

## **Curriculum Intent, Implementation and Impact Statements.**

### **Intent**

At Ann Bernadt and Nell Gwynn Nursery Schools we are guided by our vision and ethos which was developed collaboratively with all our stakeholders including, parents/carers, governors, staff and children.

We believe, as did Albert Einstein, that “Play is the highest form of research”.

In acknowledgment of widespread and detailed research which indicates children learn best when they are fully engaged and following their own interests, we have adopted a strategy of “planning in the moment” which focuses on promoting learning through child initiated activities and responsive interactions to support children’s progress and achievement. This system is individualised to maximise challenge for each child.

We encourage the independent access of continuous provision which is supplemented according to children’s interests and fascination rather than simply setting up activities for children.

Teachers then observe children’s play and move learning forward through high quality interactions and extending children’s language and understanding.

We work in partnership with parents/carers to identify where a child is in their learning and support them to progress through the curriculum.

Our belief is that the achievements, attitudes and well-being of all our children matter. All of 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.

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 nursery. The involvement of outside professionals, such as Speech and Language Therapists or Occupational Therapists is also considered, with staff 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. 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.

Staff are currently trialling a more responsive system of assessing children with additional needs which was developed by staff at Cherry Garden school for children with SEND. This system known as Branch Mapping, whilst linked to the EYFSC, measures progress in much smaller steps. The Tapestry based system provides “a powerful visual alternative to standard assessment reports. A family-friendly interactive animation brings each child’s individual progress to life, Parents and carers – and

the children – are free to explore the animation interactively with touch, experiencing the sights and sounds of their learning journey”.

## **Equality**

We are very aware of the limitations that begin to be placed on young people from their earliest years regarding specific gender approaches. As early adopters of the Mayor’s Gender Action Awards and as Gender Initiators, we are keen to try to change this and to ensure that our own and other schools examine their approaches and then engage proactively with better practices in order to support all genders to achieve their potential. Research shows that stereotypical behaviour and attitudes are already ingrained by the age of four, which is why it is so important that any journey towards change should begin with our youngest children. Forward thinking schools must educate pupils for the world of the future yet research shows that women are severely underrepresented in careers following on from STEAM subject choices in school and men are underrepresented in the "caring professions".

## **Our Aims**

To enable children to become independent learners who value learning with and from others, by giving children time to reflect, practice and learn with no sense of failure.

To provide a nurturing environment which allows children the freedom to be themselves whilst encouraging risk-taking, growth and adventure and supporting a “can-do” attitude.

Provide safe, secure and stimulating environments where children are valued as individuals. Foster high levels of independence, curiosity, creativity and resilience.

For skilled, well trained teachers to identify children’s own interests and use these to ignite a passion for learning.

Provide respectful, trusting and effective relationships which display emotional warmth.

To actively promote all aspects of Equality legislation.

## **Implementation**

### **Teaching**

All staff have **high expectations** for all children. Many of our children have low, on entry baselines and so we aim to maximise progress for each child through individualised planning, partnership working and removal of barriers so potential is unlocked and as great a percentage as possible reach 40 – 60 months Emerging on transition to Reception.

### **Quality Interactions**

Children begin nursery with very low levels in the area of Speaking. There are many contributory factors to this including not hearing enough vocabulary to develop language. To address this all staff have been trained to use Makaton to support the development of language. The school has a very high percentage of children whose first language is Spanish. To support their language development, we are able to provide dual, English/Spanish teaching. Other languages are celebrated through our promotion of language of the month. Most staff have also undergone training from Speech and

language services in word level assessment so they can identify the most appropriate level of communication to support developing language.

### **Accurate Assessment**

Staff have been trained in assessment moderation. The schools contributed to Local Authority exemplification materials. Staff are secure in their judgements.

### **Globally Relevant**

Staff have benefitted from a wide programme of international CPD which has been invaluable in introducing first hand to staff a variety of approaches. We have seen the benefits of the use of natural materials in the environment, risk in the outdoors, gender equality, creative approaches for supporting SEND and supporting children with EAL, and we have incorporated the most relevant approaches into our own practice. The culmination of this work is that we are now working on a KA2 project across four countries and all key stages to produce a guide on measures schools can take to promote equality.

### **Reflective**

Our individualised planning allows staff to continually reflect on how to move children's learning forward. This supports a culture of continual improvement.

### **Inclusive**

We actively promote all strands of Equality legislation. The nursery reflects diversity through its images of families and individuals. Our books also reflect our diverse society. We are working at eliminating stereotypical language and ensuring that all children have equal access to our provision through a continuous audit. We are also working with our families and carers in increasing their knowledge of this important area.

### **Learning**

In addition to the Characteristics of Effective Learning we also assess Levels of Wellbeing and Levels of Involvement so that we may address any issues arising out of low levels in these areas.

## **Personal Social and Emotional Development**

### **Intent**

- For children to settle well into nursery provision.
- To foster independence and confidence
- To support children to develop their relationships
- To support children to understand and manage their emotions.
- To extinguish stereotypical language and attitudes

### **Implementation**

- We carry out a home visit for all new children starting nursery.
- Following examination of practice in Berlin we have revised our Settling Policy to allow for a more responsive system to children's emotions.
- Staff have resolved to extinguish stereotypical language. Staff are asked to address children by their names and not to use such terms as "darling" or "mate". Staff are encouraged to address adult visitors as "Dear Friends", if they don't know their names. Staff are asked to give specific praise to children for what they do rather than how they look for example they are asked not to praise girls for having a "pretty dress" as this language perpetuates stereotypes
- Children are always encouraged to try things for themselves and become independent e.g. in dressing and undressing, in accessing resources and building relationships with peers and adults.
- Staff have been trained in and are implementing emotional coaching as a means of supporting children to understand and manage their emotions.
- In the three and four-year-old provision children use Peer Massage to help them manage their emotions at the start of Group Time.

### **Impact**

- Constructive warm relationships are developed with families/carers.
- Children settle confidently into nursery provision.
- Children exhibit a "have a go" attitude.
- Children develop an understanding of consent as they are taught to ask their massage partner if they are happy to receive a massage.
- Children learn through experience the benefits of positive touch.
- Children develop an understanding and are better able to manage their emotions.

## Communication and Language

### **Intent**

- For children to be able to develop their listening and attention
- For children to develop their understanding
- For children to develop their speaking

### **Implementation**

- All staff trained in and using Makaton to develop children's speaking and understanding.
- Most staff trained in, Word Level Assessment (ongoing project) to help them in Early Identification of children who need SALT intervention to support their language development.
- SENCo works closely with families to support them in referring children to SALT where necessary.
- Staff work closely with SALT outcomes to support children's language development.
- Staff trained in and implementing Non Directive Commentary to support children's language development.
- Staff trained in and delivering Quality Interactions to support children's language development.
- Many staff speak Spanish, one member of staff recently gained highest grade in Spanish GCSE which was taken to support Spanish speakers in their class.
- A good deal of dual language teaching to help develop children's English within our large cohort of Spanish speaking children.
- Language of the month celebrated.
- Parents encouraged to speak to their child in the language they are most confident in to provide children with a good language model.
- Children's communication attempts and language samples tracked in Learning Journeys to monitor progress.
- Story rich environment.
- Use of Paly Project to nurture children's language development.
- Staff from Peckham Library come into school to support families to sign up to the service
- School has developed core rhymes shared with parents.
- School has own library for use by families and carers.

### **Impact**

- Children make excellent, rapid progress from initial baselines.
- Children with speech and language needs receive timely interventions and support.
- EAL children develop their use of English which supports development in all areas of the curriculum.
- Staff are responsive to attempts to communicate by children that are not necessarily language led.
- Parents report that children retell stories to them that they have heard at nursery.
- Parents report that their children sing at home the rhymes they have learnt in school

## Physical Development

### **Intent**

- For children to have the opportunity to develop fine motor as well as gross motor skills in preparation for the physical challenges that modern life presents them.
- For children to develop a love of physical activity as a basis for promoting good health, both mental and physical.
- To promote independence and a “can do” attitude.
- To support children’s independence in personal hygiene.
- To establish healthy eating habits.

### **Implementation**

- An outdoor provision that provides challenging physical activities which is available to children for the duration of the session through free flow
- A range of activities to promote fine motor as well as gross motor, principally; Duplo/Lego for manual dexterity. Woodwork for strength and gross motor skills, large and small mark making opportunities, bikes and scooters, climbing opportunities, digging and planting for purposeful gross motor skills (linked to healthy eating).
- Children are taught how to do things for themselves rather than have things done to them e.g. accessing resources, getting dressed and undressed and managing and understanding risk.
- Children learn how to serve themselves at mealtimes rather than be served. Children learn about the health properties of their food.
- Peer massage practiced by all children in the 3 and 4-year-old provision promotes positive touch, consent, resilience to emotional stress and positive mental health.

### **Impact**

- Children display high levels of independence.
- Children are active and engaged.
- Children develop healthy eating habits.

## Literacy

### **Intent**

- For children to develop a love of stories and rhymes as a precursor to establishing successful reading
- To unlock the potential within children to contribute to humanities growth through an understanding of the significance of mark making and writing as a means to communicate, record, be expressive and create.

### **Implementation**

#### **Reading**

- Children have access to a range of high quality texts to promote early reading.
- Parents/carers can borrow books from school library to read at home with their child
- Parents/carers can take part in workshops to develop understanding of how to support the development of their child's reading.
- Children engage with a range of core books and rhymes
- All opportunities used to promote early reading.
- Daily group time to promote reading
- Open access sessions twice a week to promote early reading
- Text rich environment
- Dual language books available to promote home language
- Book Week celebrated twice a year through a range of activities
- Paley project used to promote story telling skills
- Staff deliver Phase One Phonics Letters and Sounds, which supports listening and attention and tuning into sounds in preparation for progression to further phonic work in Reception. Where children are ready they are introduced to some Phase Two sounds such as meaningful initial letter sounds.

#### **Writing**

- Children have access to and engage in a range of activities to strengthen muscles in preparation for writing.
- Adults model writing to develop children's understanding of the significance and reason why writing is such an important skill.
- Children have access to and are encouraged to use a range of mark making materials in a range of circumstances to develop their ability and understanding.
- Children are encouraged to express themselves through mark making and early writing and to discuss the meaning and intent of their marks

### **Impact**

- Parents/carers understand the importance of and are able to promote early reading with their children helping to engender a love of reading for children.
- Parents are encouraged to value their child's mark making and confidently promote further opportunities within the home environment.
- Children are able to develop an appreciation of the importance and significance of mark making and writing and have the motivation to continue to develop

## **Mathematics.**

**INTENT** - We recognise that maths is everywhere. We generate and recognise purposeful, authentic, developmentally appropriate opportunities for Learning Maths through Play by careful resourcing and vigilant attention to 'teachable moments.'

### **IMPLEMENTATION**

- Provide resources which lend themselves to opportunities for problem-solving (Concrete/Pictorial/Abstract) informed by children's individual and collective, spontaneous and enduring enquiry.
- Parents and carers are supported in cooperation with the staff team, including lunch time staff to recognise and promote opportunities for learning mathematical concepts.
- Termly Learning Journey meetings, invitations to Group Times and workshops familiarise parents/carers with our pedagogy and are used to bolster confidence in Maths when necessary and to provide an opportunity to ask questions.
- Parent/carers are encouraged to follow the Maths blog designed by the Federation's Maths Lead who is also a Specialised Leader in Education for Maths for the DfE.
- The Maths lead designs and delivers cross-federation CPD and uses termly data to support the whole staff team's assessment of and for Maths throughout the year.
- Individual support and twilight training are provided by the Maths lead to build practitioners' confidence in Maths across the federation.

### **Number**

- We prioritise real life situations to promote problem-solving, e.g. when children are challenged to lay the lunch table, conferring with staff to see how many places they will need to lay for.
- We provide Numicon as a universal resource to promote early understanding and use of number, for example these are used to label our toilet cubicles.
- During the transition to Group Time, children learn to count (Cardinally and ordinally) as they decide how many massage moves they are going to undertake and record this information on the WB.

### **Shape Space and Measure**

- We use 'shadowing' to support children "Choosing, Using and Putting Away' which consolidates their understanding of the value of shape and space.
- The school is dedicated to promoting large and small block play as a means of developing children's 3D design skills and encourage children to record their constructions through mark-making.

### **IMPACT**

- A confident enthusiastic team are continually building on their understanding of how best to support the learning of maths through play, organised around purposeful and authentic mathematical opportunities.
- School data informs that this approach supports children to make excellent progress from initial starting points and achieve well.
- Parents are becoming more confident and more vocal about the value they attach to relevant mathematical learning and beginning to move on from encouraging their children to rote learn.

## Understanding the World

### **Intent**

- People and Communities – We aim to promote all of the protected characteristics detailed within Equality legislation so that children learn about diversity in society and prejudicial and discriminatory behaviour is eliminated through education.
- The World – to lay the foundations so that children develop as environmentally aware citizens and inhabitants of a precious and fragile world.
- Technology – to appreciate the many positives that technology has to offer, a creative rather than consumer approach, whilst at the same time to promote the importance of face to face communication, playing and exploring creating and thinking critically. Which in turn links to all areas of our curriculum

### **Implementation**

- Children and families have access to and learn from books reflecting all of the protected characteristics.
- Displays across the school and within classrooms feature the diverse families and individuals that go to make up our society. “Different Families Same Love”.
- Staff continually audit provision, language and literature to ensure that all aspects of provision are accessible for all children and that stereotypical language and literature are eliminated.
- Where possible, natural materials are provided to provoke children’s learning.
- Staff are working to eliminate plastic from the school environment so that children experience an environmentally friendly provision as possible.
- School staff are currently engaged in a yearlong transition project across the five Southwark nursery schools to combine science and creativity as a means of investigating the world about them.

### **Impact**

- Children are informed about our diverse society in an age appropriate way so that prejudicial and stereotypical attitudes and behaviours are eliminated through education.
- All children have access to and are encouraged to develop across all aspects of the curriculum so that the whole range of opportunities and eventually careers are tangible for all children.
- Children are able to learn through an exploration of natural materials and experience that the greater depth that using natural material provides as opposed to the blandness and environmentally unsound use of plastics.

## Expressive Arts and Design.

### **Intent**

To provide a rich creative environment where all children's interests are fostered and encouraged. Opportunities to explore their ideas through making, drawing, design, dance and music are promoted.

To work with parents to understand their children's creative development and the importance of it being child lead. We do this through workshops looking at stages of drawing and whole school events such as the Big Draw mark making is celebrated at Nell Gwynn annually linking to the National Drawing Day throughout the UK.

### **Implementation**

- We help children take risks, learn to experiment with ideas and materials and find out what happens when it doesn't always turn out as expected. These are the learning moments that move children forward in their thinking.
- We never draw for our children but instead celebrate all developmental levels of mark making and drawing as an individual expression of the child.
- Displays show casing children's creative work throughout the school. We also encourage parents/carers to value children's work.
- Visits and workshops with local art galleries.
- Participation in larger projects such as working with Tate Modern on exhibitions.
- Participation in photography exhibitions.
- We have a large block area with open ended resources such as fabric and junk materials which allows children to create models and imaginary spaces for their play.
- Musical instruments are in each class and used by teachers at carpet sessions to explore sounds and rhythms. Natural musical instruments are available in the front garden along with a dedicated music trolley to encourage musical exploration in the outside area.
- Staff have received extension training in delivering musical activities with children and how this supports other areas of the curriculum. Staff are now able to deliver the annual carnival themselves.
- Running workshops for parents alongside the Big Draw about children's stages of development and why we don't draw for children.
- Running the Big Draw event annually to invite all parents/carers to join in mark making and explore different materials and creative processes.
- An annual carnival attended by the majority of families celebrating music, performance and cultural diversity. This year families worked with the Junk Orchestra to learn how to produce instruments from recycling materials.
- A winter community celebration attended by the majority of families featuring music and story telling
- A Leavers ceremony featuring music and performance.
- An Atelier space inspired by international exchange visit to Reggio Emilia in Italy. This space will provide the opportunity for children to work on collaborative and individual projects that can be left as a work in progress until complete. The space will also allow explore large scale work.
- Participation in the Globe Winter festival every two years.

## **Impact**

Parental/carer feedback shows that families and children are introduced to London's rich cultural heritage and that they then continue to explore and make use of these resources.

Parent/carer feedback expresses the great community benefits of taking part in events such as the Big Draw and how these events extend knowledge of ways of working with children.

Our evolving world needs creatives. It is the ability to imagine which drives progress forward and gives meaning to life. A curriculum based on the opportunity to develop creative talent links to all other areas of the curriculum and is celebrated both from what has been created in the past and what could be created in the future.