

Information and Records:

Curriculum, Teaching and Learning

1. Definition

At Handsworth Pre-School, “curriculum” means the range of activities, experiences, resources, and opportunities we provide to support, encourage, and stimulate a child’s learning and development.

2. Scope

We follow the Early Years Foundation Stage (EYFS) 2021¹. This policy sets out how the learning and development and assessment requirements of the EYFS are met. We also have regard to the OFSTED Inspection Framework (OFSTED 2019).

The curriculum we provide cross-references with the following policies including (but not limited to):

- Inclusion: Community Values and Positive Behaviour
- Inclusion: Supporting Children with Special Educational Needs
- Parental Involvement and Behaviour
- Safeguarding: Protecting Children from Abuse
- Safeguarding: Maintaining Health and Safety at Pre-School
- Safeguarding: Children’s Safety and Security
- Data Protection
- Safer Recruitment and Staffing

3. Our Curriculum Intent

The intention of the curriculum is to support, enable and encourage children to:

- Communicate, talk about and understand themselves, their interests and the world around them
- Engage in open-ended activities and conversations
- Make, communicate and talk about their own decisions and discoveries
- Take pride in their own unique self and in their own achievements
- Challenge themselves, try something new, be curious, take risks, explore and wonder
- Become more independent in looking after themselves
- Understand their emotions and how to regulate them
- Play with others, building friendships and social skills
- Be kind and understanding of others, knowing that their behaviour matters
- Understand some routines and rules, including behaving differently at different times and managing the transitions between
- Enjoy, experiment with and develop control in a wide variety of movements using all their body

¹ Statutory requirement; published by DFE, September 2021

- Experience a range of tools and techniques to develop control, mark making and early writing skills
- Enjoy reading, story and a rich variety of words in English
- Be confident with recognising, using and manipulating number
- Understand and explore a variety of everyday measures and concepts using a rich mathematical vocabulary
- Persist, try again and solve problems in an ordered and thoughtful way
- Be curious about themselves, their family, their community and the world around them
- Be creative and explore, extend and express their imagination, ideas and interests
- Explore and use their senses
- Be ready for their next step

The curriculum is reviewed annually, in line with the statutory requirements, good practice and parental feedback. A statement showing how the curriculum we offer meets statutory requirements is published on the website.

Cultural Capital

At Handsworth Pre-School, this means providing opportunities for children to:

- Experience something new
- Wonder
- Experience things they would not necessarily have or do at home

Values

- Planning, observation and assessment allow children to develop at their own pace.
 - Children are able to experiment, solve problems and experience wonder.
 - Children are encouraged to express their thoughts, feelings and ideas.
 - Positive behaviour is promoted through the shared values of kindness, friendship and honesty.
- The curriculum promotes and enables diversity, inclusion and equality
 - Play resources represent diverse languages, faiths, cultures and communities and include positive representations of children or others with disabilities or impairments.
 - The Pre-School communities and backgrounds are reflected in the resources provided.
 - The environment supports participation from all children, regardless of their background and is accessible to all.
 - We do not limit, or encourage, access to toys or resources on the basis of gender.
 - Activities reflect festivals from the main world faiths and the faiths/cultures of each cohort of children.
- The curriculum reflects the values that underpin a British way of life and celebrates the main British festivals or community events.
 - Children are taught about right and wrong; sharing and turn taking; valuing the views of others; and similarities and differences between communities.

4. Implementation

We provide learning through play.

We enable self-directed learning as well as learning in small groups, both peer and adult led.

Resources, planned activities and continuous provision provide for learning across all the areas of the Early Years Foundation Stage.

The curriculum and adult interactions encourage, enable and support children to learn by:

- Investigating, experiencing and having a go – playing and exploring
- Concentrating, trying again and celebrating their achievements – learning actively
- Having their own ideas, making connections and thinking about how they will do things or solve problems – creative and critical thinking

Planning for Learning

The curriculum and implementation are planned:

- Annually – to ensure learning opportunities across all the EYFS areas of learning. Topics, activities, resources and opportunities are planned to:
 - Reflect children’s needs and interests
 - Consolidate, support and develop their strengths
 - Encourage them to take the next step
 - Provide depth and breadth of learning
- Half Termly to:
 - Reflect children’s interests, developing breadth and depth
 - Reflect and celebrate seasonal changes, cultural and community events
 - Support children to be ready for their next step
- Weekly – each Key Person plans weekly to:
 - Support their key children’s learning needs and their interests
 - Provide or build experiences, language and conversation for all children
 - Offer a small group focus activity which supports specific learning goals within their key group whilst being accessible to all

Continuous provision is set out broadly to:

- reflect each weekly theme and/or the half termly theme
- stimulate learning in areas of interest or need
- provide or build experiences, language and conversation

Planning is flexible and subject to change in response to children’s needs and interests.

Depth and Breadth

Children are encouraged to:

- experience variety and to discover something new;
- experience a broad range of topics;
- learn about themselves; about others; about their past and their future; and
- explore and learn about their environment.

This is our definition of **breadth** in the curriculum. We plan for breadth across the year, and by looking at a cohesive curriculum topic each half term.

Children are enabled to show us what they know and can do and to build on their skills, learning and their interests. They are encouraged to understand more and to take their learning to the next step. They are encouraged to explore why, how, what if and what next? This is our definition of **depth** in the curriculum. We plan for depth within topics. Each half term we will explore a different aspect of our chosen topic.

The Play Environment and Resources

The Pre-School is set up each day to provide learning opportunities across the curriculum. In line with the Maintaining Health and Safety Policy, equipment and resources are age and learning appropriate, reflect the needs of all children, including

those with special educational needs. Toys are safe for play. Purchased toys and resources meet European safety legislation. Toys and resources are regularly cleaned and checked to ensure they are safe for play. Damaged or dangerous toys are removed. Materials or products used for play are child safe and age appropriate. Play is supervised.

Toys and resources reflect the Pre-School community and encourage children to explore diverse and different backgrounds and cultures.

The garden is open to children for the majority of the session and is integral to our learning opportunities. The garden will be closed only if risk assessments suggest it would be unsafe for the children to play outside.

Painting, messy and sensory play is offered regularly. Play is not interrupted if a child is getting messy or dirty.

Outside professionals or providers may be invited to Pre-School to extend and enhance learning opportunities. We may also extend children's experiences by taking them outside for trips and visits. Each trip will be risk assessed and subject to staff ratios in line with the Safeguarding: Children's Safety and Security Policy.

Access to the Internet and Technology: a range of age-appropriate technological toys are provided. Staff can access the internet and websites in support of teaching. Children are not allowed to access the internet themselves. A Code of Conduct is in place to ensure staff use of the internet maintains safety and security.

The Key Person

Each child is allocated a Key Person. The role of the Key Person is to:

- Support children as they settle in.
- Plan and deliver learning opportunities in line with each child's needs and interests.
- Observe and record children's learning across all areas of the curriculum and the Pre-School.
- Review and assess children's progress. Using their observations, a key person will assess their key child's progress using Development Matters 2021² as a guide.

In addition to teaching and learning, a Key Person will also:

- provide an initial point of contact for the key child's parents and families.
- support their key child's well-being at Pre-School and encourage their independence. This includes preparing children for their next stage in learning by developing their independence in self-care, including toileting.
- manage any health care needs that their key child may have.

Support for children during Pre-School Closures and Holidays

² "Development Matters 2021" is non-statutory guidance published by the DfE to support the delivery of the EYFS.

The Pre-School offers a online resources for parents over holiday periods. These are provided on Tapestry and other appropriate platforms e.g.: Twinkl Go.

5. Impact

We note and record the impact of our curriculum through:

Observation: children's learning is observed and their achievements are recorded. The Pre-School uses Tapestry Online Learning Journals to record observations and share them with parents. Both parents named on a child's registration form receive an invitation to activate their Tapestry account(s) shortly after their child starts at Pre-School.

Reporting: Children's progress is formally reviewed and reported to parents twice a year. This is done:

- Within approximately the first half term of a child starting (the Learning Development Check³); and
- In the second half of the summer term, to support transition (Transfer Record/End of Year Summary)

Evaluation: The staff team evaluate:

- Children's learning each time they complete and observation using Development Matters and other frameworks as appropriate
- The effectiveness of their weekly and half termly planning, in supporting, enabling and encouraging children's learning
- The annual curriculum, by reviewing the relevance of our curriculum statement and this Policy

The Pre-School Leader quality assures the planning, observation and assessments undertaken by each Key Person. The Pre-School Leader reviews and monitors the progress made by all children within Pre-School, to identify any gaps in learning or in the delivery of the curriculum.

Parents are encouraged to support evaluation by recording and returning their views through:

- The closed parents' Facebook group;
- The twice-yearly evaluations at the end of the Autumn Term and the Summer Term; and
- Commenting on their child's learning and experiences via their Tapestry journal and/or uploading their own observations of activities or events their child has experienced at home.

6. Transition to Reception/A New Setting

³ Also meets the requirement for the Two Year Old Check

Positive transitions are supported by:

- Asking parents to confirm their child’s planned destination;
- Teaching that prepares children for the practicalities of starting school/a new setting;
- Teaching that allows children to explore their feelings about starting school/a new setting;
- Putting in place individualised, tailored support for children with additional needs who have a SEND Support Plan or Education, Health and Care Plan (EHCP). This is done in partnership with parents and the receiving school; and
- Sharing progress reviews/information with parents and receiving settings (Transition Reports).

Parents may discuss the option of retaining a place at Pre-School if they choose to defer their child’s entry to Reception.

The Local Authority requires us to inform them if parents want to home school a school-aged child.

7. Policy Review and Legal Framework

This policy is reviewed and updated annually.

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This policy was adopted at a meeting of	Handsworth Pre-school	name of setting
Held on	22 November 2022	(date)
Date to be reviewed	21 November 2023	(date)
Signed on behalf of the management committee		
Name of signatory	Jonny Cooper	
Role of signatory (e.g. chair/owner)	Chair	