

Learning and Teaching (Curriculum) Policy

Aims

- To provide information and guidance for staff and parents/carers on the provision and delivery of the Early Years Foundation Stage (EYFS) in the Federation, through our own unique curriculum, personalised to each setting
- To outline how the Statutory Framework for the EYFS is interpreted and implemented throughout the Federation.

Principles

We believe:

- Play should be at the centre of young children's experiences and learning
- Parents/carers are their children's primary educators and as such, they are best placed to support us in providing for their learning and development
- Outdoor play boosts children's physical development and supports their emotional well-being. We ensure that they have full access to the outdoor area in all seasons
- Children who are healthy and emotionally secure are more able to learn new things, therefore well-being, and Personal, Social and Emotional Development are given high priority
- The development of communication and language skills underpins all future learning
- Children's voices are important and their views on the environment, experiences and learning will be sought in a developmentally appropriate way
- Parent/carers provide valuable insights into the diversity of faiths, cultures, history, languages and places
- Equality is paramount and must be promoted, by valuing every child's unique background, ensuring inclusive opportunities, and creating an environment where all children and families feel respected and supported
- It is essential to support the development of self-respect and self-esteem in all children, staff and the community we serve.

Teaching

- Every child is assigned a 'key person'. The key person observes, assesses and plans for the individual child's needs, development and interests
- For adults working with young children, the opportunities for teaching are all through play, verbal interaction and adult modelling at a developmentally appropriate level for the unique child
- Adults have high expectations for all children
- Teaching is a social process, children learn much from their peers. Adults support children to learn from each other where appropriate, to develop language for thinking, skills and self esteem
- Children are assessed regularly to inform planning and work towards children's next steps in learning. Children who are learning English as an Additional Language (EAL) will have a language assessment in the Autumn and Summer term
- Opal and EAL assessment tools provide a baseline on entry for each child to gauge the level of support they may need in the Prime areas to reach expected age outcomes (or to enable them to exceed age expectations in some cases)
- Children with Special Educational Needs (SEND) will also have a targeted plan which is reviewed regularly (See SEND Policy) in conjunction with the SENDCo and other relevant agencies.
- The Federation's Policy for Learning and Teaching (Curriculum) is kept under regular review by the Curriculum and Resources Committee, the Executive Head and the Senior Leadership Team
- The Executive Head informs the Governors about the curriculum through the Headteacher's Report
- The Curriculum and Standards Committee monitor provision and practice through regular meetings to review the progress of children

Learning

- Children develop and learn in different ways and at different rates
- Young children's learning is not a linear or compartmentalised process; therefore, it is important to think of learning in a holistic way. An interaction or activity may present many learning opportunities planned and unplanned for the child
- The environment is organised to stimulate the natural curiosity of our children with 'continuous provision' activities available every day
- Indoor and outdoor provision offer children opportunities for open ended exploration across all areas of our curriculum which is based on the EYFS
- Through observation of children's interests, characteristics of learning and schemas (<https://birthto5matters.org.uk/wp-content/uploads/2021/03/schemas.pdf>) staff plan enhancements to the continuous provision on a daily and weekly basis, introducing 'provocations' where possible to stimulate children's imagination
- Staff may plan adult initiated focus activities for their key children based on their knowledge of the children. Longer projects are also planned to enable children to deepen their understanding, knowledge and skills through a variety of themes.

The Child's Learning Journey

- Children's learning is documented through observations and photographs and collated in diary form on their online 'Learning Journal' (LJ) and through floor/class books
- The key person completes an age based assessment (Spotlight) and decides on the child's 'Next Steps' every six months and reviews the child's progress every 3 months
- Parents/carers are invited to discuss Spotlights, 'Next Steps' and reviews with the key person
- Parental involvement in the LJ is actively encouraged and they are available online for parents/carers to read and comment on at any time. All parents/carers are invited to contribute observations from home
- A summary of the LJ is passed on to schools as part of our transition arrangements. Transition meetings are arranged with primary schools where possible
- Children are encouraged to reflect on their own learning through use of class floor books as a starting point for discussion

Links to other Policies/Documents:

The Statutory Framework for the Early Years Foundation Stage (DfE)
Development Matters in the EYFS (non statutory guidance)
Behaviour Policy
Equalities Policy
SEND Policy
Safeguarding Policy

The Cambridge Nursery Federation Governing Body is committed to promoting quality and diversity, providing an inclusive and supportive environment for all. We are committed to equal opportunities and the promotion of non-discriminatory practices in all aspects of work undertaken within the Federation.

The Governing Body is committed to safeguarding and promoting the welfare of children. We expect and require all members of the school community to share this commitment.

Date: Spring 2026
Review: As required