



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.

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 that activities are provided to encourage EAD development and that activities are differentiated to meet children's needs
- Ensure that there are a variety of stimulating and appropriate EAD resources available and easily accessed during child-initiated play

Creating

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 that 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'

Performing/ Using 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

Roles and Responsibilities

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

Resources

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

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.

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.

Equal Opportunities

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

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 the curriculum stay and play day.

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 (Based on exit data/ questionnaires from June 2021)

Children make better than expected progress in creating with materials and being imaginative from initial baselines.

Children in receipt of Early Years Pupil Premium make better than expected progress.

EAL children make better than expected progress.

Children with additional needs made progress against their needs.

Children report they like drawing, painting, gluing, role play, dressing up, imaginary play, small world and sensory play (water, sand, playdough, pasta)

Parents enjoy receiving things their children have created.

Conclusion

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

Reviewed March 2022