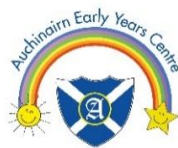


Auchinairn Early Years Centre



Learning, Teaching and Assessment Policy

Policy Statement

At Auchinairn Early Years Centre, we believe children learn best through play, meaningful relationships, curiosity and high-quality interactions.

Our learning, teaching and assessment approach is child-centred, inclusive and responsive, recognising that every child develops at their own pace and in their own unique way.

We provide rich, challenging and nurturing experiences that build confidence, independence, creativity and resilience while supporting children to achieve the four capacities of Curriculum for Excellence.

Learning is planned around children's interests, developmental needs and individual next steps, ensuring every child has the opportunity to Grow, Wonder and Shine.

Our Commitment

At Auchinairn Early Years Centre, we believe that every interaction is a learning opportunity. By providing inspiring environments, nurturing relationships and meaningful play experiences, we support children to become confident, capable and curious learners.

We remain committed to delivering high-quality learning, teaching and assessment that recognises every child's unique journey and helps them to grow and learn.

Our Vision

We strive to create an environment where children:

Feel safe and secure.

Lead their own learning.

Develop curiosity and creativity.

Build positive relationships.

Become confident and independent learners.

Experience challenge and success.

Develop a lifelong love of learning.

Our Aims

We aim to:

- Deliver high-quality learning through play.
- Promote children's wellbeing alongside learning.
- Recognise every child as a capable learner.
- Build positive relationships.
- Develop communication and language.
- Encourage curiosity and problem-solving.
- Promote creativity and critical thinking.
- Assess children's progress meaningfully.
- Work in partnership with families.
- Ensure every child is included and supported.

Our Curriculum

Our curriculum is based on:

- Curriculum for Excellence (Early Level)
- Realising the Ambition
- Building the Ambition
- Pre-Birth to Three
- GIRFEC
- SHANARRI Wellbeing Indicators
- UNCRC
- A quality improvement framework for the early years sector

Learning is holistic and recognises that children learn through every experience.

How Children Learn Best

We know children learn through:

- play
- relationships
- exploration
- communication
- creativity
- investigation
- problem solving
- repetition
- meaningful experiences
- active learning

Children need time, space and trusting relationships to become confident learners.

Our Learning Through Play Approach

Play is at the heart of everything we do.

Children have opportunities to:

- choose their own learning
- investigate ideas
- take appropriate risks
- solve problems
- collaborate
- be imaginative
- express themselves

revisit learning

Practitioners carefully balance:

Child-led learning

Adult-responsive learning

Intentional teaching

Adults extend learning without taking ownership away from the child.

The Role of the Practitioner

Practitioners are responsive, reflective and intentional.

They:

build trusting relationships

observe children's interests

notice teachable moments

ask open-ended questions

model language

encourage thinking

scaffold learning

extend play

celebrate achievement

promote independence

Children learn best through warm, meaningful interactions.

Planning for Learning

Planning is flexible and responsive.

We use information from:

children's interests

observations

Learning Journals

child voice

family voice

developmental progress

SCERTS

Up, Up and Away (CIRCLE)

Wellbeing observations

previous learning

Planning remains responsive to children's changing needs.

Observation and Assessment

Assessment happens every day.

We assess to understand:

what children know

what children can do

how children learn

what interests them
what support they need next
Assessment is ongoing and informs planning.

Our Assessment Cycle

Observe

Notice children's learning during everyday experiences.

Assess

Consider:
progress
wellbeing
engagement
participation
strengths
barriers

Plan

Identify meaningful next steps.
Plan experiences that build upon children's learning.

Implement

Provide high-quality learning experiences.
Support children through play and interactions.

Review

Ask:
What has the child learned?
What progress has been made?
What should happen next?
Assessment is continuous.

Learning Journals

Learning Journals celebrate children's individual unique learning journeys.
Observations should:
focus on children's learning
capture significant moments
include children's voice
identify progress
inform meaningful next steps

Learning Journals are a record of learning rather than a collection of photographs.

Floorbooks

Floorbooks celebrate the children's play space learning.
Entries should:

Capture learning taking place across the play spaces
Records children voice through comments, discussions and photographs
Include planning sheets and evaluations
Highlight curriculum coverage
Evidence child led learning and play based pedagogy
Records spontaneous learning
Celebrates achievements

Our Assessment Principles

Assessment should be:

- ✓ Child centred
- ✓ Meaningful
- ✓ Inclusive
- ✓ Strengths based
- ✓ Ongoing
- ✓ Proportionate
- ✓ Used to improve learning

Assessment is never about testing children.

Inclusion

Every child has the right to learn.

We adapt learning through:

SCERTS

Up, Up and Away (CIRCLE)

Nurture

communication supports

visual supports

differentiated experiences

targeted interventions

Enhanced Learning Room support where appropriate

Support is based upon individual need.

Children's Voice

Children influence learning by:

sharing ideas

asking questions

making choices

evaluating experiences

planning projects

expressing interests

Children are active partners in their learning.

Family Partnerships

Families are children's first educators.

We work together by:
sharing Learning Journals
discussing progress
celebrating achievements
planning together
supporting learning at home
listening to family aspirations
Strong partnerships strengthen learning.

Monitoring Progress

Progress is monitored through:
observations
Learning Journals
professional dialogue
tracking
Learning Visits
child voice
family feedback
Team Around the Child meetings where appropriate

Monitoring helps ensure every child makes progress from their own starting point.

Roles and Responsibilities

Head of Centre

Will:
promote high-quality learning and teaching
monitor practice
support professional learning
ensure consistency
evaluate impact

Leadership Team

Will:
promote high-quality learning and teaching
monitor practice
coach practitioners
undertake Learning Visits
monitor Learning Journals
monitor Floorbooks
support planning
facilitate professional dialogue

Practitioners

Will:
build relationships
observe learning

plan responsively
provide engaging experiences
assess progress
reflect on practice
work with families

Children

Children will:
lead learning
make choices
share ideas
explore freely
develop confidence
learn through play

Families

Families will:
share information
contribute to Learning Journals
celebrate achievements
support learning at home

Monitoring and Quality Assurance

Practice is evaluated through:
Learning walks
Learning Journal monitoring
Peer observations
Self-evaluation
Child voice
Family feedback
Professional dialogue
Centre Improvement Plan priorities

Legislation and National Guidance

Legislation

- United Nations Convention on the Rights of the Child (UNCRC) (Incorporation (Scotland) Act 2024)
- Standards in Scotland's Schools etc. Act 2000
- Children and Young People (Scotland) Act 2014
- Education (Additional Support for Learning) (Scotland) Act 2004, as amended
- Equality Act 2010

National Guidance

- Curriculum for Excellence – Early Level
- Realising the Ambition: Being Me
- Building the Ambition
- Pre-Birth to Three
- Getting it Right for Every Child (GIRFEC)
- National Improvement Framework

- UNICEF Rights Respecting Schools Award
- Curriculum Improvement Cycle and Curriculum Improvement Framework (Scotland)
- East Dunbartonshire Council Early Years Guidance
- A quality framework for the early years sector

Signed..... July 2026