



STANDARD 12 – Learning and Development

Standard 12.0– Our Curriculum intent

Intent: Why do we teach what we teach?

At Horsted Keynes Preschool we are guided by our vision and values which were developed collaboratively with our preschool family including, parents/carers, Committee, practitioners, and children.

The Early Years Foundation Stage (EYFS) is a curriculum framework that aims to give children aged 0-5 the “best possible start in life.” As a curriculum framework, it sets the parameters for the curriculum we offer children at Horsted Keynes Preschool, including the three Prime Areas of learning and development and four Specific Areas.

Our aim is to deliver the Early Years Foundation Stage via our own curriculum, co-constructed by adults and children, which fulfils on all aspects of our vision and values.

“We do not stop playing because we grow old. We grow old because we stop playing.”

-George Bernard Shaw

“Play strengthens instincts needed for the future...it is a child’s way of practising and preparing for adulthood.”

-Kathy Sylva

Our ambitious and inclusive curriculum is based on play and on the principles of the Early Years Foundation Stage, providing a smooth transition for children as they continue their journey onto primary school. It builds upon their prior knowledge and experiences and educates all children in knowledge, skills and understanding, to be effective, inquisitive, confident, reflective, creative, curious, independent learners and influence their wider thinking across all areas of the curriculum. Children have a natural desire to explore, communicate, create, and learn. Play engages children’s bodies, minds, and emotions. In playing children can learn to interact with others and be part of a community, to experience and manage feelings, and to be in control and confident about themselves and their abilities. At Horsted Keynes Preschool, we strive to ensure children feel safe and confident so they can explore and play.

At Horsted Keynes Preschool, we believe that every day is a learning day, and that learning is all around us. We pride ourselves on ensuring that all children are coming into a loving, caring, home from home environment where they are valued and listened to. We place great value on the development of children as individuals. Our aim in the Early Years Foundation Stage is to build strong foundations and resilience, so that they can grow to become successful, life-long learners and members of society.

Fundamental British Values (democracy, rule of law, individual liberty and mutual respect and tolerance) are at the heart of our curriculum and everything we do. We focus on promoting the more general concepts within the Early Years Foundation Stage (EYFS) and understand that the children’s development within these areas is key to promoting the values in the long term. We endeavour to give the children the **Cultural Capital** they need for future success so that they can gain the knowledge, skills and understanding they require for success i.e. giving each child the best start in life and the support that enables them to fulfil their full potential and achieve future success.



We are passionate about creating opportunities for children to communicate more easily through developing language and communication skills. In our setting your child will experience an enabling environment which is warm and supportive. This in turn supports the children to begin to link learning to their play and exploration through our holistic provision. ensuring children are engaged and always motivated.

We support our children in developing the skills needed to learn to listen, speak and meet the high expectations for behaviour by working together and being kind.

Our children are at the heart of everything we do and at the centre of all decisions we make. The curriculum is designed to develop a child's knowledge of themselves and their place within the Preschool community, their local community, the wider context of Horsted Keynes and beyond.

Our Curriculum Intent and Teaching Pedagogy

“While we try to teach our children all about life, our children teach us what life is all about”

-Angela Schwindt

Pedagogy is the technical term for all the different ways that us as practitioners help children to learn, and how we teach them. Our pedagogy utilises aspects of different approaches and theorists such as Froebel, Reggio Emilio, Piaget, Vygotsky and 'In the moment'. We strongly align with the New Zealand early years curriculum Te Whāriki which focuses on embedding a sense of belonging and well-being interwoven with an awareness that the natural environment forms a strong learning context.

We recognise that all children are unique, celebrating, and welcoming differences within our preschool community. Therefore, our ambitious curriculum is co-constructed by adults and children throughout the year, based on children's interests while also weaving in skills, interests, topics, themes, experiences, and ideas that help broaden children's perspective of what they enjoy and can be a part of.

Our intent is to:

- To provide first-hand experiences linked to childrens interests.
- To enable children to experience the seven areas of learning, through playing and learning 'in the moment'. It is in that moment of curiosity, puzzlement, and interest that the 'teachable moment' is implemented.
- To create a learning environment and build relationships which support, enhance and stimulate a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs.
- To give all children an equal chance of success.
- To provide a curriculum that offers children a wide range of opportunities ensuring that we do not expect children to aspire to things they have never encountered.
- To work on broadening children's experiences providing opportunities to try new things and encouraging them to relish a new challenge.
- To build on the wealth of knowledge and skills children already have when they arrive
- To value play and the powerful opportunities, it provides for children to build upon previous leaning in a meaningful and purposeful way.
- To provide a learning environment that helps children achieve their potential and support those who need additional help to maximise their chances of achieving the Early Learning



Goals at the end of the Foundation Stage. Ensuring children make at least good progress from their starting points.

- To provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Primary school effectively.
- To support children using our diverse team of practitioners who all possess differing talents and skills and provide high quality interactions to help unlock children's potential.
- To work in partnership with parents and carers, encouraging resilient, independent, enthusiastic learners who thrive and reach their full potential from their various starting points.
- To work in partnership with other agencies and our community.
- To foster the development of children's character, personal development, health, including oral health healthy lifestyles and physical activity and wellbeing preparing them to make a valuable contribution to society.
- To promote speech, language, and communication opportunities to strengthen children's ability to learn and articulate their learning at a deeper level. Encouraging Skilful communicators, who connect with others through language and play, ensuring that they play in a language rich environment.
- To promote diversity through participation in experiences which develop understanding and respect of different cultures and religions.
- To provide opportunities for children to make a positive contribution to their local community and as global citizens.
- To provide opportunities for children to consolidate skills and make links in their learning, whilst also promoting a sense of accountability for their learning, developing time management skills for later life.
- To assign each child a key person who builds a strong relationship with the child and ensures every child's learning and care is tailored to meet their individual needs.
- To provide enabling indoor and outdoor environments designed to inspire children's innate desire to learn.
- To foster high quality leadership at all levels.
- To reflect on our work and fulfil our learning potential

Our curriculum Drivers (What drives our curriculum)

The Early Years Foundation stage sets the expectation of what children should be learning. However, we want more for our children. They deserve to experience and learn about all that life has to offer. We have high expectations for your child's learning journey and, as a team, we agreed on five main drivers that underpin our curriculum to ensure it is enriched, personalised and aspirational.

- **Communication** – We believe that helping children find their voice is as important as them becoming avid readers or great writers and will support them with effective communication and language skills and purposeful relevant learning opportunities
- **Aspiration** – We want children and our team to have high expectations of learning. Children are encouraged to aim high and to be open to possibilities at preschool and beyond. They will be challenged to be the best that they can be.
- **Community** – We want our children to develop a sense of pride in themselves and respect for others. Children have a sense of pride in themselves and respect for others. Partnerships are developed from the beginning with all stakeholders and beyond. Parents/carers are our partners, drawing on wider expertise and learning from best practice. We understand and support our community to change and enhance lives



- **Adventure** – We are passionate about the health of our children. We want our children to lift their eyes from the screen to be excited by the real world, engaging in rich experiences to develop imagination. We will encourage them to gain confidence and allow them to manage real risks by having fun.
- **Possibilities** – Children cannot aspire to things they have never encountered. We will work to broaden our children’s horizons, expanding their knowledge of the world by nurturing their interests as well as encouraging fearlessness of what is new or unknown.

Implementation: How do we teach what we teach?

Implementation of our curriculum starts with children’s experiences in their family and immediate environment, so learning is meaningful. Young children think and reason like adults, but they are inexperienced. There are many things they have not done, seen, or practised yet. So rather than waiting for children to be ready, it is important for us as practitioners to ensure that children have all the experiences, they need to make progress from their current level of development.

We ensure the content of the curriculum is differentiated to meet the needs of all children and is taught in a logical progression so that children build on prior learning.

Young children benefit from a balanced curriculum which includes teaching that’s been planned and makes time for their spontaneous learning. We know that all children are unique, with their own individual interests and we acknowledge the widespread and detailed research which indicates children learn best when they are fully engaged and following their own interests. It is for this reason that we believe a balance of child and adult guided activities is vital for our children to become fully engaged and excited by their learning and have developed an ambitious curriculum that is child-centred and largely follows a ‘teaching in the moment’ approach combined with well-planned, specific learning experiences. These will deepen or consolidate their learning over time. Otherwise, children will miss out on valuable learning. Although our themes are child-led, we understand that children need knowledge, skills, and capabilities and that they don’t know what they don’t know, we will identify the gap between what a child can do by themselves and what they can do with adult support (Vygotsky’s Zone of Proximal Development) and ‘scaffold’ those skills.

One of the most powerful ways to help children’s learning is ‘scaffolding’. The idea behind scaffolding is that each child has two levels of development:

- what they can do on their own
- what they can do with the help of another person.

Adults create enabling environments that are equipped to meet the needs, interests, and stages of development of each child.

Adults

- move to where the children are engaged
- interact with them as they play when appropriate
- make the most of children’s natural desire to explore and learn
- enhance the learning whenever a “teachable moment” is spotted
- sensitively introduce challenges and new ideas
- set challenges for children in a sensitive way and allow them to find their own solutions to problems
- show children how to do things (modelling) and explain how to do things
- encourage children to collaborate and learn from each other
- guide children’s learning in a playful way



- discuss ideas with children, using skilful questioning and challenging their thinking to help them clarify their understanding of ideas
- comment on what children are doing

We follow the Early Years Foundation Stage framework. This is made up of four overriding principles which our early year's education is based upon:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident, and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Children benefit from meaningful learning across the curriculum, and we plan resourcefully for opportunities for communication, sustained shared thinking (This is 'an episode in which two or more individuals "work together" in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc) and physical challenge to build on existing skills considering the Characteristics of Effective Learning.

- **Play and Exploration** – children investigate and experience things, and have a go
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creative and Critical Thinking** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

It is our intention that children experience the seven areas of learning and development within the EYFS through a balance of whole group teaching and play based learning, play which is

- child-led
- freely engaged in and enjoyed by children
- sensitively supported and extended by adults
- guided towards specific educational outcomes.

We use a mix of children's interests, themes, continuous provision activities, which are changed or adapted depending upon our knowledge of children's interests, and phonics. Learning is carefully planned by the team to support children in the three prime areas and four specific areas. All seven areas are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn.

The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include development in:

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



As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

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

Key person

Each child has their own 'Key-person' which ensures that each child can be known, cared for and treasured by a special person. It is also an important way of ensuring that parents feel confident and know who to talk to if they have any concerns or important information to share. The key person is responsible for monitoring your child's progress within the setting and for sharing and celebrating that progress with you. They build an Online Learning Journal which documents your child's progress within the EYFS while they are with us at Preschool. You have 24/7 access to the journal once your account has been set up.

Observation

Here at Horsted Keynes Preschool practitioner observations, interactions and the outcomes of teachable moments are recorded and contribute to your child's 'Learning journey' on our online system 'Tapestry'. This approach supports children to develop as purposeful, calm, confident and independent learners. Our highly skilled teams support children to meet their next steps and drive their innate desire to learn forwards.

In the EYFS we record teaching and learning using Tapestry Online Learning Journals. In order to prioritise positive interactions over evidence collecting, we use a focus child system, with interactions being recorded for 2-3 children per week. Each half-term every child will be a focus child. This does not mean that the other children are not learning or getting adult interaction but rather that they are continuing with their own learning journeys independently, whilst we ensure that each child has equal opportunity for quality teaching and learning.

Most of the evidence of progress and learning comes from the adults' knowledge and understanding of the individual. In addition, 'wow' moments are added to journals as and when significant or new learning occurs. Each child has their own journal which parents are able to access and contribute to. Prior to each focus week, parents are encouraged to provide information about their child's current interests and any significant events taking place, which feeds into their learning that week. It is also an opportunity to share any questions or concerns regarding children's progress.

We also keep a scrap book for each child which we fill with the drawings and craft that they have done during the session. We encourage you to contribute to your child's Learning Journal by adding comments, observations, and photos from home. We love to see what the children have been up to at the weekends and in the holidays and knowing this information helps us to build relationships and provide an environment that meets your child's individual interests.

Assessment

Our belief is that the achievements, attitudes, and well-being of all our children matter. All our children's progress is assessed against the Early Years Foundation stage to ensure a consistent approach. Our wish is to see all children reach their full potential through tailored learning approaches which take account of their varied life experiences and needs. We are committed to



ensuring that each child reaches their full potential through removing any barrier to progress and achievement as a child begins their education journey.

The Development Matters guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children. We analyse data from the whole cohort of children and measure the progress the children have made throughout the year. Your child's learning will have ongoing reviews including three key assessments:

- 1) The first is when they are between two and three years old and is called the ['2 year progress check'](#).
- 2) The second is called 'The Reception Baseline Assessment' (RBA) which is a short assessment, taken in the first six weeks in which a child starts reception.
- 3) The third is in the final term of the year in which they reach the age of 5, using the EYFS Profile.

Planning

We plan an enabling environment through our knowledge of each child and formative assessments using observations and 'Development Matters' that provides opportunities which are practical, engaging, and active, giving the children the skills, they can use to access the environment independently. In addition, we adopt 'In the Moment Planning', using a model developed by Anna Ephgrave, where we engage with the children at activities they have chosen and teach the children 'in the moment', ensuring that all teachable moments are utilised. This approach means each child receives a differentiated learning experience, and 'next steps' occur spontaneously. We document our planning retrospectively. We have a weekly sheet on which we make notes about what the children have been interested in, and learning, in each area. We also use this to reflect on what is going well, what could be further developed or improved and respond to this as soon as possible. Adult-guided activities will still occur in connection with special events such as Easter, Christmas, Chinese New Year, Bonfire night etc. These events give an experience of cultural experiences that children would be unlikely to self-initiate and enhance their understanding of the world around them. These plans are adapted and amended to address the ever growing and changing needs and interests of all our children.

Adults guide sessions several times throughout the day, to introduce or teach key concepts, knowledge, or skills. These sessions include maths, phonics, stories, singing, social skills and games and most of the sessions are practical, hands-on activities for which learning is not written down. Most sessions will be planned but are very flexible depending on children's progress and interests. These sessions also give children the opportunity to learn how to participate in group conversations, listening and speaking at appropriate times.

Children's learning journeys reflect individual needs and priorities for further development, taking in a holistic view of the child. Parents/Carers collaborate with their child's key person to identify next steps which can be focused on at home as well as Preschool. The involvement of outside professionals, such as Speech and Language Therapists or Occupational Therapists is also considered, with practitioners incorporating professional's targets into children's learning journeys. We understand that children who have special educational needs and/or disabilities may require different levels of adult support to access the curriculum and make progress. We will plan and deliver interventions for groups or individuals if and when necessary. Where appropriate we provide additional input through allocation of trained Special Educational Needs Support Workers. Targeted support may also be provided through individual and group work with our SENCO.

Teaching



We believe a well organised environment is a key 'teacher' which can respond to children's interests, and which widen those interests by introducing to children to new materials, experiences, activities, and artistic expressions. Therefore, children will have free-flow access to the provision, which means that the children can choose where their learning takes place. In addition, we also understand that children need knowledge, skills, and support from adults. The role of the adult within the model of 'In the Moment Planning' is to:

1. Stand back.
2. Observe children during play and tune into what they are saying and doing, and to interact when appropriate to move the learning on. Pick up on the thing/place/person/idea that has sparked the child's interest
3. 'Scaffold' the child's learning by modelling, asking questions to extend thinking, demonstrating, discussing, joining in, standing back, and watching, introducing new resources or ideas.
4. Support and encourage children to take risks and generally being the support that child needs to be the best that they can be.
5. Assess what they need to do/know/learn next
6. Plan their teaching, which will be delivered there and then

It is essential that adults take advantage of 'teachable moments', these opportunities to seize the moment when a child shows a level of interest and curiosity that can be drawn out and then enhanced and built upon.

Our Preschool considers the all-round development of children. Our children are immersed in lots of practical, first-hand learning experiences through which they are encouraged to explore, experiment, and develop their language. We recognise that language and communication are vital in all areas of a child's development and we welcome children from culturally diverse backgrounds.

We support children's development by teaching new vocabulary and concepts in a rich language environment, where conversations, singing and sharing stories become a regular part of the children's day. Adults model standard English and ask high quality questions in addition to interactive story telling sessions where the children can create their own stories. We have '**core books**' which we read frequently with the children. These books are the type of books that can be re-visited again and again on different levels to support language development. The idea is that children will develop language and increase vocabulary in addition to gaining a love of books and will become very familiar with these known texts so that they can remember and re-tell them. We use Jolly phonics to support and enhance childrens communication, language, and literacy skills.

On Thursdays we hold 'open story times' where our core books are read (11:45am). This is a chance for parents/carers to spend time with their child and enjoy sharing favourite stories within Preschool. **This is currently postponed due to COVID-19 restrictions.**

We also have '**core rhymes**' which support language development. Children chant or sing the rhymes at group times. By the time the children leave Preschool they are familiar with each core rhyme.

We must also make sure your child has enough opportunities to learn and reach a good standard in English language during the EYFS. If your child's home language is not English, then we must give opportunities for your child to develop and use their home language in play and learning, supporting their language development at home.



If you're worried about your child's progress, please talk to us and together you can agree how to support your child.

Learning

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We love to provide children with opportunities that lots of them have not experienced before or that enhance their learning in preschool. We go on visits to support this for example a trip to the park to practice physical skills or arranging for a local GP to come into school to talk to children about their job during a focus on 'People who help us'. We ensure that all of our visits are learning related and will provide the spark for further immersion in a theme or topic. (See our Cultural capital policy)

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year daily. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis, and problem solving. During the preschool day, children have opportunities to work and play independently, collaboratively with their friends and with adults.

There are areas where the children can be active, be quiet and rest. The environment is organised into continuous provision areas, where children are able to find and locate equipment and resources independently. We are committed to providing high quality continuous provision. Areas are established and maintained. Areas are audited and resources replenished regularly. Resources are labelled and organised to aid self-selection and our provision reflects the cultures and community that we serve. Risk assessments, where appropriate, are in place and areas are print rich.

We offer a range of open-ended resources for children to explore and use, indoors and outdoors (free access to both all day), allowing them to find their own purpose and motivation, learning about friendship, becoming architects, risk takers, den builders, explorers and nature detectives. We have a particular love for outdoor learning and each day we go outside to learn about our environment. We offer enhanced outdoor experiences such as walking through the woods, visiting the allotments, the park and our local primary school. These allow children the opportunity to explore, use their senses and be physically active and exuberant. Additionally, throughout the year we organise several exciting activities and visits/visitors to enhance the children's learning.

Transition

We support the transition onto primary school for both child and parents through.

- Developing close links with the reception class at St Giles
- ensure the smooth transition of all children and parents/carers moving from Preschool to whichever Primary school they move on to.
- prepare children for reception with visits to their new class, meeting the teacher and ensuring the environments are similar.
- Enabling parents to meet with new teachers and visit their child's new learning environment.

Parent/carer partnerships

"I come not only with my own strengths but bring with me the gifts, talents and strengths of my family, tribe and ancestors."



Parents/carers are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue in learning at home. Strategies to include and inform parents and to ensure children's learning and development through the EYFS is happy and allows them to excel with the support needed include:

- Encouragement to share their child's achievements through 'WOW' moments on tapestry and these are celebrated within preschool.
- Detailed on entry registration forms and baseline assessments whereby each child will have an initial set of observations carried out by their keyperson during their first 2 weeks. Children have a very wide range of starting points when they come into the early years. So, it is important to assess their level of development on entry. This assessment is gained by practitioners consulting parents/carers, health visitor, previous settings and reading previous learning journeys to gain an understanding of the whole child and where they are at and forms the child's Starting Point in all areas so we can plan experiences to ensure progress.
- Sharing information with shared setting
- Half termly focus children where parental contribution is key to observing and planning children's next steps.
An open-door policy,
- Stay and Play' sessions
- Welcoming parents' views and contributions to Preschool activities
- Weekly newsletters
- Closed Facebook page
- Website
- Storytime
- Joining our committee
- Coming in to share skills and talents
- Transition days
- Reports and parent consultations

We reflect on our work and fulfil our learning potential by:

- continually monitoring and evaluating our practice.
- implementing new initiatives such as our 'Busy bags'
- analysing, evaluating, and using information to help us to grow and improve

We thrive on challenge, embrace change, and have a strong commitment to self-evaluation and self-improvement.

We aim to foster high quality leadership at all levels by:

- promoting a shared vision, values and aims
- setting high expectations within a context of 'rights and responsibilities'
- promoting effective teamwork
- promoting professional dialogue
- encouraging all team members and children to be leaders of their own learning



- facilitating the continual professional development (CPD) of all team members through high quality training opportunities targeted to match the current needs of the team and to match the needs of our children.

For us to pinpoint priorities for improvement, when planning CPD we consider 'what do children bring to our setting?' 'What do they need us to offer them?' What does our assessment information tell us about the progress children make?'

All this information can help us create an environment to match the needs and skill levels of our children and use assessments and cohort analysis to look for gaps in learning and to inform our planning and the quality provision. We Develop the skills and expertise of our team through regular and comprehensive professional development either through Noodle Now e-learning or attending courses run by other providers. We hold half termly Supervisions and annual appraisals for our team to help support their professional development.

We work in partnership with other agencies and our community and have:

- built up a strong relationship with our local care home and with our local primary school. (Refer to our cultural capital page)
- involved ourselves with community groups such as our local toddler group and horticultural group.
- close links with other local preschools, nurseries, and childminders
- a strong relationship with our Early Years advisor.

We value health and wellbeing and promote respect by:

- creating an inclusive Preschool environment where Individual care and attention is made possible by our high ratio of adults to children.
- having robust policies and procedures in place including a robust Safeguarding Policy
- Carrying out mandatory training throughout the year.
- All being trained in paediatric first aid
- 3 team members are trained in Mental Health first aid
- promoting oral health, healthy lifestyles and choices and physical activity throughout the year and within topics and themes.
- promoting positive behaviour
- promoting equality
- promoting positive attitudes to social and cultural diversity
- promoting mutual trust, respect, confidence and caring for all
- promoting positive attitudes of respect for self, other people, other people's needs and opinions, for property and the environment
- being accredited as a Sunsafe Preschool

We value and empower our children and team by:

- valuing everyone's contribution and involving all in decision making through effective consultation such as parent/carer questionnaires and our children's committee.
- having a vibrant and progressive preschool culture
- extending the capabilities of all
- developing leadership capacity. Strong leadership is essential for the development, and monitoring, of a high-quality curriculum. The curriculum must be suitable for every child. Leaders also need to support curriculum development with cycles of Professional Development.



We develop a shared vision for all by:

- promoting fairness, justice, and equality of opportunity
- involving the whole community in the life of the Preschool
- developing and sharing the preschool Improvement plan with all parents and stakeholders

Impact: How do we know what children have learnt and how well they have learnt it?

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points, that children are prepared to reach the Early Learning Goals at the end of Reception and that Children are displaying the characteristics of effective learning. Evidence in children's learning journeys and scrap books support all areas of the EYFS curriculum. We understand that when assessing children, there will be children who are awarded the same level but who are working at differing stages within that level. Effective communication between practitioners is therefore essential to achieve an effective transition for every child and to plan accordingly for the next stage of their learning journey.

The impact of our curriculum is measured by assessing children's progress and learning across the year through formative and summative assessment which are based on our knowledge of the child, their learning journeys, parent/carer contributions, photographs, and videos recorded on Tapestry. Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.

Our curriculum and its delivery ensure that children make good progress

Our baseline assessments on entry are used to identify children's starting points and plan experiences which ensure progress. This information is tracked on Tapestry which enables us to measure each child's progress throughout their time with us.

We spend time looking at and evaluating how children are learning by talking to children, looking at their work, observing their learning experiences and analysing data and progress.

The results inform our planning and ensure that all children build on their current knowledge and skills at a good pace, and we ensure Key knowledge and skills are consolidated before introducing new learning.

We compare children's attainment to age related expectations using age bands in Development Matters. This is tracked using our tapestry assessment system and our own cohort monitoring system to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, EAL, disadvantaged or summer born children.

We use this information on a weekly basis and during half termly supervisions and monthly team meetings to plan learning experiences and next steps so that knowledge and skills are built cumulatively.

Every term, the keyperson is required to reflect on individual progress and assess your child's learning and development and identify any gaps in learning. This is written as a report on Tapestry for you to add to.

Through observing, assessing, and reflecting adults can show how well they know their key children, their likes, and areas where they show less interest, and are able to articulate and justify what they are doing for each individual child, and say how a child has developed from their starting point with us and how each child is progressing in all seven areas of the EYFS curriculum.



Our ambitious curriculum design ensures that the needs of individual children including EAL, SEND and disadvantaged, and small groups of children can be met within the environment of high quality first teaching supported by targeted interventions where appropriate.

Including parents/carers in childrens learning and development ensures their views and concerns are listened to and that they feel empowered to help their child learn and develop to the best of their abilities.

The impact of our curriculum will also be measured by how effectively it helps our children develop into well rounded, resilient, and motivated individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners.

They leave Horsted Keynes preschool, happy, confident, and curious about the world and eager to continue their learning journey into primary school. They can communicate, having developed a wide vocabulary and they show a willingness to continue having learnt key skills, knowledge, and dispositions. They have developed personal and social skills in being kind and respectful to each other and they understand the difference between right and wrong. The impact of our curriculum ensures that children are prepared to be young global citizens who understand the importance of looking after the world they are growing up in

Our teaching and pedagogy are reviewed and evaluated regularly through monthly team meetings. These have an agenda and actions which are then reviewed in the following meeting. We ensure that the areas we discuss and develop are reflected in changes and developments in our preschool practice.

We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.