

Curriculum for the Federation of Ann Berandt and Nell Gwynn Nursery Schools

At our schools		“ Play is the Highest Form of Research” Einstein								
I N T E N T	VALUES	Kindness	Equality	Resilience	Democracy	Determination	Respect	Responsibility	Confidence	Rights
		Happiness	Tolerance	Courage	Friendship	Perseverance	Empathy	Understanding		Independence
	VISION MISSION	<p>At Ann Bernadt and Nell Gwynn Nursery Schools we actively promote the universal values of democracy, the rules of law, individual liberty and mutual respect of those with different faiths or beliefs. We believe, for very young children this means learning to distinguish between and be guided by right from wrong, learning to take turns and share and develop feelings of empathy for others.</p> <p>Our children need to be Global citizens, open to learning about and protecting the world they live in. We empower children to stand up for their rights and the rights of others whilst challenging negative views and stereotypes. We actively promote gender equality and oppose gender discrimination in all its forms and foster positive attitudes and commitment to an education for equality.</p> <p>Our mission is to work together as a Federation of Nursery Schools sharing one voice with one goal of excellence for our children.</p>								
	AIMS	To enable children to become independent learners who value learning with and from others, by giving children time to reflect, practice and learn with no sense of failure.	To provide a nurturing environment which allows children the freedom to be themselves whilst encouraging risk-taking, growth and adventure and supporting a “can-do” attitude.	Provide safe, secure and stimulating environments where children are valued as individuals. Foster high levels of independence, curiosity, creativity and resilience	For skilled, well trained teachers to identify children’s own interests and use these to ignite a passion for learning.	Provide respectful, trusting and effective relationships which display emotional warmth. To actively promote all aspects of Equality legislation.				

I M P L E M E N T A T I O N	Teaching	High Expectations		Quality interactions		Accurate assessment		Globally relevant		Reflective		Inclusive		
	Learning	Playing and Exploring		Active Learning		Creating and Thinking Critically		Levels of Wellbeing				Levels of Involvement		
		Engaged	Persevering	Focused	Challenged	Problem Solving Innovative		Physical and Emotional Needs being met				Concentration Creativity Energy Persistence		
	Breadth	Personal Social and Emotional Development		Communication and Language		Physical Development		Literacy		Mathematics		Understanding the World		Expressive Arts and Design
		Individualised planning and assessment enables each child to progress and achieve to their maximum potential. Individual needs are quickly identified and any differences diminished through interventions.												
	Whole child	Inclusion and Equality		Quality Provision		Individualised progress and achievement recognition		Timely intervention appropriate support		The means to communicate		Emotionally aware		
Safeguarding	Vigilant, well trained staff		Confident users of protective behaviours		Keeping safe at home, school and in the locality		Health and First Aid		E-safety		Protection from extremism			
I M P A C T	OUTCOMES	Impact 1: Emotional Children settle well and enjoy coming to nursery. A high percentage make rapid progress in their Personal, Social and Emotional Development. Parents feel valued and welcome and appreciate the opportunities provided to engage with the wider life of the school				Impact 2 Social Children's behaviour in the nursery is calm. They show high levels of involvement and engagement. Children show consideration of each other and a growing independence.				Impact 3 Progress and Achievement For children transitioning to reception in September 2019:- 100% of children (excluding SEND) achieved 30 – 50 months Secure. For all children, including children with SEND, 90% made typical progress and 55% rapid progress from baseline starting points				
	Evaluation	Observation by teaching staff, LA consultant and advisor, Ofsted, peer review				Internal – school self-evaluation External – school improvement partnerships				School data				