



McMillan Nursery School Curriculum Policy

Our curriculum is inspired by our

MISSION STATEMENT

We believe today's children are tomorrow's future.

We will provide the best and achieve the most by growing and learning together.

'Growing, learning and achieving together'

Legislation and Guidance

This policy reflects the requirements of the **Early Years Statutory Framework**, April 2021, which all maintained nurseries in England must teach, the **Development Matters in Early Years and Foundation Stages**, 2021, **Birth to 5 Matters** 2021 and the **Characteristics of effective Learning**, 2015

It also reflects requirements for inclusion and equality as set out in the **Special Educational Needs and Disability Code of Practice**, 2014 and **Equality Act**, 2010, and refers to curriculum-related expectations of governing boards set out in the **Department for Education's Governance Handbook**.

INTENT

Our curriculum aims/intends to:

- Provide a broad and balanced education focusing on all the needs of our children that is coherently planned and sequenced towards cumulatively sufficient knowledge of skills, future learning and development and school readiness
- Enable children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support children's personal, social and emotional development
- Support children's physical development and responsibility for their own health and self-care
- Promotes a 'can do' attitude towards learning
- Is enriched with varied experiences to promote a love of learning

- Ensures equal access to learning for all children, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high ambition for all children
- Equip pupils with the knowledge and cultural capital they need to succeed in life

IMPLEMENTATION

Our curriculum implementation:

How do we fulfil our curriculum intent so all our children can access it?

All our pedagogy is underpinned by the four principles of the EYFS

- ▶ Unique Child
- ▶ Positive Relationships
- ▶ Enabling Environment
- ▶ Learning and Development

Unique Child

We ensure our curriculum focuses on the needs of every child. Please see the 'Unique Child' section of our curriculum overview for further information on:

- SEND Children
- 30 hour children
- More able children
- Children from disadvantaged backgrounds and EYPP children
- Children with low prior attainment
- Children with English as an additional language (EAL)
- Children from different cultures
- Image of the child

[Further Links:](#)

- [Curriculum Overview on the website](#)
- [SEND - SEND policy and information on our website](#)
- [Image of the child - Information on our website](#)
- [EYPP Information on the website](#)
- [Equality and Diversity - Policy and Information on our website](#)

Positive Relationships

At McMillan Nursery School we cultivate positive relationships. Please see the 'Positive Relationships' section of our curriculum overview for further information on:

- Key Persons
- Equality and Diversity
- Stakeholders

- British Values

Further Links:

- Curriculum Overview on the website
- Key Persons on the website
- Parental Partnership - Information on our website
- Community Partnership - Information on our website
- Governors - Information on our website
- Equality and Diversity - Policy and Information on our website
- British Values - Information on our website

Enabling Environment

For children to maximise their potential, we provide an enabling environment for our children to learn in. Please see the 'Enabling Environment' section of our curriculum overview for further information on:

- Rules and Routines
- Continuous provision
- Outdoor learning
- Woodland Session
- Focused Group Work
- Communication friendly spaces
- Nurture and 2-year-old provision

Further Links:

- Curriculum Overview on the website
- *Continuous Provision Curriculum
- *Outdoor Learning Curriculum

The Headteacher will signpost to more detailed information

Learning and development

Our 'Learning Development' section of the curriculum overview shows how we promote learning and development:

- Teaching and Learning
- Progression in areas of learning
- Progression in Key Skills
- Areas of learning
- Planning
- Focused activities
- Focused Groups
- Real life experiences
- Characteristics of effective learning

- Assessment for learning
- Intervention

Further Links:

- Curriculum Overview on the website
- Areas of Learning:
 - *Reading Curriculum
 - *Writing Curriculum
 - *Communication and Language Curriculum
 - *Mathematics Curriculum
 - *Understanding the World Curriculum
 - *Expressive Arts and Design Curriculum
 - *Personal Social Emotional Development Curriculum
 - *Physical Development

The Headteacher will signpost to more detailed information

Teaching and Learning

- Children are taught new skills and knowledge, consolidate and extend their learning through:
 - ▶ Sustained time in continuous provision
 - ▶ Continuous provision enhancements
 - ▶ Focused activities
 - ▶ Focused groups
 - ▶ Stories, songs rhymes and poems
 - ▶ Adult input
 - ▶ Modelling
 - ▶ Peers
 - ▶ Exploring and investigating
 - ▶ Making choices
 - ▶ Being independent

Roles and responsibilities

The Governing board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- The school improvement plan sets out curriculum priorities and aspirational targets
- Enough teaching time is provided for children to cover statutory requirements

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

The Headteacher and Senior Leaders

The Headteacher and Senior Leaders are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those areas of learning which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Teaching and Support Staff

- Teaching and support staff will ensure that the school curriculum is implemented in accordance with this policy and the curriculum as outlined below.

Further Links:

- [Curriculum Overview on the website](#)
- [*Continuous Provision Curriculum](#)
- [Areas of Learning:](#)
 - [*Reading Curriculum](#)
 - [*Writing Curriculum](#)
 - [*Communication and Language Curriculum](#)
 - [*Mathematics Curriculum](#)
 - [*Understanding the World Curriculum](#)
 - [*Expressive Arts and Design Curriculum](#)
 - [*Personal Social Emotional Development Curriculum](#)
 - [*Physical Development](#)

The Headteacher will signpost to more detailed information

IMPACT

The Impact of our Curriculum:

How do we know our curriculum is effective for all our children?

We monitor and evaluate our curriculum to ensure it is having impact.

Monitoring and Evaluating arrangements:

Governors monitor coverage of the Curriculum and compliance with other statutory requirements through:

- School visits, Headteacher report, SENCO report, reports from staff with responsibility for areas of learning, Governor meetings, learning walks, talking to all staff, talking to children

The Headteacher and Senior Leaders monitor the way the curriculum is being taught and children's learning, ensuring all children are making progress throughout the school by:

- Planning scrutiny, learning walks, child observations, learning journey scrutiny (Tapestry), staff observations, talking to children, tracking assessment data, tracking progress of all children and all groups of children, external and internal moderation
- Evaluate results to determine school improvement priorities.

Staff members with responsibility for 'areas of learning' monitor the way their area of learning is being delivered through:

- Learning walks, child observations, talking to children, role of the adult, focussed group activities, assessing data in their area of learning and responding with targets and actions

Staff with responsibility for areas of 'continuous provision', monitor by:

- Ensuring purposeful vocabulary is displayed to support the role of the adult and early reading
- Ensuring core provision is consistently provided
- Ensuring areas are enhanced; and enhancements show progression of learning
- Ensure 'Enhancement sheets' are used to support the role of the adult and help monitor progression of learning
- Ensuring resources are stored, managed and replaced
- Assessing how the area is used by children through child observations and 'progression in key skills' data providing targets and actions for improvements
- Where practical, cross curricular provision is provided i.e. reading material; mark making, design, being imaginative, technological, mathematical opportunities
- Ensure areas proffer provocative objects/pictures to trigger interest

Further Links:

- **Areas of Learning:**
[*Reading Curriculum](#)
[*Writing Curriculum](#)
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[*Personal Social Emotional Development Curriculum](#)
[*Physical Development Curriculum](#)

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Views of Stakeholders

We evaluate the impact of our curriculum through the views of our stakeholders; governors, parents, children, staff and the local community. We gain an understanding of their views through:

- Discussions, questionnaires, comments via tapestry, Children's Voice

School Ready

By the time our children go to school; the children have accomplished the 'Image of the Child,' and are school ready. Evidence of this is provided by:

- Internal and external observations of children's attitudes to learning and positive behaviours for learning.
- Observations and assessments of children's' attainment and progress indicate children are emotionally and socially secure, to be able to learn, including all groups of children.
- Child observations show children fulfilling the image of the child
- Views of stakeholders.

Further Links:

- [Curriculum Overview on the website](#)
- [Image of the Child on the website](#)

Beyond Nursery

We continue to track the progress and attainment of our children, throughout the Early Years Foundation Stage, once they move onto school. The amount of children that go onto achieve a 'Good Level of Development' (GLD) at the end of

the EYFS and feedback received from feeder primary schools, validates impact of our curriculum.

Continuous Curriculum Improvement

We ensure our curriculum continues to have impact through:

- External Agencies; Local Authority School Advisors, Local Authority Consultant's, other Maintained Nursey Headteachers and Specialist teachers monitoring and evaluating our curriculum and reacting to advise to ensure the highest standards are maintained.
- Senior Leadership annually reviewing the curriculum and collaborating with all stakeholders

Date reviewed: November 2022

Date of next review: Autumn 2023