

EYFS CURRICULUM POLICY

Our setting is equipped to provide learning opportunities within all seven areas of learning. We **IMPLEMENT** our teaching style to deliver the nursery's own tailor-made curriculum (see below) guided by the EYFS to ensure learning is accessible to all children.

Our **INTENT** is to plan activities, create enabling environments (such as themed role play corners) and provide unique experiences (such as a visit from the local police). We observe and reflect on the **IMPACT** these make for children which informs our everyday practice.

SKILLS BASED LEARNING (previously short-term plan)

Each month keyworkers work alongside the children to develop their skills, acting as play partners. Staff make a combination of mental and written observations on how children's skills are developing, thinking about what needs to be repeated or refined with adult support.

Our Keyworkers keep a group exercise book to keep notes in, these notes should not require practitioners to spend extended time away from the children. These will be briefly reviewed during room and key group meetings and can also be a point of reference for SEND reviews and when writing support plans.

We scaffold children's learning through a balance of child initiated and adult led activities informed by the nursery curriculum (see below), we work with children as role models to provide learning opportunities both planned and "in the moment". This is done by observing what is happening and supporting children "in the moment" to reinforce skills being learnt and to encourage them to keep on trying.

Practitioners briefly reflect on the effectiveness and **IMPACT** of the skills, activities and learning that is occurring to see what has worked and what can be adapted. This can be discussed in informal chat's day to day, during monthly room/key group meetings and at staff meetings for the whole setting.

This needs to be flexible every day, so there is never a ridged plan that all children must follow but instead an adaptable plan that takes its cues from the Nursery Termly Curriculum, the children's interests, and the skills they are developing.

NURSERY CURRICULUM (previously medium-term plan)

A termly plan (every four months) is drawn up for each age group, this can include significant events in the children's lives, specific calendar events, and cultural celebrations. It will also have suggested areas of interest or themes that may inform the adult led activities that are set up, suggested trips, special visitors, cookery and more, giving the children in our setting a rich tapestry of learning opportunities or nursery curriculum. This forms our "Cultural Capital" - it's what we provide children and their families that is unique to our setting.

In the Sen Needs Monitoring box we keep notes about children that might have emerging needs, we review these children often to decide on any early intervention required. *See the SEND and Inclusion Policy.*

The Children with Support Plans section is a prompt to remind all staff of the children with support plans in place using their initials and keyword e.g. "JLS Speech" for a speech and language delay.

Support plans need to be used every day and written in weekly.

CONTINIOUS PROVISION (previously long-term plan)

The termly Nursery Curriculum is delivered in a manner that allows all children regardless of ability or individual needs to take part in learning and develop their skills. Staff should remember that children can *opt out* of planned adult led activities and learning can be achieved other ways. Art projects etc for festivals do not need to be covered by all children and practitioners should not worry about everyone having everything made to match a template.

Play, exploration and learning happen all the time during both adult lead activities and through child-initiated play, staff are always ready to extend, adapt and support children as every moment is a opportunity for learning. We do not have set small group times but have activities are available throughout each session, with time for rest, snack, meals, and circle times. We strive to strike balance between adult directed and child-initiated play.

Time is also aside to give children who need smaller groups and one to one support depending on the level of need, funding and staffing to maintain ratios.

All practitioners are responsible for delivering the planning; trainees will be supported to ensure that the Nursery Curriculum and the continuous provision are delivered consistently.

EYFS CURRICULUM GUIDE FOR PRACTITIONERS AND POINTS TO REMEMBER

Practitioners should be prepared at the start of their shift and be ready to provide both the resources for adult led activities and learning opportunities and resources for child-initiated activities.

Staff are mindful to only record written observations/photos when it is worth capturing and be sat with the children acting as role models and play partners as much as possible.

- Prepare resources for the day generally before 9am and 1pm.
- Engage with the children and explain (where possible) the activities that are available for the session at the appropriate time depending on the group.
- Observe the children through detailed, concise but brief observation statements and photographs on the child's learning journeys using the Xplor Playground App.
- Balance your time accordingly, every day you should be shadowing, engaging with, playing with, and teaching the children, minimum time should be spent observing.
- Only one staff member should do paperwork/observations at any one time the other staff member should be talking to, playing with and engaging the children. (This includes nappy changing times, feeding etc).
- Remember any adult led activities we provided is a ***starting point*** and can adapt to suit the children's needs, interests, level of involvement taking into account spontaneous moments such as finding a spider in the garden or sudden snowfall.

DEVELOPMENT MATTERS REPORT – XPLOR HOME APP

Through informal chats with parents, we share our professional judgement of children's progress often.

Once a year we write a formal Assessment Report for all children plotting the level of development the children are currently at. Deciding whether they are "expected" or "emerging" in the age band based of the EYFS.

Babies and Toddlers will be assessed against the three PRIME AREAS only, Preschool will be assessed against the three PRIME AREAS and the four SPECIFIC AREAS of learning when writing these reports.

All children aged two years will have a two-year check around 2 years 6 months this will serve as their yearly assessment report.

Children with SEND will usually have more than one report a year to support referrals etc.

SHARING PROGRESS WITH PARENTS/CARERS

Reports are shared with parents/carers on the Home App and the parents are invited in for a meeting to gather their input from home. If it is noted that children are not meeting their expected developmental milestones, then relevant support will be put in place, and we will work with parents, outside agencies to support them and to ensure consistency at home.

STARTING NURSERY – INITIAL ASSESSMENTS

Staff work with parents when the child first starts to get an idea of the child's starting points, this is recorded on their settling in form, helping staff to know what the child can already do. Alongside this all children will have a Language Monitoring Tool completed, this is reviewed periodically to see if a child needs additional support for speech and language or not. Where it is seen that a child's speech and language development is on track the tool will be "finalised" and stored in the child's records.

OBSERVATION CHECKPOINTS EXPLAINED

Throughout the Prime Areas of the EYFS Development Matters Document are periodic *observation checkpoints*. Practitioners use this to highlight any gaps in development (it is not a tick list). They are used as a tool when writing reports and to highlight any emerging SEN needs. There are small reference cards on the planning display boards and a digital copy is kept on the nursery iPad's in the FILES app. We refer to these when planning, providing activities, reviewing children's development at room meetings, during SEND reviews etc.

CHARACTERISTICS OF EFFECTIVE LEARNING

Practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing thing.

They inform practitioners on the different ways that children learn and develop their skills as no child is the same.

TRANSFER DOCUMENT

When children leave for school or go to another setting, staff and parents contribute to the child's Transfer document which summarises the child's development up to that point and is then shared with the child's new setting/school ready for when they start the reception year.

OBSERVATIONS

Using the Digital Learning Journey App 'Xplor Playground' practitioners observe children both in the moment and during planned activities. It also is a tool for brief updates and share photos to parents in a more informal diary/journal format. Parents are reminded that it is two way communication tool between home and nursery (parent partnership) and encouraged to share moments captured at home ?(we send home a room mascot to encourage this with a booklet explaining how to share moments on the app.

Observations can be based on planned/spontaneous activities or events, of displays that the children have made, large group activities, things that they have said, achievements (taking their first steps), samples of the children's writing, art and more.

Observations are written in one of two ways; they can be written from the adult's point of view whereby you are writing about one child at a time and detailing exactly what the child has done. Remembering to leave out any adult assumptions such as "they were happy" and instead keeping it factual e.g., they were smiling.

Or written from the child's point of view e.g. "with my friend I put together this model we glued on the arms and said it was a big robot, I think we'll have to make a bike for the robot to sit on next".

This is especially useful if you are writing about a large group activity in which you have observed children all doing similar things. You can write from the child point of view using 'I' and 'we' instead of 'her' and 'he'. Observations should be detailed, factual and cover exactly what was seen and what the child has said.

Written observations should however be short and not require practitioners to spend prolonged breaks from interacting with children.

Observations *can* but do not need to be linked to the seven areas of learning.