



# Redcliffe Nursery School

## Curriculum statement

### **The Quality of Teaching and Learning and Assessment**

As a State Maintained standalone Nursery School our Curriculum is embedded in and underpinned by the requirements of the Statutory framework for the early years' foundation stage and by the four overarching principles of the EYFS:

1. A Unique Child-Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured
2. Positive Relationships- Children learn to be strong and independent through positive relationships.
3. Enabling Environments- A rich and varied environment support's children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.
4. Learning and Development- Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with their peers is important to their development. Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that involve children for sustained periods. When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in the process enhances their ability to think critically and ask questions.



We keep the Development Matters and Birth to 5 Matters in mind but go beyond the limitations of curriculum subjects and place a strong emphasis on the Characteristics of Effective Teaching and Learning.

The non-statutory guidance outlines three prime areas and four specific areas of learning:

Prime areas:

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

Specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Characteristics of Effective Teaching and Learning: Playing and exploring, Active learning and creating and thinking critically.

These are weaved throughout the child's day at Redcliffe Nursery School. All areas are linked, learning and teaching are planned and observed in a holistic way.

We believe in children's rights, have a strong focus on enquiry-based learning, with a play-based curriculum and place a large emphasis on learning outside. We encourage children to assess risk for themselves and then to decide, with adult support if necessary, if they want to take the risk.



### Intent:

It is our intent to encourage children to take responsibility for their own learning so that they are empowered to think for themselves and become active learners. It is our intention that we will do this by:

- Having a dynamic and evolving play environment inside and outside where children can choose and access resources easily. This is a process of co-construction where children and adults expand ideas and create new opportunities for learning.
- Offering open ended resources that provide opportunities to push the limits, stimulate and provoke children's exploration of their own ideas and theories. Through our provision the children's thinking goes beyond the parameters of the EYFS.
- Encouraging children to be agents of their own learning. They make their own decision and find solutions to problems, in a collaborative process involving both adults and other children.
- Involving children in processes that are part of the nursery day to give them purposeful learning experiences and a sense of ownership and community.
- Following and extending children's interests. We respond and listen to children and parents so that we can provide a rich, meaningful, and challenging learning environment.
- Seeing the value in being outdoors; the immediate outdoors, our local community, the city of Bristol and wild spaces.
- Building on the knowledge and experiences that children bring from home.
- Fostering a respect for the sustainability of our planet.

### Implementation:

We implement our curriculum values by having play central to our ethos, with a special focus on children's self-initiated play. By listening and responding to children it helps us to build conditions for play to flourish, enabling children to become confident and inspired learners. By tuning in with each child we are better able to understand what lies behind their play. In our co-constructed, responsive curriculum we can plan for potential learning. We look to recognize the interesting and remarkable in what children discover. We prepare for new learning events with children, both in child-initiated and adult-directed activities in ways that are contextually appropriate and meaningful for each individual child.

The learning environment is a vital part of our play pedagogy. We prioritise self-initiated play because we feel strongly that children need time and freedom to play.

We ensure that the environment is stimulating and exciting to provoke children's imagination, intellectual investigations, and physical challenges. From our observations of children's play, we come to notice how pivotal the 'everydayness' of life is fascinating to children.

The outside environment is full of challenge, adventure and provides children opportunities to assess and take risks for themselves. Our overall approach to play is to create a unity between playing, learning, and teaching.



Our key person system, supports children to build positive, trusting relationships with particular adults. We want children to become resilient, capable, confident, and self-assured learners. Adults spending uninterrupted time engaging with each individual child, can help them to develop these attributes. Where an adult has a planned intention, based on their observations, children can benefit from language, behaviours, and learning, being modelled, and supported. Adults can respond and adapt the extent to which they support to help children move on or consolidate their knowledge. When children lead their own play, they are usually following through their own ideas, solving problems for themselves, either independently or collaboratively with other children and drawing on all they know. With adults, children are introduced to new concepts and skills, while when they learn independently, they explore what they have already learnt, taking ownership of the learning. At Redcliffe Nursery school we understand the importance of building positive and respectful partnerships between parents/carers. We recognise that partnership working gives the child the very best start to their educational journey, establishing a culture of learning for all. We believe parents feel that they are truly listened to, that they should be encouraged to participate in the child's learning journey and that we inform parents of their child's progress and development. We work collaboratively to establish the best way to communicate for each family.

Children are encouraged to develop self-regulation, assess risks, be resilient and form connections with the natural world. We do this by visiting wild woodland spaces, beaches and visit our local community, the Urban City of Bristol.

We promote a culture where children are encouraged to assess risks for themselves and make decisions. We focus on risk benefits. We understand that in order to raise the profile of



young children in our society, we need to enable children to be visible in their community, influencing the city to be more child friendly and focused. We are constantly reviewing and reflecting on our inclusive values and the extent to which all children are enabled to access the nursery provision.

We have developed a responsive recovery curriculum with the challenges for families throughout this pandemic in mind and have developed this as the needs of the children and families have evolved. This has centred on supporting children's mental health and well-being by-

- Supporting confidence, independence, and self-belief.
- Establishing routines.
- Supporting co-regulation of emotion and developing and embedding strategies and language associated with this.

We do this by providing uninterrupted time to connect with our environment and extend social confidence in different contexts.

Ofsted reported in 2017, 'The extremely wide range of opportunities provided, both within and in the wider community, ensures that there are no limits put on the children's learning.'



### Impact

Children learn and progress rapidly through their focused and active engagement with our rich learning environment, inside and outside. We are totally committed to being partners in each child's learning, building authentic relationships and unlocking a world of opportunity. This enables us to gain an insight into what the children already know, build on this, and enrich experiences within the child's own cultural base. We can then observe confidence,

attitude and trust, within a culture of enquiry. We aim to provide the child with a wealth of life skills and resources that they can draw on at any point in their future.

At Redcliffe we have always acknowledged that it would be inappropriate and narrow to value and judge a child's developmental steps, by looking purely at age bands. Because of this our data analysis is intended to inform practice, CPD and whole school development.

Our continuous focus on reflection and constant development both our curriculum and our learning environment, means that there is great potential for a positive impact for each child. As a result of this our children are deeply engaged in their play and learning. This impacts on their ability to focus, concentrate and make connections. They can effectively build on prior learning.

To enable us to see the impact children are assessed holistically day to day, by their key people and other adults working with them. Progress and development are seen in the form of observations in learning diaries, these may be taken at group times or during their child-initiated play. We use The Birth to 5 Matters document as a guide to communicate the learning within each observation. Learning diaries belong to the children and are available for them to access and engage with. Parents/Carers can also contribute to the diaries and document learning and experiences that are happening outside of the nursery.



By carrying out formal assessments at three points in the year we can be informed of the progress of impact and plan adjustments in our provision. In October, we document what the children already know, in February we look at progress made and finally in July before the transition to school we can assess achievement and reflect on impact. We have created our

own assessment document, based on the Birth to 5 Matters document with the addition of statements that reflect our ethos and curriculum.

Staff consider which of the Characteristics of Effective Learning children are showing evidence of at each assessment point, as well as giving a best fit score for each aspect within the Prime areas, Maths and Literacy. We use data to look at targeted groups of children, allowing us to monitor and make comparisons. For example, we look at the impact that children attending our under 3's provision has had. We also track our 'vulnerable' children as they move through the nursery and look for ways to increase the impact that we can have to close any gap in learning.

After each assessment, key people can see a clear picture of their own group in the form of a graph. They also receive individual progression wheels for the children in their group, providing a clear picture of their development. Key people can reflect on their practice and provision and target any areas they may need to develop further for their group or individual children. Room Leaders can see their cohorts as a whole and analyse and reflect whether any changes need to be made to the provision. Senior Leaders can plan for professional development for individual staff or the whole staff team.



For children with Special Educational Needs and Disabilities (SEND), a discussion is had between the key person, support worker and SENDCo about whether the child should be assessed using the Differentiated Early Years Outcomes. If so, the assessment is used in the same way to create best fit scores and individual development wheels created. These can be used to support referrals and conversations with other professionals, funding paperwork and transitions.