



## **Curriculum and Assessment Policy**

At Millfields Nursery School we follow the Early Years Foundation Stage (September 2021).

Teaching and learning are inextricably linked. Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. At Millfields Nursery School it is our aim to implement a Teaching and Learning Policy, which incorporates the following: -

### **Learning and Teaching**

#### **Learning**

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the foundation stage, many of these aspects of learning are brought together effectively through playing and talking.

*Effective learning involves:*

- ❖ Children initiating activities that promote learning and enable them to learn from each other.
- ❖ Children learning through movement and all their senses.
- ❖ Children having time to explore ideas and interests in depth.
- ❖ Children feeling secure, which help them to become confident learners.
- ❖ Children learning in different ways and at different rates.
- ❖ Children making links in their learning.
- ❖ Creative and imaginative play activities that promote the development and use of language.

#### **Teaching**

Teaching means systematically helping children to learn so that they are helped to make connections in their learning and are actively led forward, as well as helped to reflect on what they have already learnt. Teaching has many aspects, including

planning and creating a learning environment, organising time and material resources, interacting, questioning, responding to questions, working with and observing children, assessing and recording children's progress and sharing knowledge gained with other practitioners and parents. The quality of each of these aspects of teaching is informed by the practitioners' knowledge and understanding of what is to be taught and how young children learn. Practitioners teach children in many ways. The different ways to teach may be selected at the planning stage or may be a perceptive response to what children do or say. Although teaching can be defined simply, it is a complex process. Young children do not come into a setting in a neat package of social, emotional, physical and intellectual development. During the foundation stage, physical and social development will vary enormously from child to child. The strategies used in learning and teaching should vary and should be adapted to suit the needs of the child.

*Effective teaching requires:*

- ❖ Working in partnership with parents, because parents continue to have a prime teaching role with their children.
- ❖ Promoting children's learning through planned experiences and activities that are challenging but achievable.
- ❖ Practitioners who model a range of positive behaviour.
- ❖ Using language that is rich and using correct grammar. Recognising that what is said and how the practitioner speaks is the main way of teaching new vocabulary and helping children to develop linguistic structures for thinking.
- ❖ Using conversation and carefully framed questions because this is crucial in developing children's knowledge.
- ❖ Direct teaching of skills and knowledge.
- ❖ Children teaching each other.
- ❖ Interacting with and supporting children in a way that positively affects the attitudes to learning that children develop.
- ❖ Planning the indoor and outdoor environment carefully to provide a positive context for learning and teaching.
- ❖ Skilful and well-planned observations of children.
- ❖ Assessing children's development and progress to serve several purposes. Assessment opportunities may be identified in planning or arise spontaneously.

- ❖ Working with parents, who are vital partners in the assessment and planning process.
- ❖ Identifying the next step in children's learning to plan how to help children make progress.
- ❖ Using assessment to evaluate the quality of provision and practitioners training needs.

### **Meeting the diverse needs of children**

Practitioners need to provide relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of children, so that most achieve the early learning goals and some, where appropriate, go beyond them by the end of the foundation stage. An awareness and understanding of the requirements of equal opportunities that cover race, gender and disability and of the code of practice on the identification and assessment of special educational needs is essential. Practitioners should plan to meet the needs of both boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children of different ethnic groups including Travellers, refugees and asylum seekers, and children from diverse linguistic backgrounds.

### **Children with Special Educational Needs and disabilities**

Practitioners will need to plan for each child's individual learning requirements, including those children who need additional support or have particular needs or disabilities. The focus should be on removing barriers for children where these already exist and on preventing learning difficulties from developing. Early Years practitioners have a key role to play in working with parents to identify learning needs and respond quickly to any area of particular difficulty, and to develop an effective strategy to meet these needs, making good use of individual education plans, so that later difficulties can be avoided. Wherever possible, practitioners should work together with staff from other agencies, such as local and community health services, to provide the best learning opportunities for individual children.

### **Children who are gifted and talented**

Children will always be treated as individuals. Where a child is deemed to be working well above the level of what is expected for their age, or has a special gift or talent, then an IEP will be put in place to support the child to develop this.

**Children with English as an additional language**

Many children in early years settings will have a home language other than English. Practitioners should value this linguistic diversity and provide, when possible, opportunities for children to develop and use their home language in their play and learning.

March 2022

Signed ----- Chair of Governors