

## **CURRICULUM POLICY**

At Sudbrook School we believe that children who achieve well have staff who:

- Listen to them and sometimes write down what they say;
- Who are good role models
- Observe all aspects of their learning and development;
- Use the information gathered in order to plan;
- Carry out plans flexibly enough to fine tune support for each child;
- Accept and delight in children's achievements and interests;
- Value children's delight in learning through play.

Sudbrook School promotes a fun and rich curriculum based on children's needs and interests where they learn through first- hand experiences and by using real life resources. In doing so we provide a well-resourced learning environment where children can play together while they collaborate, communicate and socialise. Expanding children's cultural capital is at the heart of our ethos as we nurture each child's talents and support them in meeting their challenges while being introduced to new first- hand opportunities. Therefore, children are taught skills such as cooking in order to promote their independence and better eating habits.

Each child is assigned a Key worker who will ensure that every child's learning and care is tailored to meet their individual needs. In doing so, they will work in close partnership with parents. The key person will carry out observations, planning and assessments while other staff members make their skills accessible to all the children through directed activities in the nursery environment. The Head Teacher will monitor every child's progress and provide support to staff as she ensures that the safeguarding and welfare needs for every child are being met.

An inclusive nursery we are alert to children's different physical, social and communication need and when a child requires extra support the SENCO and key person while working in partnership with parents and the professionals involved in the child's care, will provide the provision for an adjusted accessible curriculum to promote the child's potential. Equally we will adjust our teaching to meet the needs of children who do not speak English and come from different cultures.

In line with the EYFS, our school provides:

- Quality and consistency so that every child makes good progress
- A secure foundation through providing for the individual developmental and learning needs of each child
- Partnership working with parents and others involved in the child's care
- Equality of opportunity to ensure that every child is supported and included.

The four guiding principles which shape our practice include:

- The **unique child** who is constantly learning in their own way and at their own pace while being capable and confident
- Forming **positive relationships** to promote children's resilience and independence
- Provide an **enabling learning environment with teaching and support from highly qualified and sensitive staff** who are alert to every child's developmental as well as learning requirements and who work in partnership with one another and parents.
- Children's pace of **learning and development** differs in line with their strengths and challenges and whether they have additional needs.

In planning and guiding what children learn we reflect on the different rates at which they are developing and differentiate activities appropriately. The three characteristics of effective teaching and learning are:

Characteristics of Effective Learning
<b>Playing and exploring - engagement</b> <ul style="list-style-type: none"><li>• Investigate and experience things</li><li>• Have a go</li></ul>
<b>Active learning - motivation</b> <ul style="list-style-type: none"><li>• Experience and investigate</li><li>Keep trying and persevere</li><li>Enjoy achievements</li></ul>
<b>Creating and thinking critically - thinking</b> <ul style="list-style-type: none"><li>• Having their own ideas</li><li>Making links between ideas</li><li>• Develop strategies for doing things</li></ul>

In accordance with the Developmental Matters, Sudbrook School will offer opportunities to support, foster and promote children's development in the following areas:

### **Prime Areas**

#### **Communication and Language ELG:**

##### **Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Teacher should be understood to refer to any practitioner working with the child.

### **Personal, Social and Emotional Development**

#### **ELG: Self-Regulation**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **ELG: Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **ELG: Building Relationships**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

### **Physical Development**

#### **ELG: Gross Motor Skills**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### **ELG: Fine Motor Skills**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing
- using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## **Specific Areas**

### **Literacy**

#### **ELG: Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### **ELG: Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### **ELG: Writing**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

### **Mathematics**

#### **ELG: Number**

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **ELG: Numerical Patterns**

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### **Understanding the World**

#### **ELG: Past and Present**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### **ELG: People, Culture and Communities**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate - maps.

## **ELG: The Natural World**

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## **Expressive Arts and Design**

### **ELG: Creating with Materials**

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

### **ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

## **The Learning Environment**

At Sudbrook School our values underpin every aspect of school life. These values are 'inclusive, inspiring and innovative' and our vision is to nurture 'happy children, happy people'. Sudbrook School is committed to safeguarding and promoting the welfare of all its pupils and all staff uphold and endorse the fundamental principles of British values, including mutual respect and tolerance of those with different faiths.

Children are supported in making positive, independent choices from a very young age so that they understand the impact of the consequences of their actions on themselves and others. Through every day activities, they are taught to share, take turns and to respect each other, their school and the world around them. Their wellbeing, confidence and resilience is promoted through our curriculum and observed carefully through the Developmental Matters and Characteristics of Effective Learning on Tapestry (Online Learning Journal). They are given the freedom to choose activities, and our curriculum is molded around their interests and fascinations.

As the children at Sudbrook School come from diverse backgrounds and cultures, we also take part in their own celebrations the details of which can be found in our Equal Opportunities and Inclusion Policy.

### **Observations**

Teachers take time to look, listen and note children's significant achievements. Observations help practitioners to get to know the children and identify their interests and abilities in order to plan experiences appropriately. At Sudbrook School we use the ipad to record spontaneous and planned, written and photographic observations, which are filed in the child's portfolio through Tapestry. When required a next step is identified and reflected in the child's individual planning and monitored through future observations. These are carried out on a regular basis and cover all areas of learning as specified in the EYFS and the Developmental Matters, as well as Characteristics of Effective Learning. Tapestry has provided parents with the opportunity to contribute their observations to their child's portfolio. Each child also has a journal in which a collection of his/ her drawings and photographs are recorded.

### **Planning**

Play experiences are provided in response to observations of the children, their interests and knowledge of the child gained from parents and other sources. Topics are determined by children's interests and developmental needs as well as cultural denominations. In the past topics have included: Mushrooms, dinosaurs, fish and the seaside. We also introduce topics such as the Autumn, Christmas and lifecycles.

Teaching skills is at the heart of our philosophy therefore children engage in cooking, woodwork and sewing while using real life resources. Furthermore, children have daily music sessions when they play instruments and sing songs.

They include learning linked to the aspects, components and areas of development specified in the EYFS.



- Short-term plans are devised as informed by observation, assessment and evaluation but may be altered daily in response to children's interests and needs.
- Informed by observations each child is provided with an individual plan by their key person in the form of next steps on Tapestry.
- Assessments are carried out periodically for each child through Tapestry .
- Planning is a team effort at Sudbrook School and all staff regularly evaluate, reflect on and develop the provision they make for play.
- Planning involves firsthand experience for the children.
- The views of parents and children are noted in observations and there after reflected in planning.

### **Assessment**

Assessment plays an important part in helping parents and teachers to recognise children's progress, understand their needs and to plan activities and support. We carry out formative assessments on Tapestry which involves identifying children's developmental and learning achievements in line with the Prime and Specific Areas of learning in the Developmental Matters. This then shapes teaching and learning experiences for each child reflecting that knowledge. On-going observations by teachers and parents will educate assessment and future planning.

We carry out the Progress Check at Age 2 which is assessed against the Prime Areas of learning. Furthermore, we complete the Transfer Summary in which the child is assessed against the Characteristics of Effective Learning before they start in Reception.

In addition to this each child is written an End of Year Report addressing the seven areas of learning at in the Summer Term.

Children's Assessments are available for parents to see on Tapestry. at all times In the school each classroom follows a consistent method in creating and updating children's portfolios via Tapestry.

Therefore, each child's portfolio should include:

- Photographic evidence of their experiences;
- Written -spontaneous and planned -observations covering all areas of their development which are followed by assessments;
- 2-3 year Check documents which are only completed prior to the child's third birthday and discussed with the parents.

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- Transition Document is completed when the child moves to another setting/school for Reception.
- Formative assessments are carried out through Tapestry.
- Parent- Teacher Discussion sheets which are completed twice a year to be discussed with the parents.
- An End of School Year Report.

In accordance with the school's Confidentiality Policy all members of staff should:

- Adhere to the confidentiality of information and GDPR 2021 on Tapestry.
- Adhere to the GDPR 2021 when retrieving or sharing information with parents.

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