1. Curriculum, assessment and planning Policy and procedure

Statutory Requirements:

Learning and Development requirements

Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all the areas of learning and development.

1.1 The Early Years Foundation stage (EYFS)

1.2 Our planning cycle

1.3 Assessments

1.4 Learning Journeys

1.5 Characteristics of Learning

1.6 Areas of learning and development

1.7 The role of parents

Statutory Requirements:

Learning and Development requirements;

Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.

**1.1 The Early Years Foundation Stage (EYFS)**

**Policy statement**

For children between the ages of 0-5 years, the pre-school provides learning through play under the guidance of the statutory Early Years Foundation Stage (EYFS) framework. This curriculum is mandatory and is set out in the statutory guidance and development matters publications

Our aim is to provide a child-led environment with activities that will challenge children and be age/stage appropriate. We aim to differentiate activities to achieve the level the EYFS sets for children before they start primary schools. We aim to make the learning experience stimulating, fun and enjoyable for the children.

**Procedures**

1. We will plan activities around the curriculum and arrange our environment so that all areas of the EYFS are covered and provide equality and opportunity for all children as stated in our Equal Opportunities Policy.
2. We will prepare individual learning plans each term detailing how we shall cover all areas of the EYFS curriculum and support individual needs, taking into consideration the child’s interests. Over the term the plan can be adapted and extended according to the individual needs and development of the children.
3. We will plan week by week the Focus activities by choosing a plan that reflects accurately the needs of the children in attendance.
4. Focus activity planners must include differentiations between age groups, British values, characteristics of effective learning, equipment needed and outcomes from the development matters with method.
5. Evaluations must include differentiations for SEN and any adaptations not on the focus planners.
6. Staff are required to complete evaluations that reflect on their practice, the value of the activity and what could be improved or done differently next time. Staff will take observations of notable areas in need of support or children who have made progress or exceed and need to be extended. Next steps for the group (your next activity) will be on an evaluation and individual next steps from observations with only the initials of children should be in the next steps area.
* The EYFS is broken down into 7 areas of learning. The first 3 areas are referred to as the Prime areas. These are Personal, social and emotional development, Communication and language and Physical development. These areas provide the building blocks for development and our the focus with our youngest children. In addition to these, 4 specific areas of learning build on the skills being developed in the prime areas. These are Literacy, Mathematics, Understanding the world and Expressive arts and design

Statutory Requirements:

Learning and Development requirements

Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all the areas of learning and development.

**1.2 Our planning cycle**

**Policy statement**

A cycle of observation, assessment and planning is used to find out what children can already do, what the next step in their learning might be and how we can help them to achieve it.

**Procedures**

* Children are observed regularly as they engage in both child led and adult led activities. Long Written observations are under taken once every term. These are followed up with focus activities that are specifically aimed at the child.
* Observations are linked to the area and stage of learning and development using Development Matters (DfE/ Early Education 2012)..
* Three times per year, at the end of term, a judgement is made at to where the child is working within the EYFS and targets are set to work on over the next few months.
* Key people use these targets to inform their key person adult led planning.
* Key people plan adult led activities to support children’s individual Learning and Development needs and link into the EYFS. Structured activities will be changed so that a child is not asked to repeat an activity too many times in a week.
* Children’s key fascinations and interests are recorded and used to plan activities, experiences and resources to extend their play and learning.
* Continuous provision plans are drawn up at the beginning of each term to detail the ongoing routines, resources and activities which make up the environment in each room.

Statutory Requirements:

Assessment requirements

Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support.

**1.3 Assessments**

**Policy Statement**

At Lilly Brook Pre School we provide ongoing assessment with children’s stage of development recorded at the end of term. More formal Two year progress checks and transition assessments are undertaken at appropriate times. All children are given a starting points development as a report at the end of six weeks which ends their settling in period.

**Procedures**

* An Individual Learning Plan is completed at the end of each term. This document records the stage within the EYFS a child is working and whether they are working within or secure in that stage.
* On the Individual learning plan targets are set to be worked on over the term.
* A Two Year progress will be completed between the ages of 2 years 4 months and 2 years 9 months. The check will be discussed in detail with parents and any concerns highlighted and parents can share with the health visitor. Parents views will be added to the document and input will also be sought from any other setting or childminder which the child has contact with.
* During the summer term before a child starts school a transition record is completed and shared with the relevant reception teacher. The document is shared via email and encrypted with a password. This assessment details where the child is working in all areas of the EYFS and identifies any areas in which the child may require support. It also contains a summary of the characteristics of learning and the parent’s and child’s views.

Statutory Requirements:

Assessment requirements

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to shape learning experiences for each child reflecting those observations.

**1.4 Learning Journeys**

**Policy Statement**

A Learning Journey will be completed for each child in the setting. This will take the form of a scrap book of observations, assessments, photographs and examples of children’s work. The Learning Journey is a record of the child’s own unique development path.

**Procedures**

* The Learning Journey is compiled by the key person/ key group in conjunction with the child and their parents.
* It is formally shared with parents at termly parent meetings however it is available for parents to view or add to at anytime.
* As a minimum key people should include 1 long observation. In addition examples of children’s mark making should be included at least every half term.
* All entries in the learning journey should be clearly dated and linked to the relevant areas of the EYFS.
* Parents are encouraged to contribute through parent questionnaires, photographs and wow moments.
* An ECAT monitoring sheet in kept in the front of the Learning Journey to monitor the child’s communication development. Statements the child is confidently achieving should be highlighted using a different colour for each big term to show a clear record of progression.
* Each observation undertaken should be dated on an EYFS tracker to enable the key person to see at a glance the areas which have been observed and the stage of development those observations show.

Statutory Requirements:

Learning and Development requirements

In planning and guiding children’s activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

**1.5 Characteristics of learning**

**Policy statement**

At Lilly Brook Pre School we pay careful attention to the different ways children like to learn and use this information to plan activities and the environment to engage them in learning.

**Playing and exploring**

We ensure children have periods of the session where they are free to explore and play uninterrupted. We aim to provide a wide range of new experiences for children and plenty of opportunities for open ended play.

Free flow between the indoor and outdoor environments is available for large periods of the day also.

Children are encouraged to ‘have a go’ and try something new. It is reinforced that it ok to make mistakes and things don’t always work out as we planned.

 **Active Learning**

We ensure that resources and activities provided are interesting to the children and support children to choose what they would like to do. We allow children to leave out activities where appropriate so they return to them later.

We provide an environment which supports children’s concentration; colourful but not over stimulating with a good but not over whelming choice of resources. We encourage a calm atmosphere with quiet voices and walking inside.

We encourage children to set their own challenges and to enjoy achieving what they set out to do. When giving praise to children we are very careful to praise the process and the concentration they showed rather than end results.

**Creating and thinking critically**

We aim for children to see themselves as learners and model the language of learning as we support them in their play. We give children time to think and work problems out for themselves and value their ideas whatever they maybe.

We support children to plan and think ahead of what they might need to do next. We also support children to reflect on what they have done and talk through their ideas. We pose questions and set challenges to extend children’s thinking and to encourage them to make predictions.

Statutory Requirements:

Learning and Development requirements

There are seven areas of learning and development that must shape education programmes in early years settings. All areas of learning and development are important and inter-connected.

**1.6 Areas of Learning and Development**

**Personal social and emotional development**

This area includes, building relationships with others, supporting self-awareness and confidence and teaching children how to manage their own feelings and behaviour.

For our youngest children we…

* support them to play alongside other children and begin to show an interest in what others are doing.
* support them to make choices and develop a sense of self with their own likes and dislikes.
* encourage and celebrate all attempts at independence.
* foster an awareness of others feelings, such as noticing when someone is upset.
* introduce children to simple boundaries “gentle hands” “walking feet” and “stop” to keep the children safe.

As children develop we…

* work on building relationships between children and support emerging friendships.
* work on sharing toys, resources and taking turns.
* promote a greater awareness of their own feelings and those of others.
* encourage children to be independent and help to tidy up after themselves.
* help children to develop an understanding of the boundaries of our setting through our ‘Things to remember’(We listen, we look after our toys, we use our indoor voices, we use kind words and gentle hands and we walk inside)

As children get closer to starting school we….

* support children to work together in a co operative way, taking account of each other’s ideas and feelings.
* support children to talk about how they feel and express their feelings in appropriate ways.
* teach children strategies to solve conflicts with their friends.
* encourage children to see themselves as an individual and talk about themselves, their family and home life.
* support children to make good choices and follow the boundaries of our setting, through praise and rewards.

**Communication and language**

This area includes learning to listen and maintain attention, understanding of language and speaking. We fully embrace the Every child a talker (ECAT) initative and monitor the communication skills of the children closely.

For our youngest children we…..

* model language for them, building and extending on what they say by adding new words.
* comment on sounds that can be heard in the environment and make different sounds together
* introduce simple songs and stories.
* comment on what the children are doing as they play in order to promote their understanding of language.
* keep instructions short and simple focussing on one step at a time. Instructions are accompanied by pictures, Makaton or other gesture in order to reinforce understanding.

As children develop we…..

* continue to extend on what children say in order to introduce new words.
* support talk to become a powerful means of communication and reinforce the importance of speaking by using the phrase “use your words”.
* develop listening skills through a range of listening games, matching sounds, remembering sounds, talking about sounds and simple repetitive stories which the children can join in with.
* support an understanding of language extending beyond the here and now, such as how and why questions and prepositions.
* provide simple instructions which have two and then three information carrying words and this is supported during all routines and play situations.
* provide ‘communication friendly’ spaces where children can sit and talk together.

As children approach school age we….

* encourage children to use talk widely in their play to create roles and stories and to negotiate with their peers.
* introduce children to as many new words, objects and experiences as possible.
* provide plenty of opportunities for small group discussions to support children’s conversation skills, listening to one another and taking account of what others have said.
* Increase the length of time children are encouraged to sit and listen for and this is promoted through using slightly longer stories and activities.
* provide more complex instructions involving up to four information carrying words.
* provide opportunities to follow instructions with more than one part, e.g.” hang your coat and then put away your boots.”
* provide plenty of opportunities to practice using how and why questions. Children are also encouraged to make predictions of what they think might happen in different situations.

**Physical development**

This area includes how children move and control their bodies, how they handle and manipulate resources and tools, and how children learn to care for themselves, keep themselves healthy and safe.

For our youngest children we…...

* provide a safe environment with plenty of space to move freely both indoors and outside.
* provide opportunities to balance and climb, including coming up and down steps.
* support children to manipulate simple small world and construction toys.
* provide opportunities to develop strength and control in their arms and hands such as pouring, digging, manipulating dough as well as mark making activities.
* introduce good hygiene habits such as washing our hands.
* support children to drink from an open cup.

As children develop we…..

* encourage children to experiment with moving in different ways, running, walking, tip toes, jumping, crawling etc.
* provide further climbing and balancing opportunities, allowing children to take an appropriate level of risk.
* provide a wide range of small world and construction resources including threading and peg boards to promote fine hand control.
* provide activities to strengthen fingers and hands such as clay and dough.
* introduce simple ball games to develop hand eye co ordination.
* support children to make different marks, such as lines and circles, in many different ways, in the sand or foam as well as with paint, pencils or chalk.
* teach children how to use tools such as scissors safely and effectively.
* support children as they begin to use the toilet and wash their hands independently.
* encourage children help prepare snacks and pour their own drinks.
* encourage children to help wash up and sweep with a dustpan and brush.
* talk with children about keeping healthy and looking after ourselves, for example keeping safe in the sun, wrapping up warm when it’s cold.
* support children to put on their own coat and boots.

As children approach school age we…

* make use of the more challenging climbing equipment on the school field.
* encourage a strong, three fingered pencil grip.
* support children to draw well controlled lines, circles and zig zags.
* introduce how to form the letters which make their name.
* encourage children to assess risk alongside an adult.
* talk with children about keeping safe in the home and whilst out and about.
* encourage independent dressing and undressing including shoes and fastenings.

**Literacy**

This area prepares children for early reading and writing skills. We use the ‘Letters and sounds’ guidance to promote the necessary early literacy skills.

For our youngest children we….

* share books and stories together.
* provide books to be looked at independently.
* sing songs and nursery rhymes.
* listen out for sounds we can hear in the environment.
* make sounds together with our voices and with instruments.

As children develop we…..

* talk about stories, what happened? What might happen next?
* foster an awareness that print carries information and can be read.
* model reading behaviours such as running a finger along the text as we read.
* encourage an awareness of rhyme and alliteration by commenting when words sound the same or begin with the same sound.
* support children to give meaning to the marks they make and to print they see in the environment.
* provide plenty of opportunities to use purposeful mark making during play e.g. writing lists or drawing maps.

As children approach school age we….

* encourage children to hear and say the initial sounds of words.
* introduce blending phonic sounds together to form simple words.
* introduce segmenting simple words into phonic sounds.
* support and encourage all early writing, particularly writing their name.
* provide opportunities for children to recognise familiar words and logos such as their name and familiar brand names.
* acknowledge the importance of digital literacy in children’s play, e.g. sending a text message or an e-mail.

**Mathematics**

This area supports children’s understanding of number and quantity as well as shape, space and measure.

For our youngest children we….

* model counting throughout daily routines.
* sing number songs and rhymes.
* provide resources of different sizes to support an understanding of big and little.
* provide containers of different sizes to fill and empty with a variety of resources such as sand or bricks.
* provide inset puzzles and shape sorters to promote problem solving skills.

As children develop we…

* encourage children to join in with a range of counting songs and rhymes.
* provide opportunities to count throughout the daily routine. How many lunch boxes today?
* support children to recite numbers in the correct order.
* support children to notice when things are the same or have the same amount.
* point out numbers within the environment.
* model the language of quantity, shape and size during play.
* provide different sizes and shaped construction resources.
* provide different sizes containers for children to explore weight and capacity with sand and water.
* model positional and directional language during play.
* provide real life problems and challenges .
* encourage children to compare groups considering which has more or less.
* introduce the names of common shapes.

As children approach school age we….

* support children to count accurately saying one numeral for each item.
* introduce balancing scales and measuring tools.
* pose real life maths problems during daily routines. How many more cups do we need?
* support children to name shapes accurately and find named shapes within the environment.
* support children to use maths language independently, taller, heavier, wider etc.

**Understanding the world**

This area supports children to explore the world around them and develop an awareness of the community in which they live. It also includes the area of technology.

For our youngest children we…

* encourage parents to provide family photographs to support children’s understanding of their family.
* provide opportunities for children to explore the environment with all of their senses.
* provide role play resources for children to begin to copy what they see adults do.
* provide toys with buttons to press and knobs to turn.

As children develop we…

* support children to talk about their home life and significant events in their lives such as holidays, visits to grandparents or the birth of a sibling.
* encourage an awareness of the different people in our community such as friends, family and people who help us.
* provide a range of role play opportunities to reflect the cultures and interests of the children.
* encourage children to explore and investigate the natural world though all of their senses.
* foster a curiosity of why things happen and how things work through cause and effect toys.
* introduce simple ICT equipment such as digital camera and children’s touch screen tablet.
* model how ICT equipment is used in real life situations such as photo copying or printing pictures.

As children approach school age we….

* talk with children about our different families and the different family customs we enjoy.
* encourage an awareness of where we live through photographs and maps.
* plant seeds and watch them carefully as they grow
* support children to use a computer mouse successfully and independently.
* introduce programmable toys such as Bee bot.

**Expressive arts and design**

This area supports children’s creativity and imagination.

For our youngest children we….

* provide a wide range of materials for children to explore with their senses.
* provide opportunities to move to music and explore musical instruments.
* model how to pretend, for example pretending a box is a car.

As children develop we…

* support children to represent their ideas through a wide range of different materials.
* encourage children to explore colour and how they can change colours.
* support children to access musical activities independently and build up a repertoire of songs.
* provide opportunities to move to different types of music.
* encourage imaginative play through both role play and small world by providing resources which support children’s interests.

As children approach school age we….

* support them to use drawing and painting to create representations of people and objects.
* support children to introduce a storyline to their imaginative play.
* encourage children to talk about their creations.

Statutory Requirements:

Learning and Development requirements

Practitioners should any learning and development needs in partnership with parents and/or carers, and any other relevant professionals.

**1.7 The role of parents**

**Policy statement**

We acknowledge parents as a child’s main educator and encourage parents to be actively involved in what their child is learning in Preschool.

**Procedures**

* Parents are encouraged to provide as much information as possible about their child when they start at lilly Brook Pre School.
* Parents are reminded to keep preschool up to date with any changes or circumstances, which may have an impact on the child.
* Parents are encouraged to share information about interests their child is showing at home so those interests can be embraced in preschool.
* Any new skills or learning, ‘Wow moments’ children show at home can be shared with the key person and added to the learning journey.
* Photographs of significant events such as birthdays, holidays or special family visits can also be added to learning journeys.
* Termly parent activity sheets are provided to give parents ideas of activities which can be done at home to support learning in preschool.
* Parents are strongly encouraged to attend termly parent chat meetings to discuss their child’s development and to give their views on learning targets.
* Parent’s questionnaires will be sent out regularly to gain up to date information on children’s interests and development at home.
* Parental updates are sent via email each week to parents to keep them up to date with weekly activities and give ideas for extensions at home.

 **Legal Framework**

EYFS- Early Years Foundation Stage

**Other useful Publications**

Development Matters

Early Years Outcomes; both available at [www.foundationyears.org.uk](http://www.foundationyears.org.uk)

First written on 20/01/2019

Reviewed on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_