



Key Person Policy

At Stoneygate Nursery School, we understand and respect the importance of strong relationships. Children need to feel safe and secure and this is achieved through close attachment with special people. Every child at nursery has a key person who understands them and knows their likes/dislikes and particular interests. As well as caring for them, the key person also ensures that the children are thriving and making progress with their development.

On the child's first day, the key person is there to welcome them with a smile! They might have found the child's favourite book to share with them to help them to settle and show that they know and value their interests.

The key person is always there to speak to parents and keep them informed of how their child is getting on. They will work in partnership with parents to ensure that the child is able to thrive and that parents feel confident in their role.

If any problems arise, the key person will identify this immediately and will meet with parents and possibly other staff to discuss the way forward. Children's happiness and emotional wellbeing is our priority at all times.

During the nursery session, the key person will spend time playing in the environment with the children. During this time they will be skilfully observing, encouraging and extending their learning experiences following their interests and ideas. There are also some small group learning experiences where the key person shares exciting and inspiring experiences which challenge and motivate the children to learn.

Throughout the child's time at nursery, there are planned opportunities for the key person to meet with parents and share their learning journal. During these meetings, the key person will identify the child's strengths and next steps for development. From day one, children grow in confidence and they are encouraged to engage with other adults however they will always have special key worker time during every nursery session.

Learning Journeys

Each Key Worker is responsible for completing a Learning Journey for each individual child. The learning journey documents each child's progress during their time with us. It should be made up of observations of children as they play and learn and contain both child-led and adult-led learning. The journey should focus on significant milestones and can include next steps required to move children's learning on. Learning Journeys are shared regularly with parents and they are encouraged to make contributions.

Observations and Record Keeping

All practitioners make observations of the children during their time with us. These observations are both summative and formative, which are part of the ongoing cycle of assessment and planning. Practitioners observe and record children's responses during adult and child-led learning. These observations inform future learning and enable practitioners to plan the environment. Each term, practitioners will use the evidence obtained to make a summative judgement on each child's level of development and enter this into an individual tracking sheet . These judgements are moderated with the SLT and entered into our assessment tracking programme.

Reviewed: 12/11/18

Adopted and agreed by Christine Branscombe (HT) & Claire Woodsford (DHT)