Westfield Nursery School

Teaching, Learning and Curriculum Policy

Date policy last reviewed: May 2026

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Added May 2026:
-Updated date for Early Years Foundation Stage Curriculum
-Added reference to the Safeguarding and Child Protection policy
-Added reference to curriculum review
-Added a paragraph about pre-phonics skills teaching
-Added reference to the Assessment Policy

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Statement of Intent
At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding futures'.

See 'Statutory framework for the early years foundation stage setting the standards for learning, development and care for children from birth to five' (July 2025)
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

We believe in active learning, autonomy, individualism, creativity, problem-solving, self-motivation and a balance between child initiated and adult initiated learning. We recognise well-being and involvement, as indicators of deep level learning.

Building on prior learning, our sequenced curriculum is designed for all children's well-being, confidence and voice; developing their knowledge, skills, behaviours and abilities through play to apply what they know and can do with increasing fluency and independence.

We aim to:
- Use parents'/carers' knowledge of their child, enabling us to work in partnership to support their children's learning
- Meet children's individual needs
- Promote the intellectual, social, emotional, communicative, physical and personal development of all children in our bespoke curriculum
- Provide an effective, exciting, stimulating and nurturing learning environment
- Ensure a balance between adult-initiated and child-initiated learning and a flexibility of approach
- Ensure coverage of the Early Years Foundation Stage (EYFS) curriculum
- Provide a framework for planning to ensure a similar approach across the classes
- Use effective assessment procedures
- Have high expectations
- Use staff expertise, the learning environment and material resources effectively
- Support smooth transitions

We believe children learn best when they:
-are happy
-are interested and motivated
-achieve success
-engage in tasks which are neither too easy or too difficult, and which are challenging and stimulating
-feel secure and are aware of expectations
-follow their own interests and express their own creativity and ideas

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Education Act 2011
- DfE (2025) 'Early years foundation stage statutory framework'

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal opportunities Policy
- Complaints Procedures Policy

2. Roles and Responsibilities

The Governing Body are responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction
- Holding leaders to account for the educational performance of the setting and its pupils, and the effective and efficient performance management of staff
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the 'Early years foundation stage (EYFS) statutory framework' in line with statutory requirements

The Headteacher is responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community
- Creating a culture where children experience a positive and enriching school life
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life
- Promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed
- Establishing and sustaining high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how children learn
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establishing effective curricular leadership
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum and ensure effective use is made of formative assessment
- Forging constructive relationships beyond the school, working in partnership with parents and the local community

The Senior Teacher is responsible for:

- Ensuring all staff members read and implement this policy
- Ensuring all staff are up to date with current statutory and Ofsted expectations
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement
- Leading the team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence
- Taking responsibility for high-quality teaching provision throughout the early years stage

- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements
- Monitoring the progress of children and reporting evaluated data to the headteacher
- Developing and maintaining effective relationships with parents/ carers, colleagues, the governing board and the local community
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures
- Supporting staff development by identifying and/or providing regular training and CPD opportunities
- Providing regular 1:1 meetings with staff to support professional development

Senior Practitioners/ Class Leaders are responsible for:

- Ensuring the children they support receive learning tailored to their needs
- Helping children become familiar with the setting
- Building a relationship with parents/ carers
- Helping families with more specialist support, where required
- Helping children become familiar with the school and acting as a point of contact for children and their parents/ carers
- Planning and assessment for their class

All Early Years staff are responsible for:

- Acting in accordance with this policy at all times
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities
- Having proper and professional regard for the ethos, policies and practices of the school
- Demonstrating consistently high standards of personal and professional conduct
- Having a firm understanding of child development and age-appropriate needs
- Supporting and promoting children's early education and development in the EYFS
- Planning and delivering valuable learning experiences, environments and opportunities that are appropriate to the age, stage and needs of individual and groups of children
- Identifying the needs, interests and stages of development of individual children
- Using formative and summative assessment to track children's progress to plan next steps and shape learning opportunities
- Working cooperatively with colleagues and other professionals to meet the needs of all children and enable them to progress
- Liaising closely with parents/carers to help them promote their child's health, wellbeing, learning and development
- Identifying any areas of concern relating to children and their learning, development and emotional needs
- Considering whether a child may have SEND which requires specialist support and knowing and understanding the policy and procedure to follow to provide this
- Taking charge of their own personal development, including undergoing additional training, and identifying what support they need to benefit children and the provisions in place to support them

3. Learning and Development

When organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the characteristics of effective teaching and learning in the EYFS:

- Playing and exploring
- Active learning
- Creating and thinking critically

Each child will be assigned a key person, the class leader, who will help to ensure their learning and care is tailored to meet their individual needs.

There are seven areas of learning and development which are interconnected. Three areas (the prime areas) are crucial to develop lifelong learning and to help children form relationships

- Personal, Social and Emotional Development (PSED) – children develop confidence and self-esteem, learn how to manage feelings and respect others
- Communication and Language (C&L) – children have opportunities to listen and speak in a range of situations and experience a rich language environment
- Physical Development (PD) – children have opportunities to be active and develop both gross motor and fine motor skills

The prime areas are strengthened and applied through four specific areas:

- Literacy (Lit) – involves children beginning to learn to read and write
- Mathematics (MD) – children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures
- Understanding of the World (UTW) – children have opportunities to find out about people and communities, the environment, places and times
- Expressive Arts and Design (EAD) – involves exploring feelings and ideas through art and design, music, dance and being imaginative

Our Nursery curriculum was developed with the parents/ carers, staff, governors and external advisors. It is based on elements of non-statutory guidance and the needs of our children and is regularly reviewed and updated.

We base learning around vocabulary themes. Sequenced plans are followed to support acquisition of **knowledge and skills** so the children can…
1.Communicate with adults and children (C&L)
2. Communicate their feelings, wants and needs (PSED)
3. Look after my health, safety and self-care needs (PD)
4. Develop a friendship (PSED)
5. Move with confidence in a range of ways (PD- gross motor)
6. Use simple tools (PD- fine motor)
7. Listen to and tell a story (Lit)
8. Use mark making tools (Lit)
9. Understand and use numbers (MD)
10. Recognise and use numerical patterns (MD)
11. Show care for communities, the environment and living things (UTW)
12. Create a piece of art/model (EAD)
13. Perform a dance/song or rhyme and use my imagination (EAD)

The timetable is structured to include:
-Message board
-Child initiated play inside
-Child initiated play outside
-Adult led snack time
-Adult led large group time

Each classroom is organised to include:
-Reading area
-Role play area
-Mark making area
-Maths area
-Creative area
-Construction/ small world area
-Sensory/ malleable area
In each of these areas are elements of continuous provision (available for children to use every day)

We teach pre-phonics skills through a comprehensive programme including General Sound Discrimination Environmental Sounds, General Sound Discrimination Instrumental Sounds, General Sound Discrimination Body Percussion, Sound Reproduction Rhythm, Rhyme and Syllables, Alliteration, Voice Sounds and Oral Segmenting and Blending.

We recognise that children learn and develop in different ways and at different rates and this is reflected in our provision. Children will play and explore and ‘have a go’ at using all available

resources, developing their experiences. Children will develop resilience and enjoy achievements through active learning. Children will make links; explore their ideas and strategies for problem solving through creating and thinking critically.

Children are treated fairly, regardless of race, religion, gender or abilities. We welcome all children and families into our setting so that they feel included, safe and valued.

Skilled and knowledgeable Early Years practitioners support the children in developing all these characteristics through playing alongside children, role modelling, demonstrating and scaffolding learning. Using our curriculum staff plan learning around themes which focus on key vocabulary. Adult led learning at message board teaches concepts such as days of the week, the weather and phonics. Large group times are mainly used for stories.

It is important to us that all children at Westfield Nursery School are 'safe'. We aim to teach children about boundaries, rules and limits and to help them understand why they are important. We provide children with choices to help them to develop these important life skills. Children are allowed to take risks but need to be taught how to recognise and avoid things that are dangerous, both within school and in the wider environment. We encourage a healthy lifestyle (mental health, exercise and healthy eating). We aim to protect the physical and psychological well-being of all children.

Children are encouraged to develop organisational skills, independence, confidence, co-operation skills, take responsibilities and have high expectations.

Across a year we have a range of visitors and experiences to enrich children's experience and support the building of cultural capital.

It is the responsibility of all staff to contribute to the school development plan and to play an active part in discussion, implementation and review of agreed strategies. It is the expectation that all staff will strive to improve their own practice through reflection, learning on courses and a rigorous and meaningful performance management process. Training is facilitated through staff meetings and five staff training days. Additional external training is attended where it is identified as necessary. Training links to our school development priorities and individual development needs.

4. Assessment

(For more detail- See Assessment Policy)

Two-year checks are completed for those children starting in our two-year-old class.

Two weeks after settling in week a baseline is completed. Assessments are then completed at the end of each term so the school can monitor progress and target next steps. These include progress against the curriculum as well as well-being and involvement scores.

A learning journey is kept for each child with a range of photographs and pictures to show their learning during their time here.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape learning experiences. (See Assessment Policy) Staff make notes on trackers.

As children leave for school they receive a leavers report, summarising their learning.

Judgements staff make are moderated with outside agencies to support validation of these assessments.

For children with SEND we complete a SEND Assessment sheet focussing on aspects of social interaction, communication, play and physical development at least termly.

For children with English as an Additional Language we complete a Learning English as an Additional Language (EAL) in the Early Years sheet at least termly.

5. The Learning Environment

We recognise the importance of a rich, safe and stimulating learning environment both inside and outside. Learning takes place in an environment which is challenging and stimulating, peaceful and calm, happy and caring, organised, well resourced, accessible for all, encouraging and appreciative, welcoming and which provides equal opportunities.

The environment is set up in learning areas, where children can find and locate equipment and resources independently. There is an amazing outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. As far as possible we offer the same opportunities and areas of learning in all our environments.

The learning environment is organised to ensure that children can work individually, in groups and as a class. They make decisions, work co-operatively, solve problems, are creative, discuss their ideas, develop social skills and independence, use initiative, receive support and achieve.

Staff support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Westfield Nursery School is well resourced. It is everyone's responsibility to ensure resources are well maintained and presented with care. Children are encouraged to treat their environment with respect in accordance with the agreed behavioural expectations, and it is expected that they will be taught how to use resources appropriately. One of the key messages is 'choose it, use it and put it away'. 'Tidy up time' is an important part of the daily routine and is regarded as such.

6. Relationships

We promote positive relationships between staff, parents/carers, children and other members of the school (e.g. governors) and wider community. Children are taught how to deal with difficult situations and relationships through PSED as well as through their daily interactions with adults and other children.

We recognise parents/ carers as children's first educators and use our 'All About Me' to find out from them as much as possible about their child so we smoothly transition children into Nursery. We want to know more about learning at home and do this through our passports, our 'My home learning' sheets and consultations as well as daily communications.

All children are greeted as they come into the nursery and have a familiar routine. Staff will work with each child on a one-to-one basis, in a small group or as part of a larger group. They can build up confidence, rapport and respect with each child so that the children feel safe, happy and enjoy their time here.

Home learning challenges are set half termly and parents are kept informed through the newsletter. We encourage the borrowing of library books as often as families wish. There are a number of booklets available to parents about learning at home.
(See the Parent/ Carer Liaison Policy)

7. Inclusion

All children are valued as individuals, irrespective of any protected characteristics, in line with the Equality Act 2010. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of their protected characteristics.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school SENCO.

8. Transition

See the Transition Policy

9. Monitoring and Review

The impact of this policy is evaluated through routine monitoring activities including observations, governor monitoring visits, data analysis and annual questionnaires. Current analysis shows:
-Children make better than expected progress from initial baselines.
-Children report they like nursery and feel safe.
-Parents/ carers report their children are happy, feel safe and make good progress.

The implementation of this policy will support children's learning and a positive start on their education journey.

This policy will be reviewed by the early years leader, headteacher and governing board on an annual basis. The next scheduled review date of this policy is May 2027.

Westfield Nursery School

Assessment Policy

Date policy last reviewed: **May 2026**

Signed by:

Headteacher **Date:**

Chair of governors **Date:**

Added May 2026
-Updated date for Early Years Foundation Stage Curriculum

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Statement of Intent

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding futures'.

Every child deserves the best possible start in life. At Westfield Nursery School, we value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development and understand our responsibilities in ensuring children learn and develop well and are kept healthy and safe. At Westfield Nursery school we aim to

-Value the whole child and to consider all their achievements, past and present
-Ensure children are aware of their learning and are helped to identify their next steps
-Monitor children's well-being and involvement in their learning
-Monitor all the children and groups of children to ensure appropriate progress is made
-Identify children's interests, needs and progression which informs future planning
-Work in partnership with parents/ carers and other professionals to produce holistic records of the child
-Address effectively the current curriculum guidance
-Work as a team and reflect a consistency of practice throughout the school, relying on staff's professional knowledge and experience
-Identify those requiring intervention and implement strategies to enable learning

We believe that assessment (the gathering of evidence and the making of an evaluation) is intrinsic to the teaching process. It should be useful and informative relying on the informed professional judgement of staff.

1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Childcare (Provision of Information About Young Children) (England) Regulations 2009
- Education Act 2011
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) 'Early years foundation stage statutory framework'
- DfE (2022) 'Progress check at age two'

This policy is intended to be used in conjunction with the following school policies:

- Teaching, Learning and Curriculum Policy
- General Data Protection Regulations Policy
- Transition Policy
- Equality Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction
- Holding leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the 'EYFS statutory framework' in line with statutory requirements

The Headteacher is responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community
- Creating a culture where children experience a positive and enriching school life
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment
- Ensuring all relevant staff read and implement this policy
- Ensuring staff have received the appropriate training to undertake assessments.
- Ensuring parents/ carers are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures

EYFS practitioners are responsible for:

- Acting in accordance with this policy at all times
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities
- Ensuring they have a thorough working knowledge of the DfE's current 'Early years foundation stage statutory framework' and the requirements therein
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities
- Identifying any areas of concern relating to children and their learning, development and emotional needs

3. Learning and Development

We follow the requirements of the Early Years Foundation Stage (EYFS). See Teaching, Learning and Curriculum Policy.

4. Assessment

Assessment of learning is an integral part of the normal work of the nursery, assessment techniques may include focused observations, active listening, viewing the process and product, conversations with children and are based on evidence and knowledge of the child. Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support. Staff, children, parents/ carers and other professionals such as speech therapists, social workers, health visitors and specialist SEND advisors can be involved in assessment process.

The process begins with a parent/ carer's profile of their child 'All about Me' before their child starts. (Wherever possible these are completed before the child starts nursery.) This gives us vital information concerning each child and helps us to make appropriate provision for their education from the very beginning of their time with us.

Two weeks after settling in week a baseline is completed. Assessments are then completed at the end of each term (on our assessment point check sheets) so the school can monitor progress and target next steps. These include progress against the curriculum as well as well-being and involvement scores.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. This is a progress check at age two – a short-written summary of children's development across the areas of learning and clearly detailing their achievements and next steps.

Ongoing formative assessments are used to assess the day-to-day learning (recorded on trackers) and development of children in the EYFS. Practitioners interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape learning experiences.

Where concerns arise e.g. behaviour, well-being, low entry attainment, lack of progress etc. staff complete a 'concerns sheet' highlighting how support will be given.

The curriculum leader alongside other staff analyses school assessments each term to identify strengths, trends and areas for improvement and implement actions to raise standards. At each assessment point children's well-being and involvement is assessed using the Leuven scale to target support.

The school will ensure that it is compliant with the SEND code of practice and will remain alert to any child who appears to demonstrate a delay in learning and development or instances where a child may be displaying difficult/ withdrawn behaviours. If there are any significant emerging concerns, or a child is identified with SEND, the school will work with parents/ carers and relevant professionals to share information and develop a targeted plan to support the child's future learning and development. Children with Special Educational Needs or Disabilities (SEND) may have a SEND Plan or an Education, Health Care Plan (EHCP). Their parents/ carers are invited at regular intervals to contribute to the writing and review of their child's plan. All SEND documentation is forwarded to the child's next placement. (See SEND policy)

Children who speak English as an Additional Language (EAL) have an EAL assessment record which is updated at least termly (See EAL Record)

Children will be given further support as required, such as through intervention groups e.g. Lift Off to Language.

Parents/ carers are encouraged to share in the process of compiling a learning journey folder. These are available for the parents/ carers and children to view when requested and during parental consultations etc. Children are given the learning journey when they leave the nursery. A learning journey is compiled for each child consisting of photographs and samples of work, to show progress and achievements. Children can also select what they would like to add to their own file

Assessment information is shared with parents/ carers during parental consultations each term

As children leave for school they receive a leavers report, summarising their learning.

Judgements staff make are moderated across classed and with outside agencies to support validation of these assessments.

Parents/ carers have a right to see their child's records on request. If a parent or other entitled person believes any part of a child's record to be inaccurate, they should give written notice to the head teacher. The record will either be amended, or the written notice attached

5. Transitions

See transitions Policy

6. Inclusion

See Equal Opportunities Policy, Special Educational Needs Policy, English as an Additional Language Policy and Early Years Pupil Premium Policy

7. Monitoring and Review

This policy will be reviewed annually by the governing board and the headteacher. Any changes made to this policy will be communicated to all staff by the headteacher.

Staff directly involved with early years teaching are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is May 2027.

Westfield Nursery School

Well-being and Involvement Scales

	Involvement Scale	Well-Being Scale
1 Extremely Low	The child hardly shows any activity: • No concentration, staring, daydreaming • An absent, passive attitude • No goal-orientated activity • No signs of exploration and interest • Not taking anything in, no mental activity	The child clearly shows signals of discomfort: • Whines, sobs, cries, screams • Looks dejected, sad or frightened, is in panic • Is angry or furious • Wriggles, throws objects, hurts others • Sucks their thumb, rubs their eyes • Doesn't respond to the environment, avoids contact, withdraws • Hurts him/herself, bangs their head, throws themselves on the floor
2 Low	The child shows some degree of activity but which is often interrupted: • Limited concentration, looks away during the activity, fiddles, dreams • Is easily extracted • Action only leads to limited results	The posture, facial expression and actions indicate that the child does not feel 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 is busy the whole time, but without real concentration: • Routine actions, attention is superficial • Is not absorbed in the activity, activities are short lived • Limited motivation, no real dedication, does not feel challenged • The child does not gain deep-level experiences • Does not use his/her capabilities to full extent • The activity does not address the child's imagination	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.
4 High	There are clear signs of involvement, but these are not always present to their full extent: • The child is engaged in the activity without interruption • Most of the time there is real concentration, but during brief moments the attention is more superficial • The child feels challenged, there is a certain degree of motivation • The child's capabilities and their imagination to a certain extent are addressed in the activity	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	During the episode of observation the child is continuously engaged in the activity and completely absorbed in it: • Is absolutely focussed • Is highly motivated, feels strongly appealed by the activity, perseveres • Even strong stimuli cannot distract him/her • Is alert, has attention for details, shows precision • Their mental activity and experience are intense • The child constantly addresses all their capabilities; imagination and mental capacity are in top gear • Obviously enjoys being engrossed in the activity	During the observed episode, the child enjoys, in fact they feel great: • They look happy and cheerful, smiles, beams, cries out of fun • Is spontaneous, expressive and is really him/herself • Talk to themselves, plays with sounds, hums, sings • Is relaxed, does not show any signs of stress or tension • Is lively, full of energy, radiates • Expresses self-confidence and self-assurance

Westfield Nursery School

Subject Policies

Personal, Social and Emotional Development Policy
Communication and Language Policy
Physical Development Policy
Literacy Policy
Mathematics Development Policy
Understanding the World Policy
Expressive Arts and Design Policy

Date policy last reviewed: May 2026

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

May 2026
-Updated the impact statements and dates for the subjects
-Added Continuous Provision: Quality First Teaching references to all subjects and added Appendix One
-Added reference to Continuing Professional Development (CPD) to Communication and Language (C&L) and Maths Development (MD)
-Updated strategies to support Communication and Language (C&L)
-Added reference to 'WellComm' in Communication and Language (C&L)
-Added updated phonics progress in Literacy Development (LD)
-Added reference to PAN (Physical Activity and Nutrition) advice on the website in Physical Development (PD)
-Added reference to the sustainability and Dunstable in Bloom in Understanding the World Development (UTW)
-Updated impact statements in all subjects

Westfield Nursery School
Personal, Social and Emotional Development (PSED) Policy

Vision
At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding futures'.

Background
Personal, Social and Emotional Development is identified as a Prime area under the Early Years Foundation Stage Curriculum. Children enter Nursery with a range of experiences and access to resources at home.

Rationale
Personal, Social and Emotional Development (PSED) involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

We believe that a child's PSED takes place over time and that each child will develop at their own pace. The children will learn best when they feel happy in a safe, secure environment. They learn most effectively if given the opportunity to learn through play and exploration, active learning, and creating and thinking critically. They learn best through first-hand experiences and in an environment that allows for opportunities to develop friendships and good relationships with staff and children.

Intent
-To develop self-confidence and self-awareness skills
-To understand and manage their feelings
-To understand the feelings of others
-To understand expected behaviours and know that some behaviour is unacceptable

Implementation
Refer to 'I can Communicate My Feelings, Wants and Needs' and 'I can Look After My Health, Safety and Self Care' and 'I can Develop a Friendship' elements of the Westfield Nursery School Curriculum. See Continuous Provision: Quality First Teaching in Appendix One

Early year's practitioners should:

- Have a positive attitude to developing the personal, social and emotional skills of children
- Have a good understanding of the learning outcomes for personal, social and emotional development in the curriculum
- Complete observations on all children, considering their well-being and involvement levels, as well as reporting on the characteristics of effective learning, and use these observations to plan for next steps in the child's development
- Have a secure knowledge of the resources available, and to ensure that all the resources are used, ensuring opportunities are provided for children to share resources and take turns
- Ensure appropriate resources are easy for children to access and to find
- Support and encourage children to develop confidence in their abilities
- Encourage positive relationships with adults and making friendships
- Encourage children to communicate their needs and give children time to think about their ideas before communicating them
- Be sensitive to the needs of all children and how children may be feeling each day
- Develop a child's well-being and encourage children to get involved in activities and nursery life
- Keep children safe and help them understand safety
- Support intimate care where required (See Intimate Care Policy)

Self- Regulation
Early years practitioners, both inside and outside, should provide opportunities for children to:

- Understand and talk about their own and others' feelings
- Understand and follow the rules at nursery
- Learn that some behaviour is unacceptable and know the consequences of such behaviour

Sense of Self
Early years practitioners, both inside and outside, should provide opportunities for children to:

- Be confident to leave their main carer and seek support in a familiar adult when needed
- Explore and use different activities and resources with support at first and then independently
- Develop a sense of self, by expressing their own preferences and interests and talking about their own abilities

Managing Self
Early years practitioners, both inside and outside, should provide opportunities for children to:
- Be confident in talking to other children and adults about their own wants, needs, interests and opinions

Health
Early years practitioners, both inside and outside, should provide opportunities for children to:
- Understand what keeps them healthy
- Develop their understanding of good practices and routines with regard to exercise, eating, sleeping and hygiene
- Take part in healthy cooking and eating activities each term
- Eat healthily at lunchtime if they stay at Nursery all day- see leaflet Healthy packed lunches.

Self -Care
Early years practitioners, both inside and outside, should provide opportunities for children to:
- Communicate their need for the potty or the toilet, eventually encouraging them to use the toilet on their own and gain more bladder and bowel control
- Wash their hands and faces as required
- Encourage children to dress themselves e.g. children may learn to put on their coat before doing up the zip

Safety
Early years practitioners, both inside and outside, should provide opportunities for children to:
- Develop their understanding of danger and safety when tackling new challenges or taking risks

Making Relationships
Early years practitioners, both inside and outside, should provide opportunities for children to:
- Make friendships and develop good relationships with familiar adults and children
- Initiate conversations and explain their own knowledge or ideas
- Be aware of the feelings of others and accept the needs of others

Maintaining Relationships
Early years practitioners, both inside and outside, should provide opportunities for children to:
- Take turns and share resources with others
- Join other children in their play and eventually initiate their own activities, responding to what other children are saying to them
- Understand how to resolve conflicts with other children (See conflict resolution in Behaviour Policy)

Roles and Responsibilities
Overall curriculum lead is Mrs Andrews, senior teacher. Class leaders take responsibility for planning PSED.

Resources
There are a variety of resources that can be used to promote personal, social and emotional development. For example, a wide range of books that can be shared with children to discuss a whole selection of topics and a ‘Feelings Box’ which can be used to discuss a wide range of situations and the feelings of themselves and others. Resources from other areas of the curriculum can be used to promote development in this area, such as turn taking games and parachute. All staff should have a good knowledge of the resources on offer.

Children should be encouraged to share in the responsibility for the equipment and have clear expectations with regard to storage, use and care. It is everyone’s responsibility to ensure that all resources are in good working order and appropriate for the children’s stage of development.

Safety
Staff will ensure all resources that are put out are safe and useable for children, staff will also ensure that the outside and inside area is checked during the morning health and safety check.

Equal Opportunities
All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or cultural/ social backgrounds.

Interventions
All staff are tasked with supporting children who are in receipt of Early Years Pupil Premium (EYPP). The EYPP champion ensures PSED is woven through the range of interventions where appropriate. They also deliver a 'My Time' group supporting emotions.

English as an Additional Language
We welcome children and families for whom English is an Additional Language (EAL) and see multilingualism as an asset and support the parallel use of home languages and English.

Working with Parents/ Carers
Parents and carers are encouraged to understand the importance of this key area of learning. Regular discussions occur with parents/ carers highlighting strengths and next steps. Home learning challenges are used to promote PSED and explain some of the learning intentions to parents.

Assessment, Monitoring and Moderation
Two-year checks are completed for those children starting in our two-year-old class.

Two weeks after settling in week a baseline is completed. Assessments are then completed at the end of each term so the school can monitor progress and target next steps.

The school has a program to monitor and evaluate the work of the school through regular scrutiny of policy, planning, assessment, observations and feedback from staff, parents and carers.

The judgements staff make are moderated with outside agencies to support validation of these assessments.

Impact (Summer 2025)
Children make better than expected progress in in all aspects of PSED.
Children report grown-ups care about them.
Parents/ carers report that children are happy, safe and make good progress.

Conclusion
Implementation of this policy will ensure children reach their potential in the area of Personal, Social and Emotional Development.

Reviewed May 2026

Westfield Nursery School
Communication and Language (C&L) Policy

Vision

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding futures'.

Background

We acknowledge that upon entering Westfield, some children will be confident and fluent speakers, whereas others will rely heavily upon gesture and need support in making their needs known. Some children may need support to listen, sustain attention and use speech appropriately and purposefully. We believe children will become confident communicators, speakers and listeners if the desire to communicate is encouraged and valued. We can model the conventions of communication and interaction, turn-taking, listening, initiating, and sustaining appropriate conversation.

Intent

For children to be able to
-attend, listen and respond appropriately to peers and adults in a variety of situations and be confident that their voice will be heard (listening)
-follow simple instructions, to understand spoken language in context and have the confidence to question (understanding)
-use spoken language and developing vocabulary with communicative intent (speaking)
-use a range of methods of communication if non-verbal

Implementation

See 'I can Communicate with adults and children' (C&L) section of the Westfield Nursery School Curriculum. See Continuous Provision: Quality First Teaching in Appendix One

Inside and outside early years practitioners should:
• Act as a role model
• Recognise language and communication is an intrinsic element of life and learning and as such it should be considered throughout every aspect of the Nursery experience
• Have a positive attitude to communication and language development in children
• Have a good understanding of the sequence of learning intentions and the learning outcomes for communication and language development
• Be aware of the development of language acquisition, for example knowing which sounds are easier/ harder for children to pronounce, consideration given to the level of complexity of language practitioners use
• Ensure they have knowledge of current trends relating to communication and language in the early years
• Have a secure knowledge of the resources available and how all resources are used
• Be aware of the need to expose children to a range of different types of language, such as narrative, descriptive, sequential, comparative, positional and instructive and we are alert to the possibility of too much language being instructive in nature
• Encourage children to comment, suggest, question, instruct and negotiate in a thoughtful and sensitive manner
• Identify children who need help in developing language skills and make provision for their needs to be met, for example through a special educational needs plan
• Foster good relationships with outside agencies such as the speech and language therapy service or Early Years Support Team and refer children to the services. Recommendations from the services are built into support
• Ensure they understand how appropriate ICT can promote children's communication and language development
• Have the opportunity to challenge and extend their own learning
• Implement the learning from professional development such as Communications champions and ShREC approach (Share attention, Respond, Expand, Conversation)

Listening and Attention

Inside and outside early years practitioners should give opportunities for children to:

- Listen to identified key and extended vocabulary, for example at message board, snack time or during child-initiated play
- Listen to a range of quality books in different formats e.g. story sacks, audio books
- Listen to a range of songs and rhymes

- They are taught listening is an integral part of communication, and everyone needs a turn to speak and a turn to be listened to

Understanding
Inside and outside early years practitioners should give opportunities for children to:
- Respond to identified key and extended vocabulary, for example at message board, snack time or during child-initiated play
- Respond to a range of quality books

Speaking
Inside and outside early years practitioners should give opportunities for children to:
- Join in with conversations
- Retell stories
- Join in with a range of songs and rhymes
- Take part in meaningful imaginative play in role play settings or use of small world resources

Strategies
Skilled practitioners will use a range of methods to support communication and language
• Get down to child's level; move to be face-to-face
• Stop, look and listen
• Follow the child's lead
• Join in with the child's play
• Listen to and interpret what the child says
• Share attention
• Respond; comment
• Extend Language (Match plus one)
• Take turns in conversation
• Model expectations 'My turn, your turn'
• Change tone
• Change volume
• Simplify language
• Praise communication attempts
• Question (one question to five comments)
• Use specific vocabulary
• Visual timetable
• Picture cards (photographs/ pictures/ widgets)

If staff have concerns about a lack of communication within an area of provision, they can complete a 'hotspots' activity to monitor and then implement required changes.

Roles and Responsibilities
Overall curriculum lead is Mrs Andrews, senior teacher. Class leaders take responsibility for the planning of communication and language.

Resources
We use a range of resources to develop children's communication and language such as telephones, talking boards and puppets. Children are encouraged to share in the responsibility for the equipment and have clear expectations regarding storage, use and care. It is everyone's responsibility to ensure that all resources are in good working order and appropriate for the children's stage of development.

Safety
Staff will ensure all resources that are put out are safe and useable for children, staff will also ensure that the outside and inside area is checked during the morning health and safety check.

Equal Opportunities
All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or cultural/ social backgrounds.

Interventions
We deliver the Lift Off to Language programme for children who need additional communication and language support. We screen and support some pupil's language using 'WellComm' which helps identify

children who may have speech and language development issues early on. For our pupils with additional communication and language difficulties we use a range of interventions and support such as bucket time, tap tap box, objects of reference, object exchange, gestures/ signs and the use of now & next boards. See SEND policy

English as an Additional Language
We welcome children and families for whom English is an Additional Language (EAL) and see multilingualism as an asset and support the parallel use of home languages and English. We monitor and support language acquisition using our Learning English as an Additional Language (EAL) in the Early Years sheets.

Working with Parents/ Carers
We actively encourage our children and their families in this area. The expectations of communication and language are shared on entry at the new starter meeting and subsequently via newsletters and the website. Parents/ carers can learn more about communication and language at our stay and play days.

Assessment, Monitoring and Moderation
Two-year checks are completed for those children starting in our two-year-old class. Two weeks after settling in week a baseline is completed. Assessments are then completed at the end of each term so the school can monitor progress and target next steps. The school has a program to monitor and evaluate the work of the school through regular scrutiny of policy, planning, assessment, observations and feedback from staff, parents and carers. The judgements staff make are moderated with outside agencies to support validation of these assessments.

Impact (Summer 2025)
Children make better than expected progress.
The vast majority of children like learning new words.
Parents/ carers report that children are happy, safe and make good progress.

Conclusion
Implementation of this policy will ensure children reach their potential in the area of communication and language.

Policy updated May 2026

Westfield Nursery School
Physical Development (PD) Policy

Vision
At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding futures'.

Background
Physical Development is identified as a Prime area under the Early Years Foundation Stage Curriculum. Children enter Nursery with a range of experiences and access to resources at home.

Rationale
Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices. See Physical Activity and Nutrition advice under well-being tab on the website.

We believe that a child's physical development takes place over time and that each child will develop at their own pace, and children learn best when they feel happy, in a safe, secure environment. They learn most effectively if given the opportunity to learn through play and exploration, active learning, and creating and thinking critically.

Intent
-To become confident in moving in different ways.
-To learn explore a range of large and small equipment that will develop control and co-ordination.
-To be aware of the risks and consider their own and other children's safety.
-To understanding the importance of exercise, healthy eating, good hygiene and good sleeping practices.

Implementation
See 'I can move with Confidence in a range of ways' and 'I can use simple tools' sections of the Westfield Nursery School Curriculum. See Continuous Provision: Quality First Teaching in Appendix One

Early year's practitioners should:
• Have a positive attitude to physical development in children
• Have a good understanding of the learning outcomes for physical development in the EYFS document
• Ensure planned individual, small and large group activities are provided to encourage physical development, and that the activity has differentiated learning outcomes to meet children's individual needs
• Ensure appropriate resources are easy for children to access and to find
• Model how to use equipment correctly and safely and use the correct vocabulary when talking about physical development
• Have a secure knowledge of the resources available, and to ensure that all the resources are used, not just the more familiar ones
• Have high expectations and provide appropriate challenge
• Allow for risks in play to build new skills e.g. climbing tree

Gross motor- handling objects
Inside and outside early years practitioners should give opportunities for children to:
• Use large and small equipment, such as balls for throwing, kicking, catching and pushing
• Develop their gross motor skills, by drawing lines and circles on a larger scale
• Identify a dominant hand
• Reach for, pick up and hold objects in their hands and with their fingers
• Use one handed equipment with good control, such as a trowel
• Use tools, such as hammers from the tap tap shapes, balance blocks & jugs
• Hold their own cup and feed themselves (children use open topped cups and Doidy cups are available if children need more support)
• Use equipment safely and learn how to transport equipment safely, such as scissors

Gross motor- physical movements
Inside and outside early years practitioners should give opportunities for children to:
• Move freely and creatively
• Move in a variety of different ways, according to their ability, such as crawling, shuffling, walking (supported or unsupported), running, jumping and hopping
• Develop spatial awareness and be able to change speed and direction to avoid obstacles

• Use climbing equipment safely and confidently, travelling over, under and around it
• Use steps safely

Gross motor- balancing
Inside and outside early years practitioners should give opportunities for children to:
• Use a range of static and wheeled equipment to develop balance
• Take part in a range of balancing activities such as dance and yoga

Gross motor- ride on
Inside and outside early years practitioners should give opportunities for children to:
• Use a range of scooters, tricycles and bicycles

Gross motor- problem solving
Inside and outside early years practitioners should give opportunities for children to:
• Experiment with what their bodies and equipment can do safely

Fine motor
Inside and outside early years practitioners should give opportunities for children to:
• Develop their hand strength
• Use a range of tools correctly
• Use a range of mark making tools such as paint brushes, pens and chalk
• Hold mark making tools with their hands, starting off with a palmar grasp and then developing a three-finger tripod grip

Other Opportunities
All 3–4-year-olds who attend a morning session have a weekly physical activity provided by Activ8. This fun activity, held in Beecroft Community Centre, supports physical development through active sessions including basic movement skills, small games equipment and dance moves.

The Nursery also promotes health in other activities such as the sponsored bounce held during the summer term.

Roles and Responsibilities
Overall curriculum lead is Mrs Andrews, senior teacher. Class leaders take responsibility for planning physical development.

Resources
Outside and inside, we have a wide variety of small and large equipment that can be used for physical development. Examples of resources outside include static equipment, bikes, scooters, blocks, garden tools and small games equipment. Examples of resources inside include soft play, mark making equipment, scissors, tweezers, jugs, construction, malleable materials and threading. All the staff are aware of the equipment that can be used to enhance physical development for children.

Children should be encouraged to share in the responsibility for the equipment and have clear expectations regarding storage, use and care. It is everyone's responsibility to ensure that all resources are in good working order and appropriate for the children's stage of development.

Safety
Staff will ensure all resources that are put out are safe and useable for children, staff will also ensure that the outside and inside area is checked during the morning health and safety check. Risk assessments are in place.

Equal Opportunities
All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or culture/social backgrounds. Any observed inequality such as an activity only being accessed by a particular group, needs to be discussed and addressed. It is important to consider the cognitive and English language abilities of the children for whom is an additional language and for children with special needs.

Interventions
Some children are supported by a range of interventions to develop their physical skills.

English as an Additional Language
We welcome children and families for whom English is an Additional Language (EAL) and see multilingualism as an asset and support the parallel use of home languages and English. We monitor and support language acquisition using our Learning English as an Additional Language (EAL) in the Early Years sheets.

Working with Parents/ Carers
We actively encourage our children and their families in this area. Parents/ carers can learn more about physical development at our stay and play days. The expectations of the EYFS are shared via the website.

Assessment, Monitoring and Moderation
Two-year checks are completed for those children starting in our two-year-old class. Two weeks after settling in week a baseline is completed. Assessments are then completed at the end of each term so the school can monitor progress and target next steps. The school has a program to monitor and evaluate the work of the school through regular scrutiny of policy, planning, assessment, observations and feedback from staff, parents and carers. The judgements staff make are moderated with outside agencies to support validation of these assessments.

Impact (Summer 2025)
Children make excellent progress in gross motor skills and very good progress with their fine motor skills from initial baselines. Children report they like a range of gross and fine motor activities such as bikes, building, digging, climbing and painting. Parents/ carers report that children are happy, safe and make good progress.

Reviewed May 2026

Westfield Nursery School
Policy for Literacy Development (LD)

Vision
At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding futures'.

Background
Literacy is identified as a Specific area under the Early Years Foundation Stage Curriculum. Children enter Nursery with a range of experiences and access to resources at home.

Intent
Our intent for reading:
-To sow the seed for a lifelong love of books and rhymes (early reading).
-To support children to understand a range of vocabulary.
-To support reading at home.

Our intent for writing
-To develop fine motor control.
-To enable rich opportunities for mark making.

Implementation
See 'I can Listen to and Tell a Story' and 'I can Use Mark Making Tools' elements of the Westfield Nursery School Curriculum. See Continuous Provision: Quality First Teaching in Appendix One

Early year's practitioners, both inside and outside, should:
• Have a positive attitude to literacy development in children
• Understand the learning outcomes for literacy development in the EYFS document
• Understand the sequenced stages in the Nursery curriculum
• Ensure that they have knowledge of current trends relating to literacy learning in early years
• Plan activities to encourage literacy development
• Provide a variety of stimulating and appropriate literacy resources available, many of which may be open ended and flexible in their usage, ensuring appropriate resources are easy for children to access and to find
• Have a secure knowledge of the resources available, and to ensure all the resources are used
• Understand how ICT (e.g. iPads and interactive touch tables) can promote children's' literacy development
• Model reading, language, use of new vocabulary and letter formation
• Take opportunities to challenge, extend and make sense of their own learning

Reading
We understand that on starting Westfield children enter the Nursery with a range of previous experiences. For example, some of our pupils will be familiar with books, including popular and traditional stories and those published in conjunction with their favourite television programmes and of the written word around them. They may have had stories read to them at home or in another pre-school setting. Other children will have limited access to books, and we aim to remedy this. We build on these experiences and extend them in order for children to develop a genuine love of books and an interest in the meaning of print. We aim to provide an environment where a variety of books are always available and are presented in an attractive way.

Early year's practitioners, both inside and outside, should:
Reading areas
• Provide attractive welcoming reading areas
• Use picture books (without words) as well as themed story collections and non-fiction books to develop vocabulary as well as story sacks and other resources
• Use books in dual languages
• Reread stories more than once, share non-fiction books more than once
• Use the Nursery logo books (fast food, high street, favourite television shows etc)
• Use the Nursery child friendly policies

Large Group Times
• Give children the opportunity during group times to listen, act out and discuss stories, including a wide range of popular and traditional stories to ensure the children have a broad experience of all types of fiction
• Reread stories more than once, share non-fiction books more than once
• Use of story sacks, puppets and props to enable children to re-tell stories and reinforce learning

Other
• Support children reading their own names e.g. during self-registration and at snack time
• Support children's understanding of print e.g. by using keywords, pupil voice speech bubbles
• Regularly read in child-initiated work times
• Provide props for story telling during child-initiated work times
• Provide materials for children to make their own books, comics
• Encourage reading at home through home learning challenges
• Encourage families to use the large collection of fiction and non-fiction books in the library
• Use World Book Day to stimulate interest in books and reading with children and families
• Support families understanding at our shared reading events and stay and play days
• Plan for the librarian to visit and encourage families to join the library to access books as well as other resources and activities

Phonics
At Westfield Nursery we aim to develop children's pre-phonic knowledge by teaching a range of aspects in adult led teaching times. See Phonics progression below.

Mark Making
Children enter Westfield with widely differing writing skills. Whilst a few will have a developed grip and good control with writing implements, beginning to form the letters of their name, some will enjoy making marks on paper, others will not yet be able to hold a pencil effectively. It is therefore vital, that we appreciate each child's previous experiences in order that we develop their early writing accordingly. Children are encouraged to mark make and write whenever possible, on drawings, artwork and during imaginary play etc.

Early year's practitioners, both inside and outside, should:
• Develop hand eye co-ordination through gross and fine motor exercises/ movements such as swinging on a bar, threading, completing puzzles, gluing, painting and using malleable materials. These provide a sound basis for early writing skills
• Encourage children to make marks using a variety of materials e.g. in sand, paint, shaving foam, chalk or with dough etc, eventually working on correct letter formation
• Give opportunities for children to work at large and small scale
• Provide organised mark-making areas stocked with a variety of materials e.g. books, jotters, different sized and textured paper, envelopes, diaries, a variety of pens, pencils, chalks and markers
• Encourage context-based mark making e.g. using emergent writing in role play areas for stories, lists, letters, tickets, cards etc. or writing their name in a card
• Give children opportunities to contribute to displays by writing their names or captions and labels. This can be done in a variety of ways e.g. emergent writing, adult scribing, copy writing or by using ICT.
• Provide positive encouragement and sensitive treatment in order to progress children from 'drawing' the letters to forming them correctly. Adults should describe how each letter should be formed e.g. 'the letter 'a', around and up, back down and flick' and encourage the child to do the same
• Encourage early attempts at any copywriting sensitively. (Whilst some children enjoy trying to copy adult's scribed writing, others may be discouraged by not producing 'perfect' results.) All attempts should be valued and celebrated
• Include examples of children's mark-making and attempts at early writing as part of children's 'Learning Journey' folders

Handwriting
It is imperative that any intervention in a child's writing is sensitive to prevent the loss of confidence, interest and enthusiasm. A range of strategies can be used to cater for the individualised nature of each child's learning style, and can be taught across the curriculum e.g. with paint, sand, dough etc. We recognise different pen grips: palmar, digital, modified tripod and tripod grip and encourage children to use a tripod grip as they demonstrate they are ready.

Roles and Responsibilities

Overall curriculum lead is Mrs Andrews, senior teacher. Class leaders take responsibility for planning communication and language.

Resources
The Nursery has a wide collection of books organised by vocabulary theme as well as big books and story sacks in the resource's cupboard. There is a well-stocked lending library open to families. There are a range of mark making resources in the hot cupboard. Resources are rotated regularly to ensure children remain engaged. Children/staff should be encouraged to share in the responsibility of the equipment and have clear expectations with regard to storage, use and care. It is everyone's responsibility to ensure that all resources are kept in good working order, returned complete and are appropriate for the children's stage of development.

Safety
Staff will ensure all resources that are put out are safe and useable for children, staff will also ensure the outside and inside area is checked during the morning health and safety check.

Equal Opportunities
All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or cultural/ social backgrounds.

Interventions
All staff are tasked with reading with children who are in receipt of Early Years Pupil Premium (EYPP). The EYPP champion ensures literacy is woven through the range of interventions where appropriate. For example, reading a non-fiction book about minibeasts and then writing which minibeasts are found.

English as an Additional Language
We welcome children and families for whom English is an Additional Language (EAL) and see multilingualism as an asset and support the parallel use of home languages and English. We have a range of dual language books and translation cards.

Equal Opportunities
Practitioners have high expectations of what the children can achieve regardless of gender, ability, race or culture/social backgrounds.

Working with Parents/ Carers
We actively encourage our children and their families in this area by encouraging weekly use of the library, asking Santa to give a book as a gift at Christmas, sending home Bookstart book gifts. Reading is also a focus for home learning challenges.

Assessment, Monitoring and Moderation
Two-year checks are completed for those children starting in our two-year-old class. Two weeks after settling in week a baseline is completed. Assessments are then completed at the end of each term so the school can monitor progress and target next steps. The school has a program to monitor and evaluate the work of the school through regular scrutiny of policy, planning, assessment, observations and feedback from staff, parents and carers. The judgements staff make are moderated with outside agencies to support validation of these assessments.

Impact (Summer 2025)
Children made excellent progress in reading and very good progress in writing from initial baselines. Children report they like reading, writing, painting and colouring. Parents/ carers report that children are happy, safe and make good progress.

Conclusion
Implementation of this policy will ensure children reach their potential in the area of literacy.

Policy updated May 2026

Phonics Progression

Adults must stress mouth shapes and articulate clearly

Aspect 1-General Sound Discrimination Environmental Sounds

- ✓ I can listen to and identify indoor sounds
- ✓ I can guess the sound (inside a container/ body sound)
- ✓ I can listen to and identify outdoor sounds
- ✓ I can make/ guess animal sounds
- ✓ I can perform a song with actions
- ✓ I can listen and respond to a range of music

Aspect 2- General Sound Discrimination Instrumental Sounds

- ✓ I can listen to a variety of sounds made by sound makers
- ✓ I can play an instrument and stop at a given signal
- ✓ I can listen to, identify and name the instruments being played
- ✓ I can use my voice to sing at different volumes
- ✓ I can use my voice to sing at different tempos
- ✓ I can perform actions increasing and decreasing the speed as necessary
- ✓ I can use my voice to make long/ short sounds
- ✓ I can use instruments to make long/ short sounds
- ✓ I can play an instrument to match the sound an animal might make
- ✓ I can play an instrument to match an action
- ✓ I can identify sounds
- ✓ I can choose sounds
- ✓ I can perform a short instrumental piece

Aspect 3- General Sound Discrimination Body Percussion

- ✓ I can copy a body sound
- ✓ I can copy a sequence of body sounds
- ✓ I can talk about sounds we make with our bodies and what the sound means

Aspect 4- Sound Reproduction Rhythm, Rhyme and Syllables

Rhythm

- ✓ I can join in with repetitive stories
- ✓ I can follow a rhythm
- ✓ I can listen to, identify and remember sounds

Rhyme

- ✓ I can recognise rhyming words
- ✓ I can continue a rhyming string

Syllables

- ✓ I can understand words can be split into parts (syllables) and these parts give a word it's rhythm
- ✓ I can orally blend syllables together to form words and segment words into syllables

Aspect 5- Alliteration

- ✓ I can develop an understanding of alliteration
- ✓ I can think of alliterative sentences
- ✓ I can listen to the sound at the beginning of words and hear the differences between them
- ✓ I can explore how sounds are articulated
- ✓ I can suggest a person whose name has the same letter
- ✓ I can sort objects that begin with the same sound as a letter/ name
- ✓ I can suggest an object/ animal which begins with the same sound
- ✓ I can suggest a non-word (nonsense word) that begins with the same sound
- ✓ I can look for an object and recognise the initial sound

Aspect 6- Voice Sounds

- ✓ I can make sounds with my voice
- ✓ I can explore speech sounds
- ✓ I can talk about the different sounds we make with our voices
- ✓ I can continue a sound pattern and vary my voice
- ✓ I can use my voice to make different desired sounds
- ✓ I can listen to and sing a variety of songs in different ways

Aspect 7- Oral segmenting and Blending

- ✓ I can understand and use 'sound talk' words that are segmented
- ✓ I can copy 'sound talk'
- ✓ I can sound out and clap CVC words (from satpin)
- ✓ I can identify objects with three phonemes from 'sound talk'
- ✓ I can speak in sound talk to make a word
- ✓ I can listen to phonemes in words and remember the order
- ✓ I can say the phonemes I can hear
- ✓ I can say a discrete phoneme

Westfield Nursery School
Mathematical Development (MD) Policy

Vision
At Westfield Nursery School we aim to deliver against our vision: 'Inspired beginnings, outstanding futures'.

Background
Children's mathematical development occurs as they seek patterns, make connections, and recognise relationships through finding out about and working with numbers and exploring shape, space and measure. Under the EYFS Mathematics is a specific area.

Intent
-To support children's understanding of numbers, shape, space, measures and patterns through purposeful, authentic, developmentally appropriate opportunities

Implementation
See 'Understands and uses numbers' and 'Knows and uses numerical patterns' parts of the Westfield Nursery School Curriculum. See Continuous Provision: Quality First Teaching in Appendix One

Early year's practitioners, both inside and outside, should:
• Have a positive attitude to mathematical development in children
• Have a good understanding of the learning outcomes for mathematical development in the EYFS
• Have a good understanding of the sequential steps for the Nursery curriculum
• Have knowledge of current trends relating to mathematical learning in early years
• Be aware that mathematics does not depend on specific mathematical resources but on children having the opportunities to develop mathematical concepts and understanding
• Ensure there are a variety of stimulating and appropriate mathematical resources available both indoors and outdoors, many of which may be open ended and flexible in their usage and are on a large and small scale
• Ensure appropriate resources are easy for children to access and to find
• Ensure they have a good understanding of how ICT (e.g. ipads and interactive touch tables) can promote children's' mathematical development
• Model mathematical language and mathematical recording
• To have the opportunity to challenge, extend and make sense of their own learning and implement learning from continuing professional development

Understands and Uses Numbers
Early year's practitioners, both inside and outside, should provide opportunities for children to:
• Use everyday experiences to use counting e.g. number of children in the line when transitioning
• Use the resources in the Maths area
• Say number rhymes and sing number songs
• Read stories involving number e.g. 10 in the bed
• Use number names and number language spontaneously
• Subitise (up to five) (know how many without counting)
• Make comparisons, count, 1:1 correspondence, match, sort and to be able to select objects from a group when asked, e.g. I need one more etc.
• Use language of quantities such as more, less
• Understand that a group of objects changes in quantity when something is added or taken away
• Record and make marks to represent numbers using fingers, marks on paper and other mediums such as sand, shaving foam and paint
• Begin to use the vocabulary involved in adding and subtracting
• Begin to identify their own mathematical problems based on interests and fascinations
• Have the opportunity to count and record numbers during message board • Use of mathematical vocabulary relating to number
• Use props such as number puppets
• Use mathematical games that include dice

Knows and Uses Numerical Patterns
Early year's practitioners, both inside and outside, should provide opportunities for children to:
• Use the resources in the Maths area
• Say rhymes and sing songs
• Read stories involving patterns, shapes or measures

• Explore shape and space in the environment, and to show an interest in playing with shapes and making arrangements with different objects
• Become interested and notice different shapes in their own environment. To use the language of shape, such as side or corner. To begin to use the mathematical names for solid 3D shapes and flat 2D shapes
• Explore and notice different patterns in pictures or the environment
• Use the language of size, and categorise objects according to properties such as size, shape and type
• Use the language of time, including immediate, past and future, e.g. before, later, or soon
• Anticipate and understand specific time-based events, such as nursery routine, e.g. message board, tidy up time, snack time, home time
• Use positional language, such as in front of, on, under, behind, next to
• Order items by length, height, weight and capacity and use the appropriate vocabulary
• Become familiar with the use of everyday language related to money

Roles and Responsibilities
Overall curriculum lead is Mrs Andrews, senior teacher. Class leaders take responsibility for planning maths.

Resources
Maths concepts can be found in everything, such as counting candles on a play dough cake. We do however have a wide variety of both number, shape and measure resources. All staff should have a good knowledge of the resources on offer. Staff also develop resources. Resources must also be available in each room and outside area that children can independently access to further their development in the aspects of mathematical development. Resources are rotated regularly to ensure children remain engaged. Children/staff should be encouraged to share in the responsibility of the equipment and have clear expectations with regard to storage, use and care. It is everyone's responsibility to ensure that all resources are kept in good working order, returned complete and are appropriate for the children's stage of development.

Safety
Staff will ensure all resources that are put out are safe and useable for children, staff will also ensure the outside and inside area is checked during the morning health and safety check.

Equal Opportunities
Practitioners have high expectations of what the children can achieve regardless of gender, ability, race or culture/social backgrounds.

Interventions
We deliver a games group intervention for children who need additional support.

English as an Additional Language
We welcome children and families for whom English is an Additional Language (EAL) and see multilingualism as an asset and support the parallel use of home languages and English. Children with English as an additional language can access maths in their home language or English.

Working with Parents/ Carers
We actively encourage our children and their families to understand Maths by sharing our curriculum and sharing home learning challenges involving Maths.

Assessment, Monitoring and Moderation
Two-year checks are completed for those children starting in our two-year-old class. Two weeks after settling in week a baseline is completed. Assessments are then completed at the end of each term so the school can monitor progress and target next steps. The school has a program to monitor and evaluate the work of the school through regular scrutiny of policy, planning, assessment, observations and feedback from staff, parents and carers. The judgements staff make are moderated with outside agencies to support validation of these assessments.

Impact (Summer 2025)
Children made excellent progress in Understands and uses numbers and very good progress in Knows and uses number patterns from initial baselines. Children report they like counting. Parents/ carers report that children are happy, safe and make good progress.

Conclusion

Implementation of this policy will ensure children reach their potential in the area of Maths.

Policy updated May 2026

Westfield Nursery School
Understanding the World (UTW) Policy

Vision
At Westfield Nursery School we aim to deliver against our vision 'Inspired beginnings, outstanding futures.'

Background
Understanding the World development is identified as a Specific area under the Early Years Foundation Stage Curriculum. Children enter Nursery with a range of experiences and access to resources at home.

Intent
Children at Westfield Nursery School are empowered to learn about
-their place in the world
-the environment, other times and other places
-and make sense of the world in which they live through observation, exploration, questioning, investigating and solving problems

This will form the basis for later work in science, history, geography and religious studies.

We aware increasingly aware of our impact on the environment and we have an implement a sustainability plan, which includes how will improve sustainability in our culture, campus, curriculum, continuing professional development and careers.

To support learning in this area and strengthen community links, Miss Shaw leads the school with the Dunstable in Bloom planting.

Implementation
See the 'I can show Care for the Community, the Environment and Living Things' element of the Nursery Curriculum. See Continuous Provision: Quality First Teaching in Appendix One

Early year's practitioners, both inside and outside, should:
• Treat every child as unique, using observation of what the child is learning to plan for their individual development
• Have a positive attitude to the learning outcomes for the Understanding the World development in the curriculum
• Ensure they have positive relationships
• Provide an enabling environment for children to explore, both inside and outside
• Plan arrangement of equipment and materials in a variety of ways to maintain interest and provide challenges

People, Cultures and Communities
Early year's practitioners, both inside and outside, should provide opportunities for children to:
• Encourage children to talk about their own home and community life and to find out about other children's experiences
• Be positive about differences and recognise all children have a valuable contribution to make
• Celebrate and value differing cultures, religious beliefs and celebrations and instil British Values
• Encourage children to develop positive relationship with community members
• Expand children's understanding of occupations through the use of a visitor's programme e.g. police officer or librarian and the role play area e.g. library
• Use small world resources to make links and extend learning

Natural World
Early year's practitioners, both inside and outside, should provide opportunities for children to:
• Encourage children to be interested and question the world in which they live
• Encourage children to explore puddles, trees and surfaces such as grass, concrete or pebbles, for example in both Nursery gardens and the Forest School area
• Support children with planting and growing, e.g. for Dunstable in Bloom
• Support children in finding and taking care of living things e.g. bug hotel, butterflies and the guinea pigs
• Talk about the weather
• Use small world resources to make links and extend learning

The World

Early year's practitioners, both inside and outside, should provide opportunities for children to:
• Encourage children to be interested and question the world in which they live
• Talk with children about their responses to sights, sounds, smells, taste and touch
• Inspire children to explore and solve problems e.g. during Science week and Eco week
• Inspire children through special days and events, expanding knowledge e.g. Farm visit and Beep Beep Day
• Tell stories about places and journeys

Past and Present

Early year's practitioners, both inside and outside, should provide opportunities for children to:
• Provide resources and books about times past
• Allow children to talk about and reflect on past experiences and significant events in their lives
• Examine change over time

Technology

Early year's practitioners, both inside and outside, should provide opportunities for children to:
• Support children in exploring the control technology of toys e.g. electronic toys
• Support children when using the interactive table and/ or tablets (Staff will be aware of the amount of screen time children are having)
• Talk about ICT apparatus, what it does, what they can do with it and how to use it safely.
• Encourage children to think about how things work

Roles and Responsibilities

Overall curriculum lead is Mrs Andrews, senior teacher and she holds overall responsibility for the subject as well as implementing the curriculum aspect of the sustainability plan. Class leaders take responsibility for planning Understanding the World.

Resources

There are a variety of resources that can be used to promote understanding the world development. For example, magnifying glasses. Children should be encouraged to share in the responsibility for the equipment and have clear expectations with regard to storage, use and care. It is everyone's responsibility to ensure all resources are in good working order and appropriate for the children's stage of development.

Safety

Staff will ensure all resources put out are safe and useable for children, staff will also ensure the outside and inside area is checked during the morning health and safety check.

Equal Opportunities

All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or cultural/ social backgrounds.

English as an Additional Language

We welcome children and families for whom English is an Additional Language (EAL) and see multilingualism as an asset and support the parallel use of home languages and English. We have a range of dual language books and translation cards.

Equal Opportunities

Practitioners have high expectations of what the children can achieve regardless of gender, ability, race or culture/social backgrounds.

Working with Parents/ Carers

Families are encouraged to share their experiences of the world, for example through our Stay and Play Days. We want to celebrate the world around us and the children's experience of it.

Assessment, Monitoring and Moderation

Two-year checks are completed for those children starting in our two-year-old class. Two weeks after settling in week a baseline is completed. Assessments are then completed at the end of each term so the school can monitor progress and target next steps. The school has a program to monitor and evaluate the work of the school through regular scrutiny of policy, planning, assessment, observations and feedback from staff, parents and carers. The judgements staff make are moderated with outside agencies to support validation of these assessments.

Impact (Summer 2025)

Children make very good progress in understanding the world from initial baselines. Children report they like gardening and the big screen. Parents/ carers report that children are happy, safe and make good progress.

Conclusion
Implementation of this policy will ensure children reach their potential in the area of Understanding the World.

Reviewed May 2026

Westfield Nursery School
Expressive Arts and Design Policy (EAD)

Vision
At Westfield Nursery School we aim to deliver against our vision. 'Inspired beginnings, outstanding futures.'

Background
We acknowledge EAD learning is developmental and takes place over time. Children learn best when they feel happy and in a safe and secure environment. They learn the most effectively if given the opportunity to learn through play and exploration, active learning, creating and thinking critically. They learn best through first-hand experiences and in an environment that allows opportunities to have their own ideas and choosing ways to do things.

Intent
-To provide a rich creative environment where all children's interests are fostered and encouraged including opportunities to explore their ideas through making, drawing, design, role play, using their imagination, dance and music. See Continuous Provision: Quality First Teaching in Appendix One

Implementation
See 'Creates a piece of art/model' and 'Performs a dance/song or rhyme and uses imagination' sections of the Westfield Nursery School Curriculum.

Early year's practitioners, both inside and outside, should:
• Have a positive attitude to EAD development in children
• Have a good understanding of the learning outcomes for EAD development
• Understand the sequenced stages in the nursery curriculum
• Ensure activities are provided to encourage EAD development and that activities are differentiated to meet children's needs
• Ensure there are a variety of stimulating and appropriate EAD resources available and easily accessed during child-initiated play

Painting/ Pictures/ Collage/ Colour/ Joining/ Texture & Form
Early year's practitioners, both inside and outside, should:
• Encourage children to experiment with blocks, colours and marks and what happens when they mix colours
• Provide various construction materials to develop children's skills in stacking, enclosing and creating spaces, cause and effect and resilience
• Support construct with a purpose in mind by selecting a variety of appropriate resources
• Demonstrate and support the use of simple tools and techniques children need to shape, assemble and join materials they are using
• Model and encourage children to describe the texture of things
• Allow experiments to create different textures such as sand, paint, and playdough
• Understand different media can be combined to create new effects and demonstrate and support this with children
• Support children to use representation to communicate e.g. drawing a line saying, 'That's me'

Movement/ Sounds/ Imagination
Early year's practitioners, both inside and outside, should:
• Encourage children to join in singing favourite and familiar rhymes and songs
• Show an interest in a variety of musical instruments, the sound they make and how sounds can be changed; create sounds, by banging, shaking tapping or blowing and playing fast & slow, loudly & quietly
• Demonstrate and allow children to tap out simple repeated rhythms
• Allow children to explore and learn how sounds can be changed
• Encourage children to move rhythmically and imitate movement in response to music
• Begin to build a repertoire of songs and dances and share these with children
• Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story
• Engage in imaginative role play based on children's first-hand experiences and encourage children to make believe by pretending
• Role model building stories around toys and introduce a storyline or narrative into their play
• Provide appropriate resources and opportunities to support a variety of role play experiences. e.g. home corner, vets, hospital etc

• Encourage children to play alongside others who are engaged in the same theme and play cooperatively as part of a group to develop and act out a narrative
• Encourage children to be inspired and re-enact a show e.g. pantomime
• Performing in front of an audience e.g. at the Christmas concert

Roles and Responsibilities
Overall curriculum lead is Mrs Andrews, senior teacher. Class leaders take responsibility for planning expressive arts and design.

Resources
We have a wide range of resources for arts, crafts, model making, music making, singing and dancing as well as for role play and being imaginative. Resources will be replenished regularly. Children should be encouraged to share in the responsibility for the equipment and have clear expectations with regard to storage, use and care. It is everyone's responsibility to ensure all resources are in good working order and appropriate for the children's stage of development.

Safety
Staff will ensure all resources that are put out are safe and useable for children, staff will also ensure the outside and inside area is checked during the morning health and safety check.

Equal Opportunities
All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or cultural/social backgrounds.

English as an Additional Language
We welcome children and families for whom English is an Additional Language (EAL) and see multilingualism as an asset and support the parallel use of home languages and English. Children and families from different cultures and backgrounds will have different experiences to share to enhance learning.

Working with Parents/ Carers
We actively create and share information and experiences with families e.g. singing events or home learning challenges. Parents/ carers can learn more Expressive Arts and Design at our stay and play days.

Assessment, Monitoring and Moderation
Two-year checks are completed for those children starting in our two-year-old class. Two weeks after settling in week a baseline is completed. Assessments are then completed at the end of each term so the school can monitor progress and target next steps. The school has a program to monitor and evaluate the work of the school through regular scrutiny of policy, planning, assessment, observations and feedback from staff, parents and carers. The judgements staff make are moderated with outside agencies to support validation of these assessments.

Impact (Summer 2025)
Children make excellent progress in 'Performs a dance/song or rhyme and uses imagination (EAD)' and very good progress in 'Creates a piece of art/model (EAD)' from initial baselines. Children report they like building, singing, dancing and painting. Parents enjoy receiving things their children have created. Parents/ carers report that children are happy, safe and make good progress.

Conclusion
Implementation of this policy will ensure children reach their potential in the area of EAD.

Reviewed May 2026

Westfield Nursery School

Appendix One: Continuous Provision- Quality First Teaching

Communication and Interaction	Cognition and Learning
-Predictable routines and timetable -Exaggerated facial expressions -Clear body language -Vocalisations -Pointing -Use of gestures/Makaton -Working at child's level -Visual timetable -Visual aids e.g. pictures and keywords displayed -Use of name to gain attention -Use of low demand language -Repeat/ simplify instructions -Simplified language -Talk delivery slowed down with time given for processing -Modelling & extending language (clear articulation, labelling, giving simple choices, match +1, modelling & repeating new vocabulary, explaining new vocabulary etc.) -Use of key words/vocabulary emphasised when speaking -Use of stem sentences – "I can see you feeling…." "You can choose ___ or ____" -Frequent practice and repetition -Use of songs for routine -Communication support (concrete objects followed by photographs followed by widgets) -4 comments to 1 question (Open questions)	-Additional processing 'thinking' time -Exaggerated pronunciation -Use of rhythm and song -Phonics small group support -pre-teach new vocabulary -Pre-teaching of new content -Post teaching -Modelling of good work -Additional time to complete tasks -links to prior learning made explicit - Scaffolding learning during continuous provision -Zoned, labelled areas for self-access (communication friendly spaces) -Sand timers -Stories, songs and rhymes -Pupil voice (child-friendly policies, speech bubbles, interviews, questionnaires) -Scaffolding/ guided practice (I do it, we do it, you do it) -Providing feedback and encouragement
Social, Emotional and Mental Wellbeing	**Sensory and/or Physical Needs**
-Seating plan e.g. carpet time -Clear and consistent approach to behaviour -Key messages 'Kind hands, kind feet, kind words' 'Choose it, use it, put it away' -Use of sand timer -Embedded routines	-Time outside **Visual** -Avoid standing in front of windows/light source **Sound** -Reduce background noise -Face child -Get down to child's level -Sit child at front of group **Co-ordination** -sat at table with sufficient space -dough disco to support fine motor skills -finger gym to support fine motor skills