

P03 Curriculum Planning Policy

Updated September 2024

This policy should be read in conjunction with policy P13 Safeguarding Child Policy and PC05 Guidance for Safer Working Practices.

Ridgeway Playgroup ensures all children are working towards the statutory early learning goals for the seven areas of learning. It does this by delivering each area's educational programme and carefully planning and assessing each child's progress throughout the ELG to ensure that each child is progressing at their own pace and has secure foundations for future learning. The emphasis is on learning through play and the staff support the children's learning through modelling and scaffolding their play. At the end of a child's time at our setting their progress will, with parental consent, be passed on to their reception class teacher where they will continue with their EYFS.

There are seven areas of learning and development that must shape educational programmes in setting; all areas are important and inter-connected. Three *prime* areas are particularly crucial:

Communication and Language

We aim to provide all children with the opportunity and support to extend their learning and competency in communicating and expressing themselves. We encourage them to use and practice their skills in a range of situations and for a range of purposes, supporting them in developing confidence and the disposition to do so.

Physical Development

We provide opportunities for the child to be active and interactive and to improve skills in coordination, control, manipulation and movement. We use senses to help them learn about the world around them and to make connections between what is new and what is already known. They are supported in understanding the importance of physical activity and healthy eating choices.

Personal, Social and Emotional Development

Children are provided with experiences and support which help develop a positive sense of self and of others; respect for others; social skills; and a disposition to learn. We provide support for children's emotional well-being so they know themselves and what they can do.

There are also four *specific* areas, through which the three prime areas are strengthened and applied:

Literacy

We aim to provide all children with the opportunity and support to extend their learning and competency in understanding sounds and letters, being read to and in beginning to read and write. We encourage them to use and practice their skills in a range of situations and for a range of purposes, providing a wide range of reading materials and supporting them in developing confidence and the disposition to do so.

Mathematics

Children are supported in developing their understanding of problem solving, reasoning and numeracy using a wide range of contexts in order to explore, enjoy, learn, practice and talk about their developing understanding. We provide opportunities for them to practice and extend skills so they gain confidence and competence in this area of learning.

Understanding the World

Children are supported in developing their knowledge, skills and understanding to help them make sense of the world. We support this by providing them with a range of tools to use safely, to encounter creatures, people, plants and natural environments, as well as undertaking practical experiments and working with a range of materials.

Expressive Arts and Design

Children's creativity is extended and support given for their curiosity, exploration and play. Using a variety of music, movement, drama, role play, emotions, ideas and sharing alongside mathematics and design and technology we provide them with opportunities to explore independently and with support.

For examples of the types of activities and overall opportunities provided please refer to the long/medium/short term planning in the planning file.

Assessment arrangements

On-going assessment is integral to the learning and development process. We use our observations to inform our planning and to create a developmental picture of each child so we know how to build on their learning with appropriate activities and opportunities. Our observations and notes capturing 'child's voice' are recorded in the child's learning journey that is regularly updated and shared with parents. Some formal assessments are made during the child's pre-school years and are conducted during activities, these are kept in the child's

SEN observations where necessary are held in the SENCO file and are shared with the parents as soon as possible following the observation.

Our planning is adapted daily to ensure it corresponds to the child's current interests. Also in relation to and following the information we gain from observing the children and they contribute to the decision process by means of making choices on the red carpet/construction carpet and table top activities. This process is made during circle time by means of visual prompts, this ensures we take into account their individual interests.

Two year old progress review

When a child is aged between two and three, we review their progress, and provide parents with a short written summary of their development in the prime areas. This progress identifies the child's strengths, and any areas where progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, we will develop a targeted plan to support the child's future learning and development involving other professionals (for example, our Special Educational Needs Co-ordinator) as appropriate. A consultation meeting with parents in addition to the written summary will be offered to support learning at home in line with the summary of development.

Additional Information

The staff meet children's individual needs and promote their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

The staff encourage all children to be confident, independent and develop their self esteem. This is done through a gentle introduction period at each child and parents' own pace right through to liaising with feeder schools to ensure that there is a smooth transition.

The staff selects some of the resources and provides activities, play opportunities and first-hand experiences which allow children to build on their natural curiosity as learners, develop their language and mathematical thinking, use their imagination and develop social relationships. Children benefit from a wide selection of high quality resources which reflect cultural and social diversities in the world we live in.

The Play Leader ensures all staff help children to learn about what is right and wrong. We actively encourage non – violent play, i.e. toy guns are not allowed. With the aid of a good selection of resources we promote imaginative interactive play that fosters good relationships between children.

The staff encourages the building of positive relationships with children and their parents to facilitate a good understanding of individual needs and home circumstances. The Play Leader offers a home visit if it is felt to be appropriate before each child starts playgroup to see the child in the home setting and to establish strong home/setting links from the start. This is continued by regular informal meetings and a formal meeting is offered during the academic year. The parents can contribute details of their child's WOW moments at any time with WOW leaves and are also able to fill in information sheets to put in their Learning Journey.

The staff listen to and value what children say, they talk with them about what they are doing and have high expectations of what they can achieve.

The staff organise resources so that they are readily accessible to children and deploy staff to support children's play and learning.

The staff give children opportunities to be active as well as time to relax; the setting makes use of both the indoor and outdoor facilities to enhance the learning environment.

The staff help children to work towards the Early Learning Goals. Ridgeway follows the practice guidance of the EYFS. Parents are informed about the early learning goals and are encouraged to use the 'parents' library' which provides a wealth of information about child development and the foundation stages. Ongoing observations on the children can be accessed by all parents on request.

A transition record assessment is written for all pre school children in June and passed to their new Primary School before they start in September.

This policy was agreed by Trustees and Staff of Ridgeway Playgroup October 2017
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