



## 4.4 Curriculum Planning and Assessment

EYFS: The Safeguarding and Welfare Requirements  
1.1-1.7, 2.1-2.6, 3.1, 3.2-3.27, 3.59, 3.68, 3.80

### Policy Statement

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday. The EYFS is statutory and is detailed under the *Statutory Framework for the Early Years Foundation Stage* and the *Practical Guidance for the Early Years Foundation Stage*.

At Sunrise Community Nurseries (Sunrise) we promote the learning and development of all children in our care. We recognise that each child is an individual and our highly qualified staff consider their needs, interests and development to plan a challenging and enjoyable experience across the seven areas of learning and development. Our staff guide and plan what children learn reflecting on the different rates at which they develop and adjust practice appropriately.

### Procedures

#### Intent

*Ofsted Education Inspection Framework 2019*

*"The framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent)."*

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- make the child's first experience of nursery and education happy, positive and fun
- support all children attending the nursery to attain their maximum potential within their individual capabilities.
- foster a love of learning and develop enquiring minds through promoting
- instil the Characteristics of Effective Learning such as independence, resilience and confidence
- promote emotional well-being
- build positive relationships and work in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn.

#### Implementation

*Ofsted Education Inspection Framework 2019*

*"The translation of that framework over time into a structure and narrative, within an institutional context (implementation)"*



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We implement the EYFS set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on what we observe the children doing, which inform future planning and draw on children's needs and interests. This is promoted through adult-led and child-initiated opportunities both indoors and outdoors.

- We provide a positive inclusive play environment for every child, so they develop good social skills and an appreciation of all aspects of this country's multi-cultural society.
- We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.
- We maintain a personalised record of every child's development, showing their abilities, progress, interests and any areas requiring further support.
- For children whose home language is not English, we will take reasonable steps to:
  - Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
  - Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them from day one.
- We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning.
- They provide interesting and challenging experiences that meet the needs of all children.
- Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.

### **Impact**

*Ofsted Education Inspection Framework 2019*

*"The evaluation of what knowledge and skills learners have gained against expectations (impact)"*

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Assessment is an integral part of our practice we carry out ongoing assessment (formative) through daily observations. To ensure that this does not take us away from interacting with the children we focus on these observations being what we see and act on, not necessarily what we write down. The focus is on what we the practitioners learn about the child by observing them and how we can support or extend their learning. We do however, take lots of photographs and videos to capture some of these learning moments and share with parents.



Staff use what they see to plan for children's individual interests and needs on a weekly basis. Not all children will be focused on in one week, but this is rotated so that all children are focussed on across the month to ensure that no child is left behind.

Keyperson complete reports (summative assessments) at various times throughout the children's time here at Sunrise to see the Impact on all the things we provide them throughout their journey with us.

- Initial assessment – this is completed after the child has been with us for about six weeks. This is written based on what the keyperson has observed with contributions from the parents. This assessment gives a starting point of what the child can do and where the support is needed.
- Transitions assessment – this is completed just before the child is due to move to the next room and show the impact of the interactions and activities provide to the child in their current room. This is then shared with parents and the new keyperson in a transition meeting with any actions for the new room agreed. This assessment provides the new keyperson a starting point for their new room.
- Two-year-old progress check – this is an additional assessment completed between the ages of 24-36 months and will give a clear picture of what stage the child is at in the three prime areas of learning and guide staff on whether additional support from external agencies may be required. Parents are advised to share these reports with their health visitor and any other professionals that are working with the family.
- Leaver assessments – these are final assessments written in or around the July before the child moves to school. These will be written in such a way to provide the child's teacher with a starting point.
- Pre-school classroom assessments – as children in Sunrise, could be in these classrooms for two to two-and-a-half year, then the time between their initial or transition assessment and their school leaver assessment could be too long, so additional reports will be written. Usually twice a year.
- Children with Special Educational Needs and/or Disabilities (SEND) – any children recognised with any additional educational needs will have additional and specific assessments to ensure Sunrise is meeting their additional needs.

We acknowledge parents/carers as primary educators and encourage parental involvement as outlined in **policy 10.3 Parents as Partners**. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home and have regular meetings with parents/carers to keep them up to date with their child's progress.

We share information about the EYFS curriculum with parents/carers and signpost them to further support via the following website: [www.foundationyears.org.uk](http://www.foundationyears.org.uk)



We know children are learning when they:

- Collaborate and learn from one another through shared experiences
- Are supported to set their own challenges in their physical environment and in their learning
- Access resources independently
- Use their senses to explore and investigate
- Develop persistence and positive attitudes to learning as detailed in the Characteristics of Effective Learning

Reviewed: January 2023	Next review date: January 2024
Signed on behalf of the nursery: <i>Mikki Parkes</i>	