



## Curriculum, Planning & Assessment

Our curriculum for one, two, three and four-year olds in Dandelions Pre-School is based on the Early Years Foundation Stage framework (DfE, 2017), covering four guiding principles, shaping practice in the early years setting: -

- 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. Experiences respond to children’s individual needs and there is a strong partnership between Dandelions practitioners and parents and/or carers.
- 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.

The themes describe how we as practitioners should support the development, learning and care of young children.

The characteristics of effective learning are: -

- Playing and exploring- engagement: -
  - Finding out and exploring.
  - Playing with what they know.
  - Being willing to have a go.
- Active learning-motivation: -
  - Being involved and concentrating.
  - Keeping trying.
  - Enjoying achieving what they set out to do.
- Creating and critical thinking-thinking: -
  - Having their own ideas.
  - Making links.
  - Choosing ways to do things.

There are three prime areas of learning and development which are: -

- Personal, Social and Emotional Development.
- Physical Development.
- Communication and Language.

There are four specific areas which are: -

- Literacy-reading and writing.
- Mathematics- numbers, shape, space and measure.
- Understanding the world – people and communities, the world and technology.
- Expressive arts and design – exploring and using media and materials, being imaginative.

## Planning

### Short Term Plans

Our short-term plans are written ready for the beginning of each week and then adjusted where necessary, to ensure that each child's individual needs, as determined by our assessments, are met. Members of the team plan individually for an area of the setting weekly in rotation. This is achieved by:

- Weekly planning meetings where members of the team are present, and plans are reviewed and edited to meet the children's needs and wishes.
- The Keyworker and SENCo ensure that any child with additional needs has been catered for by ensuring their Personal Plan is being followed.
- The Manager using her knowledge of each child and consulting with each Keyworker each week to ensure individual targets are fed into the weekly planning.

An overview of the following weeks planned activities is emailed home to parents for them to talk to their children about what they are doing and to contribute to the plans if they so desire. Weekly plans are displayed on the planning notice board. We welcome any contributions or ideas parents may have that may enhance the opportunities we offer the children. Tapestry online portfolios are used in the pre-school and are accessible to parents. Parents can comment on Keyworkers observations also add their own observations. Further information can be found at:

<https://tapestry.info/>

## Assessment

Finding out what each child can do, what he or she is good at, what they enjoy doing, what they are interested in, how they feel about things, what they don't like or are nervous about, what they would like to do etc is paramount.

Each child is individual and special. At Dandelions we strongly believe that really getting to know each individual child is essential, if we are to give them the very best opportunities during their time at the pre-school.

The first point of contact for each child is their Keyworker, but all the staff in the setting are alert to the needs of every child. On the planning board, Keyworkers note which key children their activities are planned for to help them achieve their next steps. Other staff and volunteers working with the children can then also assist with observations Keyworkers are looking to gain. Next steps can also be seen from the children's online Tapestry portfolios.

## Progress Check at Two Years Old

The EYFS Statutory Framework (DfE, 2017) states in section 2.3 Assessment "When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This progress

check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate".

Dandelions firstly allows a child to settle into the pre-school in order to form an accurate progress check. The two-year old's Keyworker then completes the two-year progress check with parents. There are three copies of the report; one for the parent, one for the setting (filed in the child's portfolio) and one for the health visitor. Dandelions regularly meets with the Health Visitor. The meetings are an opportunity for the progress checks to be shared with the Health Visitor.

### Personal Plans for Children with Additional Needs

Children with a Personal Plan have the plan written by their keyworker with parents. This is based on information provided by parents and on observations and assessments carried out in the pre-school. The Personal Plan focuses on personal goals for the child. These targets are reviewed regularly.

### References

DfE., 2017. *Statutory framework for the early years foundation stage* [online]. London: Crown Copyright. Available from: [https://www.foundationyears.org.uk/files/2017/03/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf) [Accessed 9th November 2017].

The Foundation Stage Forum Ltd., 2017. *Tapestry Online Learning Journal* [online]. Available from: <https://tapestry.info/> [Accessed 13<sup>th</sup> November 2017].

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