Fledglings Day Nursery

# Combating Disaffection and Underachievement Policy

Date Reviewed: August 2023

Review Due: August 2024

Reviewed by: Miss A West

## 1 Introduction

The start of disaffection and underachievement often begins in the early years. In order to combat disaffection and underachievement it is necessary for all staff to know their children really well and to pick up on the early signs as they begin to emerge.

The learning and development opportunities provided by the school/setting will be stimulating, motivational and offering sufficient challenges for children. These will be supported by a team of staff that are skilled, experienced and knowledgeable.

## 2 Aims and objectives

This policy aims to ensure that combating disaffection and underachievement is addressed by all staff in consistent and purposeful ways which motivate and inspire children to enjoy their learning and achieve their full potential.

We aim to plan exciting and meaningful experiences that build on children’s interests and value their strengths as active learners and problem solvers.

We aim to ensure that children are developing positive images of themselves as learners and will use this to help to prevent them disengaging from more formal learning right from the start.

The objective of this policy is that all staff are aware of what is required of them and how they can maximise children’s learning potential so as to be able make a real difference to outcomes for all children.

**3**  **Combating disaffection and underachievement**

Observation, interaction and communication with children are the key to finding out how they feel about themselves as learners and the learning styles/approaches they choose to adopt.

**3.1** The key person, supported by the rest of the team in our school/setting will identify any early signs of disaffection and underachievement then work in partnership with parents/carers and other staff in ways which support higher levels of achievement and children feeling positive about themselves as learners.

**3.2** This will include focusing on the characteristics of effective learning, recognised learning styles and records of starting points and achievements using the new “Development Matters” framework.

**3.3** Staff willutilise children’s interests and learning preferences as starting points for our planning.

**3.4** Our school/setting recognises that creating the right conditions for children to develop confidence in themselves as learners, explorers, discoverers and critical thinkers is vital in our rapidly changing world, and that this is particularly important for children whose natural exuberance, energy and keen exploratory drive may often be misinterpreted.

**4 Progress meetings**

It is important that children’s progress is monitored by the child’s key person on a regular basis. In our school/setting we review progress every 10-12 weeks and decide/discuss what we can do additionally to support each/every individual child’s learning and development.

**4.1** The headteacher/manager will support and oversee progress meetings with the key person. During these sessions additional support/advice will be provided for staff where there are more complex issues identified.

**4.2** Where strategies are used that do not prove to be effective as a result of a progress meeting(s) consideration will be given as to whether the child has learning difficulties or whether there are other issues that need to be addressed.

**4.3** A child’s individual progress is shared with parents/carers in a sensitive way and their support is requested in the approach adopted.

**5 Targeting individual children**

**5.1** Where it is recognised that a child needs additional support/input this will be planned by identifying the main priorities for each individual child as they work towards the achievement of the Early Learning Goals.

**5.2** The staff team will provide additional support for each identified child by setting up motivational activities that match their needs and then monitor progress on achievement made. This process will be shared with parents/carers as much as possible so they can also support their child through activities at home.

## 6 Monitoring and review

This policy was agreed and implemented in August 2023 and is due for review in August 2024.

There will be ongoing monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

**Name: Miss A West**

**Signed: A West**

**Date: August 2023**