



Garretts Green Nursery School and Enhanced Provision:

Our Curriculum Intent

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Our Vision:

‘At Garretts Green Nursery School we strive to provide children with quality learning experiences and effective teaching support to enable them to achieve their full potential, to enjoy their learning and celebrate their successes.’

We want our children to be: **Safe and Secure**, **happy**, have **high self-worth** and **self-esteem**, be **valued**, respected, **communicative**, **sociable**, **resilient**, **curious**, **independent**, **knowledgeable** and **skilful**.

Curriculum Intent:

We are developing a curriculum at Garretts Green that has a strong and ambitious **intention** for **all** children in our care, to recognise the **prior learning** and **cultural capital** that the children bring with them to Nursery, and from this point build sequentially to **impact** on the development and learning for every child throughout the year.

We provide **opportunities** for children to learn at **every moment** of every day. This means that we put the child at the **centre** of our practice, with their connections within family, communities, culture and the natural world.

We believe that **high quality early years** care and education is about supporting and developing **curious, independent, knowledgeable** and **skilful** citizens, with an ever-growing cultural capital, which will carry them forward into their futures with a **joy** and **confidence** in learning.

We view all children as **competent, capable** and **active** participants of their own development, and therefore provide a coherent and flexible curriculum that responds to the diverse needs of every individual, promoting inclusive opportunities for children with SEND. We also believe that **‘equity’** and **‘inclusion’** require more than treating everyone the same. *‘Equality aims to provide fairness through treating everyone the same regardless of need, while equity achieves this through treating people differently dependent on need.’ (Birth-5 Matters 2021).*

Our curriculum strives to treat everyone with **equity**, celebrating difference and yet, sensitively acknowledging any barriers children may encounter in accessing early education, and the unique situations that families find themselves in. Therefore, our curriculum is unique to our setting, reflecting and celebrating our own children and families in the opportunities we offer and experiences we share together.

We have **high aspirations** for our children and are committed to ensuring all children make excellent progress. We are driven by our contextual knowledge, knowledge of the children, data, research, the requirements of the revised EYFS, alongside our effective parent partnerships and understanding of our community.

Our Statement of School Values

Our values underpin our practice and we want them to run through every aspect of our curriculum. Our provision is non-discriminatory, accessible and sensitive to race, gender, religion, culture, language, disability, sexuality and differing patterns of family life.

The best interests and welfare of children are at the forefront of all that we offer, through our promotion of **British Values**, and our vision to advocate children's rights adhering to the **UN Convention's Right's of the Child. (UNCRC)**



Principles of Children's Rights:

We adopt the 'Rights of the Child' at the heart of all we do and all that we are, so that our children are healthy, can learn, are protected, treated fairly and their views are listened to. Article 28 states that: **'Every child has the right to an education'**, and Article 29 states that **'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment'**.

Other examples of rights that we adhere to and promote include; Non-discrimination (article 2) Best interest of the child (article 3) Right to be heard (article 12) Right to play (article 31) Right to freedom of expression (article 13) Right to freedom of thought, belief and religion (article 14) Right for children with a disability to live a full and decent life (article 23) Right to learn and use the language, customs and religion of their family (article 30)

We seek to promote education through **'creativity'** and **'discovery'** and provide purposeful learning opportunities in carefully planned environments which take into consideration the rhythm, space and time needed for every type of learner, and foster individual characteristics which deepen and embed skills and knowledge.

As a staff team we have identified our core values, ethos and pedagogy, in order to **implement** a curriculum which meets the children's individual needs and plans for the development of skills and knowledge through fun, purposeful and play based experiences and activities. Our

long- and medium-term plans present an ambitious curriculum with clear goals showing how knowledge builds cumulatively over time across all 7 areas of learning, using relevant themes and learning opportunities.

We reflected on our vision and our intention for our children (September 2022)

We asked 'What are our aspirations for our children?'

Staff team answered; we want our children to be: **Safe and Secure**, **happy**, have **high self- worth** and **self- esteem**, be **valued**, **respected**, **communicative**, **sociable**, **resilient**, **curious**, **independent**, **knowledgeable** and **skilful**.

We asked how we can implement this in our setting? (how- what is our pedagogy?)

The staff team answered:

- Through **positive** quality relationships and **interactions**- PSED is our priority.
- Providing **Enabling Environments**- that are open ended, creative, safe and led by the child
- **Continuous Provision**- accessible resources relevant to children's interests to allow 'continuous' learning
- **Professional knowledge of staff**: Child Development- and also 'knowing' all children as **individuals**
- A good knowledge and understanding of **SEND**- Planning for individual children, ***sharing strategies and good practice**.
- Providing **'Time'** for children to express themselves and for children to **PLAY**, giving opportunities for them to reach their **full potential** in meaningful ways, and to consolidate learning and apply ideas across a range of different situations.

In November 2022- we reviewed our ethos and pedagogy again and asked our team: What makes us, 'us', how can we define ourselves and what we offer at Garretts Green Nursery School? The staff team answered:

Positive Relationships	Enabling Environment	Experiences (linked to 'cultural capital')	Learning and Development	Inclusivity and Diversity
<p>Strong 'Parent partnerships' built on mutual respect and communication. Ensuring the very best outcomes and Safeguarding and support for all our families and children. Open door policies, time, phone calls, advice, reviews, coffee mornings, workshops.</p> <p>Key Workers- developing a sense of belonging and community</p> <p>'Team work'- looking after each other</p> <p>Partnerships with PVI's</p> <p>DLP Working- Community</p> <p>Caring, nurturing and focus on 'Well Being'.</p> <p>Boundaries</p> <p>Good listeners</p> <p>Involve Parents in learning-tapestry, our online learning journal.</p>	<p>'Space' Outdoors for exploration and investigation</p> <p>Promotion of physical development as well as a place to develop and practice a range of 'characteristics of effective learning' e.g. through risk taking</p> <p>Forest School Curriculum; weekly experiences for all children in all weathers!</p> <p>Encouraging independence, Strong knowledge of learning through play</p> <p>'Creativity' and 'Discovery'.</p> <p>Open-ended and child-led learning.</p>	<p>We actively embrace every opportunity to enrich learning opportunities</p> <p>Links with church and food bank, Sheldon Country farm and Library</p> <p>Walk to post-box at Christmas</p> <p>Church visit</p> <p>We intentionally get to know all of our families, what they believe in and celebrate</p> <p>'Health for life'- gardening and growing foods that families are familiar with and new foods</p>	<p>Learning through play</p> <p>Tapestry</p> <p>Staff knowledge and passion (developing CPD, sharing good practice)</p> <p>Language- PECS, Makaton, Bucket, WellComm</p> <p>Children transition well into schools due to 'school readiness'</p> <p>Development of confident learners</p> <p>'Reflective' culture of ongoing improvement (reflection times after school)</p> <p>Provocation through the environment, wanting our children's questions to be <i>louder</i> than the adults (demonstrated through engagement).</p>	<p>Child-centred celebration of 'Uniqueness'.</p> <p>One Page Profiles- to communicate needs across the whole setting</p> <p>Routines/systems for SEND</p> <p>ALL children included in curriculum</p> <p>Bespoke Settling in times given</p> <p>Non judgemental</p> <p>Welcoming and celebrations of different nationalities and cultures</p> <p>UNICEF- Rights of the Child, embedded.</p>

Inset Day; 17th April 2023- we revisited our vision and mission statement. We asked the team to create a 'slogan' which best promotes our ethos, and makes a summary and catchy statement to explain who we want our children to be.

The staff team firstly started on their own, to think of 8 words or short phrases, then joined a partner and chose 8 words between them, they then joined another pair and chose 8 gain between them, finishing as a whole team with just 8 words between us.

Here is a sample of some of our words and phrases; happy, communitive, confident, respected, valued, individual.....

Once we had our core themes and words, we began to bring the ideas together to form a short 'slogan' to best describe Garretts Green Nursery School;

This was our final decision:

'A place to blossom as an individual....



and grow as a community'.

We all felt that this encompasses our nurturing characteristics as a school, and our promotion of connection as a community, as well as each child thriving as individuals.

Key Documentation supporting the knowledge, skills and dispositions that children need to achieve by the end of their Nursery Year at Garretts Green Nursery School?

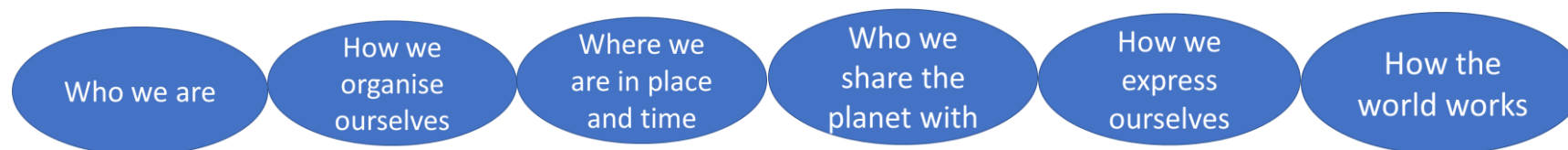
‘The Statutory framework for the early years foundation stage’ informs us of the learning and development requirements and the seven areas of learning and development which shapes our educational programmes in an interconnected way.

‘Development Matters 2020’ will also help to inform us what the children need to achieve by the end of the nursery year in each of the 7 areas of learning. However it is crucial to consider that children learn and develop individually and at different rates, and so we use this alongside the Birth-5 Matters 2021 document to ensure we draw upon relevant knowledge and the building of skills which are appropriately challenging for all children.

Birth to Five Matters 2021 has broken down each area of learning into individual components so we will use this as a guide for each area of learning. Prime Areas of learning: Personal, Social and Emotional Development, Communication and Language development, Physical Development. Specific Areas of Learning.

We use the IB PYP (International Baccalaureate, Primary Years Programme) **Cycles of thinking** which support us as citizens in the wider world throughout our lives. As **a child progresses** through the year they follow this programme of thought in conjunction with the EYFS: **linking our children’s learning to a holistic approach to development, that draws on the environment, connecting them to perspectives such as nature and culture, and how they can relate to the world around them.**

***The six cycles of thinking:**

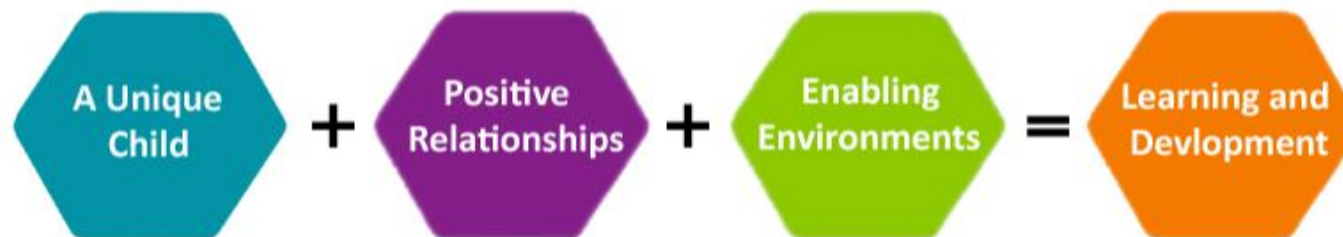


We have used this as a backbone for our curriculum to ensure we support our children in quality and richness, making inquiries, interconnections and themes within local and global perspectives.

EYFS Statutory Overarching Principles:

- 1) **Unique Child** ('constantly learning from birth', carrying unique cultural capital, individual characteristics, curious, inquisitive)
- 2) **Positive Relationships** (warmth, quality interactions, responsiveness, respect, comfort and care)
- 3) **Enabling Environments** (structured, predictable, physically and emotionally safe to explore and take risks without necessary stressors)
- 4) **Learning and Development** (taught skills through modelling, practice and scaffolding)

The early years foundation stage



Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent through positive relationships.	Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.	Recognise the importance of learning and development. Children develop and learn at different rates. EYFS Statutory Framework
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With these principles overarching our practise, we therefore seek to implement learning through:

A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
<p>Effective Transitions: ‘A process rather than an event’. We plan transition into Nursery to include stay and play visits, ‘door step’ visits and we adapt the process for individuals according to their needs. We understand the importance of children feeling ‘known’ to support the settling process.</p> <p>Inclusive Practice and equalities: SEND code of practice</p> <p>Assessment: observe and understand each child’s development and learning, assess progress, plan for and act on next steps •</p> <p>Cultural capital: support children to develop a positive sense of their own identity and culture. Value and respect all children and families equally</p>	<p>Quality Interactions: warm and loving, and foster a sense of belonging • sensitive and responsive to the child’s individual needs, feelings and interests • supportive of the child’s own efforts and independence • consistent in setting clear boundaries • stimulating</p> <p>Key Workers- key person relationships crucial to the child feeling ‘known’ and therefore settled and ready for all the EYFS has to offer...</p> <p>Parent and Community partnerships- Parents and carers make a crucial difference to children’s outcomes. We know that parent’s commitment to their children’s education is paramount and we give priority to working fostering partnerships.</p>	<p>Carefully resourced Continuous Provision: The environment being the ‘third teacher’ when an adult is not present, so that provision is continuously teaching, inspiring and motivating through enhancements and provocations.</p> <p>Enabling Environments: <i>Value all people, value development and learning they have to offer</i> The indoor and outdoor provision, from the Resource Base through to the Mainstream Nursery is resourced and set up appropriately to match the needs of our children, enabling children to feel comfortable and safe, and inspiring them to play and discover in ways which scaffold and promote rich learning experiences.</p>	<p>Planning and developing Characteristics of Effective Learning: Children’s characteristics are unique to them. We know that it is important to note that <i>how</i> individual children learn is just as important as what children learn; through their characteristics of learning, imagination and creativity. We aim to encourage children to explore their unique characteristics which will support their ability to engage in and learning at the deepest level.</p> <p>Experience of a balanced curriculum covering the 7 areas of learning:</p> <p>Strong PSED curriculum and Co-Regulation. A responsive Communication and Language Curriculum-Bucket and WellComm</p>

<p>Safeguarding: Keeping children safe through robust safeguarding systems and monitoring through ‘My Concern’</p> <p>UNICEF- Rights Respecting: We embed the rights of the child into all aspects of our practice and planning. (for example we adhere strongly to the notion that ‘children have the right to play’ which is fundamental to the implementation of our curriculum, as well as rights to be protected, heard, cared for, and educated (See documentation for details).</p>	<p>Self- Regulation: Developing self-regulation, like many elements of development and learning, is not something children do by themselves. It is a process that grows out of attuned relationships where the caregiver and baby or child are closely attentive to each other and engage in sensitive, responsive exchanges, namely ‘Co-regulation’.</p> <p>Co-regulation has both emotional and cognitive aspects. It includes the adult modelling calming strategies and naming and talking about feelings and ways to manage. This helps children learn to recognise their feelings and builds their cognitive awareness of strategies to reduce or manage extremes of emotion. At the same time, adults scaffold cognitive self-regulation by talking with children about thinking and learning.</p>	<p>Provision of stimulating resources and spaces, relevant to all the children’s cultures and communities, supporting children to take risks and explore.</p>	<p>An ambitious Physical Development Curriculum- Startwell, Groovy. Literacy Maths UW, Celebrating diversity and community, and the natural world through Forest School and Gardening Expressive Arts and Design through clay and studio project based work and music.</p>
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Play

Play, both indoors and outdoors, makes a powerful contribution to children's wellbeing, development and learning. Children play, not least because it is often fun and offers a joyful opportunity for engaging in many different activities and being with others. As they play children immerse themselves in what most interests them, and in the process find out about themselves, other people, and the world around them. Because play is open-ended and flexible, children can explore and experiment with confidence, take risks and challenge themselves at the limits of their capabilities, without fear of failure. In play children can become deeply involved as they take things they already know and combine them in new ways so that their understanding deepens. They may build on existing learning, through interaction with a quality environment and open-ended resources, or alongside a playful adult. In transforming their stock of knowledge into new connections and applications, children develop mastery of concepts. They embed skills and knowledge, explore and experiment with ideas and new ways of thinking, support their own creativity and develop their individual dispositions.

'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults'.

Statutory framework for the early years foundation stage, EYFS reforms early adopter version 2020

The Wider Context- cultural capital

Communities are not static groups but develop from living practices that give people's lives shared meaning and value. Communities are dynamic, changing as their contexts evolve, through politics, demography, technology and other circumstances. The context in which our community is placed is evolving, and each year is represented in the knowledge and unique experiences that the children and families bring with them into the Nursery setting.

Therefore, to support the implementation of our curriculum in a way that is relevant to the current cohort and community, we actively get to know about previous learning and the experiences that the children have had at home and elsewhere, so that teaching and learning are not abstract, but form a part of a wider context and life long learning journey. We regularly find out about children's knowledge, and use this as a catalyst to inspire deeper learning, strengthening and consolidating children's previous understanding, and impacting greatly on their long term

memory. We capture this growth of 'cultural capital' through our online learning journey 'Tapestry', and through our more tangible 'Floorbooks', where children's comments, ideas and thoughts are scribed by practitioners, and annotated by the children themselves, in order to show the building and progression of knowledge sharing and acquisition over time. Both of these systems of documentation act as tools to support children in memory strengthening and retrieval.

Reading, Writing and Maths in Early Years

Children arrive at Nursery many different stages of development in early reading, writing and mathematical skills and no two children have exactly the same needs. We therefore plan a sequential curriculum which is designed for differentiation and learning through play and according to children's interests, considering the key skills and knowledge that guides practitioners where to go to next with each individual child. The most crucial part of learning to read and write is that children must develop a passion for reading and a desire to write. They must foster a love of books, stories, and rhymes, and develop an understanding of the reasons why we need to read and write. We want our children to experience 'hands-on' and exploitative activities which in turn cultivates high energy and involvement because we know that this is the most effective way to learn.

Children need lots of experience of mark making, through sensory based messy play and gross motor movements. They require plenty of opportunity to develop muscles in their hands to develop strength and dexterity before effectively writing with a pencil using a pincer grip. This is through a range of fun and engaging group session using dough ('Dough Gym') and beanbags ('Startwell'), as well as daily incidental opportunities woven into our continuous provision. High quality resources coupled with rich experiences enable children to freely explore and develop their writing skills and knowledge.

Teaching mathematical skills and concepts in Early Years should be through practical, hands on activities. There should be no pressure to produce written maths by the children in adult led sessions, as we believe this may distract them from their development of the mathematical concepts we intend them to learn and remember. However independent mathematical mark making should always be encouraged throughout free play and structured play experiences. Children should apply maths skills to solve real life/practical problems and be able to apply these skills in different contexts. We intend for children to develop a deep understanding and skill base around number, spatial awareness, shape, patterns and measures in order to foster a confidence and enjoyment of maths. Maths mastery is taught by ensuring children do more and remember more; by ensuring learning is recalled regularly and used in different contexts; and by ensuring 'sticky learning' of mathematical concepts through retrieval, opportunities, questioning, using misconceptions and dual coding.

Phonics

Our aspirations and our intention is that children build an awareness, interest and enjoyment of phonics, and a growing confidence in their ability to skilfully apply this knowledge across a range of situations. We use a range of sequenced ideas for early literacy and phonics from a range of programmes, training and sources to compile our own thorough and fun phonics teaching programme. This is taught in group times, on arrival and welcome time, as well as incidental teaching opportunities through positive interactions during free-flow. We build on skills and knowledge throughout the year, gradually and hand-in-hand with the development of Communication and Language skills. We use a range of exciting games, props and songs to embed and consolidate the learning of rhyme and alliteration, phonemes and graphemes, segmenting and blending- knowing that exposure and repetition is key to helping children to remember and apply their knowledge, providing a catalyst to early reading.

How do we capture our impact?

The Child's Voice:

Tapestry- children are regularly observed in the environment, and photos, art work, 'writing' and creative imaginative ideas are captured and celebrated with peers, parents and to inform assessment and planning next steps. We use 'Floorbooks', based in the classroom help to to capture and plan this. These books are designed to be written in and directed by the children, a space to capture their thoughts and ideas, and find out what children know, and the 'Cultural Captial' they carry with them. From these starting points we create opportunities for skills and knowledge development, which involves research, exploring and investigating, using our senses and taking risks.

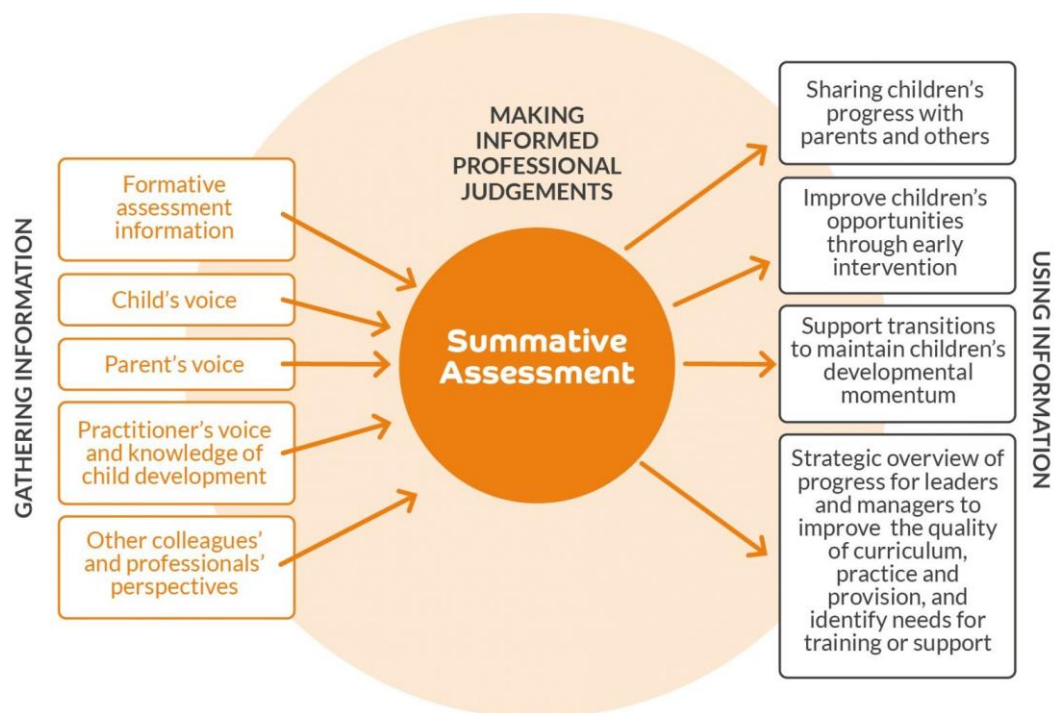
The Parent's Voice:

We have embedded Tapestry in capturing the children's learning and experiences, both from the perspective of the Key workers, children, and the parents, whom frequently add photos to tapestry so that we can see what the children are doing at home.

We also have very close 'parent partnerships' through home visits, bespoke settling in times, frequent phone calls and conversations when dropping off or collecting the children, and several workshops throughout the year. We strive to empower our parents to know they are their children's primary educators.

The Practitioners Voice and Observations (Including Assessments)

- **Tapestry- daily recording of observations**
- **Floorbooks-** Working with the children to capture learning, skill development and expansion of knowledge.
- **WellComm intervention;** 'screening', planning and delivery- universal and targeted.
- **EAL Screening tool-** to dishyper more detail about the children's English skills, and monitor progress.
- **Involvement and Well being- Leuven scales-** Feeding into Nurture Groups.
- **Assessments and data-** ongoing monitoring of progress and how to use assessments for learning to ensure that every child is treated as a unique child, constantly learning through relevant and appropriate activites and experiences. Responsive pedagogy is needed to recognise what children know, understand and can do. We use a robust data analysis to highlight any gaps in learning, and intervene to support children to holistically progress in their learning jourey within the EYFS and prepare them for their future.



Our themes and celebrations:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations	All about me- celebrating differences in families and communities	Autumn/Fireworks Night Diwali Christmas	Pancake Day Chinese New Year World children's day. NSPCC- PANTS.	World book day Mother's day Easter Celebrations Ramadan Health for life week- Oral health	EID celebrations Walk to school week (may) Road safety and safety awareness Father's day	E-safety awareness Transition
Parental Engagement Opportunities and trips	Bespoke 'Settling in' sessions Welcome meetings SEND coffee mornings	Toilet training workshops Trip to the Church for Christmas- ringing the bell	Parent consultations Chicks in school Book sharing / World Book Day Library Day Communication and workshop	Butterflies	Sports Day	Parent consultations and transition E safety awareness. Graduation day

Overview of the Curriculum offer across the week:

Monday	Tuesday	Wednesday	Thursday	Friday
Forest School sessions				
Wake up, Shake up Welcome Time	Wake up, Shake up Welcome Time	Wake up, Shake up	Wake up, Shake up Welcome Time	Wake up, Shake up
Groovy Movers	WelComm/Phonics Maths	PSED/Rights Respecting	Group Time	Physical/Music

Daily Timetable:

AM					
9:00- 9:15	9:15- 9:25	9:25-9:40	9:40	11:25-11:35	11:35-11:55
Songs/Wake up, shake up	Welcome Time	Group Time/Bucket Yellow Orange LA GFT/BFT	Free-flow/Continuous Provision	Tidy up time	Story, singing & home time B/G – Outside
PM					
12:25 -12:35	12:35-12:45	12:45-1:00	1:00-2:15	2:15-2:25	2:25-2:45
Songs/Wake up shake up	Yellow Welcome Time	Yellow Group Time HA BFT/GFT	Freeflow	Tidy up time	Story, singing & home time

The Characteristics of Effective Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

The Areas of Learning and Development affect each other. For example, developing communication and language will support children to understand and explain mathematical ideas. Developing physical skills will allow children to be more active explorers and so enhance their progress in Understanding the World. The more concepts they develop within Understanding the World, the more they will be able to relate to what they find in books and so support their development in Literacy. Experiences and activities that relate to Areas of Learning and Development, when they offer children opportunities to have autonomy and develop their own ideas, can also provide the contexts for children to practise their learning behaviours and so reinforce the Characteristics of Effective Learning.

Prime areas of development and learning lay vital foundations in the early years. The three Prime areas, **Personal, social and emotional development (PSED)**, **Communication and language (CL)**, and **Physical development (PD)**, describe universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. Developmental steps missed at this early crucial stage are much harder to address later on, so it is crucial that children's interactions and experiences in the first few years support development in these fundamental areas.

All three Prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.

Development in each of the Prime areas affect the others: as babies and children develop their sensory abilities and movement, they can perceive and engage with others, and so develop in PSED. Engaging with others spurs more physical activity, and is the beginning of communication and language, which in turn helps build relationships, understanding of feelings and learning about health and physical wellbeing.

While the Prime areas are especially crucial to early years provision during the first three years, they remain centrally important for children's development and learning throughout the EYFS and beyond, and should receive priority attention to ensure strong foundations in development and learning.

Rationale for Characteristics of Effective Learning, Tickell Review

The Characteristics of Effective Learning

Playing and Exploring- Engagement

Playing and Exploring (Engagement)

A Unique Child: What a child might be doing

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to “have a go”

- Initiating activities
- Seeking challenge
- Showing a “can do” attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

The Characteristics of Effective Learning

Active Learning- Motivation

Active Learning (Motivation)

A Unique Child: how a child is learning

Being involved and concentrating

- Showing a deep drive to know more about people and their world
- Maintaining focus on their activity for a period of time
- Showing high levels of involvement, energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with an activity or toward their goal when challenges occur
- Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset)
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals (I can!)
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation)

The Characteristics of Effective Learning

Thinking Creatively and Critically- Thinking

Thinking Creatively and Critically (Thinking)

A Unique Child: how a child is learning

Having their own ideas (creative thinking)

- Thinking of ideas that are new and meaningful to the child
- Playing with possibilities (what if? what else?)
- Visualising and imagining options
- Finding new ways to do things

Making links (building theories)

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Working with ideas (critical thinking)

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Flexibly changing strategy as needed
- Reviewing how well the approach worked

Leuven Scales of Involvement and Wellbeing

The Leuven Scale is a form of assessment tool developed by Ferre Leavers and his team at Leuven University in Belgium. It is a five-point scale that allows practitioners to measure children's 'emotional well-being' and 'involvement' – two vital components of learning, development and progress in children.

Children's high levels of 'involvement' are characterised by curiosity, fascination, deep satisfaction and a genuine interest in what they are doing is an indicator of 'deeper-level', meaningful learning. These signs of a child's 'involvement' are also directly linked to the characteristics of effective teaching and learning as laid out by the EYFS (Early Years Foundation Stage).

Similarly, children who show high levels of wellbeing are comfortable in their environment, confident and eager to experiment and explore. Whereas, children with low levels of well-being often appear frightened, anxious and dependent, making it hard for them to learn in a sustained way and explore their potential.

Leuven Scales of involvement and Well Being

The Leuven Scale for Involvement

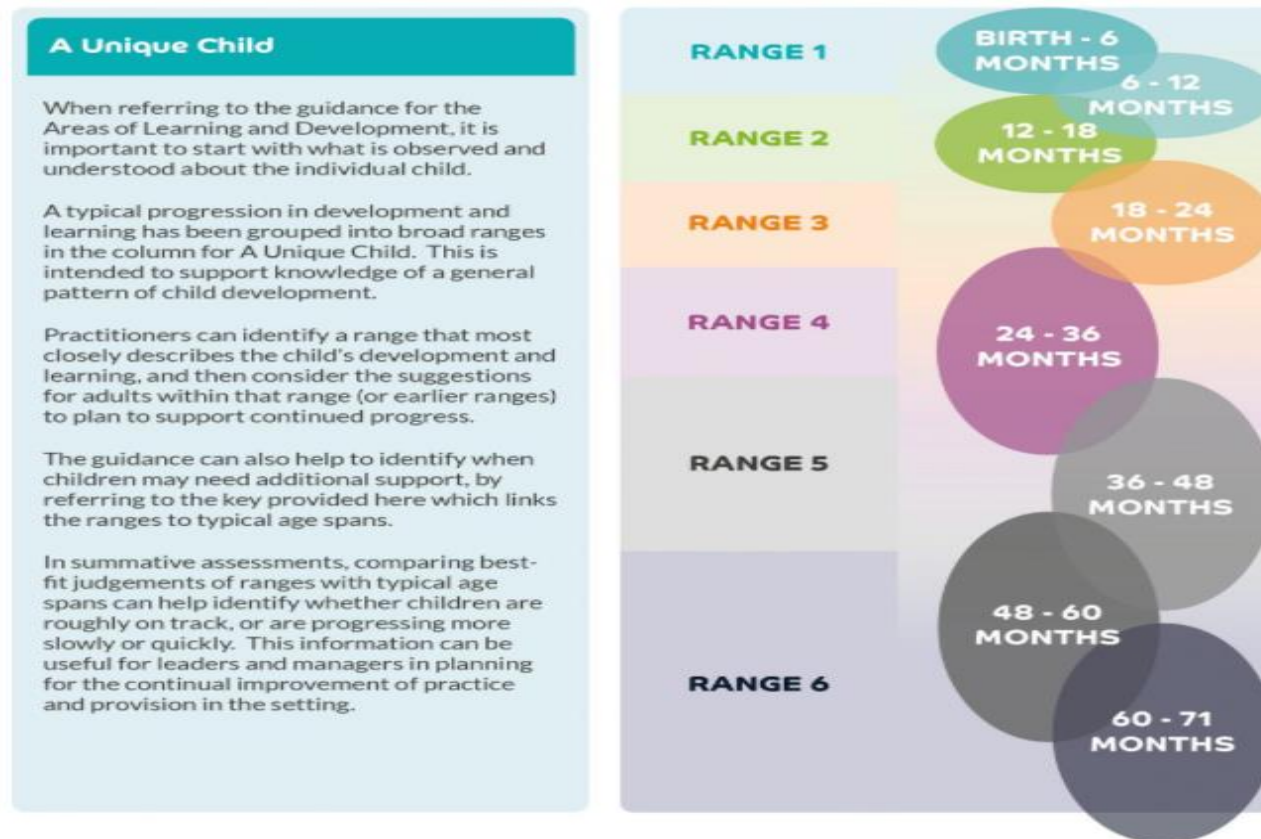
Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

Birth to Five Matters Guidance on Development Matters September 2020

Understanding the Ranges in Birth to Five Matters



Curricular Threads:

FOREST SCHOOL

We provide the children with frequent opportunities to develop Characteristics of Effective learning, independence, and their knowledge of nature and the world around them through an exciting and inspiring curriculum. We use the specially designed Forest School area to give children experiences, whatever the weather, providing appropriate clothing, equipment and time to enable sensory exploration and investigation skills to develop. Children are highly motivated to take risks and test their ideas and play with possibilities.



Throughout the year, children will be learning about the life cycle of the seed and how to create a sustainable approach to food to develop the knowledge on where food comes from, how to grow your own produce and reduce food waste. We partner with families and community, to mirror what is grown, and everything we grow is cooked and eaten by the children, or sold to families, giving the money back into the community through the local food bank.



Suzy Startwell: Staff and adults are a good role model for
2snacks Max: Encouragement to have 2 healthy snacks a day
Micky me size: Me sized meals - looks at children's portion sizes. energy food (carbohydrates), strength food (proteins)
Fay 5 a day: Understanding we need 5 portions of fruit or vegetables each day - protective foods that protect our bodies
Smiley Shen: Encouraging children to develop good oral hygiene
Active Azra: Move more,, sit less. Ensure belly button moves **180°**
Katie: Moving your body for 180 minutes a day, with 60 minutes making your heart beat faster
Sammy Skills: To develop loco motive, stability and manipulative skills



Through professionally planned music and dance sessions, children learn about their physical abilities, sense of self, and how they can work together with others. They learn how to attend and listen, follow instructions, and have a rich exposure to the vocabulary of the body and movement. This holistic approach to learning captures the children's attention and imagination, engages them emotionally with joy, stimulating rapid progress in all aspects of the curriculum.

WELLCOMM

A speech and language toolkit which supports early identification of any speech and language difficulties. We can track progress and offer a range of fun, play-based activities, to target difficulties and enhance skills. It is a structured approach which facilitates collaborative working with professionals and parents.

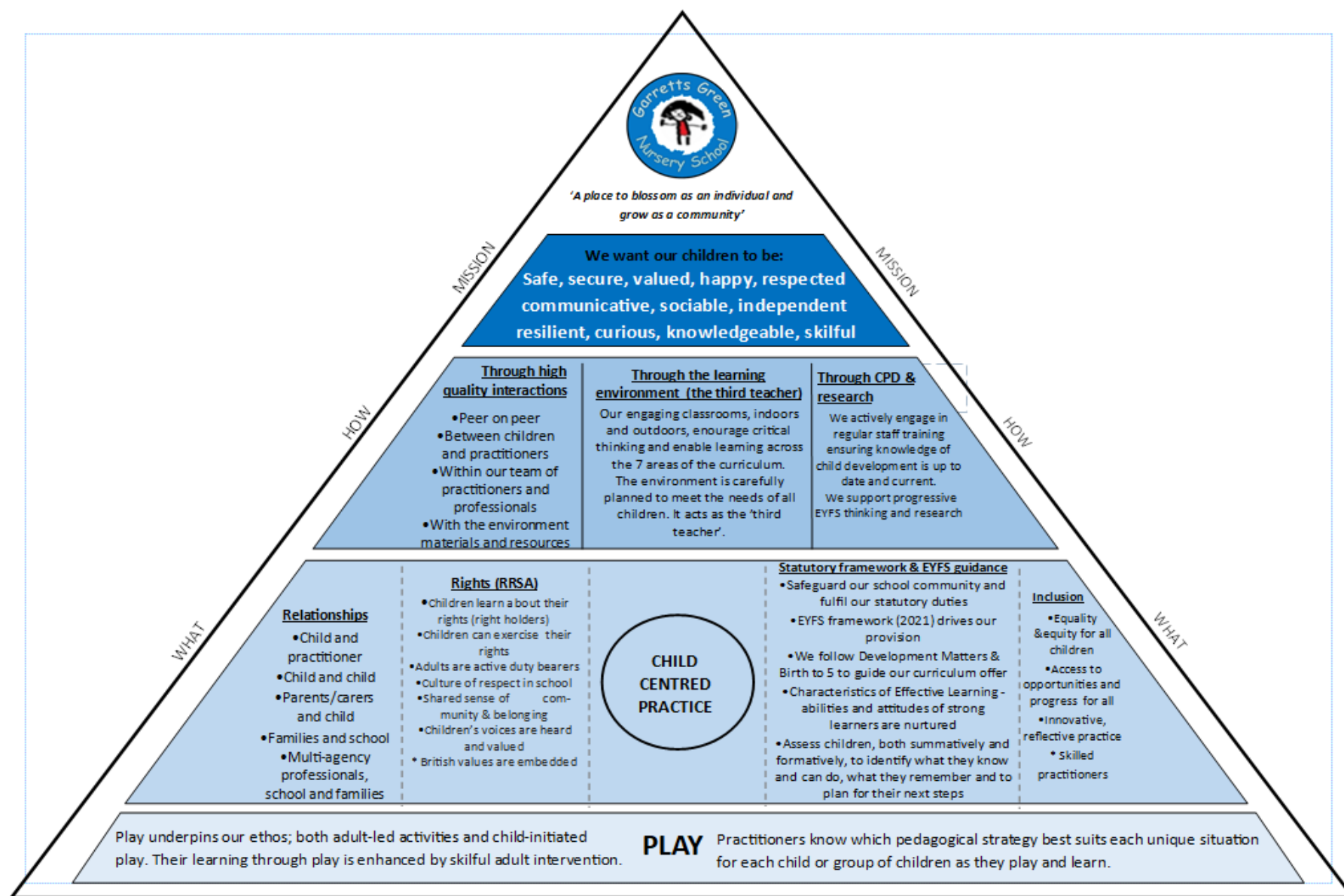
ATTENTION BIRMINGHAM BUCKET: A programme that we are 'championing' for Birmingham, with the intention to build up attention levels and increase children's skills in focussing on activities not of their choice.

RIGHTS RESPECTING SCHOOL

United Nations Convention on the Rights of the Child

- Article 28 - the right to a good education
- Article 8 - the right to an identity
- Article 15 - respect for the right of freedom of association
- Article 29 - the right to develop your talents and abilities
- Article 7 - the right to a name
- Article 42 - the right to know your rights
- Article 24 - the right to health services, clean water and a safe environment
- Article 13 - the right to freedom of expression
- Article 30 - the right to enjoy their own cultures.
- Article 14 - the right to think and believe what you choose





Appendix 1

References

Developmental Matters 2020: Non statutory curriculum guidance for the early years foundation stage
Published by the Department of Education

<https://www.gov.uk/government/publications/development-matters--2>

Birth to Five Matters 2021: non statutory guidance for the Early Years Foundation Stage by Early Years
Coalition, published by Early Education

<https://www.birthtofivematters.org.uk>