



Curriculum, Observation and Assessment

This policy aims to ensure the following:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child has the opportunity to progress and achieve
- A close working partnership between staff, parents/carers and outside agencies where appropriate.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

The following non-statutory documents are used alongside the above:

Development matters

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf

Structure of the EYFS

At Stowupland Preschool, our Early Years provision includes mixed 2, 3 and 4 year olds; with space for 27 children per session.

Enabling Environment

The environment supports children to be fully engaged in purposeful play. Both outdoor and indoor areas allow learning on both small and large scales supporting the development of a healthy and active lifestyle. This offers children opportunities for freedom of movement, problem solving and contact with the natural world. All environments offer space where they can explore, create, think, learn and develop. We offer loose parts to support children's exploration and creativity.

Curriculum

Our early years setting follows the September 2021 EYFS statutory framework. The framework includes 7 areas of learning consisting of 3 prime and 4 specific areas.

The 3 prime areas:

- Physical Development
- Communication and Language
- Personal, Social and Emotional Development

The 4 specific areas:

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

At Stowupland Preschool we promote the Effective Characteristics of Teaching and Learning through all 7 areas. These are:

- Playing and Exploring
- Creating and thinking critically
- Active Learning

(3Is,) Intent: Getting Children School-Ready Implementation: Next Steps, Planning, Cultural Capital, CETaL Interests, Assessments, Reflect, Child-Led, Adult-Led, Loose parts. Impact: Observation and Learning

Planning and Teaching

At Stowupland Preschool, staff plan activities and experiences that enable children to develop and achieve across all areas of learning; offering opportunities to develop their cultural capital.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience within their play. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. (See SEND policy.)

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children.

Learning experiences in each area are implemented through planned, purposeful play activities and through a combination of both adult led and child initiated activities. Staff plan an engaging continuous provision which is enhanced in order to move learning forward. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

In addition to this, children are offered opportunities to learn about seasonal events, special days and religious festivals.

Assessment

How we monitor and assess children

Monitoring in Early Years is conducted through a wide range of observations, varied in length and focus. All Early Years Practitioners (EYPs) are involved in this process. Holistic monitoring also includes information from parents, carers and external agencies where appropriate.

Children are monitored through an electronic learning journey on Tapestry across all 7 areas of learning. These Learning Journeys provide key evidence in support of the Development Matters ranges, which provides a record of attainment for each child.

All observations are used to provide evidence to monitor progress throughout a child's time in EYFS. At Stowupland Preschool we complete on-entry assessments and 2 year checks. These are completed with the parent/carers and passed to the parent/carers to pass onto Health Visitors or other outside agencies.

Observations

Individual Snapshot Observations: These are spontaneous 'capture the moment' observations which are completed when a child achieves something new or conquers a next step, completed every other week for parents/carers.

Daily Snapshot observations: These are completed daily to update parent/carers on the days activities.

Expected Attainment and Progress (EYFS)

At Stowupland Preschool we know that every child is unique and children develop in their own way and at their own rates. We understand that the 'Development Matters' guidance is not to be taken as necessary steps, nor assumed to be in any particular order, for individual children. The age links overlap ranges because these are not fixed age boundaries but suggest a typical range of development.

Working with Families

At Stowupland Preschool we strive to create and maintain strong partnerships with parent and carers as we recognise together, we can have a significant impact on a child's learning. We welcome and actively encourage parents/carers to participate in their child's education in the following ways:

- Informal day-to-day communications with parents/carers at the start/end of the day.

- Daily observations used to share achievements and to keep parent/carers informed of learning activities that are taking place within the setting.
- Parents/carers are invited to attend parents' evenings and stay and plays throughout the year.
- Newsletters issued to inform parents/carers of termly planning and events where parents are encouraged to speak to Keyworker.

Each child in EYFS is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home.

Transition

When children leave our preschool, we encourage practitioners from primary school to visit before they start. We have strong links to Freeman Primary School and the children are invited to extra settling in sessions with their keyworkers to explore the Reception Class.

Safeguarding and welfare procedures

We know that "children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them." (DFE Statutory Framework for EYFS 2021). We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We allow children to take risks and provide them with the skills to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

There are clear procedures for assessing risk (see Healthy and Safety Policy). Staff will ensure daily risk assessment of the setting are conducted to identify any hazards or risks and that actions are taken to minimise these.

Due to the age of children within the EYFS setting, all staff adhere to our Intimate Care Policy. The rest of our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

Policy Declarations

Agreed by Chair of Committee:	Date:
Print Name:	
Signature	

Agreed by Setting Manager	Date:
Print Name:	
Signature	

