



Curriculum

Mission Statement:

To provide a safe, secure, and stimulating environment where children are able to learn through play in a caring atmosphere. Children are valued as individuals to enable them to develop fully and become confident learners. We will build an effective relationship with parents, supporting them and encouraging their involvement in an atmosphere of mutual respect.

This mission statement and curriculum should be read in conjunction with the policies of the setting.

Contents:

Continuous provision:

- The unique child and curriculum theorists and influencers.
- Safeguarding and special educational needs (SEN).
- Arrival.
- Learning through play.
- Singing time.
- Focus time.
- Snack bar.
- Lunch club.
- Story time.
- Challenge planning.

Concurrent curricula:

- Physical development.
- Parent partnership.
- Care practices.
- Child safety.
- Settling in.
- Mindfulness yoga.
- Love of reading.
- Cultural capital.
- Personal development.
- Behaviour and attitudes.
- Leadership and management.
- Pedagogy.
- Learning journey.
- Characteristics of effective learning.
- Promoting British values.

St. Clements Early Years Foundation Stage Curriculum - Continuous provision

This curriculum provides information regarding the mission and operation of St Clements nursery. All aspects are not exhaustive and learning opportunities are illimitable.

The Unique Child:

Intent:

At St Clements we promote children's right to be strong, resilient and listened to. We are committed to anti-discriminatory practice, to promoting equality of opportunity and valuing diversity for all children and families. We are committed to ensuring that our service is fully inclusive.

Implementation:

We create an environment that encourages children to develop a positive self-image and view of their heritage, colour, gender, ethnicity, language, religious belief, cultural tradition or home background. We encourage children to develop a sense of autonomy and independence as well as the self-confidence and vocabulary to resist inappropriate approaches. We support children to form positive relationships and understand inclusion and equality are essential values in the setting and wider community.

Impact:

Every child is both unique and equal. Children are supported to become resilient, capable, confident, and self-assured. We advocate each child to be holistically prepared and ready for next stage of their development.

Policy links:

Children's rights
Valuing diversity and promoting equality

Curriculum theorists and influencers:

Intent:

Through training and study, we ensure we have a recognised and substantiated pedagogical knowledge base from which to evolve and grow.

Implementation:

We utilise, implement, and expand this knowledge and understanding to develop our own practices consistently and continuously.

Impact:

A nursery that instils leading pedagogical theory and advances using current research and study to ensure a continuous evolution of best practice, leading to resilient, confident learners.

Theorists and Influencers:

- The Early Years Foundation Stage (EYFS).
- Maslow, A. – Hierarchy of needs.
- Bruce, T. – Learning through play.
- Tassoni, P. – Two-year old.
- Laevers, F. – Wellbeing and engagement.
- Nutbrown, C. – Quality workforce.
- Piaget, J – Child centred approach.
- Dowling, M. – Personal, social, and emotional development.
- Osbourne, J – Reactive attachment disorder (RAD).
- Frobel, F – Role of the teacher.
- Ainsworth, M – key person.
- Bowlby, J. – Attachment.
- Elklan – Speech.
- HighScope – Plan, do, review.
- Vygotsky, L. – Social learning.
- Isaacs, S – Importance of play.
- Bruner, J. – Constructivist theory.
- Brodie, K – Sustained shared thinking.

This list is only a small selection of the theorists and influencers we at St Clements are influenced by. New research and study ensure we are continuously learning and evolving our practice. Robust systems support this continual progression and evolution. We tailor all these elements to our setting to ensure we deliver our mission and ethos.

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Safeguarding:

DSL: Elaine King

Assistant DSL: Paige Burry

Intent:

Safeguarding is everybody's responsibility. At St Clements our intent is to provide rigorous and robust policies that enable management, staff, parents/carers and anyone else accessing the setting the tools they need to keep children safe. The policies are consistently updated and amended to be as up to date as possible. Safeguarding policy is based on three key commitments.

1. To build a culture of safety.
2. Responding promptly and appropriately.
3. Promoting awareness.

Implementation:

Our procedure for safeguarding is the implementation of our policies. The designated safeguarding lead, assistant designated safeguarding lead and management ensure policies and procedure are current and implemented effectively.

Impact:

Safeguarding and child protection are managed and controlled with the importance they merit, ensuring they remain at the forefront of procedure and operation.

Policy links:

Please refer to the safeguarding and welfare requirements at St Clements. (Policies).

SEN:

SENCO: Rachael Hills **Assisted by:** SEN team (nursery) & Charly Watts (Iford)

Intent:

We provide an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential and ensure provision is inclusive to all children with SEN. This is in regard to the Special Educational Needs and Disability Code of Practice (SEND 2014). Our SEND policy forms the basis of practice and provision and is monitored and reviewed regularly.

Implementation:

We have in place a clear approach for identifying, responding to and meeting children's SEN. We support and involve parents and children, actively listening to and acting on their wishes and concerns. We also work in partnership with the local authority and other external agencies to ensure the best outcomes for children and their families.

Impact:

All children, including those with SEN have an environment in which they can be safe, grow and flourish. Children have the opportunities to achieve outstanding outcomes in their own personal learning journey.

Policy Links:

Supporting children with special educational needs and disability (SEND) at St Clements

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Arrival:

Connections include;

Policy links:

Admissions
Settling in
Partnership with
parents
Equality
Record keeping

Development matters:

PSE

Emphasis:

Making
relationships.

Managing feelings
and behaviour.

Self-confidence &
self-awareness.

Intent: What we offer on a daily basis...

We greet each child and family as they arrive and sign into nursery. Practitioners and keypersons are available to speak with parents and between them share relevant information that may impact on a child's day. We aim to build strong, positive, reciprocal relationships that foster a sense of belonging, strengthening honest and respectful relations.

Implementation: How we demonstrate the intent in practice...

Children arrive at nursery into a calm, stimulating and enabling environment. Keyperson's are available to support children during separation and throughout transition periods or unfamiliar events. The layout remains consistent with a variety of activities presented that will engage and motivate children to play and learn. Transitional items from home are important for some children and arrangements are made to ensure that needs are met on an individual basis.

Impact: The impact and effect on children's learning and their outcomes...

Children arrive knowing their environment is familiar, safe and comfortable which allows them to grow and flourish. The overriding impact of a supportive and nurturing arrival will be demonstrated through significant attachments, a strong sense of belonging and self-worth, and a positive attitude to nursery and develop their love of learning (*see characteristics below*)

Characteristics of effective Learning – *Playing & exploring, Active learning, Creating & thinking critically*

These characteristics will develop and progress with consistency and as secure attachments grow.

Influences on our curriculum and practice- Theorists, research, evidence and/or programmes.....

Bowlby, J. – Attachment. Ainsworth, M. – Transitional. Tassoni, P. – Settling without tears.

St. Clements Early Years Foundation Stage Curriculum - Continuous provision

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Learning through play:

Connections include;

Policy links:

Learning through play encompasses all policy areas and directly influence our intent, implementation and intent.

Development matters:

PSE, PD, C&L
LIT, MA, UTW, EAD

Emphasis:

A holistic continuous provision ensures learning through play provides opportunities for all areas of development matters every day.

Intent: What we offer on a daily basis...

In learning through play we intend to advocate the unique child, supporting them to achieve their next steps in the EYFS development matters. We aim to motivate, inspire, stimulate and extend a child's love of learning and awe, wonder and understanding of the world they live in. We embolden children to become resilient and absorb knowledge through their increasing engagement, motivation, creativity and critical thinking.

Implementation: How we demonstrate the intent in practice....

The environment offers a safe, nurturing and inspiring area in which children can experiment, think critically and create using the characteristics of effective learning. Children can explore practicing and developing new skills, ideas and interests and varied experiences are offered and planned which support and extend child interests. During learning through play practitioners engage in nurturing, supportive play, provide challenge, support children in managing their own risk and encourage independence.

Impact: The impact and effect on children's learning and their outcomes...

Children are inspired to learn by growing a love of learning and becoming confident in themselves and their learning ability. They make outstanding progress through the EYFS and develop key life skills for future learning which enable them to flourish.

Characteristics of effective Learning – *Playing & exploring, Active learning, Creating & thinking critically*

During learning through play children are supported to learn using all the characteristics of effective learning. They are consistently engaged and reinforced to enable children to obtain their greatest outcomes. When we provide stimulating resources and encourage children to play and explore, actively learn, and create and think critically, we are having a significant impact on the way their brain is developed which benefits all their future learning.

Influences on our curriculum and practice- Theorists, research, evidence and/or programmes...

At St Clements we are influenced by and incorporate ideas and concepts from a huge range of theorists and programmes, they influence all areas of our environment, practice, and pedagogy. We do not subscribe to any one ideology, instead we utilise and incorporate many different influences to promote our own ethos and vision.

St. Clements Early Years Foundation Stage Curriculum - Continuous provision

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Singing time:

Connections include;

Policy links:

Skilful communicator
Two year old
Britishness
Promoting positive
behaviour

Development matters:

C&L
PSE
PD

Emphasis:

Listening and
attention

Speaking

Self-confidence and
self-awareness

Managing feelings
and behaviour

Moving and handling

Intent: What we offer on a daily basis...

The intent of singing time is to provide opportunity for positive communication experiences. We aim to introduce new vocabulary and sound patterns as well as learning about rhythm and intonation. Singing time aims to support language development in a stimulating, engaging and consistent environment. Singing time will support children in their ability to concentrate and maintain attention as well as being able to participate alongside peers engaged in the same activity, supporting relationships and resilience. Physical actions are incorporated through signing to ensure inclusivity and understanding of the connection between movement, communication and language.

Implementation: How we demonstrate the intent in practice...

We plan a group singing time every day that encompasses child interests and needs. We use continuity and repetition to ensure language development is fully supported by our song choices and by incorporating different concepts such as the day of the week, the weather and a sound of the week. During singing time practitioners support children in their language development by role modelling and using visual cues to extend understanding. Physical development will also be incorporated with action songs promoting gross and fine motor development.

Impact: The impact and effect on children's learning and their outcomes...

Children learn a repertoire of nursery rhymes, songs and actions and develop new language. Children's improved language development supports them to flourish in all areas of their learning journey. Rhythm, keeping beat and rhyme increase children's communication skills and actions increase their gross and fine motor abilities, creating the foundation of their early literacy development.

Characteristics of effective Learning – *Playing & exploring, Active learning, Creating & thinking critically*

In singing time, the COEL are supported by children being engaged and showing a 'can do' attitude, being motivated by maintaining focus and being proud of their accomplishments and thinking by noticing patterns in their experience and developing ideas of sequences.

Influences on our curriculum and practice- Theorists, research, evidence and/or programmes...

Traditional nursery rhymes. The Jolly Phonics programme. Letters and Sounds: Principals and Practice of High Quality Phonics. Come talk with me. Elklan – Language development.

St. Clements Early Years Foundation Stage Curriculum - Continuous provision

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Focus time:

Connections include;

Policy links:

Children's rights and entitlements
Equal opportunities
Job description – practitioner

Development matters:

PSE, PD, C&L
LIT, MA, UTW, EAD

Emphasis:

Long term planning ensures each week provides a new area of learning for focus time. Over the course of the academic year every area of learning is explored for between four to seven weeks.

Intent: What we offer on a daily basis...

To teach children the skills they need to flourish through the EYFS development matters. A highly skilled and passionate team provide planned activities at a set time each day that directly cater to the needs and requirements of every child. Enabling them to thrive and be well equipped for the next stage of their development.

Implementation: How we demonstrate the intent in practice...

Our long term planning ensures we provide learning opportunities in every prime and specific area of the EYFS development matters. Three ranger groups are implemented to cater for different age and stage levels of development. Differentiation is planned for and implemented to ensure the learning requirements of all children are met. We strive to work with high ratios of practitioners per child, so all children receive time and attention both as a group and individually to extend their learning. We use blank level questioning to ensure children are communicated with effectively and teaching of new vocabulary is planned for every focus session. Focus times are evaluated by peers and reflected upon to ensure continuous progression.

Impact: The impact and effect on children's learning and their outcomes...

Children progress and excel through the EYFS development matters and learn new, valuable life skills. Children grow a love of learning and acquire skills that support them to understand how they learn. These elements combined enable the unique child to be equipped and prepared for the next stage of their development in the EYFS.

Characteristics of effective Learning – *Playing & exploring, Active learning, Creating & thinking critically*

In focus time we intend for the overarching characteristic to be creating and thinking critically. Children will need to use playing and exploring, and active learning characteristics to be able to fully engage with the creating and critical thinking process.

Influences on our curriculum and practice- Theorists, research, evidence and/or programmes...

Early Years Foundation Stage – Development Matters. Elklan – communication. Tassoni, P – two year olds. Bruner, J. – Scaffolding. Frobel, F. – role of the teacher. Blank's level of questioning.

Planned by:

Evaluated by:

Intent: *A Unique Child*: Learning Objective (EYFS):

Implementation: *Positive Relationships*: What will the children do? What will the practitioners do?

Differentiation/Key Child Targets/Inclusion/Challenges & Dilemmas'

Blank language level:

Enabling Environment: Resources and Organisation:

New vocabulary to introduce:

Impact and Planning evaluation overleaf (sign and date when evaluated)

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<p><u>Snack bar:</u> <i>Connections include;</i></p> <p>Policy links: Equal opportunities. Food hygiene. Food and drink. Promoting positive behaviour. Allergens.</p> <p>Development matters: PD PSE, C&L</p> <p>Emphasis:</p> <p>Health and self-care</p> <p>Making relationships</p> <p>Managing feelings and behaviour</p> <p>Understanding</p> <p>Speaking</p>	<p>Intent: What we offer on a daily basis...</p> <p>An open plan, dedicated snack bar that provides a nutritious and nourishing educational experience where children learn about food and the value of a healthy diet. The snack bar develops children’s growing independence in eating and care practices and provides a social experience that enhances their personal development. Children are supported to learn when they are hungry or thirsty and manage their needs, ensuring these needs are met allows them to meet their full learning potential.</p> <p>Implementation: How we demonstrate the intent in practice...</p> <p>There is a variety of healthy vegetables and fruits provided that the children can select independently. Children learn to use and return the resources they need appropriately and learn how to undertake their own care practices, such as washing their own hands. In doing so children develop an understanding of the importance of care practices and hygiene. Children’s independence is furthered by snack activity like pouring their own drinks, using utensils and food preparation such as cutting fruit and vegetables. Snack time is also a social experience, children are learning how to eat together, discovering different likes and dislikes and engaging in stimulating conversations with their peers and adults.</p> <p>Impact: The impact and effect on children’s learning and their outcomes...</p> <p>Children become confident, independent and resilient and understand health and care practices. This Independence and understanding in meeting their own needs will support them to be able to learn, progress and attain in other areas throughout the setting, underpinned by Maslow’s hierarchy of needs.</p> <p>Characteristics of effective Learning – <i>Playing & exploring, Active learning, Creating & thinking critically</i> Children are engaged by the process, motivated by their needs and have to think about how to accomplish their goals. Children are demonstrating they can be willing to ‘have a go’ and try new things. They enjoy meeting the challenges faced and get to choose ways to do things and review their processes.</p> <p>Influences on our curriculum and practice- Theorists, research, evidence and/or programmes... Maslow, A. – Hierarchy of Needs. Piaget, J. – Cognitive Nutrition. NHS – The eat well guide. Change4life – Healthy eating.</p>
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St. Clements Early Years Foundation Stage Curriculum - Continuous provision

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<p><u>Lunch club:</u> <i>Connections include;</i></p> <p>Policy links:</p> <p>Food hygiene. Food and drink.</p> <p>Promoting positive behaviour.</p> <p>Development matters: PD PSE, C&L</p> <p>Emphasis:</p> <p>Health and self-care</p> <p>Moving and handling</p> <p>Making relationships</p> <p>Managing feelings and behaviour</p> <p>Understanding</p> <p>Speaking</p>	<p>Intent: What we offer on a daily basis...</p> <p>To provide a consistent and supportive environment that enables us to realise an engaging lunch time routine. The children will learn about and understand how a healthy diet and exercise lead to good health. They will also learn good habits in regard to care practices and the rules and routines of eating in a social environment, role modelled by practitioners who eat with the children. Children’s physical development is the underpinning aspect of the lunch time routine. In addition to learning the values of a healthy diet they will participate in and understand the importance of exercise as part of a balanced lifestyle.</p> <p>Implementation: How we demonstrate the intent in practice...</p> <p>Lunch club is operated with routine that is consistent and reliable. The children engage in physical activity before getting ready to eat, learning the importance of exercise and preparing themselves for the transition from playing to eating. Children are supported to become independent in preparing themselves for lunch, including gathering their own lunchboxes and utensils, pouring their own drinks and washing their hands. Social interaction is a vital part of the lunch club experience, so practitioners eat with and converse with children whilst ensuring they learn and follow the rules and routines for a positive social experience. Rules like washing hands first, sitting securely, eating appropriately, and not speaking with a mouthful of food support children to understand the benefits of social eating experiences.</p> <p>Impact: The impact and effect on children’s learning and their outcomes...</p> <p>Children become independent and resilient and understand health and care practices and why they are important. Children’s sense of community is reinforced as they continue to build relationships in a consistent environment. When lunch club ends children are nourished and prepared for their next learning opportunity.</p> <p>Characteristics of effective Learning – <i>Playing & exploring, Active learning, Creating & thinking critically</i> Children are able to choose ways to do things and develop ideas of grouping and sequences. They persist through challenges and are involved in the community experience.</p> <p>Influences on our curriculum and practice- Theorists, research, evidence and/or programmes... Maslow, A. – Hierarchy of Needs. Piaget, J. – Cognitive Nutrition. NHS – The eat well guide. The leap into life programme.</p>
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<p><u>Story time:</u> <i>Connections include;</i></p> <p>Policy links: Promoting positive behaviour</p> <p>Skilful communicator</p> <p>Two year old</p> <p>Britishness</p> <p>Development matters: C&L, LIT EAD, PSE</p> <p>Emphasis:</p> <p>Listening and attention</p> <p>Understanding</p> <p>Reading</p> <p>Using media and materials</p> <p>Being imaginative</p>	<p>Intent: What we offer on a daily basis... For children to enjoy a story read by an adult to a group of children, enjoyment ensures they are conducive to learning and retaining information. Story time enhances children’s listening and attention skills and their ability to focus on sounds and words that develop their pronunciation. Children are developing their language and hearing and learning new words, regular story times greatly increase a child’s vocabulary. Children are learning about different concepts and life experiences, developing their personal, social and emotional development as well as the beginnings of how to read. Story time also provides opportunities for relaxation, building confidence, exploring feelings and developing imagination. Sitting, listening and concentrating are not inherent abilities in children, story time enables children to learn the social skills needed to be able to participate as part of a group, focus their attention on one thing for a short time and join in where appropriate.</p> <p>Implementation: How we demonstrate the intent in practice... We end each session with a group story time. We have a story of the week that we read every day. This ensures children have opportunities to join in with repeated refrains and recall key events in the story. The repetition supports all children to explore, know and value the concept or theme in each story. The story is delivered in a playful an imaginative way, engaging children’s interest and imagination. The use of story sacks that implement props, visual and audio aids support engagement may also be utilised. At the end of story time children have the opportunity to read books independently or together with a practitioner, further supporting the literacy development.</p> <p>Impact: The impact and effect on children’s learning and their outcomes... Story time together fosters a love of reading. Enjoying and appreciating stories is one of the first steps in a child’s journey of learning how to read and write. Children’s vocabulary is extended enormously through story time and their language development flourishes as a result.</p> <p>Characteristics of effective Learning – <i>Playing & exploring, Active learning, Creating & thinking critically</i> Children find out and explore themes and concepts and become involved, demonstrate focus and concentration. They make links and notice patterns, develop ideas of grouping, sequences and cause and effect.</p> <p>Influences on our curriculum and practice- Theorists, research, evidence and/or programmes... Elklan – Language development. Letters and Sounds: Principals and Practice of High Quality Phonics. Piaget, J. – Cognitive Development. Bruner, J. – Revisiting previous learning (constructivist).</p>
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Challenge

Planning:

Connections include;

Policy links:

Children's rights and entitlements

Skilful communicator

Two year old policy

Development matters:

PSE, PD, C&L

LIT, MA, UTW, EAD

Emphasis:

A different EYFS aspect is planned for each week to ensure children have varied and expansive experiences and opportunities.

Intent: What we offer on a daily basis...

Daily activities or opportunities that challenge, enhance and stretch children's ability and understanding based on their individual stage of development. Challenges are planned to encompass a different EYFS aspect each week which provide children more opportunities to access the entire EYFS curriculum and achieve a rounded, comprehensive early years education. Hearing the language of, and enjoying challenge also enables children to establish a positive connotation with the concept of challenge and perseverance.

Implementation: How we demonstrate the intent in practice...

We provide at least three planned challenges daily, each in a different area of the nursery to ensure robust, varied experiences. The EYFS aspect the challenge is centred around changes weekly. The challenge has three sections, each one aiming to challenge a different age and stage of development. This allows practitioners and children to work together to complete the challenge with manoeuvrability to extend or simplify based on each child's understanding and ability. Challenges can be planned around individual children's next steps or around a whole cohorts needs.

Impact: The impact and effect on children's learning and their outcomes...

Children learn and develop their understanding in the EYFS aspects they are being challenged with. Children learn that challenge, perseverance and determination are to be embraced and enjoyed, and that overcoming or achieving a challenge leads to the advancement of skills and comprehension. Children who are able to positively embrace and overcome challenges become more effective learners.

Characteristics of effective Learning – *Playing & exploring, Active learning, Creating & thinking critically*

With challenge children learn all about motivation. They will learn to be able to fully engage with, be involved in and concentrate on tasks as well as seeing the benefits of keeping on trying, persisting when challenges occur and bouncing back after difficulties. They also have the opportunity to see that more effort or a different approach can provide better results. Children can enjoy achieving what they set out to do and be proud of how they accomplished something. As well as showing a can do attitude, engaging in new experiences and learning by trial and error.

Influences on our curriculum and practice- Theorists, research, evidence and/or programmes...

Brodie, K. - sustained shared thinking. Bruner, J – constructivist. Early Years Foundation Stage: Development Matters. Piaget, J - Cognitive development. Laevers, F. – involvement. Researching Effective Pedagogy in the Early Years (REPEY).

Our Challenge:

Let's challenge ourselves and achieve together! Plan the challenge using:

Intent: **A Unique Child**

Implementation: **Positive Relationships** and **Enabling Environment**

Impact: wow moments, next steps, pupil premium, IEP targets and more!

Week: Day:	Aspect:	Planned by:	Station:
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Red challenge:



Blue challenge:



Green challenge:



St. Clements Early Years Foundation Stage Curriculum - Concurrent curricula

This curriculum provides information regarding the mission and operation of St Clements nursery. All aspects are not exhaustive and learning opportunities are illimitable.

<p><u>Physical Development:</u> <i>Connections include;</i></p> <p>Policy links: Children's rights and entitlements</p> <p>Two year old</p> <p>Equality opportunities</p> <p>The outdoor learning environment</p> <p>Development matters: PD PSE, C&L</p> <p>Emphasis:</p> <p>Moving and handling</p> <p>Health and self care</p> <p>Writing</p>	<p>Intent: What we offer on a daily basis...</p> <p>Physical development encompasses children's moving, handling, health and self care. It is one of the three prime areas of learning within the EYFS. Children need prime area development to be able to fully access specific areas and continue to grow and develop. We provide children with opportunities that develop their gross and fine motor ability as well as knowledge and understanding of what a healthy lifestyle entails and how to become independent in self care practices. Other important aspects of physical development include supporting children to develop their vestibular sense, core strength and ensuring children get enough daily physical activity to maintain good health.</p> <p>Implementation: How we demonstrate the intent in practice...</p> <p>We provide a variety of gross motor (large movement) activities, primarily in the action station, examples include; stepping stones, obstacle courses, climbing frame, games and sports, dancing, parachute play and many more. Activities such as threading, play doh, cutting fruit and vegetables, drawing, painting, craft modelling, building, puppets and more support children's fine motor (small movement) development. As part of our physical development programme we have daily group physical activities called move it! move it! Here we come together to engage in adult led sessions that get children's bodies moving and heart pumping with a wide range of physical activities. Children can also choose to participate in our daily mindfulness yoga sessions which promote and extend vestibular sense and core strength (See mindfulness section). Children are supported to increase their independence in health care practices like washing their hands, using the toilet, blowing their nose and dressing routines.</p> <p>Impact: The impact and effect on children's learning and their outcomes...</p> <p>NHS guidance states that children under 5 should engage in physical activity for at least 180 minutes per day to ensure they develop their required movement, co-ordination and cardiovascular health. Ensuring we envelop this as part of our ethos means we support children to fulfil their potential and be physically ready for the next stage of their learning and development. Children's gross and fine motor development are vital components of their journey into early writing and core strength is essential to children's ability to sit and concentrate. The support and opportunities we provide ensure they are physically prepared.</p> <p>Characteristics of effective Learning – <i>Playing & exploring, Active learning, Creating & thinking critically</i> Children are able to demonstrate how they explore the world around them and how they engage and persist with activities.</p> <p>Influences on our curriculum and practice- Theorists, research, evidence and/or programmes...</p> <p>NHS - Guidance on exercise. Leap into Life. Yoga pretzels. McClure, A. – Exercise before expectation.</p>
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St. Clements Early Years Foundation Stage Curriculum - Concurrent curricula

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<p><u>Parent Partnership:</u> <i>Connections include;</i></p> <p>Policy links: Child protection</p> <p>Information and records</p> <p>Development matters: PSE C&L, UTW</p> <p>Emphasis: Making relationships</p> <p>People and communities</p>	<p>Intent: What we offer on a daily basis...</p> <p>To foster positive parent, practitioner and child relationships, working together to gain the best outcomes for children. Just as we believe children have the right to be respected and listened to, the same applies to parents. We value respectful relationships and have clear expectations of appropriate interaction (<i>see expectations of behaviour</i>). At St Clements we understand and advocate that parents are a child's first educators and support this important aspect in the parent-child relationship. We know that open communication and sharing information is key to providing the most conducive learning experience. We understand parenting can provide different challenges to different families and we provide support, offer guidance and can signpost relevant services for parents who require them. We communicate and provide home learning opportunities and incorporate child interests from outside nursery into our child initiated planning.</p> <p>Implementation: How we demonstrate the intent in practice...</p> <p>Parents enter the nursery and support their children with the transition of arriving and leaving. It is important to us that parents are involved in their child's nursery day and feel welcome so children can observe and understand that parents and practitioners work together in their interest. Parents can regularly converse with their child's key person or other practitioners regarding their child, as well as having access to their learning journey. Home learning may also be provided depending on a child's individual need and learning style. Parents will be invited to termly meetings to discuss their child's development and other observations in their learning journey, as well as discuss plans for future learning. We also share observations through tapestry, which acts as an online learning journey that parents can access online. A newsletter highlighting the learning objectives, dates and other important information will be provided half-termly.</p> <p>Impact: The impact and effect on children's learning and their outcomes...</p> <p>Children and parents alike will develop trust and experience enjoyment from St Clements practice, policy and practitioners, allowing children to flourish and develop. In part this is intended to provide parents and children a strong foundation of trust and enjoyment of the education system, providing a platform for future success.</p> <p>Characteristics of effective Learning – <i>Playing & exploring, Active learning, Creating & thinking critically</i> Children find out and explore, showing curiosity about events, objects and people.</p> <p>Influences on our curriculum and practice- Theorists, research, evidence and/or programmes...</p> <p>Pen Green – Framework for engaging parents. Vygotsky, L. – Zone of proximal development.</p>
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St. Clements Early Years Foundation Stage Curriculum - Concurrent curricula

This curriculum provides information regarding the mission and operation of St Clements nursery. All aspects are not exhaustive and learning opportunities are illimitable.

<p>Care Practices: <i>Connections include;</i></p> <p>Policy links: Intimate care and toileting</p> <p>Children's rights</p> <p>Child protection</p> <p>Development matters: PD, PSE</p> <p>Emphasis: Health and self care</p>	<p>Intent: What we offer on a daily basis... We intend to strike the appropriate balance between nurture, support, and independence for children on an individual basis. As children at St Clements are at different stages of their independence in self care and require varying levels of support. We provide that support for children and ensure they are able to fully access provision whilst taking steps towards independence, as well as keeping the environment clean and safe with a robust, methodical procedure. By supporting their transition into independence in a supportive and nurturing way children learn not only how to accomplish their needs but also understand the importance of independence and self care practices. We teach children about good self care and health practices, the importance of a balanced diet and being well.</p> <p>Implementation: How we demonstrate the intent in practice... On arrival children are encouraged to independently hang their coats and bags on their own named pegs and ensure their personal effects are accounted for. During learning through play we support children's independence in care practices by having nose blowing stations that children learn to use, with mirrors for them to see what they are doing as well as pedal bins to appropriately dispose of tissues and wipes. Children are encouraged to wash their own hands when needed and always before a snack, lunch and after using the toilet, we have a handwashing song that supports children to wash their hands with soap for the recommended 15 seconds. Using the toilet independently, dressing and undressing when required and undertaking individual risk assessments are all supported during learning through play, again with a focus on promoting independence. During hot weather sun safety is promoted with sun hats and in cold/wet weather with coats and wellies, ensuring also that children have the opportunity to self-assess the need for such items and understand their importance. In the snack bar children learn about a balanced diet and appropriate care practices with regard to food and drink, using tools safely and the importance of cleanliness. The task of nappy changing or changing soiled clothes is usually the role of the key person, however any member of staff can support in these care practices (excluding volunteers - see policy).</p> <p>Impact: The impact and effect on children's learning and their outcomes... Children become independent in their own care practices and have an understanding of why they are important. Children become 'school ready' and can be confident in their abilities. Good care practices positively impact a child's general health which enables them to be more prepared and able to learn and develop.</p> <p>Characteristics of effective Learning – <i>Playing & exploring, Active learning, Creating & thinking critically</i> Enjoying achieving what they set out to do, showing satisfaction in meeting their own goals, being proud of how they accomplished something, enjoying meeting challenges for their own sake.</p> <p>Influences on our curriculum and practice- Theorists, research, evidence and/or programmes... Maslow, A. – Hierarchy of needs. Potty training academy. "Catch it, Bin it, Kill it". We are continually influenced by NHS guidance regarding care practices and sun safety.</p>
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St. Clements Early Years Foundation Stage Curriculum - Concurrent curricula

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<p><u>Child Safety:</u> <i>Connections include;</i></p> <p>Policy links: Safeguarding and child protection</p> <p>Promoting positive behaviour</p> <p>Two year old</p> <p>Development matters: PSE</p> <p>Emphasis:</p> <p>Self-confidence and self-awareness</p> <p>Managing feelings and behaviour</p>	<p>Intent: What we offer on a daily basis... As a setting our intention is to keep children safe and provide them with the understanding of how to keep themselves safe. It is vitally important that children have a safe environment in which to explore and thrive whilst being supported to manage their own risk.</p> <p>Implementation: How we demonstrate the intent in practice... To support their independence children do manage their own risk within acceptable boundaries, this means incidents can and do happen. Incidents will always be reported if first aid has been required or otherwise deemed necessary. Children are signed in by parents, counted regularly throughout the day and staff to children ratios are well within legal limits. Phone use is prohibited in the setting and staff and visitors must keep them in the allocated area in the office. Vigilant, consistent staff support children to explore and interact with the environment safely. Furthermore, we have extensive safeguarding and child protection policies and procedures (<i>see safeguarding and child protection policy</i>) to keep children safe.</p> <p>Impact: The impact and effect on children's learning and their outcomes... Children feeling safe is a primary need, when children feel safe they are able to explore, learn and develop effectively and productively. Knowing children are safe, and are learning to ensure their own safety, increases the confidence and well being of parents, in turn further enhancing children's well-being. Independent management of their own risk ensures children are able to risk assess and use equipment safely, understanding why safety is important.</p> <p>Characteristics of effective Learning – <i>Playing & exploring, Active learning, Creating & thinking critically</i> Finding out and exploring - Using senses to explore the world around them. Choosing ways to do things: Planning, making decisions about how to approach a task, solve a problem and reach a goal - Checking how well their activities are going - Changing strategy as needed - Reviewing how well the approach worked.</p> <p>Influences on our curriculum and practice- Theorists, research, evidence and/or programmes... Maslow, A. – Hierarchy of needs. Laevers, F. – Wellbeing. Ofsted – Welfare requirements. Statutory requirements for the early years foundation stage (April 2017).</p>
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St. Clements Early Years Foundation Stage Curriculum - Concurrent curricula

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<p><u>Settling in:</u> <i>Connections include;</i></p> <p>Policy links: Equal opportunities</p> <p>Two year old</p> <p>Admissions</p> <p>Development matters: PSE</p> <p>Emphasis: Making relationships</p> <p>Managing feelings and behaviour</p> <p>Self-confidence and self-awareness</p>	<p>Intent: What we offer on a daily basis... We understand attachment theory and how to effectively support children's transition into a nursery environment. We adopt a child centred approach to settling, knowing children and tuning in to their needs. We work in partnership with parents to attempt a smooth, healthy and calm conversion to nursery. Children are unique and we understand that different techniques and strategies succeed in supporting a child's transition. Some children may require a lot of adult input and interaction whilst others may be able to settle independently, either way the key person system is a vital component to the settling process.</p> <p>Implementation: How we demonstrate the intent in practice... Inspired by the settling without tears technique we adopt a child centred approach that caters to the individual needs of the child. Generally children will require stay and play sessions in which a parent will remain at the session with their child and play. A key person will also be assigned and begin to form relationships with both child and parent, becoming a part of the child's inner circle of trust. These sessions and a child's all about me forms allow us to build a picture of the child and their needs. Comfort items can be brought for children to use during their settling period and beyond. Most children will require a settling plan, this will create a record of important information and provide a schedule of settling days and sessions. When we feel the time is right we will initiate the parent saying goodbye and leaving the child for a designated period of time, usually a short period to allow the child to understand that a parent will leave but will also return. We ensure that when a parent says goodbye they do leave, even if the child becomes upset, this sends a clear and consistent message to the child of what will happen. Session days and times will be decided by the setting and parents during settling, the amount of stay and play sessions, settling weeks, time to build up session days and times will vary from child to child. At St Clements we always act in the best interests of the child and cater to their needs, parent participation and co-operation in the settling process is vital to its success.</p> <p>Impact: The impact and effect on children's learning and their outcomes... Children become confident and resilient. They understand that a parent leaves and returns and they can endure. They flourish by learning they are individuals who can be independent, respected and listened to. The process aspires to enable subsequent transitions to be effective and positive also, namely the transition into school.</p> <p>Characteristics of effective Learning – <i>Playing & exploring, Active learning, Creating & thinking critically</i> Showing curiosity about objects, events and people. Using senses to explore the world around them. Persisting with activity when challenges occur. Bouncing back after difficulties.</p> <p>Influences on our curriculum and practice- Theorists, research, evidence and/or programmes... Tassoni, P. - Settling without tears. Bowlby, J. – Attachment. Ainsworth, M – key person/stages of attachment.</p>
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<p><u>Mindfulness</u></p> <p><u>Yoga:</u></p> <p><i>Connections include;</i></p> <p>Policy links: Children's rights</p> <p>Diversity and equality</p> <p>Development matters: PD, PSE LIT</p> <p>Emphasis: Moving and handling</p> <p>Self-confidence and self-awareness</p> <p>Writing</p>	<p>Intent: What we offer on a daily basis...</p> <p>The objective is to offer an activity that promotes mindfulness and extends physical development. Yoga promotes mindfulness and self-awareness in a calming, relaxing environment. The physical development aspects manifest in improving the vestibular system and core strength, vital components for a child's development. The activity concentrates on physical development and mindfulness and does not include any spiritual element, concepts or language.</p> <p>Implementation: How we demonstrate the intent in practice...</p> <p>Children get to remove their shoes and use the soft yoga mats, then begin a session that uses yoga poses to promote thinking and mindfulness. Children will be encouraged to be quiet and reflective, to really feel their bodies, the feeling of stillness and the motion of movements. After a period of mindfulness and relaxation children participate in yoga poses suitable for the age and stage of the children. These exercises focus on breathing, balance, strength, composure, concentration and endurance. Poses benefit gross and fine motor development as well as core strength and crossing the midline.</p> <p>Impact: The impact and effect on children's learning and their outcomes...</p> <p>Mindfulness increases a child's perception of self-awareness as well as clearing the mind in preparation for the next section of their day. Yoga supports their physical development and enhancing core strength improves children's ability to sit and concentrate as well as supporting the foundation of early writing.</p> <p>Characteristics of effective Learning – <i>Playing & exploring, Active learning, Creating & thinking critically</i></p> <p>Being involved and concentrating, Maintaining focus on their activity for a period of time, Not easily distracted, Paying attention to details</p> <p>Influences on our curriculum and practice- Theorists, research, evidence and/or programmes...</p> <p>Yoga pretzels. EYFS – Physical development. NHS – change4life.</p>
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St. Clements Early Years Foundation Stage Curriculum - Concurrent curricula

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<p><u>Love of reading:</u> <i>Connections include;</i></p> <p>Policy links: Children’s rights Skilful communicator Two year old Britishness</p> <p>Development matters: LIT, C&L PSE, UTW, EAD</p> <p>Emphasis: Reading Being imaginative</p>	<p>Intent: What we offer on a daily basis... To create, foster and nurture a love of reading in children and extend that love to their family. Story time is a vital part of this, engaging and interesting story telling ensures children are captivated and inspired by stories. Books are used as a tool to explore, reinforce and discover new information. We incorporate a story of the week, this allows for repetition so children get to really understand and comprehend the story and its concepts.</p> <p>Implementation: How we demonstrate the intent in practice... Every child has a group story time daily, practitioners will use interesting voices, tones, and inflections, as well as visual and audio props to bring the story to life and inspire children’s imagination. We have books available throughout the setting that are readily available for consistent access and for practitioners to quickly act on a child’s interest. We have quiet areas so children can explore books in a calm environment and practitioners can read with children during learning through play. We have books in various languages and plentiful written word around setting in English and other languages, so children can see and become familiar with the typed and written word. We have reference books available so children and practitioners can solve problems and find out new information. Parents can attend story time with their children in times of settling in and when invited using our story time invitation that children can give their parents. We display the story of the week so parents and children can see on entry what the story will be and can discuss it, also on this story time board is information on the importance of story time with children to encourage and support parents to read at home.</p> <p>Impact: The impact and effect on children’s learning and their outcomes... Fostering a love of reading increases children’s enjoyment of books and stories and strengthens their understanding, comprehension and imagination. A child’s communication and language skill and their vocabulary are intrinsically linked to the number of words they hear, stories greatly enhance these areas and extend upon their foundations of future learning. Stories and books also stimulate a child’s creativity and imagination, strengthening their critical thinking skills. Children who develop a love and enjoyment of reading will foster those feelings as they progress into school, making learning to read a more enjoyable and achievable challenge.</p> <p>Characteristics of effective Learning – <i>Playing & exploring, Active learning, Creating & thinking critically</i> Making links and noticing patterns in their experience, Making predictions, Paying attention to details.</p> <p>Influences on our curriculum and practice- Theorists, research, evidence and/or programmes... Elklan – Early language builders. Letters and Sounds – Principals and Practice of High Quality Phonics. Piaget, J. - Reading theory. Griffiths, N. – Story sacks.</p>
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St. Clements Early Years Foundation Stage Curriculum - Concurrent curricula

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<p><u>Cultural capital:</u> <i>Connections include;</i></p> <p>Policy links: Skilful communicator</p> <p>Two year old</p> <p>Britishness</p> <p>Promoting positive behaviour</p> <p>Development matters: PSE, PD, C&L LIT, MA, UTW, EAD</p> <p>Emphasis: All seven areas of the EYFS are essential in improving children's cultural capital.</p>	<p>Intent: What we offer on a daily basis... To increase all children's cultural capital. We intend to expand their knowledge and understanding of the world around them by facilitating experiences that inspire awe and wonder of the world in which they live, using the seven areas of learning in the EYFS. We provide children with the essential knowledge they need to be educated citizens and prepare them with the knowledge and skills they need for what comes next. It is important that we recognise that cultural disadvantage can suppress a child's cultural capital, thus we endeavour to identify and influence children and families who encounter disadvantage and augment their cultural experiences.</p> <p>Implementation: How we demonstrate the intent in practice... We use the EYFS curriculum to enhance the experiences and opportunities available to children. We provide planned for and engineer organic experiences that broaden children's understanding of the world. By arranging and creating experiences that inspire awe and wonder we ensure children heighten their cultural capital. Focus time and challenge planning ensure the entire EYFS is accessed, these planned activities incorporate vocabulary extension appropriate to a child's development level. In learning through play children explore a range of opportunities that extend their EYFS knowledge and understanding. Practitioners engage children and extend their learning using their professional expertise, creating targets that focus learning and can stretch children using sustained shared thinking.</p> <p>Impact: The impact and effect on children's learning and their outcomes... Children experience the awe and wonder the world can inspire, igniting their curiosity and enriching their language. Children gain the skills, knowledge, norms and values which can be used to thrive in education and life.</p> <p>Characteristics of effective Learning – <i>Playing & exploring, Active learning, Creating & thinking critically</i> Finding out and exploring, showing curiosity about objects, events and people, using senses to explore the world around them, engaging in open-ended activity.</p> <p>Influences on our curriculum and practice- Theorists, research, evidence and/or programmes... Bourdieu, P. – Cultural capital.</p>
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<p><u>Personal development:</u> <i>Connections include;</i></p> <p>Policy links: Britishness</p> <p>Children's rights</p> <p>Development matters: PSE, UTW</p> <p>Emphasis: Making relationships</p> <p>Self-confidence and self-awareness</p> <p>Managing feelings and behaviour</p> <p>People and communities</p> <p>The world</p>	<p>Intent: What we offer on a daily basis... We value and understand the practice and principles of equality and diversity and promote emotional literacy in an age appropriate way. We provide children with a rich set of experiences that promote an understanding of people, families and communities beyond their own and what makes them unique. We aspire to strengthen children's confidence, resilience and independence. Practitioners support children to take appropriate risks and challenges as they play and learn and promote British values, preparing children for life in modern Britain.</p> <p>Implementation: How we demonstrate the intent in practice... Practitioners develop children's emotional literacy by supporting them to understand and use the language of feelings, respecting difference and their own uniqueness. The key person system helps children form secure attachments and promotes their well-being and independence. The team reinforce healthy choices around food, rest, exercise and screen time. As well as supporting hygiene practices that ensure the personal needs of children are met and teaching children to become increasingly independent. Britishness is enhanced by equipping children to be respectful and to recognise those who help us and contribute positively to society and developing their understanding of fundamental British values like diversity and equality.</p> <p>Impact: The impact and effect on children's learning and their outcomes... Children are able to identify and respect what makes them unique and regulate and explain their feelings. Children have the tools to be able to learn and develop as part of wider group and respect the diversity of their, and the wider, community.</p> <p>Characteristics of effective Learning – <i>Playing & exploring, Active learning, Creating & thinking critically</i> Seeking challenge, taking a risk, engaging in new experiences, and learning by trial and error, showing a 'can do' attitude.</p> <p>Influences on our curriculum and practice- Theorists, research, evidence and/or programmes... HM Government - The Equality Act 2010. Bowlby, J. – Attachment. United Nations – The rights of the child.</p>
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Behaviour and attitudes:

Connections include;

Policy links:

Promoting positive behaviour

Britishness

Development matters:
PSE

Emphasis:

Managing feelings and behaviour

Intent: What we offer on a daily basis...

At St Clements we have high expectations of children's behaviour and conduct and realise our responsibility in supporting children to understand and achieve these expectations. Our expectations of behaviour are age and stage appropriate and are dispensed consistently and fairly. We want to support children to manage their own feelings and behaviour, have respect for others and to understand how they have an impact on others. We aim to increase children's confidence in their own abilities and socially. Children will understand the rules and boundaries and understand they are in place to keep them, and others, safe. We also have high expectations of behaviour and attitudes from staff and parents, this all contributes to a positive and respectful culture and a wonderful environment for children to learn and develop.

Implementation: How we demonstrate the intent in practice...

We have in place our nursery respect rules. Three simple rules for children to understand and follow: We walk inside; We care; We look and listen. These rules establish some boundaries and are applied clearly and consistently, along with other behavioural expectations. When children struggle with regulating their behaviour, practitioners take appropriate action to support them using nurturing and consistent techniques based on the child's individual needs. We encourage and support children to achieve high levels of resilience and to keep on trying, even when they encounter difficulties. Practitioners help children to develop a positive attitude to their play, learning and outlook. Our expectations of behaviour outline the minimum requirements we hold for parents and visitors to maintain a respectful and positive learning environment.

Impact: The impact and effect on children's learning and their outcomes...

Children begin and continue to develop a sense of right and wrong. They are respectful of others and are able to demonstrate a positive attitude to learning. Their ability to understand boundaries, rules and routines, as well as listen to and follow instruction, stand them in great stead for the next chapter of their educational journey.

Characteristics of effective Learning – *Playing & exploring, Active learning, Creating & thinking critically*

Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. Children are developing their resilience to setbacks and take pride in their achievements.

Influences on our curriculum and practice- Theorists, research, evidence and/or programmes...

Bandura, A. – Social learning theory. Maslow, A. – Hierarchy of Needs. United Nations – The rights of the child.

Expectations of behaviour

- The safety and wellbeing of the children is paramount.
- You have the right to expect the best service from us.
- We aim to provide our service with respect and dignity. We request the same from you.
- We will not tolerate violent, aggressive, discriminatory, abusive or threatening behaviour.
- We reserve the right to ask anyone who abuses us, verbally or physically, to leave the building.
- We will not hesitate to report incidents we deem necessary to the police.

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Leadership and management:

Connections include;

Policy links:

All policy emanates from quality leadership and management.

Safety and suitability of premises, environment and equipment.

Staff qualification, training, support and skills.

Suitable people.

Development matters:

PSE, PD, C&L
LIT, MA, UTW, EAD

Emphasis:

Leadership and management

Intent: What we offer on a daily basis...

At St Clements we have a clear vision and ethos for providing high-quality, inclusive care and education to all. This is realised through strong shared values, policies and practice. St Clements fulfils its statutory duties including instilling a culture of safeguarding. We act with integrity to ensure that all children have full access to their entitlement to early education. All staff engage with children, their parents and others in their community, including schools and other local services. The management team ensure practitioners pedagogical knowledge and practice builds and improves over time and the teaching of the curriculum and use of assessment are augmented.

Implementation: How we demonstrate the intent in practice...

The DSL and management team ensure safeguarding is in place that facilitates effective arrangements to identify children and families who may require early help or are otherwise at risk. Practitioners undertake regular professional development and supervision with management to ensure consistent high wellbeing and professional progression. Management organise two weekly meetings centred around nursery organisation and health and safety. The management team expect high standards from their team and conduct regular monitoring of children's learning journeys, monitor planning and evaluations of planning and organise peer on peer observations. Staff appraisals are conducted which ensure the appropriate professional development is being obtained. Staff are aware of their duties and obligations and work in co-operation with management to achieve the best possible outcomes for children.

Impact: The impact and effect on children's learning and their outcomes...

Effective leadership and management ensure practitioners are able to teach children to the best of their ability in line with St Clements ethos and vision. Children benefit from having a safe and secure environment from which to learn, they have a highly motivated and enthusiastic team of practitioners to support them on their educational journey.

Characteristics of effective Learning – *Playing & exploring, Active learning, Creating & thinking critically*

The management team ensure practitioners understand and support the development of playing and exploring, active learning, and creating and thinking critically.

Influences on our curriculum and practice- Theorists, research, evidence and/or programmes...

Belbin, R. – Team roles. Tuckman, B. – Storming, Norming, Forming, Performing. Lewin, K. – Change management. Kolb, D. – Experiential learning.

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Pedagogy:

Connections include;

Policy links:

Staff qualifications, training, support and skills

Children's rights and entitlements

Development matters:

PSE, PD, C&L
LIT, MA, UTW, EAD

Emphasis:

Whole development matters curriculum.

Intent: What we offer on a daily basis...

The pedagogy of St Clements encompasses our mission, ethos, policy, approaches, workforce, environment and teaching. We provide a safe, secure and stimulating environment, and interact and teach children with a nurturing approach. We provide an inspired workforce that continues to learn and develop and plans exciting educational opportunities for children, taking inspiration from the EYFS. The management team ensure the EYFS and St Clements own curriculum and ethos is adhered to. The curriculum and our practice are influenced by a variety of leading authorities on child development and educational programmes (see *Influences on our curriculum and practice*) and we ensure these philosophies and ideals are maintained.

Implementation: How we demonstrate the intent in practice...

Practitioners use a nurturing approach to deliver their planned for and spontaneous interactions with children. St Clements practitioners use the approved methods of teaching and actively and consistently seek further or refresher training. We operate a key person system, this ensures every child has a practitioner that has responsibility for that child's learning, development and their learning journey. We operate with generally very low child to teacher ratios, we believe that more adult interaction greatly benefits individual children's learning and development. Low ratios ensure they receive this adult interaction and we regularly operate way below the legal requirement.

Impact: The impact and effect on children's learning and their outcomes...

Clear and consistent pedagogy provides children with the tools they need to flourish in their learning and development. We believe our approach enables children to lay a solid foundation on which to build future learning and become effective, well-adjusted members of society.

Characteristics of effective Learning – *Playing & exploring, Active learning, Creating & thinking critically*

All areas of characteristics of effective learning are expanded with quality pedagogy.

Influences on our curriculum and practice- Theorists, research, evidence and/or programmes...

Our pedagogy consists of an amalgamation of a huge range of theorists, research, evidence, and programmes. Staff consistently undertake training, refreshing and expanding their knowledge with the most current and progressive theorists, research, evidence, and programmes.

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Learning

journey:

Connections include;

Policy links:

Equal opportunities

Children's records

Development

matters:

PSE, PD, C&L

LIT, MA, UTW, EAD

Emphasis:

All areas are monitored in the learning journey.

Intent: What we offer on a daily basis...

The learning journey intends to provide unique observations and assessments of a child's learning and development. The paper format allows practitioners to monitor and assess children's progress in the seven areas of the EYFS curriculum and ensures they create next steps to stretch and extend children's development. Observations are also sent online through the tapestry programme. Assessments from the learning journey can highlight where a child needs more input or if they require any additional support.

Implementation: How we demonstrate the intent in practice...

Practitioners are assigned paperwork time during the working week that allows them to monitor their key children's learning journeys, making sure children are making desired progress and being appropriately challenged. Learning journeys consist of a: Integrated review, which assess child EYFS prime area development in the first weeks of being in nursery; A child's all about me form, which consists of parent provided information that practitioners can use to settle and plan for the child; EYFS progress tracker, that allows practitioners to track development; Next steps, which act as targets to extend and stretch children's learning; Video observation sheet, a record of a video shared with parents; Characteristics of effective learning photo observation, a photo and description of how the child has achieved and learned using the characteristics of effective learning; iPad observation, an observation highlighting EYFS progression, sent online through tapestry; Wow moments, a written record of success and achievements; Children's artwork; And a family focused feedback form filled in during parent meetings. Most of these are repeated and shared with parents at termly meetings. We regularly adapt and amend our learning journey and processes to best suit the needs of the children and their families.

Impact: The impact and effect on children's learning and their outcomes...

Consistent assessment and observation allow key persons to accurately monitor a child's progress and as such adjust and maintain an effective learning programme, supporting children to flourish. If a child requires additional support in their learning and development, the learning journey can provide information to assist us in working with other professionals and accessing the appropriate support. Once nursery is completed the learning journey provides a wonderful keepsake of a child's time at nursery and a record of their success.

Characteristics of effective Learning – *Playing & exploring, Active learning, Creating & thinking critically*

Playing & exploring, Active learning, Creating & thinking critically are all observed and monitored in the learning journey.

Influences on our curriculum and practice- Theorists, research, evidence and/or programmes...

EYFS – Development matters - Characteristics of effective learning. Isaacs, S. – Observations. Vygotsky, L. – Zone of proximal development.

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Characteristics of effective learning:

Connections include;

Policy links:

Children's rights and entitlements.

Development matters:

COEL

Emphasis:

COEL

Characteristics of effective Learning – *Playing & exploring, Active learning, Creating & thinking critically*

Intent: What we offer on a daily basis...

To provide opportunities for children to use and engage with the characteristics of effective learning in the EYFS so they can learn how to become effective and productive learners. We provide children with abundant opportunities to play and explore their surroundings, actively learn, create and think critically. All areas of a child's day at nursery support the COEL in varying degrees. The primary ways they are planned for and maintained are playing and exploring in learning through play, active learning in challenge planning and creating and thinking critically in focus time.

Implementation: How we demonstrate the intent in practice...

We support the COEL by playing with children, practitioners encourage children to explore and discover new things. Practitioners play sensitively without taking over or directing, effectively fitting in and developing children's ideas. We encourage children to try new activities and undertake independent risk management. We develop children's confidence by emphasising the process and a community understanding of how we get better at things through effort and practice. We stimulate children's interest and encourage engagement in a plan, do, review process. Practitioners support children to develop their own motivations for learning and encourage concentration, persistence and new ideas. Practitioners use the language of and model thinking and learning and encourage open-ended thinking, risk taking and new ideas. We ensure the environments are conducive to the opportunities, quiet and calm or energetic and exciting where appropriate. Resources are stimulating, accessible and open-ended so they can be used, moved and combined in a variety of ways. Routines are recognisable and predictable whilst still being flexible, supporting children to make connections between experiences. Observations in a child's learning journey highlight their progress in aspects of the COEL.

Impact: The impact and effect on children's learning and their outcomes...

Opportunities that allow children to play and explore, actively engage in learning experiences, create and think critically, give children a well-rounded idea of how to learn and the rewards learning incites. Children are able to use these characteristics to continue their learning journey and become effective learners.

Influences on our curriculum and practice- Theorists, research, evidence and/or programmes...

EYFS Development matters - Characteristics of effective learning. Stewart, N – COEL. Fisher, J. – Starting with the child. HighScope – plan, do, review.

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Promoting British values:

Connections include;

Policy links:

Britishness

Equal opportunities

Development matters:

PSE, PD, C&L

LIT, MA, UTW, EAD

Emphasis:

PSE

Intent: What we offer on a daily basis...

We promote and use the fundamental British values of democracy, rule of law, individual liberty and a mutual respect and tolerance for those with different faiths, cultures, races or any other dimension in which people demonstrate their individuality.

Implementation: How we demonstrate the intent in practice...

Democracy manifests as everyone being treated equally and having equal rights. We ensure democracy is upheld by supporting children's personal, social and emotional development and allowing them to make choices and decisions about what they want to explore and how they're going to use the resources. We develop ideas of fairness by turn taking and individual opinions by holding votes on what some of the next day's resources will be. Rule of law is about learning to manage their own feelings and behaviour and behaving within agreed and clearly defined boundaries. Our nursery respect rules make this clear to children as well as understanding and handling the consequences of breaking these rules. With individual liberty we help children to develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We explore the language of feelings and responsibility, reflect on their differences and secure understanding that we are all free to have different opinions. Mutual respect and tolerance is learned through introducing a culture of how to treat others, regardless of differences, and how to be part of a community. We exhibit an ethos of inclusivity and tolerance and support children to appreciate and respect their own culture and the culture of others.

Impact: The impact and effect on children's learning and their outcomes...

Children feel respected and listened to. They are well equipped to move forward onto the next stage of learning with an underpinning knowledge of how to be a functioning, stable member of a community.

Characteristics of effective Learning – *Playing & exploring, Active learning, Creating & thinking critically*

Critical thinking, making links, developing ideas of grouping, sequences, cause and effect.

Influences on our curriculum and practice- Theorists, research, evidence and/or programmes...

EYFS – Development matters. Ofsted – statutory welfare requirements 2017. HM Government - equality act 2010 and Prevent duty. Bronfenbrenner, U. – Learning as members of social groups.