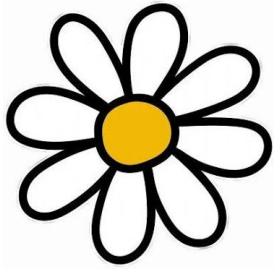


Monkleigh Primary School

Nursery Class Daisies

Curriculum and Assessment Handbook



Intent

At Monkleigh Primary School, we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children will build upon to ensure that they are effective learners who will know more and remember more, understand and do more and be completely ready and excited about their next stage of learning.

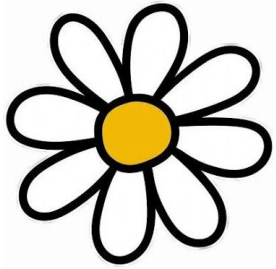
It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. We believe that all children deserve to be valued as an individual and we are passionate and ambitious in ensuring that all children receive high quality learning and teaching to enable them to achieve their full, unique potential.

We are committed to developing the 'Whole Unique Child' through a challenging, carefully planned and sequenced, engaging and inspiring and ambitious curriculum and environment. We have the same ambitions for all children in our setting and will skillfully shape the learning journey to ensure that every child has the essential knowledge and experiences to ensure that they succeed.

Communication and Language and positive and meaningful interactions is a real priority for all of the children in our setting. During every experience, interaction and conversation, we introduce, teach and develop the use of challenging vocabulary to develop and foster a love for language, books, stories, songs and rhymes. We are strongly committed to providing a range of meaningful learning experiences, in order to enrich learning and to teach, develop and provide opportunities to revisit Communication and Language skills.

We have high expectations for the ways in which children can and should communicate and introduce the children to the Oracy Curriculum which is taught throughout the school.

The teaching of Phonics and Reading skills and Reading for Pleasure is of the utmost importance and the highest priority in our FSU. Accessing the world of words quickly and effectively opens up the whole world to our young learners. Our skilled teachers assess and group the children to ensure that all children have access to the most appropriate starting point in their learning journey. Parents are invited into school for a number of parent workshops to provide them with the knowledge of how they can support their child with their Communication and Language,



Physical Development and Personal, Social and Emotional Development.

Our ambitious Curriculum Goals for Daisies outline what we want the children to know and be able to do by the end of their time in the Nursery. These are what we strive towards every day in what we provide for our children.

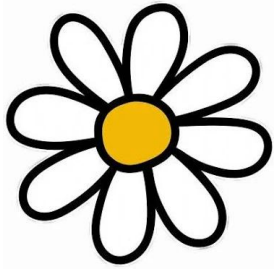
We use the curriculum goals and begin each new year by looking at the individual needs of our children and – taking into account their different starting points- we then carefully develop our flexible EYFS Curriculum which enables them to follow the path of their learning journey, at a point, that is suitable for their unique needs and stage of development.

Curriculum Webs, following the guidance set out in Development Matters, illustrate the key knowledge and skills that children in Nursery will be taught. Repetition in the skills and knowledge across the topic webs over the year demonstrate our commitment to the depth of learning and ensuring that children learn vocabulary, skills and knowledge in a number of different contexts across the year.

Termly overviews are created. This is where key texts, songs, rhymes, vocabulary and a range of experiences are all planned. We plan and shape progressive learning experiences to build, challenge and extend children's thinking, knowledge and skills. We listen to what the children want to learn and skillfully plan experiences and opportunities to use these as a teaching concept. It is our number one goal that our children feel safe and valued as this will enable them to become confident and curious learners.

The termly overviews are shared with the parents and are displayed on the website on the FSU Curriculum Page. Our curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before – allowing the children to know more and remember more, understand and do more. Parents are regularly directed to the overviews to ensure that they can support and develop learning at home.

We are wholly committed to developing strong, respectful and collaborative relationships with all parents and carers. Through regular family visits and experiences; open sessions and meetings; online learning journeys and website blogs we regularly strengthen and develop these relationships to ensure that all parents and carers know what they can do to support and develop their child's learning and understanding.



At Monkleigh Primary School Nursery, we strongly believe that the beginning of our children's educational journey ignites the flame for learning and is imperative in "transforming lives, transforming communities".

Implement

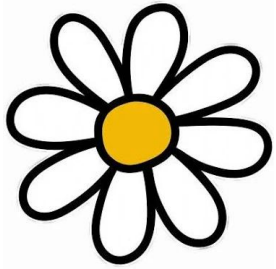
The teaching of the areas of learning is practical and playful with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities.

Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the "Characteristics of Effective Learning". At Monkleigh Primary School Nursery, we strive to develop these key characteristics of "Playing and Exploring", "Active Learning" and "Creating and Thinking Critically" in order to give the children the skills that they will continue to draw upon throughout their development.

All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year which encompasses a range of topics, which are designed with their interests in mind. Providing the children with the ability to use challenging vocabulary to communicate confidently is a huge priority for our FSU. Developing a lifelong love for books, reading and high quality conversation and interaction is essential to the development of our children and one that we are committed to developing every day. It is essential for all children to learn to 'Self Regulate'. Language development is centre to this. We strive to teach and develop skills of self regulation daily – through play, the provision and guided activities, discussion and reading stories.

We play, learn and form positive relationships alongside the children. We provide the children with excellent learning role models. We develop, support and encourage children to ensure that they are strong, independent, confident and immersed in their learning. Equipping all children with the depth of skills, knowledge and understanding that they need today will prepare them for the future.

Our learning environments, both inside and outside are also adapted regularly to meet the different and developing needs of the children in our



care. We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey.

The environments are developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Children within the Foundation Stage Unit will be following the guidance set out in Development Matters, including the seven features of effective practice, to meet the Early Learning Goals at the end of their Reception year, to ensure school readiness for Year 1.

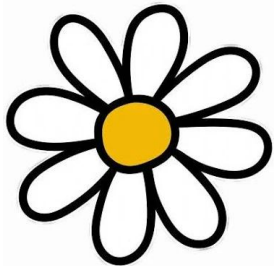
Assessment Approaches and Assessment Cycle

At Monkleigh School, ongoing assessment is an integral part of the learning and development process. Children are assessed continuously through observations, interactions and 1:1 formal assessments. These provide us with information and an excellent knowledge and understanding of every child's starting points - their abilities, skills, interests and learning styles and preferences. They enable us, as skilled and experienced EYFS practitioners, to ensure learning is well structured and progressive, embedded and consistent, and that all children are challenged, motivated and confident to apply their learning independently in a range of situations.

Notice and Focus Children:

Our assessments enable us to quickly identify children who are 'On Track' and those who are 'Not on Track' in their learning – this is in relation to their current developmental milestones. Children who are 'On Track' are clearly accessing the universal provision effectively and will continue to do so. Children who are 'Not on Track' are placed in our 'Notice and Focus Group' This is the group of children who we take extra time to observe and interact with closely. Carefully targeted learning and interventions are planned for the children in our 'Notice and Focus Group' to ensure that they close the gaps in their learning quickly. Children should only be in the 'Notice and Focus Group' for a short time.

Every week, we identify 'Spotlight Children.' Spotlight Children might be in the Notice and Focus group. Spotlight Children are children that we will spend time with to unpick and develop parts of their learning and development to ensure that they stay 'On Track' We identify

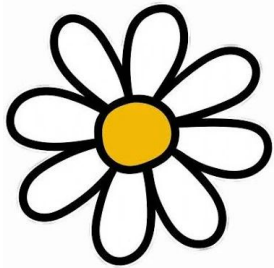


small next steps in their learning and activities and interventions for the 'Spotlight Children' The following Assessment and Evaluation Cycle is applied.

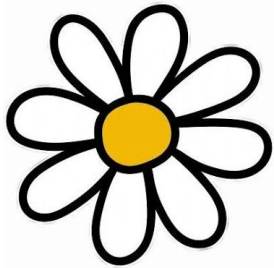
Monkleigh Primary School and Foundation Stage Unit

Assessment and Monitoring Cycle, SEND Identification Process and SEND Review Cycle

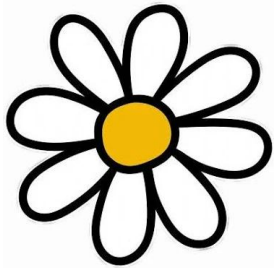
Month	Actions	Engagement/Communication with Parents
September 'Connect over Content'	<u>FSU Team Meeting/Supervision</u> - INSET DAY - Appraisals and target setting <u>Baseline:</u> Consider how we will show starting points for all children - Prime Areas - e.g. photographs to show starting points for PD - gross motor skills - can they sit up etc? <u>Daisies:</u> - Development Matters - Prime Areas. - Speech and Language Milestones Assessments (Developing Speech Sounds; Developing Understanding; Developing Spoken Expressive Language; Developing Social Communication. <i>Transfer data to Monitoring Spreadsheet.</i>	Parents of new Daisies, Sunflowers, Caterpillars and Butterflies to have completed and handed in One Page Profiles prior to the end of the Summer Term.



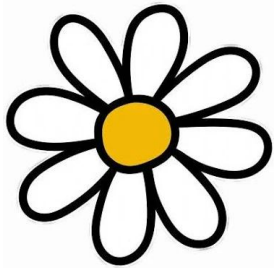
	- DfE Assessment Tools - Cognition and Learning; Communication and Interaction; Social and Emotional; Sensory and Physical. <i>Transfer data to Monitoring Spreadsheet.</i> - Completion of One Page Profiles - add parent comments and observations handed in at settle session; add a photograph and staff observations. <u>FSU Team Meetings:</u> - Final Week in September/First Week in October - Speech and Language TA to attend all team meetings. - Review Baseline Assessments and all pupils. Identify pathways for pupils (Notice and Focus/Universal or Targeted Support) look at OAIP to plan and complete ISPs. - Review and feedback from Transition TAF Meetings. - Creation of hexagon strategies write up in class rather than full ISP on board so that it is accessible for all staff.	Transition Plan TAFs (3rd week of the term) Send out parent and pupil voice sheets and Transition plans for parents/carers to review before the meetings.
<u>On Completion of Baseline Assessments:</u> Daisies: If the pupil is on track - Complete One Page Profile Meeting with parents (week before October Half Term Holiday. Pupil to follow the Universal Assessment (Notice and Focus/Whole Class Provision Map) and Parent Communication Cycle (Progress Report December; Play and Progress Sessions - February and May; End of Year Report - June) If the pupil is not on track: consider completing further observations/assessments according to the need of the pupil. Communicate with parents at One Page Profile Meeting. Signpost to DIAS if required. Set up ISP with Small Step Targets. Commence TAF as part of One Page Profile Meeting. Implement Speech and Language Support - where needed. Signpost to Speech and Language Drop in Sessions. Family Hub, Early Help.		
October 'Communication and	<u>Targeted Support:</u> - Set up TAF Meeting minutes; invite parents to TAF meetings and send out Parent and Pupil Voice Sheets prior to meetings.	TAF Meetings - Week before October Half Term. Stagger over the week - with admin time after each TAF



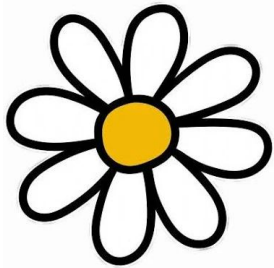
Collaboration'	- TAF Meetings. Hexagon Strategies Sheet for Collaborative working and ideas - identified barriers - Add to strategies on ISP <u>Whole School Teacher Meetings</u> - Reviewing and Writing ISPs - Update Assessment Spreadsheets - Update Whole Class Provision Plan	Week Before October Half Term Play and Progress Sessions for Parents of children on Universal/Notice and Focus Pathway - feedback any Notice and Focus points during the session. Send out One Page Profile Sheets to January intake.
November 'Monitor, Evaluate and Celebrate'	<u>Learning Walks:</u> - Monitor Notice and Focus/Whole Class Provision Map/Provision for pupils at targeted support and targeted plus <u>FSU Team Meetings</u> - End of November. - Feedback from Learning Walks. - Review of children on ISPs in preparation for TAF meetings. - Review Transition Plans. - CPD/Updates - Pupil Progress Slips <u>Targeted Support:</u> - Set up TAF Meeting minutes; invite parents to TAF meetings and send out Parent and Pupil Voice Sheets prior to meetings.	<u>Targeted Support:</u> - Set up TAF Meeting minutes; invite parents to TAF meetings and send out Parent and Pupil Voice Sheets prior to meetings.
December 'Communicate, Collaborate and Revisit''	<u>Targeted Support:</u> - TAF Meetings - 1st Week of December	



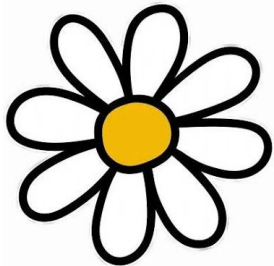
	- Hexagon Strategies Sheet for Collaborative working and ideas - identified barriers - add to strategies on ISP. <u>Universal Support/Notice and Focus:</u> Pupil Progress Slips	Pupil Progress Slips out to Parents New Starter Settle Sessions and meetings - sharing One Page Profiles and information.
January 'Connect over Content'	<u>Baseline</u> - New Starters in Daisies <u>Targeted Support Assessment</u> Review and Repeat Assessment Data for children on ISPs <u>FSU Team Meeting/Supervision</u> - INSET DAY - Review appraisals and target setting - CPD	
February 'Communication and Collaboration'	<u>Whole School Teacher Meetings</u> - After FSU Team Meeting - Reviewing and Writing ISPs - Update Assessment Spreadsheets - Update Whole Class Provision Plan <u>FSU Team Meetings:</u> - First Week in February - Speech and Language TA to attend all team meetings. - Review children on ISP. Create new small step targets	TAF Meetings - Week before February Half Term. Stagger over the week - with admin time after each TAF Week Before February Half Term Play and Progress Sessions for Parents of children on Universal/Notice and Focus Pathway - feedback any Notice and Focus points during the session.



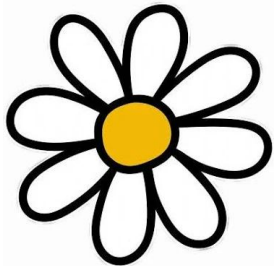
	- Creation of hexagon strategies write up in class rather than full ISP on board so that it is accessible for all staff.	Send out One Page Profile Sheets to April intake.
March 'Monitor, Evaluate and Celebrate'	<u>Learning Walks:</u> - Monitor Notice and Focus/Whole Class Provision Map/Provision for pupils at targeted support and targeted plus <u>Targeted Support:</u> - Set up TAF Meeting minutes; invite parents to TAF meetings and send out Parent and Pupil Voice Sheets prior to meetings. <u>Targeted Support:</u> - TAF Meetings - Before end of Easter Term - Hexagon Strategies Sheet for Collaborative working and ideas - identified barriers - add to strategies on ISP. - Start to discuss and plan for Transition	New Starter Settle Sessions and meetings - sharing One Page Profiles and information. TAF Meetings - ISP (Targeted and Targeted Plus) Before end of Easter Term. Stagger over the week - with admin time after each TAF
April 'Planning Ahead'	<u>FSU Team Meetings</u> - INSET After Easter - Feedback from Learning Walks. - Identify children for Transition Plans and extra support. - CPD/Updates	
May 'Communication and	<u>Targeted Support Assessment</u> Review and Repeat Assessment Data for children on ISPs	Send out One Page Profile Sheets to September intake.



Collaboration'	<u>Whole School Teacher Meetings</u> - After FSU Team Meeting - Reviewing and Writing ISPs - Update Whole Class Provision Plan - Update Assessment Spreadsheets <u>FSU Team Meetings:</u> - Second week in May - Speech and Language TA to attend all team meetings. - Review Baseline Assessments and all pupils. Identify pathways for pupils (Notice and Focus/Universal or Targeted Support) look at OAIP to plan and complete ISPs. - Review children on ISP. Create new small step targets - Creation of hexagon strategies write up in class rather than full ISP on board so that it is accessible for all staff. - EYFS ELG Data Review for Butterflies. <u>Targeted Support:</u> - Set up TAF Meeting minutes; invite parents to TAF meetings and send out Parent and Pupil Voice Sheets prior to meetings. Add Transition Parent/Pupil voice questions. <u>Targeted Support:</u> - TAF Meetings - Last Week Before May Half Term - Hexagon Strategies Sheet for Collaborative working and ideas - identified barriers - add to strategies on ISP.	TAF Meetings - Week before May Half Term. Stagger over the week - with admin time after each TAF Week Before May Half Term Play and Progress Sessions for Parents of children on Universal/Notice and Focus Pathway - feedback any Notice and Focus points during the session.
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	<u>Transition:</u> - Invite new teacher to TAF - Identify areas for extra support - Develop ideas on separate hexagon sheet - Complete Transition Plan - share with parents/carers and new teacher.	
June 'Monitor, Evaluate and Celebrate'	<u>Learning Walks:</u> - Monitor Notice and Focus/Whole Class Provision Map/Provision for pupils at targeted support and targeted plus <u>Targeted Support:</u> - Set up TAF Meeting minutes; invite parents to TAF meetings and send out Parent and Pupil Voice Sheets prior to meetings. <u>FSU Team Meetings:</u> - Mid June - Speech and Language TA to attend all team meetings. - Review children on ISP. Create new small step targets - Creation of hexagon strategies write up in class rather than full ISP on board so that it is accessible for all staff. - CPD for September - Supervision - Staff Appraisals	



July 'Celebrating and Planning Ahead'	<u>Targeted Support:</u> - TAF Meetings - Early-Mid July - Hexagon Strategies Sheet for Collaborative working and ideas - identified barriers - add to strategies on ISP. - Continue to discuss and plan for Transition - Invite new teacher to TAF	<u>Transition:</u> Transition Information Sheets to new parents of new Sunflowers, New Starter Settle Sessions and meetings - sharing One Page Profiles and information. TAF Meetings - ISP (Targeted and Targeted Plus) Before end of Easter Term. Stagger over the week - with admin time after each TAF
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Ongoing Statutory Requirements:

2 Year Checks - Record when completed

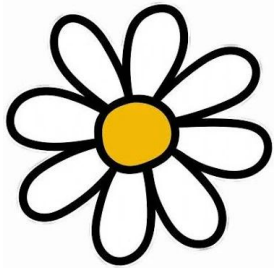
Ongoing Assessments and Resources:

Sensory Profiles - When Required

Gestalt Language Processing Observations - When Required

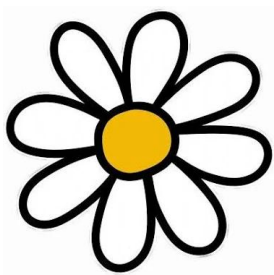
Communication and Play Observations (AET) When Required

STAR Behaviour Observations When Required

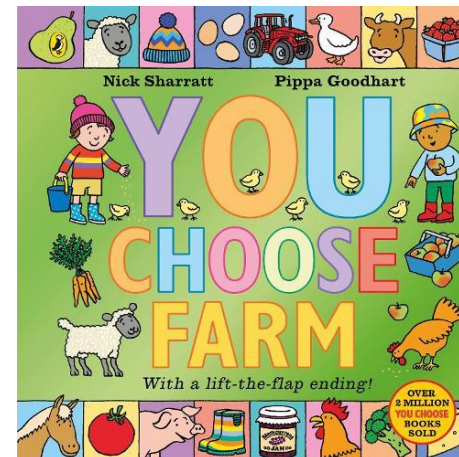
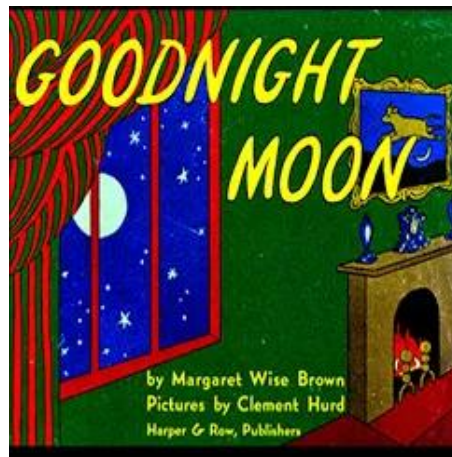
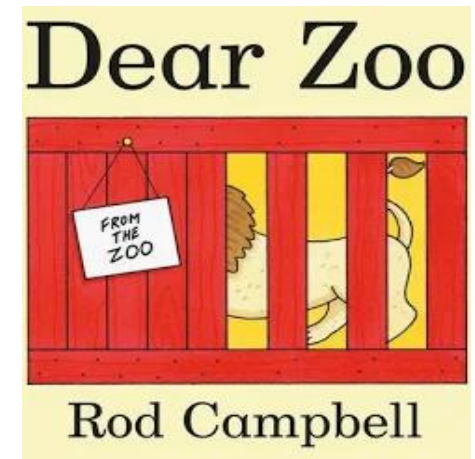
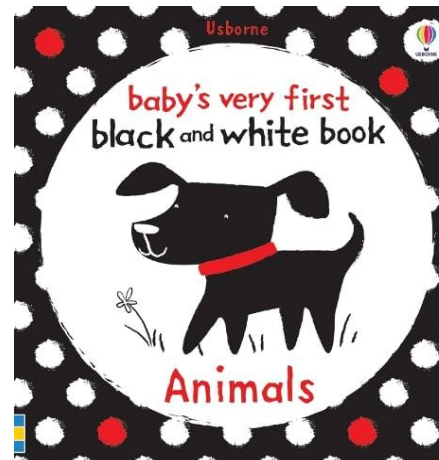
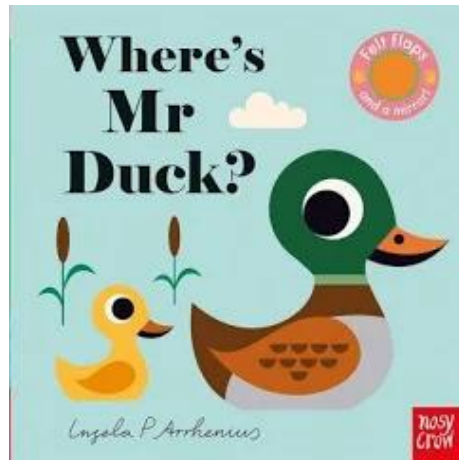


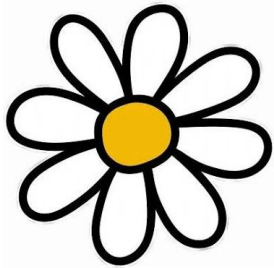
Curriculum Goals

PSED To play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Growing in independence, showing a desire to do things for themselves.	C&L and Roleplay To focus on an activity of their own choice. Listen and respond to a simple instruction. Start to say how they are feeling, using words as well as actions. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.	PD and Gross Motor Skills To build strength to be able to walk, run, jump and climb and start to use stairs. Show an increase in desire to be independent such as learning to feed themselves and learning to use cutlery. To be able to build towers and explore open ended construction materials and equipment.
Literacy To listen to simple stories and understand what is happening with the help of pictures. To enjoy choosing stories. Repeat words and phrases from familiar stories To notice and comment on print in the environment. Enjoy songs and rhymes often Joining in with words and actions.		Pre-writing Skills To enjoy drawing freely. To be able to pick up, squeeze, pinch, hold playdough and painting and drawing tools. Enjoy exploring different materials building on hand eye coordination.
Maths To be able to understand and use terms such as 'more' and 'lots'. Noticing when a group of objects changes in quantity - up to 3. Use of number language and count in every day context, often skipping numbers. Explore and complete inset puzzles.	UW To explore the environment freely and with interest, both indoors and outside. Showing an awareness of different weathers. Experimenting with cause and effect activities.	EAD To discover their own ways of expressing themselves, through movement and sound. Moving their bodies to music; joining in with songs and having a favourite; and selecting mark making materials independently. To begin to explore pretend play such as role play cooking, as well as using items to be something else such as a banana for a telephone.



Daisies - Favourite Five Books





Communication and Language

- Recognise and are calmed by a familiar and friendly voice
- Make sounds to get attention in different ways - crying, cooing, babbling, laughing etc
- Reach or point to something they want whilst making sounds
- Understand frequently used words such as 'all gone' 'no' and 'bye bye'

Personal, Social and Emotional Development

- Find ways to calm themselves, through being calmed and comforted by their key person
- Express preferences and decisions
- Find ways of managing transitions, for example from parent to key worker
- Feel strong enough to express a range of emotions

Physical Development

- Reach out for objects as co-ordination develops
- Pass things from one hand to another. Let go of things, and pass them to another person. Drop things
- Begin to walk independently

Literacy

- Enjoy songs and rhymes, tuning in and paying attention
- Say some of the words in songs and rhymes
- Enjoy sharing books with an adult
- Repeat words or phrases from familiar stories

Me and My Community

Expressive Arts and Design

- Show attention to sounds and music
- Move and dance to music
- Explore a range of sound makers and instruments, and play with them in different ways
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools

Mathematics

- Combine objects like stacking blocks and cups. Put objects inside others, and take them out again
- Complete inset puzzles
- Climb and squeeze themselves into different types of spaces

Understanding the World

- Repeat actions that have an effect
- Explore natural materials, indoors and outside

