Hollybank Early Years Curriculum

Rationale

The Hollybank School curriculum is based on the principles of personalised learning. It puts the individual pupil's needs at the centre of planning and provision alongside the Early Years Foundation Stage Curriculum in a holistic approach.

The early years foundation stage (EYFS) sets standards for the learning, development and care of your child from birth to 5 years old.

All schools and Ofsted-registered early years' providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

Children are provided with a baseline assessment against the Early Years Developmental Journal after 6 weeks of entering the setting. The baseline assessment will take into account parent's knowledge and where available other professionals reports for example; Physiotherapists, Occupational Therapists, Speech and Language Therapists, dieticians, play therapists…

Our Curriculum follows:

Characteristics of Effective Learning:
Playing and exploring – engagement
Active learning – motivation
Creating and thinking critically – thinking

Areas of development:

Prime Areas-
Personal, Social and
Emotional Development
Physical Development
Communication and Language

Specific –
Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Personalised learning targets are the set out in an IPP (individual progress plan) and are based upon summative and formative assessments.

Children's progress is reviewed and shared as a summary with parents at two points as stated by the EYFS:

- In the prime areas between the ages of 24 and 36 months
- At the end of the EYFS in the EYFS Profile.

At Hollybank Trust Nursery, Development Matters is used as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.

Summative assessment supports information sharing with parents, colleagues and other settings.

Summative assessments are made using observations of the children in the continuous and enhanced environment. These are documented in Evidence for Learning and the children's Records of achievement..

Formative assessments are completed each term this is known as the My Learning Picture and linking directly to the Early Years Foundation Stage Development Matters and Developmental Journals setting challenging yet achievable attainment targets at the appropriate level for each individual. This tool enables us to meet individual's needs and is tailored to meet the needs of the children who attend Hollybank Nursery School. My Learning Pictures are shared with the parent's and parents are regularly encouraged to be involved in the children's next steps and IPP planning cycles.

Pupils' attainment and achievements will be reported to parents at several points throughout the year through:

- Daily discussions
- Records of Achievement
- Evidence for Learning App
- IPP
- My Learning Picture
- My Support Plans and EHC plans

Teachers are more than willing to discuss a pupils' progress with parents at any other time throughout the year and are happy to suggest ways in which parents can help their child at home.

The children are able to access an enabling environment at Hollybank Trust Nursery with areas of continuous provision set up focusing on the children's interests and needs. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. Planning is child centred and will lead around their targets and interests. Children have the opportunity to use provision both inside and outside throughout their sessions at nursery. We aim to promote independence for the children in a safe environment where the children can learn through play in a rich learning environment which values all cultures, communities and people. Children have access to a sensory room, magic carpet and where appropriate dark room.

Families are able to access the Hydrotherapy Pool with their parents/ carers booked on a weekly basis.