

Policy 30 -

Curriculum and learning policy, including assessment policy.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Statutory framework for the early years' foundation stage, March 2017

Together we can build a brighter future for our children

Seymour Road Nursery seeks to provide, in line with the EYFS Statutory guidance,

1. Quality and consistency across the early years, so that every child makes good progress and no child gets left behind
2. a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
3. partnership working between practitioners and with parents and/or carers
4. equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. These requirements and how they are met at Seymour Road will form the basis of this policy.

Learning and Development.

Four guiding principles should shape practice in early years settings. These are:

1. *every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured*
2. *children learn to be strong and independent through positive relationships*
3. *children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers*
4. *children develop and learn in different ways (see "the characteristics of effective teaching and learning" at paragraph 1.9) and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs*

INTENT

1. *every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured*

The EYFS states 7 areas of learning, these are separated into 3 Prime areas and 4 specific areas.

Prime Areas: These are important for building children's curiosity, willingness to learn, resilience and social and emotional stability. At Seymour Road these areas form the basis of all learning; a child's ability to learn, and to question are based on these 3 areas.

Personal, social And Emotional Development

Communication and Language

Physical Development

Specific Areas: Practitioners will support children to develop within the 4 specific areas, and through these there is a continued focus on the Prime areas.

Literacy

Mathematics

Understanding the world

Expressive Arts and Design

The Characteristics of effective learning form the second part of the EYFS, these are designed to assess children's interactions, problem solving, creativity, resilience and independence, these are separated into three categories

Playing and exploring - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active learning - motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically - thinking

- Having their own ideas
- Making links
- Choosing to do things

These Characteristics and Areas Of Development form the foundation of Seymour roads curriculum intent, by the time children leave us to start reception we strive to ensure that they have a balanced and independent approach to their own learning, having made good progress in the characteristics of effective learning.

IMPLEMENTATION

At Seymour Road learning in the EYFS is through play, children are encouraged to explore, question, problem solve, manage risk, and build relationships with their peers, and familiar adults.

This way of learning requires meaningful, well thought out, relevant environments and interactions.

At Seymour Road we do this by whole providing a rich child led environment, with adults following in the moment planning. (ITMP)

In order to do this effectively it is important that we complete accurate and meaningful observations and assessment.

Observations at Seymour Road are completed holistically, using an online learning journey (Tapestry), professional discussion and partnerships with parents.

The online journal allows parents/carers to follow their child's learning journey, and parents/carers are encouraged to add their own home learning observations, these also form part of the child's assessment.

At Seymour Road we follow in the moment planning.

When children are playing and selecting what to do themselves, they become deeply engaged. While this is happening, the adults should be observing and waiting for a moment in which they feel they can make a difference. They should then interact to 'teach' the 'next step' as appropriate for that unique child at that precise moment. Each time they interact with a child, they are observing, assessing, planning for, and responding to, that individual child. Such interactions are the most important and powerful teaching moments.

Within one interaction the planning cycle of - observation - assessing - planning - responding - observing - assessing - planning - responding etc. should be completed at least once to ensure it is meaningful and promotes learning. Next steps are timely and in the moment.

Observing and assessing in this way allows practitioners to ensure the learning environment is stimulating, engaging and follows children's interests and needs.

WOW moments may be recorded as spontaneous observations, so as a child's interests are noted, and their learning styles are observed.

At Seymour Road this style of learning is actively encouraged, promoting children's independence, they are encouraged to take risks, and to assess situations for themselves, practitioners are there to facilitate and help when requested or needed.

IMPACT

Assessment is completed using a whole team approach. Using this approach, we are able to monitor children's progress between their starting point (see .. policy) and leaving point,

assessment plays an important role in informing provision and practice at Seymour Road nursery we are passionate about assessment being holistic and meeting the needs of individual child.

In order for this to be achieved at Seymour Road we believe assessment methods need to be flexible and have a whole team approach.

It is also important that the assessment procedure is not arduous for practitioners, and does not contain unnecessary paperwork.

Children are continually assessed during play;

Practitioners are expected to use their professional judgement to continually assess the children that they are interacting with. In line with ITMP

We use tapestry online learning log to document significant learning opportunities.

The children are in focus groups and each week a different group of children will have their learning documented. Discussions to inform the learning take place the previous week between carers and practitioners. Both in person and using tapestry.

Discussions between practitioners are a continuous exercise and these also form continuous provision, provocations and invitations for learning.

During a focus week children's interests, strengths and needs will be considered., the learning environment will support these.

The practitioners will interact and engage with all children and over the course of their week, there will be an emphasis on the focus group, and their particular learning needs will be enabled and extended. Short observations will be added onto the focus children's tapestry learning log, forming a more in-depth observation by the end of the week.

At the end of their week each focus child will be assessed in each of the 7 areas of learning, this is recorded on tapestry after a weekly team discussion. any concerns will be noted, these will inform any further learning for that child. This does not inform next steps for a set time period or indeed that child's next focus week, but the adaption of the learning environment at any time.

When children are not on their focus week they are formatively assessed by practitioners in the moment, this may not necessarily be recorded physically- wow moments may be recorded so that parents can engage with these, this knowledge will be used in discussions in the team about the child during the summative assessment process.

Children will have their development formally assessed once per term on tapestry, this will be the outcome of discussions and tapestry evidence. When and how this is completed is dependent on the different needs of each room, and the needs of any particular individual/cohort of children. for example, Preschool assess 3 focus groups of child every 3 weeks, to enable all children to be assessed in a timely manner, whereas babies may complete their assessment for all children in one go as they have fewer children.

2. children learn to be strong and independent through positive relationships

Children who have strong attachments are confident and strong enough to learn and explore, safe in the knowledge that there is an adult there should they need assistance, reassurance or emotional support. (See key person policy)

All practitioners are responsible for the observation, in the moment planning, summative and formative assessment of all children. This team approach ensures that a child's needs are more accurately met.

Children's interactions with each other are modelled and guided using practitioner's knowledge of individual children and behaviour expectations that run throughout the nursery.

We expect that behaviour expectations reflect those of the whole nursery (see behaviour policy)

3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

Relationships with parent form a large part of the children's learning, observations from home and regular discussions with parents are an integral part of children's attachments. A strong relationship between their main carer and practitioners in their room further strengthen their confidence and resilience within the nursery setting (as detailed earlier)

4. children develop and learn in different ways (the characteristics of effective teaching and learning) and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

Seymour road are committed to the inclusion of children with SEN (see separate SEN policy)

The COEL are used to inform the environment and learning opportunities for individual and whole cohorts.

Children's development in the EYFS is tracked using both summative and formative assessment, this way gaps are identified quickly; additional needs are picked up early and are planned for effectively.

The Bolton SEND framework provides the pathways to identifying and supporting children with identified needs. This means that initial observations and assessment of children will always be carried out by practitioners, providing a familiar and secure space for the child, any form of extra assessment or observation will always involve the parent/carer.

Any further involvement is on a case-by-case basis and will continue to involve the children's practitioners and parent s carers.

Speech, language and literacy development.

At Seymour Road nursery we recognise that speech and language is a vital part of a child's development, forming the basis of all other parts of their development.

We have 2 practitioners - Lorna Mulhern and Louise Ireton - Elklan level 3 qualified.

Seymour road follows 'letters and sounds' systematic phonics system. This is integrated into continuous provision and specific to the needs of individual children and/or groups of children.

In the last term of preschool, the children will begin to receive more focussed sessions on phase 1 letters and sounds, this forms part of the transition process to school.

Summative assessment of children's speech and language is ongoing, any identified gaps, or needs, are recorded and this becomes a focus of that child's planning and observation, if satisfactory progress is not made, the child will receive specific speech and language interventions,

A referral may be necessary to a SALT specialist - refer to SEND policy.

