



Intent, Implementation and Impact

Intent:

At Portman we believe that children have enormous potential. We aim to nurture every child's potential and aspire to develop strong, confident, independent learners connected to the world and the people around them.

Our curriculum is ambitious, responsive to children's interests and differentiated to support inclusion; a curriculum that supports every child to succeed. We see every child as a unique learner starting nursery with a wealth of experience. With this in mind, our curriculum is designed to recognise children's prior learning and build on their existing knowledge and skills influenced by their home and community. These elements have always been the fundamentals of quality first teaching and learning here at our school.

To achieve the best possible outcomes for children we are steered in our curriculum design by deep pedagogical understanding of the way in which young children learn. At the heart, a clear focus on the characteristics of effective learning whereby learning is fostered to support children to develop resilience, curiosity and critical thinking skills.

We follow the EYFS as a framework to focus our curriculum, the rich learning experiences we plan and the education programmes we are guided by as set out below.

Seven areas of learning:

Prime areas:

- Communication and Language development
- Personal, social and emotional development
- Physical development

Specific Areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

We aspire for our children to leave Portman Nursery School as:

- Confident and resilient learners with a strong disposition to lifelong learning.
- Children who are actively engaged in their learning and aren't afraid to 'have a go' and make mistakes.
- Children who are effective communicators
- Children who feel safe and secure who are able to assert their rights and advocate for their needs.

- Children who have a strong sense of their own wellbeing and the wellbeing of others
- Children who have a deep love of reading and story telling
- Children who make connections between ideas and reflect on their learning.

Implementation:

Children, their parents and practitioners develop positive relationships based on trust, and respect for one another. Building secure relationships with children and families strengthens every strand of our implementation of the nursery curriculum. Families are crucial to the development of the curriculum and the individual planning for children. Ongoing dialogue between families and practitioners is essential to ensuring children feel safe, secure and valued. We know that appropriate learning and teaching experiences help children to lead happy and rewarding lives. Children are supported to take responsibility for their actions and to feel connected to other people within their community.

We offer an enabling environment that offers intellectual and provides creative stimulus central to the implementation of the curriculum. Thoughtful resources that encourage children to make choices and take decisions. An environment developed through effective continuous provision that supports embedding learning and consolidating concepts. Resources are easily accessible and well organised, an environment where the learning experiences are open ended and the possibilities for learning are endless.

The nursery offers a thoughtful balance between child initiated and adult led learning experiences. We develop learning experiences whereby children can embed, extend and consolidate learning with strong cross curricular links. We understand behaviour is a communication and symptomatic of something much deeper in a child's world. We interpret children's verbal and non-verbal communication carefully to steer our approaches and support children's engagement, independence and collaboration. We offer a wide range of teaching strategies that are both trauma informed and tailored to the individual needs of every learner in our school. On a universal level all children will receive high quality teaching including targeted intervention as part of our early identification of need.

Children's learning is enriched by opportunities beyond the classroom such as camping and trips that encourage complex play and talk. For our most vulnerable learners, including those with special educational needs and disabilities, we offer a whole team approach to understanding and responding to individual children's needs. Every member of staff has the responsibility to ensure individual children's needs are planned for and responded to. At the core of this approach, is the advocacy of the family worker role, ensuring that regular assessment for learning opportunities are undertaken and responsive to planning for children's developmental needs, interests and early identification of need is robust and timely.

We are ably supported and work in close partnership with our family hub partners and external agencies. Through our work with partners, all individual needs are met, support is given and information appropriately shared. Feeding in to this approach is the wider picture our partners help us to building around contextual safeguarding, the experiences families have beyond the setting and the direct impact this has on children's learning and education.

Impact:

Our records are formative and cumulative and used to match curriculum provision to children's needs. All assessments are seen as an integral part of the curriculum planning and as a way of gaining insight into an individual child's progress. Assessment is carried out through many dimensions of Portman's pedagogical approach.

Home visit:

Visiting families at home is an integral part of the work done by staff at the Centre. Parents and educators have different skills and experiences to offer. Both are valuable and valid. Home life provides many opportunities for learning and the centre builds on these. Right from the very start, we recognise that parents are experts on their own individual child and staff offer expertise in this stage of children's development and learning. By combining these, the best opportunities can be provided for each child. The home visit helps us a nursery team to inform how we may approach settling, engage a child through their interests and the approach we may take to developing a relationship to support the development of learning with each individual child. It is important that the significant adults in the child's life, at home and in the Centre, work together and appreciate their complimentary contributions to the child's development and well-being.

Baseline Assessment:

During the first half term a baseline assessment will be completed by the allocated family worker. This process is informed by the observations made by the team including the child's experiences of settling alongside what children and families tell us. At this early stage we are able to isolate children's starting points and plan for progress.

Ongoing observation

The nursery team will be learning about children by playing with them, by observing them and most importantly by what parents tell us. We take a whole team approach for assessment for learning whereby we systematically evaluate, observe and assess progress to inform weekly planning for children's learning. Through sharing observations as a team, we are able to use professional judgement and discourse to ensure we are planning appropriately for children's individual needs. Our approach to all these areas of the curriculum is to use our observations of the children to plan meaningful activities and experiences through relevant and appropriate themes, schemas and avenues for exploration. Family workers monitor the curriculum offered to individual children and groups to ensure:

- **Breadth** – to ensure that a range of experiences are offered
- **Depth** – to ensure opportunities to explore a theme in detail
- **Balance** – to ensure that all areas of learning and development are covered over a period of time, deciding the appropriate emphasis on different aspects of the area of learning and development
- **Differentiation** – to ensure that experiences are matched to a child's abilities, needs and developmental level.

Relevance – by choosing themes which relate to children’s experiences and interests

Observations also inform our collective end of day discussions which are recorded in the evaluation section of the planning document.

EMAS Observations:

Children with EAL are observed and monitored on a termly basis, using The Assessment Document for Children with English as an Additional Language in the Early Years, EMAS@CEA Islington. The assessment tool is broken down into four areas of competency. Over the terms, although at a different rate, there should be a visible progression in the acquisition of English. The lack of or slow rate of progression can help to highlight difficulties individual children have and can help to ascertain a particular need; Autism, Developmental Language Delay, etc.

Family Worker Reviews:

Every child will have a termly review with their allocated family worker and parent. In this forum we discussed children’s progress, priority and emerging needs. The priorities set in these meetings are then focused on for weekly planning and more specifically for family workers to review and support.

Individual Learning Plans:

Where necessary, a child may have an individual learning plan (ILP) which will be written by the SENCO with input from any outside agencies who might be involved, from the child’s parents or carers and the child’s family worker. We will also signpost families to other agencies who may also be able to provide support where necessary such as speech and language therapists. We work jointly with therapist to develop support plans that focus on specific outcomes for children and strategies we develop to support a child’s learning.

Transition Planning:

Transition planning is crucial for the next stage of a child’s learning when transitioning to reception. Arrangements will be made by the nursery team to liaise with receiving schools about making regular visits to the school so that children are able to experience their new setting before September. Handover meetings for individual children will be organised and information will be shared timely and effectively to support children to transition successfully. This is all done jointly with parents.