

Curriculum Planning Policy

When looking at planning we use the four principles and their commitments to guide the way in which we deliver the curriculum and develop relationships with families, children and the wider community.

- Curriculum planning is the responsibility of the Manager.
- When planning the curriculum the manager works with staff and any interested parents.
- Curriculum planning meetings are held at the beginning and end of each term, and twice per month during the term. These meetings are attended by all staff and any parents / members of the committee who wish to attend.

Long term planning

Long term planning looks at all that we do with children and families to ensure that the four principles of the Early Years Foundation Stage underpin all aspects of our practice. The four principles are:

- **A Unique Child**
Every child is a competent learner from birth who can be resilient, capable, confident, and self-assured.
- **Positive Relationships**
Children learn to be strong and independent from a base of loving and secure relationships with parents and / or a key person.
- **Enabling Environments**
The environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development**
Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Each of the four principles is supported by four commitments which describe how the principle can be put into practice.

A Unique Child

Child development
Inclusive practice
Keeping safe
Health and well being

Positive Relationships

Respecting each other
Parents as partners
Supporting learning
Key person

Enabling Environments Development

Observation, assessment & planning
Supporting every child
The learning environment
The wider context

Learning and

Play and exploration
Active learning
creativity and critical thinking
Areas of learning and development

Long term plan

At Merry Go Round we put the four principles into practice by:

A Unique Child – child development

- Ensuring that all members of staff have appropriate training in child development.
- Ensuring that planning is based on observations of what each child is interested and can do.
- Ensuring that planning places equal importance on all areas of development.
- Ensuring that Key persons are fully supported in developing close relationships with key children and their families.

A Unique Child – inclusive practice

- Ensuring that all adults have a clear understanding of Merry Go Round's inclusion policies and know how to implement these.
- Ensuring that all adults understand and can recognise those factors which can put some children's development at risk and know when and how to seek specialist help for such children.
- Actively seeking parental opinion on the service that we provide and acting on those opinions.

A Unique Child – Keeping safe

- Ensuring that our risk assessment processes are robust and comprehensive and that all adults are aware of safety issues within the pre-school environment.
- Arranging the environment in such a way as to encourage children to make decisions for themselves.
- Helping children to begin identifying risk for themselves and know how to keep themselves safe.

A Unique Child – health and well being

- Ensuring that all adults have a clear understanding of safeguarding procedures and can identify the signs and symptoms of abuse.
- Providing children with a healthy snack at each session and activities that promote an awareness of healthy foods.
- Providing free flow play between inside and outside play areas with a wide range of equipment designed to develop different skills.
- Arranging the environment in such a way as to enable children to relax or rest when they want to.

Positive Relationships – respecting each other

- Ensuring that key persons are supported in developing professional relationships with parents and families.
- Providing opportunities for all members of the staff team to contribute to and be a part of decision making processes within the pre-school.
- Planning sessions in such a way as to enable children to make decisions about who to play with as well as providing opportunities for children to work as part of different groups.
- Providing adults who understand how to support children in making friends and resolving conflicts.

Positive Relationships – parents as partners

- Encouraging parents / carers to join the management committee.
- Providing regular opportunities for parents to meet with their child's key person to discuss the child's progress and contribute to records of achievement.
- Providing parents with opportunities to review practice within the pre-school and take part in the decision making processes.

Positive Relationships – supporting learning

- Supporting key persons in spending time with their children, observing them and playing with them so as to better understand each child's unique strengths and interests.
- Ensuring that planning builds on what children already know and can do.
- Providing adults who understand how to motivate children and create an environment that fosters curiosity and problem solving .

Positive Relationships – key person

- Ensuring that, wherever possible, staff rotas take into account children's attendance patterns.
- Supporting key persons in developing genuine bonds with children, helping them to feel safe and secure.
- Supporting key persons in developing positive working relationships with parents.

- Ensuring that key persons understand the importance of their role and feel supported in the work that they do.

Enabling environments – observation, planning and assessment

- Ensuring that all members of staff understand the observation, planning and assessment cycle.
- Ensuring that time for observation is built into the daily session plan.
- Ensuring that all members of staff know how to analyse observations and can use their findings to plan the next steps in learning for any child.
- Ensure that time to share records with parents is built into weekly plans.
- Ensuring that records of achievement are clear and accessible to all who need to use them.

Enabling environments – supporting every child

- Ensuring that planning provides for the needs and interests of individual children as well as for groups of children.
- Ensuring that parents are fully involved in planning for individual children.
- Ensuring that adults are vigilant to the changing needs of children and families and are ready to provide extra support when necessary.
- Ensuring that adults have received training in the use of the Common Assessment Framework and know when to use this to ensure that children receive any extra support that they may need.

Enabling Environments – the learning environment

- Paying careful attention to the quality of the pre-school environment, both indoors and outdoors. We have put in place systems to ensure that resources are clean and well maintained; that they are appropriate for the ages and stages of development of the children attending the group; and that children can access these with minimal help from adults.
- Ensuring that attention is also paid to the emotional environment. We have put in place systems to ensure that the staff team feels supported by the management committee, and key persons are enabled to develop close supportive relationships with children.
- Ensuring that session plans encourage free flow play between the outside and inside play areas.

Enabling Environments – the wider context

- Thinking carefully about transition times so that the needs of individual children can be met.
- Working with the school on joint projects throughout the year so that children across the foundation stage can work together.
- Working with the school at transition times to ensure children feel supported as they move across to school.
- Using the local community and environment as a resource in plans for children's learning.

Learning and Development – play and exploration

- Ensuring that all adults understand the importance of play in young children's development and learning and that they know how to support and extend it.
- Ensuring that resources and the environment are set up in such a way as to encourage creative thinking and play.
- Ensuring that adults understand and know when to intervene in play to extend learning and when to observe.
- Ensuring that adults are vigilant and notice when individual children may need help to join in with play or to move on to the next stage in play.

Learning and Development – Active learning

- Providing adults who understand that children need to be actively engaged in their learning rather than passive participants.
- Regularly reviewing the play environment to ensure that it is interesting, attractive and accessible to all the children.
- Planning the environment to ensure that children can access materials for themselves and be independent learners.
- Ensuring that adults understand that children have different styles of learning and that these need to be planned for.

Learning and Development – creativity and critical thinking

- Ensuring that adults work with children, becoming actively involved in their play, challenging thinking and working together with them to develop ideas or skills.
- Setting up the environment so that children feel able to be creative with resources.
- Planning sessions so that there is an appropriate balance of child initiated activities and adult – led ones.
- Carefully documenting children’s learning and sharing evidence with parents on a regular basis.

Learning and Development – areas of learning and development

- Planning ensures that children’s experiences are organized in such a way as to provide appropriate coverage of all six areas of Learning and Development over a period of a year.

Long term planning takes into account:

- The need to ensure that the curriculum is broad and balanced, enabling children to make progress towards all of the Early Learning Goals in each of the six areas of development
- The attitudes, skills and dispositions that children need in order to make progress in each of the six areas of the curriculum
- The frequency with which different curriculum areas need to be covered
- Annual events and festivals celebrated in the local and wider communities
- The resources, equipment and materials available to the pre-school
- The frequency with which children attend the pre-school
- The numbers of children attending sessions
- The numbers of adults available for each session

Some of these factors vary from year to year and even sometimes from term to term, and so planning has to be kept under constant review to ensure that children are always being given the best possible opportunities to learn and make progress.

Medium term plans

Medium term plans look at how the curriculum can be delivered over a period of a term. Planning is carried out in the weeks before a new term begins and looks at:

- The numbers of children attending sessions
- The numbers of adults needed to maintain and ratios
- The frequency with which the different aspects of Learning and Development need to be covered
- How sessions can be organized to ensure all children have a balanced curriculum, whatever their patterns of attendance
- The need to match patterns of attendance for children to patterns of attendance for members of staff so that key persons are available to support children as often as possible, especially when children first start to attend
- Staff responsibilities with regards planning of activities
- Targets for each child

- The need to balance session plans so as to ensure a balance between adult initiated activities and child directed activities

Long and medium term plans are evaluated at the end of every term to ensure the effectiveness of planning and to ensure that any necessary changes can be implemented before the next term

Short term plans

Short-term plans are made on a two weekly basis and look at:

- Particular children's needs and interests
- Activities and experiences that would cater for these needs and interests
- Ways to enhance the continuous provision to cater for children's needs and interests
- Resources needed

Session plans

Daily session plans are designed to:

- Ensure that children have the maximum amount of time to pursue their own interests
- Ensure that adult initiated activities enable children to work towards Early Learning Goals in each of the six areas of the curriculum over a period of two sessions, whether that be a morning and an afternoon, two mornings or two afternoons.

Activity plans

Each member of staff also produces an activity plan for the parts of the session that they are responsible for. Activity plans show:

- The intended learning and how this links to the Early Years Foundation Stage
- What the children will do
- How the activity will be tailored to suit different ages, abilities and needs of the children taking part
- What the adult's role will be

Each activity is then evaluated as to its effectiveness in achieving its aims, how children received it and how it could be improved. These evaluations then inform the next round of planning

This policy was adopted at a meeting of the pre-school held on

Date.....

Signed on behalf of the pre-school.....