



Early Years Foundation Stage Policy/Curriculum Policy

September 2018

Our philosophy:

A curriculum is not just about what is provided for children to learn, it encompasses all their own experiences too. All that children hear, see and experience, intended, planned or otherwise, form part of their curriculum as a whole.

“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.”(Statutory Framework for the Early Years Foundation Stage) The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

At Lane Head Nursery School we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Lane Head Nursery School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by others. At Lane Head Nursery School, we encourage a positive learning environment through praise and encouragement, celebrations of success, sharing circles and rewards, to encourage children to develop a positive attitude to learning.

Inclusive practice

We value the diversity of individuals. All children are treated fairly regardless of race, religion or ability. We believe that EVERY CHILD MATTERS and everyone is valued within the school. We achieve this by promoting a curriculum reflective of Modern Britain, celebrating and promoting respect for multi faith communities within Britain.

At Lane Head Nursery School, we set realistic and challenging expectations that meet the needs of all children. We achieve this through

- careful observations, assessment and planning.
- Planning that builds upon children's own knowledge and interests
- Using a wide range of teaching strategies
- Providing a wide range of opportunities to motivate and support children, to help them to learn effectively
- Providing a safe and supportive learning environment
- Using resources that reflect diversity and are free from discrimination and stereotyping
- Planning challenging activities for children whose understanding are in advance of their language and communication
- playing alongside children and, where necessary, scaffolding and supporting their thoughts.

Keeping safe

It is important to us that all children at Lane Head Nursery School are 'safe'. We aim to teach children about boundaries, rules and limits and to help them understand why they are important. We provide children with choices to help them to develop these important life skills. We believe that children should be allowed to take risks, but need to be taught how to recognise and avoid things that are dangerous, both within school and in the wider environment. We encourage a healthy lifestyle including exercise and eating healthy food. We aim to protect the physical and psychological well-being of all children. (See our Child Protection Policy)

We understand and promote the importance of

- the welfare of all children
- promoting healthy lifestyles, including promoting good health routines and the prevention of infection

- managing behaviour effectively in a manner appropriate to the child's age and stage of development and needs
- ensuring all adults who work with children are suitable and suitable to do so
- ensuring that premises, furniture and equipment is safe and fit for purpose
- maintaining records, policies and procedures

Positive Relationships

At Lane Head Nursery School, we recognise that children learn to be strong and independent from secure relationships. We aim to promote positive relationships between staff, parents/carers and children. Children are taught how to deal with difficult situations and relationships through PSED (Personal, Social and Emotional Development) as well as through their daily interactions with adults and other children.

All children have a key person, their 'Group Leader' with whom they can immediately start to develop a secure positive relationship with. All children are greeted as they come into the nursery and have a familiar routine. Staff interact with each child either on a one to one basis, in a small group or as part of a larger group. They are able to build up confidence, rapport and respect with each child so that the children feel safe, happy and enjoy their time at Lane Head Nursery School.

Parent partnerships

We recognise that parents are the child's first educators and their importance for the child's welfare and education is paramount. We do this by

- Talking to parents about their child before they start school ('Building a picture' induction)
- Encouraging parents to become part of their child's learning journey through personal invitations to 'Family Learning' enrichment events throughout the year – WELCOME induction visits, CURRICULUM WOW sessions, THEMED days (also linked to fund raising) PERFORMANCE days and whole school CELEBRATION events
- Encouraging parents to maintain an open dialogue with Group Leaders about their child's progress and development
- Value parents opinions and invite them to complete regular 'Proud Clouds' to capture thoughts and feelings about their child's achievements

- Provide regular opportunities to talk about their child's progress at Keeping In Touch meetings (KIT)
- Encourage parents to join the federation 'Parent council' to gather views and opinions on school events and maintain a democratic approach to decision making across the schools.

Enabling Environments

At Lane Head Nursery School we recognise the importance of a rich learning environment both inside and outside. There are areas where the children can be active, as well as reflect. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently through carefully organised systems. There is an amazing outdoor area that includes a Forest School area (Adventure time) with a 'Base Camp', outdoor classroom, mud kitchen, herb garden, edible garden, deconstructed role play area, 'Village area', 'Building Site' with sand play, 'Ball park' and 'Creative Hub' area where children can explore wide range of recycled materials on a large scale. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers children the opportunity to explore, use their senses and be physically active and exuberant. We offer the same opportunities and areas of learning in all of our environments and the children have free flow between areas during child initiated times within the session. We observe the children and offer additional open ended resources and support to enrich and enhance their learning depending on P.L.O.D' s (Possible Lines of Development) observed.

Learning and Development

There are seven areas of Learning and Development which are interconnected. Three areas (the prime areas) are crucial to develop lifelong learning and to help children form relationships

- Personal, Social and Emotional Development - children develop confidence and self-esteem, learn how to manage feelings and respect others
- Communication and Language – children have opportunities to speak and listen in a range of situations and experience a rich language environment
- Physical Development – children have opportunities to be active and develop coordination (both gross motor and fine motor); they learn about healthy choices

The prime areas are strengthened and applied through four specific areas:

- Literacy – involves children learning how letters link to the sounds and early treading and writing

- Mathematics – children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures
- Understanding of the World – children have opportunities to find out about people and communities, the environment and technology
- Expressive Arts and Design – involves exploring feelings and ideas through music, dance, role play and design

Observation, Assessment and Planning (O.A.P)

To ensure that we meet the individual needs of all of our children we make regular observations of the children's interactions, interests, skills, and development of concepts. Observations are both spontaneous ('snap shot') and focused, lengthier observations, making reference to characteristics of effective learning, lines of interest, evaluation of learning and next steps. These observations are used to inform our planning for groups of children, for individuals and our provision for resources as appropriate.

Group Leaders keep an electronic 'Learning Journey' for all children in order to 'Build a picture' of the whole child. (See *Assessment policy – Building a picture*, for details of content of the Learning Journey and assessment processes)

Planning is based on the school's 'Irresistible Learning' core principles. Long term planning establishes the themes for the year. Medium term planning ensures that the skills taught meet the needs of the children. Short term planning is reflective of the individual interests and needs of the children on a daily/weekly basis.

We provide a rich and relevant, broad, balanced curriculum that encompasses both "Development Matters" ages and stages as well as the "Characteristics of Effective Learning" in the EYFS curriculum. Planning reflects the diversity of the community as well as reflecting our school priorities. The curriculum is based on a series of TREASURED TEXTS used as a provocation to their learning. The children are encouraged to develop ideas from these (See 'Long Term overview'). These themes are by no means RIGID. We use the children's interests when planning possible lines of development (PLODs) and involve them in choosing activities and resources.

Core principles of the Curriculum

Core principles	What this looks like at Lane Head Nursery
<ul style="list-style-type: none"> The creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning 	<ul style="list-style-type: none"> Head of School and Nursery Curriculum Leader encourage everyone (parents, staff and children) to engage in the curriculum and have a love of learning! Whole school thematic approach with everyone involved! Planning reflects the school's priorities whilst maintaining a connected approach to all areas of learning and development Children leading their own learning through exploring own PLODs 'Plan, Do, Review' at Work Time with each 'Special Day' child reflecting on their learning each day Adults listening to and observing children High levels of engagement from all children
<ul style="list-style-type: none"> Direct experience is placed at the centre of the curriculum so that practitioners draw out and develop children's thinking and capacities in meaningful contexts 	<ul style="list-style-type: none"> Wide range of exciting first hand exploratory based experiences based on a 'PROVOCATION' at the start of a theme, to 'draw' interest Enquiry, problem solving, reasoning and creative critical thinking in our daily practice STEM style investigative learning at the heart of everything Children fully engaged in active learning and wanting to join in! A purposeful and busy atmosphere, inside and out, every day Children wanting to come to school and enjoying their time here Wide range of teaching styles used to reflect needs of learners
<ul style="list-style-type: none"> Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of the creative arts 	<ul style="list-style-type: none"> Displays make learning visible, reflecting the skills and process rather than finished 'article' Photographic evidence in electronic learning journeys (SPTO)
<ul style="list-style-type: none"> Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum 	<ul style="list-style-type: none"> Local area and community used for EVERYTHING! Staff talents utilised fully! Parental involvement through weekly 'Home links' and enrichment events (Family Learning), pre-planned and shared at the start of the year
<ul style="list-style-type: none"> All children have an entitlement to a well-resourced and rich learning environment that promotes their sense of responsibility and autonomy 	<ul style="list-style-type: none"> Well-resourced and exciting environment all of the time Space used carefully to support learning Children making full use of the environment, independently and supported where needed Children taking controlled risks Children's voice everywhere! A fabulous finish with a 'WOW' event at the end of every mini topic

We believe that our curriculum promotes a thirst for knowledge and an embedded love of learning to equip the children for the next stage of their education.

"Life is not measured by the number of breaths we take, but by the moments that take our breath away!"

Deb Walton, Head of School

Date: September 2018

To be reviewed: September 2019