



Our Children are our curriculum



Our children are our curriculum! We aim to provide a safe & stimulating environment, ensuring equality of opportunity for all. Our curriculum looks different every cohort, every day but our intent remains the same. To support our children to reach their best possible outcomes we have a curriculum that is designed to complement the needs, abilities, and interests of all our children. By the time our children are ready to move onto the next part of their learning journey they will have developed fundamental skills which support our intent for each individual unique child. When our children leave us, we would like them to have learnt to be resilient, independent, and curious.

At Crawshawbooth Pre-School we believe our children are the curriculum. This means they guide us in how we support them to grow and blossom into the best versions of themselves. We do this by establishing close and meaningful relationships with each child, that enable us to extend their interests and learning opportunities in our daily provision. Our high Staff ratios mean children are well supported. We will work with Parents & Carers (children's first educators) to make the children's time with us happy, informative & rewarding. Our membership of the Pre-School Learning Alliance (PLA) & relationship with the Early Years Teacher Team ensures that we are constantly in touch with new thinking in the field of early year's education & childcare. In addition, on-going training is available via Lancashire County Council, the Pre-School Learning Alliance (PLA) & regular cluster meetings & conferences with the Early Years Teacher Team.

All of these points will be recorded in the child's own personal book to show how learning progress is being made in all areas. This gives you the information about your child's progress & helps staff identify & plan what the children need to do & learn next. Your child's key worker will show these to you at appropriate times but they are always available on request. They are also yours to keep when your child leaves the Pre-School as a memento of your child's Pre-School life.

At Crawshawbooth Pre-School our curriculum is planned in accordance with the Early Years Foundations stage (EYFS) 2021, with activities planned around the children's own ideas & interests. The EYFS is made up of 7 areas of learning & development, these are:

Prime areas of learning:

Personal, Social & Emotional Development

Communication & Language development

Physical development

Specific areas of learning:

Mathematics

Literacy

Understanding of the World

Expressive Arts & Design

All areas of Learning & Development are connected to one another & are equally important. All areas of Learning & Development are underpinned by the principles of the EYFS.

A Unique Child

Positive Relationships

Enabling Environments

Learning & Development

We will celebrate a range of festivals and share special occasions with the children throughout the year.

Some of these include:

- Shared meals and food tasting
- Dressing up
- Dancing to music
- Books, stories, films and presentations
- Visitors

These can be seen in our whole Pre-School planning book, children's journals and our private & public Facebook groups.

Assessment

Assessment links our children's learning and to our curriculum. Our assessments are formative and summative, so that it quickly helps us to make a difference to children's learning, have an overview of children's progress and take further actions where needed. We notice what children can and can't do. We are good at deciding when it will be helpful to step in and support, and when it's best to be encouraging but hang back. It is important that we are certain that children are secure in what they know and can do before moving them on to the next steps.

We complete:

- A baseline assessment and or 2-year-old check of the child's development shortly after they start with us. This is completed in partnership with parents by way of, Our all about me and initial child profile document(s).
- Termly summative assessment of where the child's development is in relation to typical EYFS milestones and the characteristics of effective learning. We then communicate this to parents via a termly report.
- School transition reports.

Assessment helps with

- the early identification of children who need temporary extra help, and children who may have special educational needs.
- checking that individual children, and groups of children, are making progress and taking prompt action where this is not the case
- reporting formally and involving parents in the statutory 2-year-old progress check
- celebrate children's achievements with parents and share focus for learning
- discussions with other professionals who maybe involved with a child and family. For example, a health visitor or social care worker
- sharing information with receiving schools in the summer so that children can continue their learning journey through the EYFS as seamlessly as possible.