

Netherton Park Nursery School



Netherton Park
Nursery School

Curriculum, Teaching and Assessment Policy

Reviewed: September 2026

Next review date: September 2029

Related documents and Policies:

- Birth to 5 Matters
- Statutory Framework for the EYFS
- Communication and Language Policy
- Continuous Provision Planning
- Curriculum Overview
- Expressive Arts and Design Policy
- Learning Aspirations
- Literacy Policy
- Maths Policy
- Personal, Social and Emotional Development Policy
- Physical Development Policy
- SEND Policy
- Understanding the World Policy

“A GOOD teacher can INSPIRE HOPE, ignite the IMAGINATION, and INSTILL a LOVE of LEARNING.”

Brad Henry

"If summative assessment can be described as a digital snapshot, formative assessment is like streaming video. One is a picture of what a student knows that is captured in a single moment of time, and the other is a moving picture that demonstrates active student thinking and reasoning."

Van de Walle, Teaching Student-Centered Mathematics, 2009

Who dares to
TEACH
must never cease to
LEARN

TEACHERS WHO
love teaching
TEACH CHILDREN
to love learning.

Life as a teacher
BEGINS the day
YOU REALIZE that
You are ALWAYS a
LEARNER

"Assessment is an ongoing awareness of students' learning and their needs, rather than an occasional event in the program. Minute-by-minute observations of students, along with an understanding of how children learn, allow teachers to make valid decisions and judgements ..."

[Guide to Effective Instruction - Volume 4, 2006]

HAPPINESS is
seeing the
SMILE on a
child's FACE as
they LEARN

PINK TUMPI
Creations

Curriculum

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 is delivered with the needs of every child at its core and practitioners acknowledge the responsibility they have to provide a rich, broad curriculum that is creative and stimulating. This curriculum nurtures all children and allows them to be enthusiastic, successful and proud of their achievements.

Practitioners aim to provide an exciting, well-resourced, carefully planned learning environment, which provides a rich and stimulating range of experiences that are differentiated to meet all the children's needs. This includes 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, encourages individuality and independent learning. Practitioners enable children to take the lead on how and where they learn and extend their learning through their own personal interests, this encourages engagement and effective learning for all.

Birth to 5 Matters is used alongside the nursery school curriculum overview to guide planning.

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 can 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.

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 pupils aged under 3 years old 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.

Practitioners ensure that enhancements are made to the continuous provision and environment to allow new ideas and skills to develop. The nursery school has developed our own 'Learning Aspirations' with the specific things we want our children to have had experience of and achieve 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 (CPD). 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.

Curriculum Development Team

The Headteacher leads on Curriculum, having a whole school overview. Areas of Learning are led by the Headteacher, Deputy Headteacher and Teacher with senior members of staff supporting each area of learning as Curriculum Assistants.

SEND and Inclusion

- We believe that all learners are of equal value
- We aim to ensure that ALL children achieve, thrive and feel a sense of belonging
- We are a deeply inclusive school where the teaching, learning, achievements, and well-being of every single learner matters
- Our curriculum is designed to recognise diversity, set challenge, and proactively remove barriers to learning so that all children can participate, engage and succeed

Statutory Framework and principles

In accordance with the EYFS, our staff structure and environments promote learning through play. This is essential for children's development; building confidence as they learn to explore, helping children learn to relate to others, set their own goals, and solve problems.

We:

- **Set Suitable Learning Challenges:** We hold high ambitions and expectations for all pupils, planning lessons that stretch individuals while remaining attainable
- **Respond to Diverse Needs:** We build a flexible learning environment that respects varying cultural backgrounds, English as an Additional Language (EAL) need, and distinct learning styles
- **Aim to Overcome Barriers to Learning and Assessment:** By firstly recognising what these barriers are then proactively adjusting our resources and physical spaces to ensure children (including vulnerable groups such as those with Special Educational Needs and Disabilities (SEND), EYPP, EAL, White British boys, CLA/CPLA, face zero limitations.

Inclusive Classroom Practice

- We aim to ensure that ALL children who attend NPN achieve, belong and thrive therefore high-quality teaching is the baseline for ALL learners.
- Through universal support, daily teaching is adapted to meet the needs of most learners. Further adaptations and/or targeted or specialist support may be required for some children.
- Evidence based interventions are implemented where required.
- Some children require a Support Plan that identifies their individual needs and how these will be met. These are reviewed termly and new targets are set.
- In some cases, where a child has more complex needs or requires a much higher level of support, a request for an EHCP may be submitted. EHCP targets and suggested provision will be incorporated into our session plans and support plans to ensure a child's needs are being sufficiently met.
- For some children with a high level of need, the main nursery rooms may not be the most appropriate environment to help them thrive and achieve. For example, those children who may find a busier environment overwhelming resulting in significant periods of dysregulation. Our Inclusion hubs (Sycamore and Saplings) aim to provide a space where such children's needs can be met through more personalised learning, specialist support, a more flexible timetable and a higher adult to child ratio. These children are integrated into the main rooms at a time and pace that is suitable for them. They are encouraged to spend time with their peers with support from a familiar adult who can encourage interactions, support with routines and model and scaffold play base learning.
- Throughout the school, we provide a Total Communication Environment to enable all learners to feel included and to help all learners understand what is presented to them as well as giving them a method to communicate with others.
- We promote mutual respect by working collaboratively. Parents and carers are invited to share children's experiences of their cultures and faiths. We share and celebrate celebrations from all faiths and use a range of culturally responsive materials including photos, books, artefacts and costumes etc.

Allocation of Resources and Budgeting

In alignment with Department for Education guidance, we actively monitor our collective pupil needs to optimise funding. Our Inclusive Mainstream Fund (IMF) and core budget are strategically deployed to reinforce universal adaptive teaching and deliver evidence-based targeted interventions. Spending of additional funding such as Early Years Pupil Premium, Early Years Inclusion Funding and Disability Access Funding are carefully planned to maximise achievement for specific pupils needs.

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.

“Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty.”

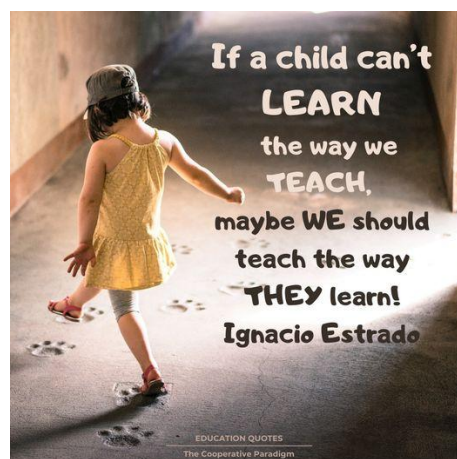
“If you can’t explain it simply, you don’t understand it well enough.”

Einstein

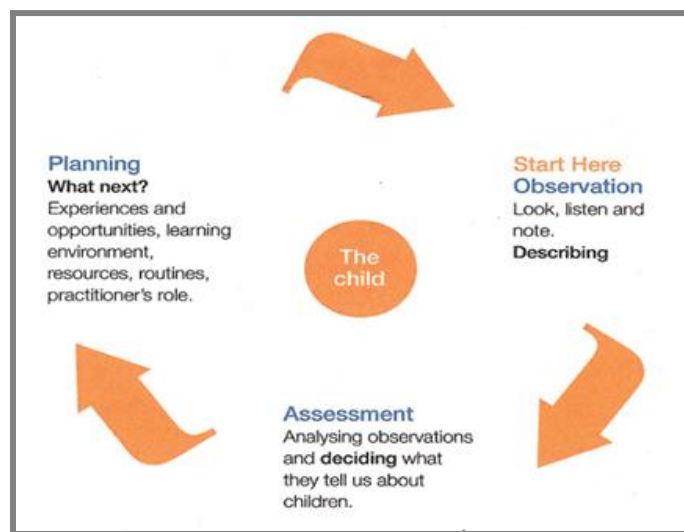
At Netherton Park Nursery School we believe that children learn best when:

- They are happy and feel safe
- They explore, experiment and experience
- There are clear and consistent high expectations
- They are challenged and supported
- They are interested, curious and motivated
- They have a ‘growth mind-set’; they reflect on their mistakes and use them as learning opportunities
- They take part in high-quality, well-planned experiences
- The physical learning environment is stimulating and well resourced
- They are supported by highly trained practitioners who are tuned into their individual needs and interests

The Headteacher has overall responsibility for Teaching, Learning and Assessment, supported by the Deputy Headteacher and members of the SST team.



Observation, Assessment and Planning cycle



Observation

It is through careful on-going observation and documentation of pupil's learning that practitioners can make judgements about a pupil's individual learning and development. It is about all adults knowing the pupils as individuals, motivating and building on their existing knowledge and understanding and then making informed judgements regarding next steps.

Assessment

It is the responsibility for every key worker to maintain up to date assessments for the pupils within their group. This is overseen and supported by the Early Years Lead Educators/Teacher alongside the Headteacher and Deputy Headteacher. Moderation of assessments takes place through discussions, review of observations and staff professional knowledge of each child.

Assessments take place three times each year for all pupils:

- Baseline on entry (3-4 weeks after starting)
- Mid-year
- Exit (end of June)

Key workers and Early Years Practitioners discuss each pupil's development and progress and make accurate professional judgements of attainment. Birth to 5 Matters ranges are used to make a best fit judgement.

Wellcomm Speech and Language screening toolkit

All pupils are screened using the Wellcomm screening toolkit. This is carried out as part of the exit assessment process in Acorn and Saplings and then on entry to Acorn, Saplings, Oak and Sycamore for any new pupils. Pupils are then rescreened as needed mid-year and on exit. Referrals to Speech and Language Therapy (SALT) are made where needed for pupils who are Red or Purple. Staff are trained to support pupils' specific speech and language needs through the delivery of SALT targets and specific intervention work.

Practitioners are highly trained with a range of strategies to support children's speech, language and communication. All staff have had extensive training to carry out Wellcomm screening and to then identify follow up interventions. This includes the use of visuals and Makaton both used alongside the spoken language. We offer a Total Communication Environment and have been recognised by the Local authority as a Wellcomm Champion setting.

Analysis

The Headteacher analyses each assessment data and Wellcomm assessments, looking at attainment and progress for the areas of learning as well as for vulnerable groups. This information is used to inform planning and interventions, identify needs for staff CPD and the School Development Plan and to make adaptations needed to the learning environments. This is shared termly with Governors as part of the Headteachers Report.

Reporting to parents/carers

2 Year Progress Check

Staff in Acorn and Saplings review pupil's progress and provide parents/carers with a short-written summary for the three Prime Areas. This summary identifies the pupil's strengths and areas where progress is less than expected against the Birth to 5 Matters ranges. Where there are specific concerns about development the progress check will take place in conjunction with the Health Visitor for an integrated review.

End of year report to parents/carers

At the end of the academic year when pupils move to Primary School, staff in Oak and Sycamore provide a written summary of pupils' attainment against the Areas of Learning and Characteristics of Effective Learning

Tapestry

Tapestry is used by practitioners to upload observational evidence of children's learning and development to share with their parents/carers. This takes place in the format of photos, videos and written observations. These

are up-loaded at the end of each half term for parents/carers to see. Parents/carers are asked to add their own comments to observations.

Parents/carers are encouraged to upload their own observations including photos and videos of their child's experiences at home. To support families with this, regular 'challenges' are added that encourage participation.

Parent Consultations

These take place in the Spring term and the end of the Summer term. Parents/carers can discuss their child's progress and attainment with the key person. Areas for further development and next steps are shared along with ideas for further support at home.

Planning

Our planning is based on the principle that pupils learn most when they are interested, motivated and engaged in the learning process. Regular observations of pupil's interests also feed into this cycle. Practitioners carefully plan experiences and activities that are challenging but achievable and consider pupils different learning styles.

Daily group times provide a wide variety of learning experiences from direct adult-led teaching. Practitioners offer praise to pupils for their efforts and by doing so, help to build positive attitudes towards the setting and learning in general.

Teaching

Effective teaching and learning

Understanding the role the adult plays and what is meant by 'teaching' is central in ensuring effective teaching and learning takes place within our Nursery School. Adults have a key role in building the right conditions for learning. Firstly, and fundamentally, practitioners ensure that pupils feel known and valued as individuals, safe and cared for. Crucial to this success is operating a keyworker system.

Keyworker System

Each pupil has a named keyworker who they will interact with daily, sharing information, interests, emotional well-being and learning. This offers the opportunity for a special relationship to develop. This keyworker builds a close relationship by acting as a companion for the pupil and being mindful to the needs of the pupil during each day. Sharing information and creating opportunities to talk during the day builds trust and partnership. The keyworker also acts as a champion for pupil and parent.

How do we teach?

‘Teaching’ is a broad term which covers many ways in which adults help pupils learn. It includes high-quality adult interactions with pupils during planned and child-initiated play and activities; communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what staff, they/the pupils are doing, facilitating and setting challenges.

To promote effective learning, adults will:

- Engage in purposeful and meaningful dialogue with pupils
- Watch, listen and respond to pupils and use the information effectively to inform planning and next steps
- Model language effectively, ensuring it is rich, broad and grammatically correct
- Encourage pupils to express their thoughts, engage in conversations with both adults and each other and use new words
- Support independence and confidence
- Encourage pupils to speculate and test ideas through trial and error
- Recognise pre-verbal communication a means of interaction for some pupils
- Enable pupils to explore and solve problems
- Provide direct teaching of skills and build knowledge
- Act as an excellent role model for pupils to copy
- Work in partnership with parents/carers
- Encourage pupils to be independent and to choose their own strategies for learning
- Encourage pupils to take appropriate and safe risks in their learning
- Engage pupils in a range of independent and collective/collaborative, group-based learning activities
- Ensure learning is appropriately differentiated to the needs of the group and individuals
- Provide activities involving problem solving and creative thinking
- Provide opportunities for pupils to use new knowledge and skills in a variety of contexts
- Give opportunities for pupils to learn in a variety of ways, using their multiple intelligences and preferred learning styles
- Provide a range of multi-sensory and first-hand learning experiences
- Provide varied open-ended resources with a focus on problem solving and creative thinking
- Identify and address possible barriers to learning such as sensory issues and anxiety
- Value different forms of communication and expression