

Curriculum Learning and Teaching Policy

To be reviewed Annually.

Policy Agreed January 2025. To be reviewed January 2026.



Everton Nursery School
and Family Centre

The purpose of this policy is to make explicit Everton Nursery School and Family Centre's philosophy and pedagogy. That is, to outline our beliefs about:

- *young children's learning, development and care*
- *how staff will provide high quality learning and teaching experiences and opportunities.*

This policy should be read in context with the School/Centre Mission Statement as well as policies on Professional Development, Parental Partnership and the seven areas of learning and development (in line with the Early Years Foundation Stage, Development Matters).

Our vision for curriculum, learning and teaching

Our vision at Everton Nursery School and Family Centre includes a strong view that in order to be successful, nursery schools and children's centres need to be firmly focused upon pedagogy with a strong pedagogic leadership. We take our definition of pedagogy from Chris Athey (1998). She said, that pedagogy includes

“increasing and up-dating knowledge of the curriculum, becoming more conscious and informed of the way teaching and learning can be improved, becoming more informed on research and development, getting to know more about types of assessment”.

This policy is therefore about our pedagogy. It reflects how staff develop their pedagogy with other areas of expertise detailed in the 'Professional Development Policy'.

As a staff team, we focus on supporting the children and families that attend the Nursery School as well as those who live within the Children's Centre reach area with the aim to close the gap between ability and achievement and between what is and what could be. It is integral to achieving our vision that children have the very best learning and teaching experiences and opportunities.

At Everton Nursery School and Family Centre, children receive sensitive support from principled, reflective teachers and early childhood educators who partner, nurture and guide children.

Young children's learning, development and care

At Everton Nursery School and Family Centre, it is our aim that children:

- have access to first-hand, practical experiences based upon play, communication and exploration of activities;
- have opportunity to learn through high-quality, well-organised and stimulating indoor and outdoor learning environments;
- have a quality education that is integrated with quality care;
- are able to enjoy early learning as part of a lifelong process;

- have learning experiences that fully involves their parent/carer and provides opportunities for them to learn and develop together;
- develop strong self-esteem and motivation;
- spend their time with professional, caring staff who are early years trained and who frequently and critically examine their own practice in order to improve;
- have teachers and early childhood educators who undertake frequent training and development;
- have equality of opportunity;
- have their different needs respected and planned for;
- have access to learning opportunities that are based upon on-going assessment of what they already know and can do;
- develop as active learners and creative and critical thinkers;
- grow in confidence and independence;
- establish successful relationships with adults and peers.

We intend that this philosophy be reflected in the standards, quality and efficiency of our provision for children and adults and through the learning environments, which we provide.

Providing for learning and teaching

Our aims for children at Everton Nursery School and Family Centre are developed through learning and teaching where all teachers and early childhood educators:

- Work as an active, contributing part of a team within a room/wing, an age phase and across the whole school/centre.
- To undertake formative assessment of children's, play and involvement throughout the academic year. To undertake and assist in on-going observations, monitoring, assessment and recording of children's learning and development within Family Worker group and across room/wing.
- Observe children in various ways:
 - Write focused observations on each child
 - Track children throughout a session
 - Take photographs and record video footage of children's play, learning and development
- Use information about experience and achievement to set aspirational and developmentally appropriate expectations for children.
- Monitor children's progress and achievement to give clear and constructive support to children and their parents/carers.
- With colleagues, identify children's individual developmental, emotional and behavioural needs and recognise all forms of communication (including non-verbal).

- Have regular meetings with colleagues in which the children are discussed, their learning and care needs are planned for and provision organised through the indoor/outdoor areas and bases.
- Contribute to curriculum planning with colleagues that meets curriculum requirements for the Early Years Foundation Stage.
- Plan high quality learning and teaching experiences for each day with a specific learning focus, for all children.
- Plan for some adults to be deployed in an area or activity and others to be in a more flexible role – supporting and observing child-initiated learning.
- Meet the needs of *all* children as appropriate.
- Prepare and present accurate and effective progress of children.
- To undertake summative assessments of children’s learning. All children receive a starting point (Baseline) assessment within six weeks of starting nursery. Children age 30 months will receive a Two Year Progress Check. All summative assessments are shared with parents via Learning Journals app.
- Utilise parent’s/carers knowledge of their children to inform curriculum planning where possible and practical.
- Encourage children to think about and reflect upon their learning and develop their autonomy, decision-making, self-discipline, involvement, independence and emotional well-being.
- With colleagues provide planned learning and teaching opportunities through free-flow play, talk, investigation and problem-solving, first-hand experiences, games and group activities.
- Acknowledge and respect parent/carers role as children’s first and most enduring educators by working in open partnership; encouraging their involvement and participation and supporting their developing understanding of children’s learning.
- Encourage and support open dialogue and mutual respect with parents/carers.
- Share with parent’s/carers information about their child’s learning, development, health and welfare on an ongoing and confidential basis. This can be undertaken through daily contact and online. Children’s assessment milestones are shared on Learning Journals app as well as WellComm language assessments and ‘parent/carer meetings’ (including prior to transition to primary school reception class).
- Informally share with parents/carers the policies and procedures of the school/centre. Visibly demonstrate our good practice through daily interactions, wall displays etc.

- Participate in home visits and on-site visits to support children and families during the time that they use the school/centre.
- Deal with initial queries from parents/carers relating to own Family Worker group or room/wing.
- Work within the Special Educational Needs and Disability Code of Practice: 0-25 years (2015) and within the Children Act 1989/2004/2014 for 'children in need'.
- Involve the expertise and resources of the local community and multi-disciplinary agencies in supporting children's learning.

Developing a supportive school/centre environment

Our aims for children at Everton Nursery School and Family Centre are developed through a nursery where all staff that work with children:

- Ensure that resources are well labelled and easily accessible for all children.
- Ensure with all colleagues that school/centre resources/equipment are available for children to find, use and return for themselves. Where this is not possible, prepare and set out resources before children arrive and tidy away after their departure.
- Ensure that school/centre resources/equipment for children are responsibly treated and properly tidied, stored, maintained and serviced e.g. outdoor provision.
- Share responsibility with all colleagues for shared adult or child spaces across the school/centre and ensure that these are properly maintained and tidied. Ensure that the school/centre has a welcoming, attractive environment.
- Share responsibility with all colleagues for shared adult or child spaces for the presentation of children's emergent writing, drawing, painting and model-making through stimulating and developmentally-appropriate, anti-bias, culturally diverse interest areas and displays. Displays are the children's own work accompanied by a written account of its content and when appropriate the child's intention or comment. Refer to school/centre Display Policy for additional information on displaying children's work.

Monitoring and evaluating this policy

All staff have been consulted during the development of this policy and have an individual copy on One Drive.

The Headteacher/Head of Centre, Assistant Headteachers and Early Intervention Coordinator/Children Centre Co-ordinator will review this policy on an annual basis to ensure that it up to date and reflected in practice.

Reviewing the 'Curriculum, Learning and Teaching Policy' will be central to the self-evaluation process of Everton Nursery School and Family Centre and will underpin the curriculum, learning and teaching policies.

Within the 'Professional Development Policy', it is detailed how staff are supported in working towards the 'Curriculum, Learning and Teaching Policy'.

Policy review

This policy was reviewed by a group of six Governors on behalf of the Curriculum, Children and Family Committee on Tuesday 7th January 2025 and ratified at the main Governing Body meeting of Everton Nursery School and Family Centre Governing Body on Thursday 16th January 2025.