

Netherton Park Nursery School



Netherton Park
Nursery School

Curriculum Policy

Date: September 2022	Review date: September 2025
Approved at:	Approved by:
Chair of Governor signature:	

Related documents:

- Birth to 5 Matters
- Development Matters 2021
- Statutory Framework for the EYFS

Nursery School documents:

- Communication and Language Policy
- Continuous Provision Planning
- Curriculum Overview
- Developmental Profile
- Expressive Arts and Design Policy
- Learning Aspirations
- Maths Policy
- OPAL documentation
- Personal, Social and Emotional Development Policy
- Phonics Policy
- Physical Development Policy
- Reading policy
- SEND Policy
- Skills Progression Document
- Teaching, Learning and Assessment Policy
- Understanding the World Policy
- Writing Policy

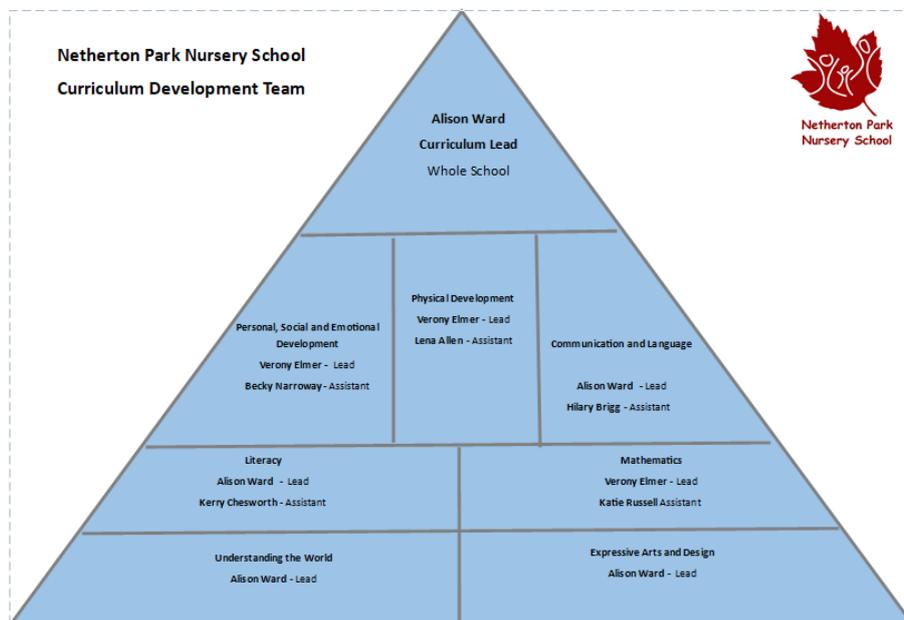
At Netherton Park Nursery School, we endeavor to make every child’s unique learning journey an exciting adventure, which promotes a real love of learning that will last a lifetime. As a Nursery School, we continuously promote a curriculum that is totally inclusive and meets the diverse needs of our children, their families and the wider community. Each area of learning from the EYFS delivered with the needs of every child at its core and all practitioners acknowledge the responsibility they have to provide a rich curriculum that is creative and stimulating. This curriculum nurtures all children and allows them to be enthusiastic, successful and proud in all of their achievements.

We aim to provide an exciting, well resourced, carefully planned learning environment, which on a daily basis provides a rich and stimulating base of experiences, that are differentiated to meet all the children’s needs both in the indoor and outdoor environments. We aim to offer inspirational learning experiences that stimulate children to make choices and decisions, encouraging self-motivation, enthusiasm and independence, allowing them to develop their own thinking, encouraging individuality and independent learning. We let the children take the lead on how they learn and we aim to extend their learning through their own personal interests, this encourages engagement and effective learning for all.

We use several documents to ensure that the curriculum is met in order for children to make continual progress from baby steps to giant leaps. We use Birth to 5 Matters and the EYFS Development Matters alongside our own curriculum overview to guide us.

Curriculum Development Team

The Headteacher leads on Curriculum, having a whole school overview. Areas of Learning are led by the Headteacher and the Deputy Headteacher with senior members of staff supporting each area of learning as ‘Assistants’. The team meets half termly to identify areas for development, review policy and procedures and review action plans.



The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage curriculum is delivered through carefully planned activities and play opportunities to help ensure that all children have the opportunity to reach their full potential and experience the best possible start to their education. The EYFS sets out seven 'Areas of Learning and Development' and together these make up the skills, knowledge and experiences appropriate for children as they grow, learn and develop. They are:

Prime Areas

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

The Prime areas are fundamental, work together and move through to support development in all other areas. (These are the areas that are developed first and under three's are assessed on the prime areas only.)

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Specific areas include essential skills and knowledge to enable children to participate successfully in society.

Together the Prime and Specific areas provide a balanced nursery curriculum.

We look closely at skills progression and continuous provision and use our own documents which have been produced by staff, for staff to use. We ensure that enhancements are made to the continuous provision and environment to allow new ideas and skills to develop. We have developed our own 'Learning Aspirations' with the specific things we want our children to have had experience of and achieved by the time they leave to go to Reception.

Professional Development Meetings (PDM's) and INSET days are directly linked to the priorities within the School Development Plan with an emphasis on ensuring that the curriculum plays a high priority as part of Continuing Professional Development. This ensures that staff are highly trained and kept up to date with new initiatives and curriculum changes to enable all children to achieve and progress during their time at Netherton Park Nursery School.

Equal opportunities

We are an inclusive Nursery School and have great working partnerships with other professionals to ensure that we can support and teach children with SEND appropriately and safely within our nursery. We promote British Values and teach our children the values of belonging, alongside the importance of them feeling safe and secure and emotionally balanced and happy.