



SANDOWN
PRIMARY SCHOOL
AND NURSERY

**Key Person and
Role of the Adult (in relation to Learning and Development)**

Statement of Intent:

Children need sensitive, knowledgeable adults who support development, learning and play through engaging and interacting with them. The key person is a point of contact for both the family and the child. The child has the opportunity to form an attachment with their key person, making them feel safe and secure.

Policy aims:

- To meet every child's unique needs
- To ensure every child has an allocated key person to support their emotional development
- To establish good relationships with children and families and encourage two-way communication
- To support children's development and learning through the three Characteristics of Effective Learning – Playing and Exploring, Active Learning, Creating and Thinking Critically

Procedures:

- To allocate a key person before the child's start date so they are fully involved in getting to know their child and supporting them to settle
- Key persons should:
 - respond sensitively to their key children's needs
 - observe their key children regularly and plan next steps for them
 - maintain records for the child i.e. learning journey, summative assessment
 - provide regular feedback to parents/carers
 - share relevant information on their key children with the rest of the staff team to ensure all practitioners can support every child's development and learning
 - support transition between settings including school
 - liaise with other professionals as appropriate
 - in the absence of a key person a co-key person will be allocated
- All Practitioners should:
 - reflect on the different ways children develop and learn and refer to the Characteristics of Effective Learning
 - support children's play, development and learning indoors and out
 - be a good role model
 - appropriately model language
 - support children's interactions with others

- observe and respond to children's interests
- show an interest in children's experiences
- All Managers Should:
- Have a system in place to ensure that all Practitioners are observed termly in their practice to evaluate the effectiveness of interactions and support for children within the setting.
- This will be based on the Characteristics of Effective Learning, observing whether individual Key Person's support children by:
 - o Supporting children's play, development and learning indoors and out
 - o Being a good role model
 - o Appropriately modelling language
 - o Supporting children's interactions with others
 - o Observing and responding to children's interests
 - o Showing an interest in children's experiences
- Have a moderation system in place whereby the Manager and Deputy complete joint observations on staff to ensure that feedback is the same across the Nursery
- Provide opportunity after observation for each Practitioner to reflect back on their practice, look at their strengths and areas for development to further support children's learning
- Monitor termly each individual practitioner's recording of children's learning through learning journeys and give feedback
- Monitor quarterly Summative Assessments across the setting and identify areas of support for individual Key Persons and children

Links to:

- Statutory framework for the early years foundation stage (2017) DfE
- EYFS Principle into Practice Cards 'Learning and Development' and 'Positive Relationships' (2007) DCSF
- National Strategies 'Learning, Playing and Interacting' publication (2009) DCSF