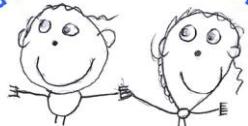


Atherstone Nursery School
and Warwickshire Early Years Hub



'Bright Start, Bright Future'
'Chances to explore, discover and grow'

Bedworth Heath Nursery School
and Warwickshire Early Years Hub

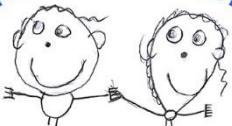


'You make the difference,
today, tomorrow, together'

Atherstone & Bedworth Heath Maintained Nursery Schools and Warwickshire Early Years Hub

Curriculum, Teaching, Learning and Assessment

Date initial Policy Written	August 2015		
Approved by Governors	August 2015		
Revision Due:	Date completed:	Head teacher	Governing Body Representative
February 2022		<i>N Burton</i>	<i>J Vallis</i>
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'Bright Start, Bright Future'
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Atherstone Maintained Nursery School and Bedworth Heath Maintained Nursery Federation School Curriculum, Learning, Teaching and Assessment Policy 2022 – 2023



Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

EYFS 2022

Vision Statement

Bright Start, Bright Futures.

Chances to explore, discover and grow, to make a difference today,
tomorrow and together.

Principles and Values

- All children are entitled to high quality teaching and learning in a rich and stimulating environment across all seven areas of the EYFS. This will equip them with the skills, knowledge and understanding they need today and prepare them well for tomorrow.
- Curriculum development is educator development: what we do, and how we do it matters equally. We support and respect each other and work as a reflective team, sharing best practise and ideas. We value each other's strengths and we listen to each-other's perspectives.
- Each child's development is unique. We strive for the best outcomes for all children and families in an environment that is welcoming, nurturing, safe, enabling and inclusive.
- We value and respect parents/carers as partners and work together to provide the opportunity for children to reach their individual potential.
- We use a holistic and restorative approach to embed integrated working with other agencies to support all children and families.
- We understand, recognise and value the place of our children and families within their local community. We strive to prepare our children and families to contribute to its future success and sustainability.

Curriculum Overview

The Child is in the Centre – their world, the world around them, the world beyond them.

We offer a high quality broad and balanced curriculum which incorporates the following main elements;

1. Teaching and learning based on children's interest

The curriculum requires educators to observe and take account of children's interests. To build on the children's prior knowledge. We believe that children are confident and capable learners who have interests and ideas and that we work beside the children to extend and further those ideas.

We encourage children to move around independently making their own choices and decisions about their play and learning experiences. We believe that children learn best by following their interests and fascinations, having first-hand, hands-on experiences and the time to revisit and repeat aspects of their play, with the support of responsive adults. We also know that the adult role is hugely important in supporting children and inviting them to new experiences with 'provocations' and we carefully balance our offer alongside their decision making and choices.

2. A cycle of learning related to:

All aspects of our curriculum have a progression model. We are building on children's prior knowledge and understanding. The intention is to broaden or deepen the children's interests. Our schools' cycle of learning relates to:

- Language – rich vocabulary (core books, rhymes and songs)
- Wellbeing
- Strong Relationships
- British Values/and a strong sense of community

3. Core Experiences:

We build on children's interests and knowledge by adding in core experiences.

- family shared visits
- specific opportunities such as learning about Oral Health.
- Forest and ecosystem exploration.

4.Curriculum goals

We have developed a summary of our Curriculum goals for children, based upon the new EYFS frameworks and guidance, to allow us to focus upon what we want for children. We then consider how to achieve that for each child and what sort of activities and resources will ensure that happens so we develop and enhance a bespoke curriculum each year.

Curriculum Goals

Communication and Language	Involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations so that they become comfortable using a rich range of vocabulary and language structures.
Personal, Social and Emotional Development	involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings and personal care; and to have confidence in their own abilities so that they lead healthy and happy lives.
Physical Development	involves helping children to be active and interactive; and to develop their core strength, co-ordination, balance, spatial awareness and agility. Children should also be helped to understand the importance of physical activity, so that they can develop proficiency, control and confidence.
Literacy	Reading development involves adults talking to children about the world around them to develop their language comprehension; and giving children access to a wide range of reading materials (books, rhymes, poems and songs) to ignite their interest so

	<p>that children develop a life-long love of reading.</p> <p>Writing development involves supporting children to articulate ideas and structure them in speech, so that children understand the basics of composition before writing.</p>
Mathematics	<p>involves providing children with opportunities to develop their skills in counting, using and understanding number and to develop their knowledge of space, shape and measures so that they can use spatial and numerical awareness to make sense of the world around them.</p>
Understanding the World	<p>involves guiding children to make sense of their physical world and their community by giving them opportunities to explore, observe and find out about people, places, technology and the environment. This ensures that they gain important knowledge of our world in all of its diversity.</p>
Expressive Arts and Design	<p>involves enabling children to explore and play with a wide range of media and materials and share their thoughts, ideas and feelings, so that they develop their imagination and creativity through artistic and cultural awareness.</p>

Learning at Atherstone Nursery School and Bedworth Heath Nursery School Federation

- Learning is play-based and takes place across the whole nursery environment both indoors and out.
- There is a balance between adult initiated experiences and child-initiated experiences.
- Adults use children's prior knowledge and understanding, interests and strengths as a starting point, seeing each child as a competent learner.
- Parent/Carer/Family involvement is essential. We work in collaboration together. Parental enjoyment and a high-quality home learning environment are key.

Our curriculum is designed in each school to meet the strengths and needs of the children in those schools.

The curricular goals will be reviewed throughout the year.

We regularly review our curriculum and the resources we use.

Learning and teaching is a journey that builds on what children know and can do, using their interests, celebrating their experience of the passage of time, the natural world, and the festival year. This process, in turn, enriches and acknowledges the rich cultural heritage of the children's families and community. It is important for us to ensure that we give time to revisit ideas and resources; with each return these can be explored in new and fresh ways increasing the complexity of the children's understanding. This rich complexity enables learning to be more embedded.

Planning and Assessment

We ensure that all children have access to a broad and rich curriculum that gives them opportunity to reach their potential in each area of learning and development including those identified in the Early Years Foundation Stage (EYFS September 2021).

When prefiguring the opportunities available to children at school we take account each child's uniqueness, different personal contexts, and different rates at which they are developing and adjust our practice appropriately.

Three characteristics of effective teaching and learning identified in the EYFS are:

playing and exploring - children investigate and experience things

have a go active learning - children concentrate and keep on trying if they encounter difficulties

enjoy achievements creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

In the first half of term the majority of our planning is based on the three prime areas (Communication and Language, Personal Social and Emotional and Physical Development). The key person will spend quality time forming relationships and getting to know their children and families.

Curriculum Maps

The curriculum map is not set in stone but is influenced mainly by the calendar, important dates, festivals, celebrations, seasons, visits and visitors etc. It is mainly used to remind the adults of some of the events which happen throughout the year and to incorporate them into learning opportunities for children. We still use children's interests and strengths and abilities when we plan any activities, the environment and learning opportunities.

Core Book Lists

In linking with the curriculum map we have a list of core books that will be used across the year. However, the list of core books is not an exhaustive list – we look at books we can add in to the curriculum offer once we have an understanding of the children's prior knowledge and interests.

Home/School Library

We carefully select books that are offered in our school/home library. Parents/carers have a day each week that they can change their child's library book with them. We offer opportunities for children to talk about their library books to their peers.

Key Person Family Time

There is time built into each day where the key person leads on family time groups. The family times are planned each week from reflections and discussion from the weekly planning and pedagogy meetings. The Nursery Lead Teacher plans the content of the sessions in collaboration with the key person. The children's individual next steps, curriculum goals, sequential learning and the milestone skills are all taken into consideration for the content of the family group times.

Assessment

Our assessment starts with a play session, a home visit, a settling in induction plan and a starting point assessment.

Home Visits and Induction

We offer every child a home visit. Through the COVID pandemic they have taken place via a Teams Video Call. The key person shares information with families and together they complete an all about me form to gather key information about the child. The key person will use this information to start to

add to the starting points assessment. The children's interests will be built into the planning.

Each child will settle in to their new nursery environment in their own individual way. We work closely with each family to ensure we support each individual child, so that we get the induction right on an individual level and strong relationships are formed.

Starting Point Assessment

Each Key Person calls the child's parents/carers 3 weeks after the child has started nursery. They discuss how the child has settled and what the educator has observed. The discussions will inform the starting point assessment.

Next steps from children's starting points are usually linked to how the children have settled into nursery.

Once the children have settled the educators begin thinking in more detail about how they will access the curriculum and support around learning is considered through the child's interests.

We find that children who move through from our two-year-old nursery provision usually settle in quickly and educators can move into using wider curricular goals.

We identify children who may be having difficulties with their development. We work at forming strong bonds with their families to enable us support in giving the child extra help. The curriculum for those children will need to be inclusive and individual and flexible to their needs. It is important that we support, scaffold and help children in overcoming barriers to learning, and work closely with the family to achieve this.

Children with Special Educational Needs and Disabilities

For children with SEND, precise assessment needs to focus on what the child can do and what the barriers to their learning are. We use Teaching Talk Profile and the Early Years Development Journal to assess the children alongside OPAL. Every child is entitled to the early year's curriculum and our children are exposed to the curriculum in a flexible and inclusive way.

Working in partnership with parents/carers is key.

Assessment and Tracking overview

We are not driven by assessment and tracking. Assessment is used to plan the children's curriculum and learning.

The majority of the assessment is formative; however we need to have an overview of children's progress so that we can plan next steps and any further action that is required to deepen and broaden the children's learning.

This information is collated on a working document within a Key Person Conversation and kept on the schools shared drive. Senior leaders work with

educators to analyse the information in order to take action for individual children or groups of children as needed. This information is shared closely with the Performance and Standards Committee of the Governing Body.

Opal – Observation of Play and Learning

We follow the OPAL approach based upon Observing Play and Learning so that understanding each child's intentions and interests and can then decide on the strategies we will use in School and the way in which the child's curriculum will develop.

The focus is to share and discuss the observations with families in order to collaborate next steps for each individual child.

The children have assessments and reviews as Starting Points and then Spotlights on their 6 monthly and Yearly Birthday rather than at an end of a term.

Our Objectives

- To engage with dialogue with parents/carers to work collaboratively to support the children's learning at home and at nursery.
- To have communication with the children to capture their interests and prior knowledge and understanding, to be able to broaden and deepen their learning.
- To provide early intervention for children who need extra support and those that may have special education needs.
- To check that individual or groups of children are making progress.
- Sharing spotlights with parent/carers and reception teachers in summer term so that the children can continue their learning journey through the EYFS in their next chapters.

It is the responsibility of every key person to maintain the records of children who they keywork. This includes consideration of children who may be in vulnerable groups, and at greater risk of not fulfilling their learning potential. It is the responsibility of the educators to support the assessment processes of the whole staff team, ensuring judgements are moderated for individual children and challenging expectations are maintained for all.

The head of school has a key person conversation meeting with each key person at the time that they are assessing their children. This is to monitor progress,

ensuring each child is making best progress and that any emerging additional needs are met, and necessary referrals made.

