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Canterbury Nursery School  
and Centre for Children and Families  
Basil Street,  
Bradford, BD5 9HL  
Executive Head Teacher: Duncan Jacques  
Head of School: Jackie Bracewell

# Policy

# Curriculum

Statutory or Non Statutory	Non Statutory
Frequency of Review	Annually
Last Review	December 2018
Next Review	December 2019
Website	Yes

### **Canterbury Vision**

*At Canterbury, children and their families are at the heart of an encouraging and challenging environment, where everyone recognises and celebrates differences, actively communicates the importance of learning and believes everyone can achieve.*

The purpose of this policy is to outline our approach to:

- young children's learning and development
- how staff will provide high quality learning and teaching experiences and opportunities.

This policy should be considered in context with the policies on the seven areas of learning and development (in line with the Early Years Foundation Stage, Development Matters. Each of the curriculum learning and teaching policies is underpinned by the Department for Education (DfE) Early Years Outcomes document 2013.

### **Children's learning and development**

At Canterbury Nursery School it is our aim that children:

- have access to first-hand, practical experiences based upon play, communication and exploration of activities;
- have opportunity to learn through high-quality, well-organised and stimulating indoor and outdoor learning environments;
- have a quality education that is integrated with quality care;
- are able to enjoy early learning as part of a lifelong process; have a learning experience which fully involves their parent/carer and provides opportunities for them to learn and develop together;
- develop strong self-esteem and motivation;
- spend their time with professional, caring staff who are early years trained and who frequently and critically examine their own practice in order to improve;
- have teachers and early childhood educators who undertake frequent training and development;
- have equality of opportunity;
- have access to learning opportunities that are based upon ongoing assessment of what they already know and can do;
- have their different needs respected and planned for;
- develop as active learners and creative and critical thinkers
- grow in confidence
- establish successful relationships with adults and peers.

## Teaching and Learning

All teachers and early years' practitioners will:

- Actively contribute to the team within a unit and across the whole school/centre.
- Undertake formative assessment of children's play and involvement throughout the academic year.
- Undertake and assist in ongoing observations, monitoring, assessment and recording of children's learning and development within Key Person groups and across the unit.
- Observe children daily in various ways:
  - a) Take notes while working with individuals and groups
  - b) Write focused observations on each key child
  - c) Track children throughout a session
  - d) Take photographs and record video footage of children's play, learning and development
- Use information about experience and achievement to set well-grounded developmentally appropriate expectations for children.
- Monitor children's progress and achievement to give clear and constructive support to children and their parents/carers.
- With colleagues identify children's individual developmental, emotional and behavioural needs and recognise all forms of communication (including non-verbal).
- Have regular meetings with colleagues in which the children are discussed, their learning and care needs are planned for and provision organised through the indoor/outdoor areas.
- Contribute to weekly, termly and yearly curriculum planning with colleagues that meets curriculum requirements for the Early Years Foundation Stage 0-5s.
- Plan high quality learning and teaching experiences for each day with a specific learning focus, which target some children.
- Plan for some adults to be deployed in an area or activity and others to be in a more flexible role – supporting child-initiated learning.
- Meet the needs of more able and less able children as appropriate.
- Prepare and present accurate and effective ongoing reports of children.
- To undertake summative assessments of children's achievement
- Utilise parents/carers knowledge of their children to inform curriculum planning where possible and practical.
- Encourage children to think about and reflect upon their learning and develop their autonomy, decision-making, self-discipline, involvement, independence and emotional well-being.
- With colleagues provide planned learning and teaching opportunities through free-flowplay, talk, investigation and problem-solving, first-hand experiences, games and group activities.

- Acknowledge and respect parent/carers role as children's first and most enduring educators by working in open partnership; encouraging their involvement and participation and supporting their developing understanding of children's learning.
- Encourage and support open dialogue and mutual respect with parents/carers.
- Share with parents/carers information about their child's learning, development, health and welfare on an ongoing and confidential basis. This can be undertaken through daily contact, termly reviews and 'parent/carer meetings' (including prior to transition to primary school reception class).
- Participate in home visits to support children and families during the time that they use the school/centre.
- Deal with initial queries from parents/carers relating to own Key Person group or unit.
- Work within the Children Act 1989/2004 for 'children in need'.
- Work within the Special Educational Needs and Disability Code of Practice: 0-25 years (September 2014).
- Involve the expertise and resources of the local community and multi-disciplinary agencies in supporting children's learning

### **Developing a supportive school/centre environment**

Our aims for children at Canterbury Nursery School are developed through a nursery where all staff that work with children:

- Ensure that resources are well-labelled and easily accessible for all children.
- Ensure with all colleagues that school/centre resources and equipment are available for children to find, use and return for themselves. Where this is not possible, prepare and set out resources before children arrive and tidied away after their departure
- Ensure that school/centre resources/equipment for children are responsibly treated and properly tidied, stored, maintained and serviced e.g. outdoor provision.
- Share responsibility with all colleagues for shared adult or child spaces across the school/centre and ensure that these are properly maintained and tidied. Ensure that the school/centre has a welcoming, attractive environment.
- Share responsibility for the presentation of children's emergent writing, drawing, painting and model-making through stimulating and developmentally-appropriate, anti-bias, culturally diverse interest areas and displays. Displays are the children's own work accompanied by a written account of its content and when appropriate the child's intention or comment. Refer to School/Centre Display Policy for additional information on displaying children's work.

### **Monitoring and evaluating this policy**

The Executive Head, Head of School, Deputy Head, SEND Co-ordinator and Unit leaders will annually review this policy to ensure that it up to date and reflected in practice.

Reviewing the 'Curriculum, Learning and Teaching Policy' will be central to the self-evaluation process of Canterbury Nursery School and will underpin the curriculum, learning and teaching policies.

**Confirmation the Policy in respect of Canterbury Nursery School and Centre for Children and Families has been discussed by the Governing Body**

Signed by:

Chair of Governors: ..... Date: .....

Executive Head / Head of School: ..... Date .....

Agreed at the Governing Body Meeting on: .....