

Curriculum, learning and teaching policy.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up'.

EYFS 2024

Our aim statement:

'At Jack in the box day nursery we create a nourishing and stimulating environment to enable children to grow and develop, shaping their minds to become confident learners'.

Principles and values

- All children are entitled to high quality teaching and learning within a rich and stimulating environment across all seven areas of the EYFS. This will equip children with the skills, knowledge and understanding they need today preparing them for tomorrow.
- What we do and how we do it matters equally in the development of our curriculum. As educators we support and respect each other and work as a reflective team, sharing practice and ideas. We value each-other's strengths and we listen to each-other's perspectives.
- We strive for the best outcomes for all children and families within our environment that is welcoming, nurturing, safe, enabling and inclusive.
- We follow a holistic approach enabling us to liaise with other settings and agencies to support all children and families effectively.
- We recognise and understand the place of our children and families within the local community, striving to prepare children and their families to contribute to future success and sustainability.

Curriculum overview

As a setting we follow in the moment planning, this allows us the opportunity to make a real difference to children's learning by seizing the moments when children first show interest and curiosity and immediately supporting their next steps.

Planning in the moment is a responsive way for our skilful practitioners to grow, challenge and teach the learning and skills in a meaningful way, building on the child's prior knowledge and understanding. Every time an adult looks and listens to a child, they are assessing and planning how to respond. The adult will consider whether they can add anything in the moment to benefit the child (a teachable moment). If so, they will respond and interact accordingly.

Alongside planning in the moment, we also build in teaching of key skills across all the areas of learning with our key group time planning.

Our Curriculum Intentions

	What we want for children...	What will we see children do to achieve this....
PSED	To form positive attachments to adults and peers. Showing independence in exploring new challenges and show understanding of own feelings and those of others.	Play and interact successfully forming good relationships, showing understanding of how they feel and how their peers feel.
Communication and Language	Express interest in communication, increasingly using language to express needs and wants.	Communicate, increasingly using language to share and exchange ideas.
Physical Development	Develop skills of independence including personal needs, manipulating a range of tools and move energetically, demonstrating strength, balance and co-ordination.	Move confidently and safely so that they become physically able to achieve what they set out to do (including use of tools and self-care).
Literacy	Look at books independently, joining in with repetitive phrases and are able to mark make and recognise familiar signs including letters in their own name.	Interpret, create and communicate meaning through sharing language, making marks, writing and reading in different media.
Mathematics	Gain understanding of problem solving, thinking critically, counting and using mathematical language.	Develop mathematical concepts in relation to everyday experiences and physical participation.
The World	To comment about aspects of the environment, understanding similarities and differences to each	Develop a sense of self and the world around them and how they link to it.

	other and gain knowledge of cause and effect.	
Expressive Art and Design	Gain understanding of using construction materials and expressing themselves through movement, sound and imagination.	Explore different media and materials and respond personally with ideas and feelings.

How is it achieved?

Jack in the box nursery is organised to enable each child to decide what areas they would like to explore both indoors and outdoors, which resources to use, whether to work independently or with their peers and for how long they would like to pursue an activity for. By doing this they become deeply involved in their task and progress is happening constantly however, their level of involvement may drop for a variety of reasons for example; they may not know what to do or how to do something, or how to use a piece of equipment, they may need support with learning alongside their peers or they may need resources adding in to progress their hypothesis/questions. When this happens, the child will seek help either from another child or an adult. This is when a skilful practitioner would step in and assess what is needed for the child to carry on making progress or to consolidate their learning. This is what we would call a teachable moment. These moments will either be recorded as focus child observations or wow moments.

We endeavour to keep paperwork to a manageable level so that practitioners time will be spent interacting with the children. We will be focusing on specific children every week and if it is your child's focus week you will know beforehand and be asked to contribute to their learning. Please ensure you contribute as much as possible.

One way to keep paperwork to a manageable level is for us to make sure that we are only writing meaningful and useful observations and wow moments, writing lots of observations can become repetitive and often they do not serve any purpose. At the end of your child's focus week, we will post all observations and photos and links to their learning and development. If it is not your child's focus week then please be assured that lots of learning is still taking place as the environment is planned to according to their needs and interests, we will still post wow moments on tapestry as they occur, we would also encourage parents/carers to do the same and continue to send us photos or notes about learning that is happening away from nursery to help us build a complete picture of the child.

We will also provide a news feed on tapestry each week which will provide you with an overview of the activities, interest's and learning that the children have participated in during their sessions and photos of some of the children participating in these activities.

We feel that in the moment planning is a positive way for us to work together in partnership to help children to flourish. We will together build on their prior knowledge and understanding and work on their next steps.

Therefore, to summarise, you will see via your child's tapestry that there is a weekly news feed, this will share with you the activities children have enjoyed during the week and photos of these activities (these photos may not always contain your child however, will be relevant to the learning they have participated in), it will also state the learning and teachable moments and how you can encourage this learning at home too. Throughout each term your child will be the 'focus child' this allows their keyperson alongside other staff within the playroom to gather more in depth observations of your child's interests and how they are extending their learning by following these interests. With the focus sheet provided for you to complete you can share with us the interests your child has at home to enable us to incorporate these at nursery.

In the moment planning offers a high quality, broad and balanced curriculum which incorporates the following main elements:

Teaching and learning based on children's interests:

As practitioners the curriculum requires us to observe and take account of children's interests. To build on the children's prior knowledge. As a setting we believe that children are confident and capable learners who have interests and ideas and that we work beside the children to extend and further these ideas.

Children are encouraged to move around independently making their own choices and decisions about their play and learning experiences. Effective learning takes place when children are encouraged to follow their own interests and fascinations, having hands-on experiences and the opportunity to revisit and repeat aspects of their play with the support of responsive adults. The role of the adult is hugely important in supporting children and inviting them to engage in new experiences with provocations and we carefully balance our offer alongside the decision making and choices.

A cycle of learning related to:

All aspects of our curriculum have a progression model, building upon children's prior knowledge and understanding. The intention is to broaden/deepen children's interests. Our cycle of learning relates to:

- Language
- Wellbeing
- Building relationships
- British values

Core experiences:

Children's interests and knowledge are built upon by adding in core experiences such as:

- Outings in the local community

- Partnership with parents/carers
- Providing specific opportunities such as learning about oral health

Curriculum intentions:

We have developed a summary of our curriculum intentions for children, based upon the EYFS framework and guidance, allowing us to focus upon what we want to for children. Additionally, we consider how to make this achievable for each child and how we can support them with their development.

Learning at Jack in the box

- Learning is play based and takes place both indoors and outdoors across the nursery.
- There is balance between adult initiated experiences and child-initiated experiences.
- Through our focus sheets and observation, adults are able to use children's prior knowledge and understanding, interests and strengths, seeing each child as a competent learner.
- Parent/carer/family involvement is essential. We work in collaboration together. Sharing information and communicating are key to working in partnership to support and encourage children's learning and development both at home and within the setting.

Our curriculum is designed to meet the strengths and needs of all children. Curriculum intentions/goals are observed and assessed throughout the year. Regularly reviewing our curriculum and the resources we use.

By building upon what children know and can do, using their interests and celebrating their experiences we are able to progress on the journey of teaching and learning. This process, in turn enriches and acknowledges the rich cultural heritage of the children's families and community. It is important for us to ensure that time is given to revisit ideas and resources enabling them to be explored in new, fresh ways gradually increasing the complexity of children's understanding. Therefore, this rich complexity enabling learning to be more embedded.

Planning and assessment

Our curriculum ensures that all children have the opportunity to reach their potential in each area of learning and development. When prefiguring the opportunities available to children

we take into account every child's uniqueness, different personal contexts and the different rates in which they are developing, adjusting practice appropriately to meet their needs.

The characteristics of effective learning as identified in the EYFS are;

Playing and exploring- children investigate and experience things.

Active learning- children concentrate and keep on trying if they encounter difficulties.

Creating and thinking critically- children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Key person

During your child's time at nursery they will become familiar with all nursery staff. However, every child has their own key person, who will carry out observations and assessments on them, this information will be uploaded to their tapestry with next steps of learning stated to enable you to support your child's learning at home. During nursery sessions children will participate in group time activities such as phonics, story time, rhyme time.

Starting point assessment

Children will attend settling in sessions prior to beginning their full sessions. During this period parents/carers will complete an 'all about me' sheet and parent questionnaire enabling us to get to know your child and their routine. Within the first couple of weeks we complete an on-entry baseline assessment, to begin with most children's next steps are settling into nursery life. Once children have settled educators will begin to think how children can access the curriculum and offer support around learning through the child's interests.

As children transition through the setting from baby room to toddler room and toddler room to preschool, they will again complete visit sessions to enable them to become familiar with their surroundings, transfer questionnaires are shared between their old key person and new key person, this is also shared with parents/carers.

We are able to identify children that may need extra support with their development. We work towards forming strong bonds with families to enable support in providing extra help for the child. The curriculum will be adapted making it inclusive and flexible to the individuals needs. It is key that we support, scaffold and help children in overcoming barriers to learning and work closely in partnership with families to achieve this.

Assessment

Our assessment process begins with an on-entry assessment when children first begin at Jack in the box enabling us to see children's starting points for us to support them in their next steps of development. Children's individual next steps, curriculum goals, sequential learning and milestone skills are taken into consideration when planning and supporting their interests in the moment.

Each half term children's assessments are reviewed and termly a full assessment is completed to see the milestones children have achieved and enable us to plan, encouraging children to achieve their next steps of development. Next steps of development are shared with parents/carers to enable them to support their child's learning at home.

Prior to children moving onto school the child's key person will complete a Learner information form (LIF form) to share with school enabling a smooth transition and sharing development milestones with their new setting.

Children with special educational needs and disabilities

For children with SEND, precise assessments focus on what the child can do and what possible barriers to learning are. We use teaching, talking profiles and the early years development journal to assess children alongside our online journal, tapestry. Every child is entitled to the early year's curriculum in a flexible and inclusive way. Working in partnership with parents/carers is key.

Tapestry

We use Tapestry online journal with the focus being to share and discuss children's observations with families in order to collaborate next steps for each individual child.

Children will have focus weeks throughout the term and will then have assessment reviews half termly and full assessments termly to enable us to assess their developmental milestones.

Nursery Library

Our nursery library can be accessed inside the setting, parents/carers are invited to come into the library with their child and choose a book to share at home, this can be signed in/out on the sheet provided. We offer opportunities for children to talk about their books to their peers.

Oral health bear

Our oral health bear is sent home weekly with different children to enable them to talk about oral health routines at home. This includes a toothbrush and oral health games including making healthy food choices. Parents are invited to share photos of their child with the oral health bear via their child's tapestry online journal and can also add them to the book provided with the bear.

Our objectives

- To engage with parents/carers working collaboratively to support children's learning at home and at nursery.
- To have communication with children to capture their interests and prior knowledge and understanding, enabling us to broaden and deepen their learning.
- To provide early intervention for children who need extra support and those that may have special educational needs.
- To check that individual and/or groups of children are making progress.
- Sharing information as children transition to enable children to continue their learning journey through the EYFS in their next chapter.

It is the responsibility of every key person to maintain records of children whom they keywork. This includes consideration of children who may be in vulnerable groups and at greater risk of not fulfilling their learning potential. It is the responsibility of the educators to support the assessment process, ensuring that judgements are moderated for individual children and challenging expectations are maintained for all.

Managers have a learning and development update meeting with all key persons during the assessment period. This is to monitor progress, ensuring that every child is given the opportunity to make their best progress and that any emerging additional needs are met and necessary referrals made.