of planning and throughout the year.

**Personal Learning Plans**

PLP’s are a paper document which will be stored within the nursery environment. Within the plan it will contain;

* The child’s care plan which outlines the child’s well-being, this will be completed by the parents on enrolment to nursery. This will give staff a base to work on with the child to help settle and let us get to know the child and their family a little better. This is also where we will be able to find out about any health concerns the child has, other professionals involved already with the child and assessments each child has had.
* Personal Learning Achievements will be set with the child’s parents and group leader, and recorded on to the Personal Learning Achievements document within the plan.
* Staff should also mark under the SHANNARI indicators that the targets will be covering.
* Staff will meet with parents to set achievement targets within 6 weeks of a child starting nursery and then again in November, January and April/May of each year.
* Each group leader should work on a child’s PLP achievements when carrying out their daily target observations, ensuring that each child is observed once within a 2 week period.
* Evidence of this should be filed behind each Personal Learning Achievement document to show evidence of targets being met. The evidence documented should show clear observations of the achievement. This can then be shared with the parents when meeting new targets.
* WOW moments are to document achievements within the child’s learning that are momentous moments. A time of great achievements, a major accomplishment, a moment that is so great you know you have to document it so that they will never forget. It could be something a child has once found difficult but then achieves it independently and is so excited and happy to share the moment with you because they have achieved it or big milestone that is happening within their lives that they want to share with you.
* ‘I can wall’ – for this we will be tracking the children’s learning and development through the ‘I can rainbow’. The rainbow outlines the developmental areas in which we will be observing to track a child’s development, these are;
* Physical development
* Communication and language
* Personal, social and emotional

To track a child’s development using the ‘I can Rainbow’ the outcomes can be covered during group time, target observations or a planned learning experience within the playroom where you will be able to observe the children to see where the they sit within each area of the rainbow. This will enable each group leader to then plan next steps or re-visit a learning experience.

The achievement of the outcome will be documented by dating the coloured section that the child achieves and filing any evidence of the achievement behind the document.

* Other achievements can also be filed behind the ‘I can wall’ section, this would include certificates for taking part in imitative groups or any special events that have taken place within the nursery.

When a child is leaving to start school or to attend another nursery establishment their PLP file can all be collated together and given to the child to take home to look back on their nursery journey. It will also be used to support transition by sharing content with the child’s Primary 1 teacher and school.

**Care, well-fare and communication**

Information shared by a parent or a child which raises concern/requires further action should be documented on the information sheets within the care, welfare and communication folder. It would then be passed to Head Teacher or in her absence the Principal Teacher and then it would actioned/recorded on Seemis.

The information that would be recorded in this folder should be factual information which has been shared with you and that you feel is important and would have an effect on the child’s care and welfare.

For example;

* An incident that happened at home
* A death within the family
* Separation / divorce
* Illness within the family
* Parents mental health
* Change in a child’s home life/house move/ parent moved out/ sibling moved out
* Disclosure of information
* Marks on a child’s body
* Repeated behaviours within the nursery
* Concerns about a child’s development
* Concerns about a child’s wellbeing – either through parent conversation or staff observations

If information is shared with staff which is needing urgent attention the Head Teacher should be contacted ASAP to be passed on.

**Daily reflections**

Daily reflections only need to be documented if and when necessary. The information that should be documented in this document should only be;

* Changes to the nursery environment/routine if a problem arises and how we have resolved the problem.
* If a parent passes on any information about their child which is not raising any significant concerns, it could be just that they would like you to monitor behaviours, interactions, play etc.