

# Cruddas Park Early Years Centre

## Curriculum Policy



### **Introduction**

At Cruddas Park Early Years Centre, our policies are regularly reviewed. This reflects current practice and all related government guidance and statutory requirements.

### **Rationale**

The curriculum is the means by which the nursery achieves its objectives of educating children in the knowledge, skills and understanding that they need in order to fulfil their potential and become successful and lifelong learners, whatever their circumstances, culture, background or individual needs. It includes both the formal requirements of The Early Years Foundation Stage (described below), and the 'hidden curriculum' which underpins all aspects of the curriculum and the framework within which we work – the relevance of the learning environment; the positive attitudes towards learning; our shares aims, values and expectations; and, at its heart, the relationships between the entire nursery community of children, parents/carers and the staff team.

### **Values**

At Cruddas Park Early Years Centre we are dedicated and fully committed to providing an exciting, vibrant and stimulating curriculum and learning environment to meet the needs of all the children in our care and ensure they feel happy, safe and secure, achieve their full potential and develop a lively, enquiring mind and love of learning.

We use a play based approach to provide opportunities and motivation so children can practice and develop basic skills, develop self-confidence and learn to share. We encourage thinking skills and decision making, nourish curiosity, develop concentration and stimulate interest, in order to provide a secure basis for further and lifelong learning.

The outdoors is integral and used daily to develop physical, investigative and exploration skills and to support the delivery of a rich, exciting and meaningful curriculum.

### **Aims and Objectives**

We will ensure that each child has access to a curriculum which:

- enables them to make progress and achieve their full potential in all areas of learning and development
- recognises their individuality, efforts and personal achievements

- supports a child-centered approach to learning, which follows and extends children's own interests and promotes meaningful learning and active, purposeful play
- has a commitment to promoting a healthy lifestyle
- promotes the holistic nature of learning and development
- broadens their horizons and develops their awareness of the wider world and other cultures and possibilities
- teaches them to respect and values themselves, others and the learning environment
- enables them to develop high levels of confidence and self-esteem
- enables them to work both independently and collaboratively, and learn how to work, play and co-operate with their peers
- encourages them to challenged themselves and 'have a go'

### **The Early Years Foundation Stage Framework**

The Early Years Foundation Stage Framework is the legal document which all nurseries, pre-schools, Reception classes and childminders registered to deliver the Early Years Foundation Stage must follow to ensure that '*all children learn and develop well and are kept healthy and safe*'. (Department for Education).

There are 7 areas of Learning and Development within the Early Years Foundation Stage Framework, through which your child will learn skills, acquire new knowledge and develop their understanding. There are 3 Prime Areas of Learning and 4 Specific Areas of Learning on which all learning experiences and activities are based.

The 3 Prime Areas of Learning and Development are absolutely essential for children's healthy development and future learning, and those which should be developed first. These are Personal, Social and Emotional Development, Communication and Language and Physical Development.

As children grow, the Prime Areas will help children to develop skills in the 4 Specific Areas of Learning and Development. These are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

As well as the Prime and Specific Areas of Learning, the Early Years Foundation Stage Framework also includes the Characteristics of Effective Teaching and Learning, which underpin learning and development across all areas and which are vital to children's overall well-being. These Characteristics of Learning are Playing and Exploring, Active Learning and Creating and Thinking Critically.

For more detailed information, see 'Our Curriculum' and 'The Outdoor Curriculum' in the 'About us' section of our website.

### **Planning and Assessment**

The Early Years Foundation Stage Framework (EYFS) forms the basis for all the Nursery and Playgroup plans. Planning meetings in Nursery take place fortnightly and plans are added to on a daily basis, as appropriate, in response to observations and discussions of children's emerging and developing interests. When planning children's activities and experiences, practitioners reflect on the different ways that children learn, what motivates them, and how they engage with others and the environment.

We strive to build positive relationships with parents and carers and keep them informed about what their children are learning, how they are progressing and how you can support their learning and development at home. *'This is what have we been learning/ how can you help?'* laminated sheet are displayed on the noticeboard outside the classrooms for parents/carers information, and ideas on how they can support learning and development at home.

Our School Improvement Plan sets out the Centre's long-term plans.

### **Assessment**

All practitioners skilfully observe and assess children throughout their time in Centre and use these observations and assessments to inform their planning and identify next steps in learning and development.

Within the first six weeks of the Autumn Term, a baseline assessment will be made for each child to record their skills, knowledge and understanding in all areas of the curriculum on entry. This assessment forms an important part of the future planning for each child and subsequent on-going assessments throughout the year.

Each child has their own 'Learning Journal', which records their experiences and personal achievements and is written and collated by the child's Key Worker. It includes photographs, short observations and examples of work and experiences. Parents and carers are welcome to look through these Learning Journals at any time, and particularly during our termly 'Stay and Play' sessions, and we welcome and encourage contributions.

Each child in Nursery also has a Personalised Learning and Target Booklet which is used by all practitioners to ensure your child makes progress in all areas of the curriculum, whatever their starting point.

Twice yearly Parent Consultations in Nursery provide the opportunity to talk to Key Worker and discuss progress and personal achievements, and share any possible causes for concern and on how to support individuals both at nursery and at home. A written report will be shared with parents/carers at the end of year consultation. For children about to enter the Reception year of primary school, we also share the progress report with the child's Reception teachers to support a smooth transition. Similarly, 'two year progress checks' and meetings are carried out with Playgroup parents/carers following the 'settling in' period, and the Playgroup Leader meets again formally with parents/carers towards the end of the Summer Term.

### **Children with Special Educational Needs or Disabilities (SEND)**

Cruddas Park Early Years Centre complies with the requirements set out in the Special Educational Needs and Disability (SEND) Code of Practice 2014. Our curriculum is inclusive and designed to provide access and opportunity for all children throughout the Centre. Children with additional needs or disabilities will have more personalised plans such as Individual Play Plans (IPP's). Plans are shared with parents and all the staff to ensure a consistent approach for the child. For more information about children with Special Educational Needs and Disabilities (SEND), please take a look at our 'Special Educational Needs Information' and our 'SEND and Inclusion Policy' on our website, or ask talk to our Special Educational Needs and Disability Coordinator (SENCO) or the Head Teacher

### **Children for whom English is an Additional Language (EAL)**

Children with English as an Additional Language (EAL) receive additional support from practitioners throughout the day, through a variety of strategies, and monitored carefully over time to ensure individuals are well supported, their individual needs are met and they make rapid progress in all areas of learning.

### **Monitoring and review**

The Head Teacher and Governing Body's Curriculum Committee is responsible for monitoring the way the Centre's curriculum is implemented.

The Head Teacher is responsible for the day-to-day organisation of the curriculum, and monitors all planning across the Centre to ensure children are taught and have access to the full requirements of The Early Years Foundation Stage and that appropriate teaching strategies and resources are used.

### **Associated policies and information on our website**

Teaching and Learning Policy (see 'Policies and Procedures' in Parents section)

Our Curriculum (see 'About us' section)

The Outdoor Curriculum (see 'About us' section)

Special Educational Needs and Disabilities and Inclusion Policy (see 'Policies and Procedures' in Parents section)

Special Educational Needs and Disabilities Information Offer (see 'Policies and Procedures' in Parents section)

Behaviour Management Policy (see 'Policies and Procedures' in Parents section)

The Centre's Aims and Shared Values (see 'About us' section)

Welcome Brochure (Parents section)

<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>	<b>Date Shared</b>
March 2018	5/3/2018	Karen Collins	5/3/2018-shared and ratified with CC
Next review Mar '19		Emma Pace	

