

Lea Nursery School Early Years Foundation Stage (EYFS)

Curriculum Policy and Procedures - Planning, Assessment & Structure



WE PLAY, WE LEARN, WE SUCCEED!



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Planning

Long Term Planning

We create a nursery environment plan to show our classroom and outdoor design for the year along with an overview of our daily timings and routines- see slide 31 to 33.

We use 3 core documents Early Years Foundation Stage Statutory Framework/Development Matters/Birth to 5 Matters

To ensure we are supporting focused skills development in line with the EYFS objectives, we subscribe to 3 core schemes of work.



White Rose



Medium Term Planning

These schemes are approved by the DFE and have been reported by educational professionals to have resulted in positive skills development in children. These three schemes provide skills development coverage across the 7 areas of learning due to their cross curricular nature.

Medium Term Planning

We produce and use a termly curriculum overview to plan out key events and topic focus - see example slide 34. We plan termly cultural capital experiences including the use of external companies and animals to ensure we offer a curriculum with breadth and depth.

Short Term Planning

Children, Staff & SLT collaboratively produce weekly planning - see example slides 35 & 36. On this document we identify our weekly skills development focus and objectives taken from our long-term planning documents and skills development building blocks.



Recording, Evaluation & Assessment

Recording: every child has a learning journal - this is a hardcopy diary of the child's progress which is presented to the child when they complete their time at the nursery.

The journal consists of:

- Skills progression statements based on the building blocks of skills progression
 - I can statements linked to Mastery of Maths/Monster Phonics/Jigsaw PSHE
 - Photos and observations collected on Evidence Me by Keyworkers/Staff
- +
- Samples of children's work
- Skills development objective documents created from staff observations/evaluations and in collaboration with parents
- A formal report is included when the child completes their time with us which contains numerical progress data that has tracked the child's progress

Evaluation of each child's skills development progress takes place daily through observations, weekly through staff information sharing opportunities and termly through parent and key worker meetings.

We carry out specific assessments once a term on every child. When children arrive, we carry out a baseline assessment - information is gained from staff observations and from information shared with us by parents at our induction meeting.

Our first review meeting with parents focuses on the 3 prime areas and objectives are based on development in these areas, as these are the foundation building blocks for development in the specific areas.

In an academic year we meet all parents in the Autumn Term, Spring Term and a report is given to our N2s (leavers) in the Summer Term at their graduation.

Parents of N1 children are invited to our end of year workshare/stay and play where they will get to look through the learning journal and have an informal chat with the keyworker. We encourage the children to share their journal with their parents.

Our 2-year-old team meet parents at drop off and pick up in the classroom to ensure informed handover takes place. This is as well as meeting with parents formally. This is due to the age of the children. All 2-Year-Olds are observed and assessed during their time as a 2-Year-Old and a formal 2-Year-Old Check document is completed at the end of their time in our Kangaroos Room.

Reports

Recorded on the report is the child's progress data. Data is created by evaluating & assessing the child's development within each of the 7 areas using our skills progression building blocks. For ranges 2 to 5 we identify if a child is emerging in a range, within the range or secure in that range for each area and sub area. See a sample report on slides 42 & 43.

Lea Nursery School
 Report for: RW
 Key Worker: Mrs Hothi
 Headteacher: Linda Stay
 Chair of Governors: Dave Turner



AGE MTHs: 4 years 6 months

Start Date: September 2022

Leaving Date: 21st July 2023

Home Language: English



XXXX arrived at Lea Nursery a quiet and timid child. However, he quickly developed into a confident, curious child who loved to engage in sustained activities to complete tasks. He has made secure friendships and plays collaboratively with other children. He has enjoyed learning using key texts such as The Hungry Caterpillar, Elmer the Elephant and Jack and the Beanstalk. He has embraced our cultural capital experiences that included our royal celebrations and high tea; meeting our visiting chicks and watching our school caterpillars turn into butterflies.

XXXXX's communication and language skills have progressed well, and he is able to express feelings, thoughts and ideas through spoken sentences which link together to convey a clear meaning. He understands what has been read to him and shows this understanding by answering questions, retelling stories, and using his own words and recently introduced vocabulary. He listens to others and has a secure age-appropriate attention span.

XXXXX manipulates a range of tools and equipment using both hands but is starting to favour his dominant hand. Equipment used includes paintbrushes, writing tools, scarves, ribbons etc. He attempts to make marks forming letter type shapes using a combination of lines, circles and curves. He is developing his pencil grip and currently uses a whole hand grip. XXXXX climbs stairs, steps and moves easily across climbing equipment using alternate feet. He can maintain his balance by using his hands and body position. He has good spatial awareness and can adjust his speed and direction to avoid obstacles.

XXXXX has good self-care skills; he can dress and undress independently and put on shoes. He independently uses the toilet and understands the importance of washing hands. He will re direct attention to other experiences when a situation does not go his way. His emotional and social skills are balanced and secure. He understands being fair and is usually able to share with others and take turns.

Remember: Continuing to share stories at home, having regular routines and boundaries all help with children's learning and development. When out and about it is good to play games such as I Spy and games where you give short simple clues. Another fun game to play is first person to spot 10 objects, this can be increased to 20 and more to develop counting skills and one to one correspondence. Continue to encourage teeth brushing! Focus on healthy eating as promoted by Lea Nursery, the healthier the food we eat the better our bodies and brains develop making us good learners. Keep active, drink plenty of water and spend plenty of time outdoors.

Head Teacher Comment

XXXXX is a character who is full of life. you all as a family should be admired for learning to cope with his eczema and the challenges this presents. XXXX loves to share his ideas, views, and opinions with staff. I have had a lot of lovely conversations with XXXXX during our time together at nursery. He recently was sharing his ideas of what I should buy Miss August for her leaving gift. He showed a real understanding of her as a person and suggested a nice perfume, or some pens as I keep taking hers! XXXXX is very bright and able; his mind is always processing information that he hears and sees. It is important that children only have access to age-appropriate media and TV, but this is even more important for XXXXX as his age verses his thirst for knowledge could create interests beyond his actual understanding and maturity. I know you manage this well currently. As you know, XXXXX can become very interested in things such as toys, people, or objects – this can lead to him hyper focussing on these things – this week it has been lollipop creative sticks – we are sorry your house must be full of them 🍭. I know myself and staff really appreciate the positive relationship we have with XXXXXXX and your family, and we are looking forward to remaining in contact as his brother joins us.

Linda Stay

Headteacher Lea Nursery

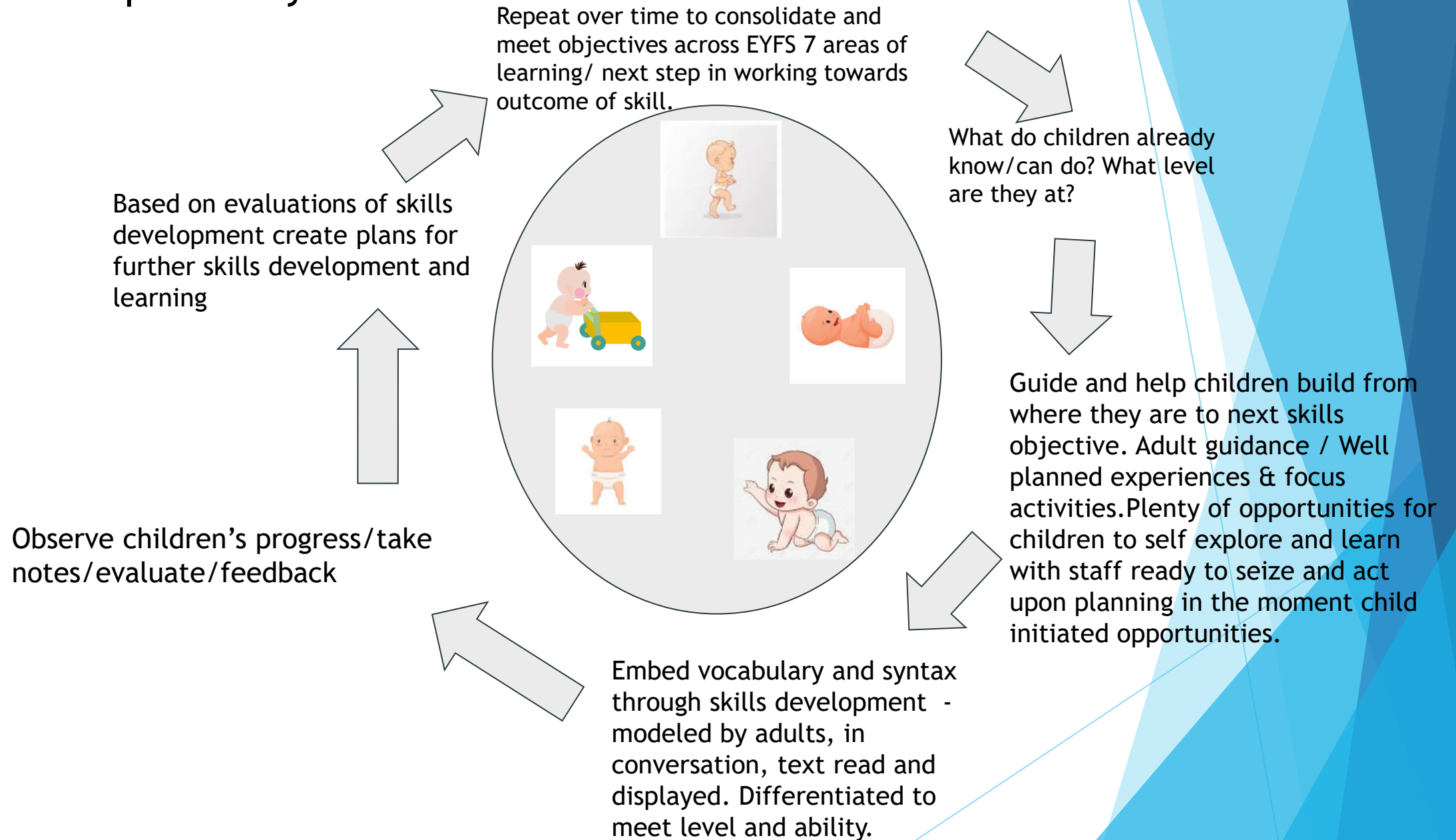


	09/12/21	25/05/22	11/10/22	28/02/23	Final 22/05/23
Wellbeing	4	4	4	4	5
Involvement	4	3	4	4	5

Prime Area Data	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure
PSED Making Relationships	Range: 2S	Range: 3E	Range: 4E	Range: 4W	Range: 5W
PSED Sense of Self	Range: 2W	Range: 3E	Range: 4E	Range: 4W	Range: 5E
PSED Understanding Emotions	Range: 2S	Range: 3W	Range: 4E	Range: 4W	Range: 5E
Physical Moving and Handling	Range: 4W	Range: 4W	Range: 4S	Range: 5E	Range: 5S
Physical Health & Self Care	Range: 4E	Range: 4W	Range: 4S	Range: 5E	Range: 5S
CL Listening & Attention	Range: 4E	Range: 4W	Range: 5E	Range: 5E	Range: 5S
CL Understanding	Range: 4E	Range: 4S	Range: 5E	Range: 5E	Range: 5S
CL Speaking	Range: 3W	Range: 3S	Range: 4S	Range: 5E	Range: 5S

Specific Area Data	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure
Literacy Reading	Range: 3E	Range: 3 W	Range: 4W	Range: 4S	Range: 5W
Literacy Writing	Range: 4W	Range: 4S	Range: 5E	Range: 5E	Range: 5W
Mathematics	Range: 2S	Range: 3E	Range: 4E	Range: 4W	Range: 5E
Understanding the World People and Communities	Range: 2S	Range: 3W	Range: 4W	Range: 5E	Range: 5S
Understanding the World The World	Range: 4W	Range: 4W	Range: 4S	Range: 5E	Range: 5S
Understanding the World Technology	Range: 4E	Range: 4W	Range: 5E	Range: 5E	Range: 5W
Expressive Arts (ED) Creating with Materials	Range: 3E	Range: 3W	Range: 4S	Range: 4S	Range: 5W
Expressive Arts Being Imaginative and Expressive	Range: 3S	Range: 3S	Range: 4W	Range: 4S	Range: 5W

Skills Development Cycle



Staff - Every member of staff is a valued integral part of our nursery setting

1 Office Manager 1 Admissions & Administrations Officer 1 Housekeeper 10 Governing Members

▶ 4 Teaching Assistants - Level 2 to 3 Qualified in Childcare/ Children's Development & Learning

An Early Years Teaching Assistant is responsible for helping the teacher with classroom activities and duties. This includes helping prepare and set up the classroom for lessons, helping children with reading, writing and learning and reporting progress of children to the Early Years Practitioners/teachers and parents/guardians.

▶ 5 Early Years Professionals - Level 3 & 4 Qualified in Children's Development & Learning

Early Years Professionals are seen as agents of change whose professional expertise, leadership skills and exemplary practice transform the early years services and ensure that all settings offer the highest quality experiences and education for all young children between 0 to 5 years of age

▶ 1 SENCo/Lead Teacher - Qualified Teacher Status (QTS)

SENCOs, must be a qualified teacher in mainstream schools, oversee the strategic development of SEN policy and provision and as such is advised to form part of the leadership team. In addition, they ensure the implementation of the SEN policy on a day-to-day basis.

A Lead teacher is the head of a grade level or a department. Lead teachers impact the overall grade level or school goals, as their role is broader than that of being in their classroom. These are experienced teachers that support other teachers/staff in a variety of ways.

▶ 1 Deputy Head - Qualified Teacher Status (QTS)

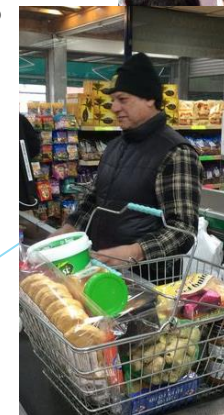
The Deputy Headteacher is a leading professional in the school, accountable to the Headteacher. The Deputy Headteacher assists in providing vision, leadership and direction for the school and helps to ensure that it is managed to meet its aims and targets.

▶ 1 Headteacher - Qualified Teacher Status (QTS)

The role of the Headteacher is to provide strategic leadership and professional management for TGFS. This will secure success and improvement for the school; ensure high quality education and personalised learning for all its pupils and high standards and achievement in all areas of the school's work. The governors will expect the Headteacher to lead by personal example in demonstrating a full and professional commitment to excellence in education.

Cultural Capital

- ▶ The Cultural Capital theory states that social success of a person depends on his or her accumulated life experiences (cultural capital). In schools this translates into the importance of bringing extra-curricular activities such as outdoor learning, travel, music and the arts into children's lives.
- ▶ At Lea Nursery School we include in our planning lots of cultural capital experiences and events. These include but are not limited to the following:
- ▶ Learning about different cultural celebrations and religious events/festivals through experience days.
- ▶ Inviting people from the local community to visit and meet the children. These include firepersons, police, vets, oral hygiene professionals (including the tooth fairy!), health visitors, teachers from Claires Court Schools, Maidenhead etc.
- ▶ Introducing different types of foods, learning about traditions and making culturally related recipes.
- ▶ Including forest school lessons within our curriculum.
- ▶ Making visits to people/places in our local and wider community.





At Lea Nursery School we believe enriched learning takes place through offering children a wide range of experiences. A large part of our enrichment programme and cultural capital is offering children safe, well managed opportunities to learn about life skills and the world around us through the support of animals.

At Lea Nursery School your child will have opportunities to learn about self-care, oral health, kindness, life cycles and much more when our trained, risk assessed, well managed animals come to visit.

Animals due to visit our nursery this academic year are as follows:



Story time and healthy me support dog: Specially selected canine, Bandit the Pomsy, will visit the children from time to time to support our teaching of a variety of aspects of our curriculum. Support dogs are proven to provide children in schools comfort, encourage positive social behaviour, enhance self-esteem, motivate speech, and inspire children to have fun and enjoy the experience of reading and learning.



Living Eggs Company: Children watch eggs hatch and chicks develop on site. They learn about the importance of meeting a living being needs such as giving food, water, clean shelter and love and care.



Farm 2 Ewe: Is a farm that visits the nursery, and they bring to life so many aspects of the national curriculum and engage the pupils in a very short time. They have a range of accredited lesson plans which they deliver to our nursery children. They structure the animal encounters to bring to life particular subjects.



Caterpillar Company: We have caterpillars come to us and the children get to watch them turn into cocoons and then emerge into butterflies that we release together into the wild hedgerow that surrounds our school.



****We are very respectful that not all children or adults are comfortable around animals. Sessions with any animal will be carefully risk assessed, managed in a carefully sectioned area of the nursery setting, children will not be made to meet or touch animals if they do not wish to do so. All interactions will be closely monitored by staff and the animal's main trainer and carer. All animals will be assessed for their suitability and ability to comply with our strict health and safety and safeguarding standards. Should children have safe monitored contact with an animal they will be taken to wash their hands immediately after the interaction. We are aware of individual children's medical conditions, and we will assess each session according to professional and medical recommendations to ensure the wellbeing of all our children. We also will ensure the safety and wellbeing of the animals when they are in the nursery setting.***

Should you have any concerns or wish for your child not to take part in a specific animal related visit please let your child's keyworker know. Once again, we would like to reassure you that all sessions will be run with extreme care and to the highest of safety standards.

Yours sincerely

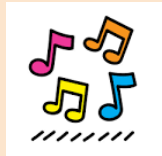
Linda Stay
Headteacher
Lea Nursery School
head@lea-nursery.slough.sch.uk
01753 536492

Tigers N1
Karoline Bodhan EYP
Naridner EYP

Outdoor differentiated curriculum learning
experiences/skills dev

Outdoor Creative/Explorers
Area

Main outdoor area
with curriculum
learning
experiences/Skills dev
3 Staff



Music/Tech/Yoga Zone

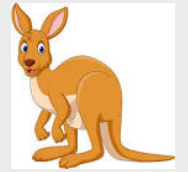
4
Children
1 Staff
member

4 children
1 Staff member

Focus Learning Area.
Staff lead skills progression
activities to support
children's skills
development and learning.

Main indoor area with
curriculum learning
experiences/Skills dev
3 Staff

Ms Seema Sharma - Lead Teacher/
Deputy Head
Ms Khairan Nisa, Ms Jas Hothi, Ms Sana
Bibi, Ms Roja Naralasetti
TA/PPA Cover - Ms Aga Diller



Kangaroos
2-Year-Olds

Ms Kaneez Kaleem,
EYP

Ms Rashmi Kumari,
TA



Kitchen
Breakfast/Lunch
Area



Butterflies
Ms Khairan Nisa
EYP N1



Meerkats
Ms Seema Sharma
LT DH DSL / N2
Ms Linda Stay HT
DSL



Children's
Toilet



Lions
Ms Jas
Hothi, EYP
N2



Pandas
Ms Roja
Naralasett/EYP
N2



Child's
Toilet



Garden Trolley

Water play

Outdoor reading area and story time.
Developing the ability to develop trusting relationships with staff/CLL.

Mud Kitchen
Using vegetables dug from digging area to cook with. Provide plastic knives and saucepans etc

Grass Area

Self exploration.

Small hoops and cones colour match.



covered
multipurpose area

Colour coordinated equipment for colour of the day.

Staff to guide and support key focus skills within the experiences on offer.
See page 1.

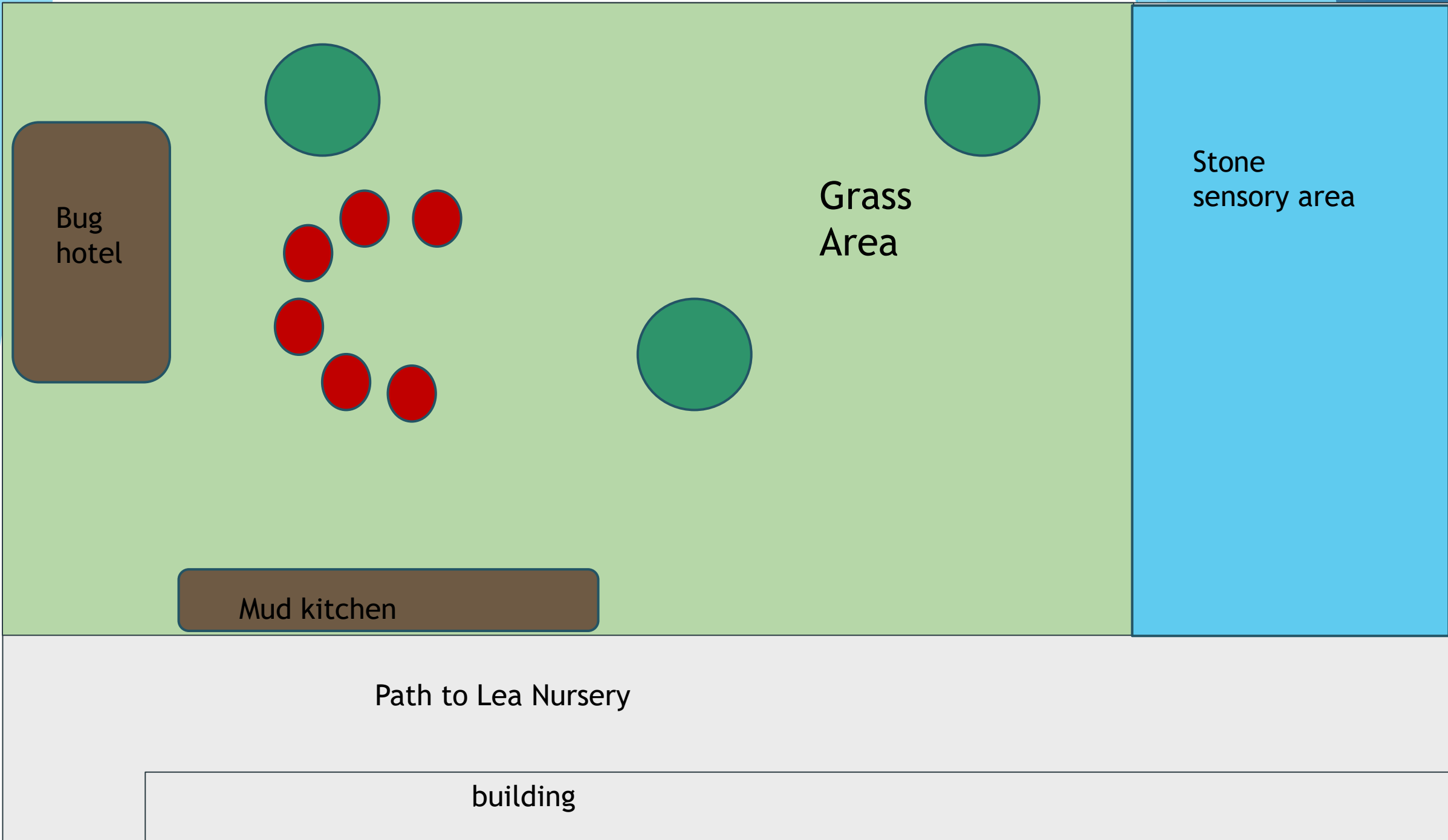
Climbing Frame

Sheds

Sandpit

Open in free flow after registration time till snack time

Construction area



Bug
hotel

Grass
Area

Stone
sensory area

Mud kitchen

Path to Lea Nursery

building



Sources and useful links

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.gov.uk/government/publications/development-matters--2>

<https://birthto5matters.org.uk/>

<https://www.lea-nursery.slough.sch.uk/>

<https://www.facebook.com/LeaNurserySchoolWexhamSlough/>

<https://help-for-early-years-providers.education.gov.uk/>

<https://monsterphonics.com/>

<https://masterthecurriculum.co.uk/nursery-maths-scheme/>

<https://jigsawpshe.com/pshe-eyfs-england>

Linked Policies
Behaviour Policy
Healthy Schools Policy
Pupil Premium Policy
SEND Policy
Outdoor Learning Policy
Display Policy
Safeguarding Policy

