

Central Community and Ashgate Nursery Schools' Federation



Curriculum and Assessment Policy

Signed by:

[Signature]

Headteacher

Date:

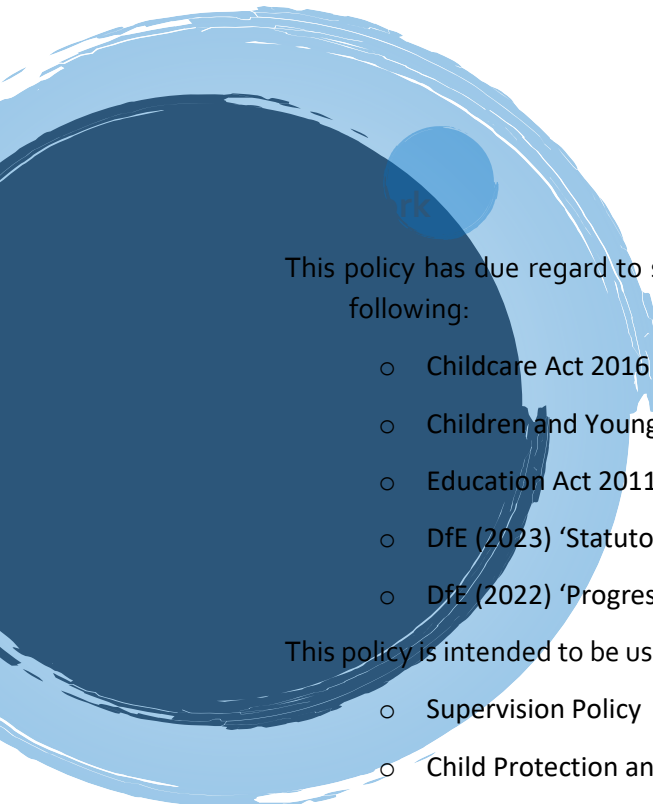
12 Dec 24

[Signature]

Chair of governors

Date:


12 Dec 24



This policy has due regard to statutory guidance and legislation including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Education Act 2011
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Progress check at age two'

This policy is intended to be used in conjunction with the following school policies:

- Supervision Policy
 - Child Protection and Safeguarding Policy
 - Equal Information and Objectives Policy
 - Health and Safety Policy
 - Relationship Policy
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Roles and Responsibilities

The governing board is responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding senior leaders to account for the educational performance of the Federation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the 'EYFS statutory framework' in line with statutory requirements.

The headteacher is responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

All EYFS practitioners and teaching staff are responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
 - The DfE's current 'Early years foundation stage statutory framework' and the requirements therein.
 - The DfE's current 'Early years foundation stage profile handbook'
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

Beliefs and Aims

At CAN Schools' Federation we believe that:

- Every child is supported as an individual; they are valued and respected members of our inclusive school community.
- Children learn together through play and first hand experiences that are important and of interest to them.
- Children learn best when they are taught by passionate, well-qualified, skilful, sensitive adults who have a strong sense of fun and who see themselves as learners too!
- Children learn best when they feel safe, secure, valued and respected.
- Outdoor exploration and play is just as important as indoor play.
- Parents/carers are prime educators and we need to work in close partnership with them.
- Children should be encouraged to explore, experiment and persevere, to make choices, think about their actions and learn from the results.
- Children succeed by developing a love of learning, curiosity and developing a sense of achievement.

At CAN Schools' Federation we aim to:

- Provide an inclusive, warm and welcoming environment for all.
- Work in partnership with all families and agencies.
- Actively ensure Equality of opportunity for all.
- Support children's development and learning through an exciting range of challenging activities and experiences.
- Encourage a sense of wonder and curiosity in children.
- Help children develop the skills, knowledge, values and attitude to learning.
- Create an environment where children's communication and language can flourish and develop.
- Provide a nurturing environment that supports and develops a strong sense of children's well-being, self-esteem and self-confidence.
- Celebrate the achievements of all children and adults in our Federation.
- Value each stage of development and promote our children's independence ready for the next stage of their education.
- Continually improve and strive for excellence.

Curriculum Overview

We offer a high quality, broad and balanced curriculum, which supports the needs of the children in our nursery schools. This is based on four main elements:

- 8 ambitious, progressive curricular goals
- Incorporates all programmes of study from 2021 framework
- Adaptable to each individual child

Our curricular goals linked to 7 themes

Teaching and learning based on children's interests

- Requires flexibility
- A rich learning environment
- Enhanced continuous provision
- Skilled practitioners

Core experiences:

A regular cycle of learning related to:

- Growing vegetables in our gardens and at our allotment
- Caring for our animals
- Visits within our Derby community

- Core books, rhymes and songs
- Forest school
- Eco school
- Farm school

We constantly plan to broaden and deepen children's interests to ensure progress in every aspect of the curriculum contained within our four elements. All four elements have a progress model

Learning at Central and Ashgate Nursery Schools' Federation

The federation recognises that the environment plays an important role in supporting and extending pupils' learning and development. In order to create an environment in which pupils feel confident to try new things, staff members empathise with pupils, support their emotions and ensure they feel valued.

We recognise the positive impact that outdoor learning can have on pupils' wellbeing and development; therefore, we ensure that pupils are given regular opportunities to work outside and to spend time with our animals.

Our outdoor provision incorporates all areas of learning, offering pupils the freedom to explore, use their senses and be physically active through:

- The use of natural materials.
- Learning about growing and the living world.
- Research and experimentation.
- Playing with water.
- Physical play and movement.
- Imagination and creativity.
- Construction and den building.
- Caring for our animals

We ensure there is a balance between adult-initiated (guided) and child –initiated learning experiences.

Our curriculum is designed with knowledge of the strengths and needs of the children of West End and New Zealand, Derby in mind.

Our goals (written with staff, governors, parents and children) are ambitious and support the child holistically to be ready for the next stage of their educational journey. Our goals are adaptable to the children within our Federation. The support we provide enables every child to make progress through the steps to each goal ensuring every child is able to succeed.

Where children move through the steps quickly, our emphasis is on deepening their learning and embedding the skills and knowledge rather than moving them on and introducing new skills and concepts.

Curriculum Goals

1	Become a confident communicator.	
2	Form positive relationships and have empathy for others.	
3	Feel self-confident with high self-esteem and able to communicate my needs and wishes.	
4	Show love, respect and care for our local community.	
5	Have favourite rhymes and stories.	
6	Develop independence in self-care.	
7	Care for our chickens and learn to plant and grow to take food from farm to plate.	
8	Develop good core strength to use a range of tools and equipment for a purpose.	
9	Develop creativity so connections are made between areas of learning to extend their understanding.	
10	Become a cheerful mathematician, using number and shape practically in many aspects of play and experiences.	

Planning and Assessment

Home visits and nursery play visits



- Every child is offered a home visit prior to them starting nursery. This is the first opportunity for staff to meet with the child and their family to start building a relationship. The visit is conducted by the child's keyworker and another member of staff who works in the room that the child will start in. The key person will use the information collected on the visit to help build the child's interests into the planned provision and to start their baseline assessment.
- Every child is offered at least one play visit before starting nursery. This visit takes place with the child's parent/carer and is an opportunity for them to get to know the room, routine, and spend some time with their keyworker. These visits build upon the home visit.

First Term

- In the child's first term the focus of the planning is based on supporting the development of the prime areas. Key people spend quality time with the children getting to know them and building a trusting relationship.

Planning and assessment overview

- All EYFS planning follows the principles of 'Planning in the Moment' diversity and inclusion are at the heart of planning, ensuring provision is differentiated to allow every pupil access to learning at their stage of development.
- Staff observations are used to inform planning and create a picture of pupils' competencies and interests. When planning activities, the following aspects are taken into consideration:
 - Pupils' individual needs
 - Pupils' learning styles
 - Observable patterns of behaviour
 - The learning environment
 - Necessary resources
 - Provocations
 - The Early Years Statutory Framework including early learning goals

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- Staff members develop knowledge of pupils and their families, and use this information to plan learning experiences. To ensure all pupils can reach their full potential, EYFS staff members are alert to the general diversity of each child's interests, needs and inclinations, and reasonable adjustments are made to the assessment procedure, where necessary. Staff members provide pupils with action-specific, concise and positive feedback, allowing pupils to reflect on their own learning experiences.
 - Most of our assessment is formative, so that we can act on it with immediate effect. This 'here and now' assessment enables us to notice something, respond to it and help them to build their learning. To do this we might:
 - Stand back and offer encouragement;
 - Join their play through sustained shared thinking, engaging in conversation, modelling a specific skill etc.
 - On-going formative assessment and daily evaluation meetings also enable staff members to reflect on pupils' self-initiated learning and interests, helping to inform the provision plan for the next day. Assessment does not entail prolonged breaks from interaction with pupils, nor does it require excessive paperwork.
 - For any children who completed their Foundation Stage 2 year with us, the results of the EYFS profile are shared with parents and parents are given the opportunity to meet with the teacher to discuss their profile.
 - Our summative assessments are completed by the staff team and held on an Access Database, which all staff have access to. The Senior Leadership Team work with the whole team to analyse this information to action plan for individuals, small groups and whole cohorts of children, as required.
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Assessment and tracking overview

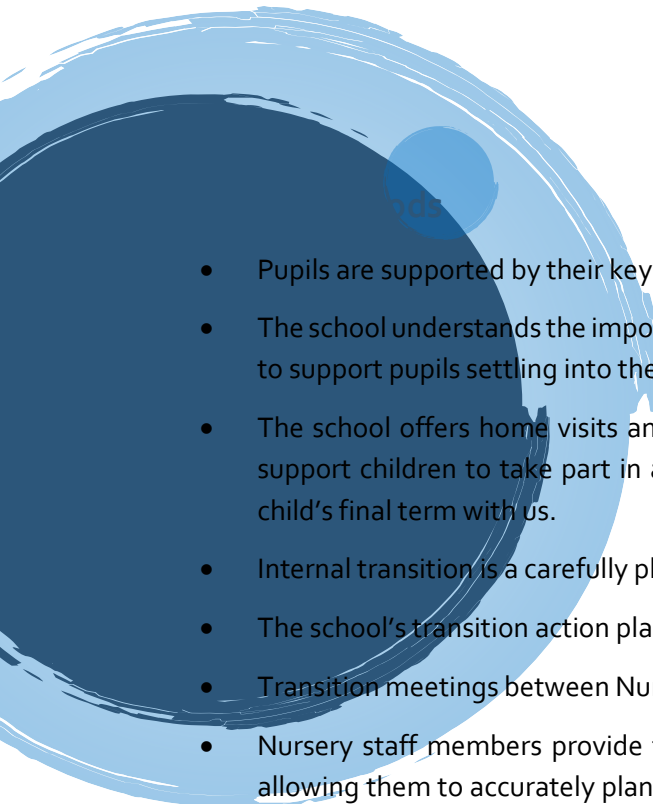
Activity	When	Key features of the activity	Planned outcomes
All about me	On home visit and during play visit	Two-way discussion between keyworker from nursery and parents/carers. Finding out about home life, worries/concerns and best ways to build and support a partnership for the family's time with us at nursery.	Build a picture of the child's life before they start at nursery. To find out about their likes, dislikes, worries and comforts. It enable the start of a solid partnership between home and nursery
Baseline – Development check and Readiness to learn check	Within first 6 weeks of starting nursery	See development check and Readiness to Learn check on the next page	This enables us to understand each child's starting points and factors influencing their readiness to learn. It supports our delivery and quickly enables us to put targets support in place if required.
Learning Journey	Throughout their time in nursery	Quality observation or series of observations to show a learning sequence. These show the characteristics of effective learning, child's voice, the role of the adult, strengths and areas for further development. Briefer observations will also be added with or without photographs/video clips to show progress, wow moments and new experiences. These can be added by nursery or home	These observations support our knowledge of children to aid planning and to ensure that we are clear about the progress each child is making. It enables us to build a holistic picture of each child. It is also a way for the child to recall and reflect upon their learning over time and to celebrate their successes.
Learning story	Termly as part of development check	A series of observations which show progression of learning over a month snapshot in time. They will be added to by all staff working in the room as well as parents (see learning journey for more information).	They support our summative assessments completed as development checks every term. They support our medium term and short term planning and enable the setting of next steps and IEPs when required

Activity	When	Key features of the activity	Planned outcomes
Development check	Completed each term	From baseline and every term, these checkpoints will be used to support our decision making with regards to whether a child is meeting age related expectations. The checkpoints are focused on the prime areas whilst also considering specific areas.	This is part of our statutory duty for two year olds but we also believe it supports our knowledge of the children's progress and development throughout the Early Years Foundation Stage and their journey towards the Early Learning Goals.
Readiness to learn	On entry to nursery and upon transition from babies to 2s, 2s to preschool room. This will also be used if progress is seen to be slipping	This looks at the child's use of the three Characteristics of Effective Learning, the Leuven Scales for Wellbeing and Involvement and also looks at the child's home environment. For each of the 6 areas a score is given out of 5.	The child's score will be used as a risk assessment to show their readiness to learn. Most children will be on the 'Universal pathway' – accessing the curriculum with appropriate scaffolding and support. Some children will be on the 'Supported Universal pathway' – they will also access specific support or targeted intervention e.g. Early Help, Welcomm, SALT Some children will be referred to the SENDCo and family worker to see if they have emerging needs requiring our 'Supported plus pathway'.
Summative report	At the end of their time in nursery upon transition to Primary school	This is a summary, one page report which shares learning styles, likes and attainment within the Early Years Foundation Stage.	This is shared with parents/carers and also with the transitioning school. It helps FS2 staff to be ready to continue each child's learning journey.



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- The nursery staff team makes the following information available to parents:
 - How the EYFS is being delivered at the school, and where parents can access more information
 - The range and type of activities and experiences provided for pupils, including the setting's daily routines and how parents can share learning at home
 - How the school supports pupils with SEND
 - What types of food and drink the school provides for pupils
 - Details of all the school's policies and procedures and where they can be found
 - Staffing arrangements, including the name of their child's key person and their role, and a telephone number for parents to contact in an emergency
 - How parents can contact Ofsted if they believe the school is not meeting the EYFS requirements
 - The school has a Complaints Procedures Policy in place which is shared with parents – written records are kept of all complaints the school receives.
 - The school is committed to working closely with parents and creating an ongoing dialogue in order to capitalise on pupils' school and home experiences.
 - The school provides support, advice and workshops for parents, with the aim of enriching and underpinning the teaching at the school.
 - We provide parents with the opportunity to join pupils in sessions on a regular basis especially during our themed weeks
 - Parents are given the opportunity to co-construct learning priorities and record pupils' learning goals and interests through our Tapestry online learning journals.
 - Any concerns or lines of enquiry relating to a pupil's development are discussed with parents in person.
 - The school works with parents to develop strategies to enhance pupil's learning and chances of progressing well.
 - Parents are kept up-to-date through the use of the school website, Tapestry, newsletters, notice boards and teacher consultations.
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- Pupils are supported by their key person during transition periods.
 - The school understands the importance of the transition process and, therefore, we adapt our practices to support pupils settling into their new learning environment.
 - The school offers home visits and play visits in the term prior to pupils starting at nursery. We also support children to take part in any transition visits planned by the receiving primary schools in the child's final term with us.
 - Internal transition is a carefully planned process that focusses on a pupil's key relationships.
 - The school's transition action plan is reviewed collaboratively by staff members on a regular basis.
 - Transition meetings between Nursery and Reception staff members are held during the summer term.
 - Nursery staff members provide the relevant Reception teachers with information regarding pupils, allowing them to accurately plan effective learning during their Reception year. This will include their summative report, 'All about me' document, attendance figures and data report.
 - The nursery teacher, key person and Reception teacher will meet to discuss and expand on the information presented.

Monitoring and review

- The quality of teaching is continuously monitored, and any concerns are raised with the teachers/ room leaders.
 - This policy is reviewed by the School Leadership Team and governing board on a 3 yearly basis.
 - Any changes to this policy are communicated to parents and staff members, who can request a copy of the policy from the school office.
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