

All Saints Nursery School

Curriculum and Learning Policy

Policy statement

At All Saints Nursery School we aim to:-

- Provide a warm and welcoming environment for your child.
- Provide high quality care and education due to our high ratio of qualified adults to children.
- Our key person approach ensures that we know children well and plan to meet their individual needs.
- Enable children to become independent and develop self confidence within a stimulating, secure and friendly environment.
- Work in partnership with parents to provide a service, which promotes equality and values diversity.

We follow the Early Years Foundation Stage Curriculum (Revised Sept 2014). This curriculum follows children's development from birth to the end of their reception year.

The EYFS follows the principles of

A Unique Child- every child is a competent learner from birth who can be resilient, capable, confident and self assured

Positive Relationships-children learn to be strong and independent from a base of loving and secure relationships.

Learning and development- children learn and develop at different rates and all areas are equally important and inter connected.

Enabling Environments-the environment plays a key role in supporting and extending children's learning and development.

The EYFS covers 3 prime areas, Personal, Social and Emotional development, Communication and Language and Physical development and 4 specific areas Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Procedures for Curriculum /Learning policy

Supporting Learning

We offer a range of learning opportunities working 1-1 with children, in small groups, in familiar key groups and as a large class group for activities such as music and drama. Adults are carefully deployed to ensure the safety and security of children and to ensure that all areas of learning are supported. Adults plan and resource areas both inside and outside on a rotating basis to offer children a wide range of experiences. The key person approach ensures that children are supported by a significant person while developing the confidence and independence to explore new areas.

We offer a carefully planned environment divided into key learning areas. We work from long term plans to cover all areas of the curriculum, short term plans focused on individual children's learning and needs and daily plans which add to the continuous provision and are fed by children's developing interests.

Observation Assessment and Planning.

Daily observations and photographs provide detailed information to allow key persons to maintain Learning Journeys on each child. Parents contribute to records formally and informally with photographs, information from home and current interests. This helps us to plan for individual needs and interests and to assess progress for each child. We complete a statutory progress check between the ages of 24-36 months. We complete a summary of progress each term and parents are invited to contribute to comments made on each of the areas of learning. We also use a data base "Progress Matters" to measure and record progress, ensure coverage of the curriculum and identify areas which need particular focus. We regularly assess children's levels of Well Being and Involvement (Using the Leuven Scales). This ensures that key persons are assessing the emotional well being of their children and developing action plans to support any children with specific needs.

We celebrate diversity (see Equality of Opportunity policy) and ensure that we meet the needs of all children with a variety of resources and styles of teaching. Children with additional needs are supported by our Special Educational Needs Co-ordinator

Parents as Partners

(Please also see Parental Partnership policy)

We aim to fully involve parents as partners and recognise them as experts on their child and their primary educators. On first joining the Nursery we offer home visits, stay and play sessions and parent information evenings. We hold regular information sessions, invite contributions to the Learning Journeys, consult with parents at key person meetings and offer regular stay and play sessions for parents to experience the daily routine and activities.

Outdoor Learning

We believe that children should be able to access all areas of the curriculum indoors and outdoors. We offer a free flow access to the outside area for the majority of the session and have our own boots and outdoor coats so children can enjoy outdoor learning in all weathers

This policy was adopted at a meeting of _____ name of setting
Held on _____ (Date)
Date to be reviewed _____ (Date)
Signed on behalf of the management
Committee _____
Name of signatory _____
Role of signatory (e.g. chair/owner) _____