



Killermont Early Years Centre Learning, Teaching and Assessment Policy



Rationale

At Killermont EYC we are committed to providing high-quality early learning and childcare that promotes children's wellbeing, development and achievement. Learning and teaching approaches are grounded in play, relationships and responsive interactions, ensuring every child is supported to reach their full potential.

This policy reflects national guidance including Curriculum for Excellence, which ensures children experience a broad general education from age 3 onwards, with the early level spanning pre-school to Primary 1.

Service Aims

We aim to:

- Promote the four capacities of Curriculum for Excellence
 - ❖ Successful learners
 - ❖ Confident individuals
 - ❖ Responsible citizens
 - ❖ Effective contributors
- Provide nurturing, inclusive and rights-based learning experiences
- Ensure high-quality play-based pedagogy
- Use assessment to support and enhance learning
- Continuously improve practice through self-evaluation

Principles of Learning and Teaching

Child-Centred Practice

Learning is responsive to children's interests, needs and stages of development. Children learn through meaningful experiences, exploration and play.

Play-Based Pedagogy

Play is central to learning in EYC. Through play, children develop creativity, problem-solving skills and social competence.

Active Learning

Learning experiences are engaging, hands-on and relevant, aligned with guidance from policy frameworks including Curriculum for Excellence, Realising the Ambition, and Building the Curriculum 3 which emphasises active learning in early years

Inclusion and Equity

All children are supported to access learning, with appropriate differentiation and support strategies bespoke to their learning needs.

Relationships and Wellbeing

Positive relationships underpin effective learning. We promote wellbeing using nurturing approaches and attachment and trauma informed practice.

Curriculum Framework

Our curriculum is guided by Curriculum for Excellence and includes

Experiences and Outcomes

Children access learning across all curriculum areas:

- ❖ Health and Wellbeing
- ❖ Literacy and English
- ❖ Numeracy and Mathematics
- ❖ Expressive Arts
- ❖ Social Studies
- ❖ Sciences
- ❖ Technologies

Early Level

The early level spans age 3 to P1, ensuring continuity and progression in learning across these stages

Realising the Ambition

Practice reflects national guidance supporting:

- ❖ Responsive care
- ❖ Rich play environments
- ❖ Skilled interactions

Assessment

Purpose of Assessment

Assessment is integral to learning and is used to:

- ❖ Inform next steps
- ❖ Support individual progress
- ❖ Identify additional support needs
- ❖ Share learning with families

Approaches to Assessment

We use a range of approaches including:

- ❖ Observation (planned and spontaneous)
- ❖ Learning stories and profiles
- ❖ Dialogue with children
- ❖ Practitioner judgement

Assessment is:

- ❖ Ongoing and formative
- ❖ Based on evidence of children's experiences
- ❖ Holistic and child-centred

Tracking and Monitoring

Progress is tracked to ensure:

- ❖ Continuity in learning
- ❖ Early identification of gaps
- ❖ Appropriate intervention

Planning for Learning

Planning is:

- ❖ **Responsive** – based on children's interests and needs
- ❖ **Flexible** – adapted as learning evolves
- ❖ **Collaborative** – involving staff, children and families

Planning includes:

- ❖ Long-term curriculum overview
- ❖ Medium-term themes or focus areas
- ❖ Short-term responsive planning

Quality Improvement Framework

We use Quality Improvement Framework for the Early Learning and Childcare Sectors (2025) to support self-evaluation and improvement.

Key Quality Indicators

The framework focuses on four areas:

- Leadership
- Children thrive in quality spaces
- Children play and learn
- Children are supported to achieve

Self-Evaluation Cycle

We follow a continuous improvement cycle:

1. How are we doing?
2. How do we know?
3. What are we going to do now?

Evidence for Improvement

We gather evidence from:

- ❖ Observations of practice
- ❖ Children's learning records
- ❖ Feedback from families
- ❖ Staff reflection

Roles and Responsibilities

Practitioners

- ❖ Plan and deliver high-quality learning experiences
- ❖ Observe and assess children's progress
- ❖ Reflect on and improve practice

Management

- ❖ Lead quality improvement
- ❖ Support professional learning
- ❖ Ensure compliance with national guidance

Children

- ❖ Active participants in their learning
- ❖ Supported to express views and make choices

Parents/Carers

- ❖ Partners in learning
- ❖ Involved in assessment and planning

Monitoring and Review

This policy will be:

- ❖ Reviewed annually
- ❖ Evaluated through self-evaluation and inspection feedback
- ❖ Updated in line with Scottish Government guidance

Links to Other Policies

- ❖ Safeguarding/Child Protection
- ❖ Additional Support Needs
- ❖ Health and Wellbeing
- ❖ Inclusion

Conclusion

This policy ensures that learning, teaching and assessment are coherent, high-quality and aligned with national expectations. Through continuous reflection and improvement, we aim to provide the best possible outcomes for all children.

Policy Updated	April 206
Review Date	April 2027
Reviewed By:	Patricia Ross Depute Head of Centre
Document	Document Links
Up, Up and Away	
Quality Improvement Framework	Children Play and Learn
Health and Social Care Standards	1.9, 1.24,1.25 2.11, 2.12, 3.14,3.18 4.11,4.19, 5.1
UNCRC	Article 2,3,6,12,23,28,29