

CURRICULUM POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: Laura De Oliveira – Head of Nursery

Policy approved by: Vivianne Thompson – Director of Early Years

Review date: 22/11/2021

Submission: 01/09/2019

Version: v4.0

Policy actioned from: November 2021

Next review date: 22/11/2022

Reviewer's Signature:



Approver's Signature:



Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

Name:	Date:	Signed:



Our Curriculum Policy

At Swinbrook House Nursery School Marylebone, the term “curriculum” defines what children see, hear, or feel in their environment, both planned and unplanned. We fully operate within the Early Years Foundation Stage framework. The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child’s achievements.

Our Aims:

We aim to meet all the children’s individual needs through activities that are linked to the children’s personal interests. By following the needs and interests of the children we aim to inspire a love for learning that will see them beyond their time here with us. To engage the children in their own learning we encourage them to explore the world through child and adult led activities, giving them the secure base of knowledge from which to continue their education. Our experienced teachers extend the children’s learning by asking open-based questions and understand when to encourage and when to step back to allow them to grow. This helps the children develop confidence and self esteem when in a learning environment.

The knowledge gained through following the EYFS curriculum underpins all future learning by promoting and developing three prime and four specific areas.

Prime:

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

Specific:

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

Characteristics of effective learning:

The EYFS explores the three main ways that children are seen to learn effectively, These are Playing and Exploring, Active Learning and Creating and Thinking Critically.

Playing and Exploring

We follow a play-based curriculum where children are provided with opportunities to find out their interests, explore and ‘have a go’ at new things, make their own choices and decisions, play collaboratively with peers and teachers, develop a ‘can do’ attitude and use what they know and to experiment through play. We provide stimulating resources which are accessible, opened ended and can be combined in a variety of ways which suit the child’s interest.

Active Learning

All children are provided opportunities to lead their play. We dedicate our time to get to know our children well and observe and reflect daily, both formally and informally. All our teachers provide children with opportunities to problem solve on their own or with peers. Our teachers understand when to intervene and scaffold children’s learning. Children are given time to fully engage in activities,



so they can start asking questions about how things work. Teachers will assess the situation and extend the child's learning through feedback, encouragement and asking their own questions.

Creating and Thinking Critically

We establish boundaries in the space, time, resources, choice and supportive relationships that children can explore within. We support children's interests over time, remind them of previous approaches and encourage them to make connection between their experiences. We build in opportunities for children to play and explore with ideas and resources before or after a planned task. Teachers also try to be sensitive conversational partners and co-thinkers to children's problems, showing and talking about strategies and sometimes modelling the creative process. Children are encouraged to learn together and from each other. We try to foster a learning community which focuses on how and not just what, we are learning.

Assessment and Record Keeping:

Each child has an online profile using an online programme called Tapestry. This using the non-statutory documents "Development Matters" and "Birth to Five Matters" which are based on the 2021 EYFS. It is used to summarise the children's progress and track their development. We make regular assessments of children's learning and ensure that future planning reflects on what the children have already learned as well as identifying individual interests and needs. The teachers track any concerns to ensure that all children are progressing and meeting their milestones via 'Tapestry'.

Every child has an initial assessment within their 4th week of starting at the Nursery School, evaluating their abilities and if there are any areas in which they may need extra support. A report is completed each term to evaluate each child's progress and a parent/teacher meeting is offered each term to inform parents of this. In accordance with the Statutory Framework, children in the nursery will receive a statutory 2-year check as one of these reports.

Resources:

We plan a learning environment, both indoors and outdoors that is exciting and stimulating and encourages life long learning. We use materials and equipment that reflect both the community and the wider world and encourage the children to make their own selections of the activities on offer. Special books and photographic or video evidence reflect the children's individual learning.

How we meet the needs of individual children:

- Plan opportunities that build on and extend the children's knowledge, experience and interests and develop their self-esteem and confidence.
- Use a variety of teaching strategies that are based on children's learning needs.
- Provide a wide range of opportunities to motivate and support children, and to help them learn effectively. Extend child-initiated ideas and activities.
- Offer a safe and supportive learning environment, in which contribution of all children is valued.
- Provide resources that reflect diversity, avoiding discrimination and stereotyping.
- Plan challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitor children's progress and provide support as necessary

POLICY AMENDMENT PAGE

Date	Key Amendments	Version Numbers	Signed off by
28/06/2018	Policy Approved – Fit for use by schools.	V1.1	VT
06/11/2019	Amended for Swinbrook House Nursery School	V2.0	LD
24/11/2020	Amended for Swinbrook House Nursery School	V2.0	LD
22/11/2021	Reviewed and Amended for Swinbrook House Nursery School	V4.0	NS & LD

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