



Turnfurlong Infant School Nursery; Curriculum intent, implementation and impact.

Intent

In the Nursery class at Turnfurlong Infant School we use the DFE document 'Development Matters in the Early Years Foundation Stage' as the basis for planning and assessment. Our key focus is on the Prime areas of development; Personal Social and Emotional Development, Communication and Language and Physical Development. These areas of learning form the foundations for all future learning and support school readiness.

Working closely with parents and carers and developing a strong partnership between home and school is a priority for our Nursery team. This starts with, wherever possible, a home visit by key staff. This is then developed over time with regular 'stay and play' sessions where parents can share in a themed learning experience with their child in the Nursery environment. Termly progress meetings between parents and key workers allow quality time for shared discussions which support each child's development.

At this age, children do not learn through the structured lessons and whole group activities that you may see in Year 1 and Year 2. In the Early Years children learn through play and by being active and involved in their learning. Their learning is not discrete because they are constantly making connections and linking ideas and experiences. Children learn by doing, exploring, experiencing and revisiting in an engaging and supportive environment.

Expectations of our youngest children are high and by supporting the Characteristics of Effective Learning we help children to develop positive dispositions to learning; co-operation, resilience and perseverance.

Implementation

Children in our Nursery class experience a carefully planned, high quality learning environment where they are able to 'free-flow' between inside and outside for much of the session. Staff in the Nursery extend and develop children's learning by playing alongside, commenting, questioning, modelling, suggesting and explaining. Within the session the children also experience adult-led group times. This supports a child's developing social awareness and their relationships with others and enables staff to explicitly model and develop skills such as listening and attention and turn taking.

Teaching and learning in the Nursery follows a cycle of observation, assessment and planning. This means that we start from our observed interests of the children we work with and these inform the experiences and activities that we plan across the different areas of the indoor and outdoor learning environment. This approach allows for flexibility and enables us to follow a child's interest both 'in the moment' and to extend and deepen their learning, sometimes over several sessions.

In the Nursery we do not plan with themed topics. We do however use predictable interests and our knowledge of the children to stimulate new lines of enquiry. Examples of this include festivals and celebrations, seasonal change and significant transitions such as moving to Reception or the birth of a new sibling. Where teachers identify that individual children, or groups of children, are not accessing an area of the Nursery or where progress an area of learning is slower this will be addressed within planning for the learning environment or by targeted intervention.

Impact

Children's progress is monitored and analysed closely by senior leaders within the Nursery team. Observations of teaching and learning show that children's well-being and involvement are high. Children enjoy coming to Nursery and they make good progress from their starting points. This is evidenced through observations of the children's learning, internal tracking of progress and attainment and within children's learning journeys.

Our most recent Ofsted inspection report noted that 'the high-quality leadership, provision and teaching they receive will ensure that children join the Reception Year with skills and abilities that equip them to be school-ready' (April 2018)