



Curriculum and Teaching Policy

At Orchard Day Nursery we are committed to providing a broad, balanced, inclusive and child-centred curriculum that promotes holistic development and lays strong foundations for lifelong learning. Our curriculum reflects the EYFS 2025 statutory framework, addresses the diverse needs and wellbeing of all children, and is shaped by the unique context of our children, families, and community.

Aims of the Curriculum

Our curriculum aims to:

- Support children's **learning, development and wellbeing** from birth to five.
- Promote the **Characteristics of Effective Learning**.
- Ensure **safeguarding**, inclusion, and equality underpin all teaching and planning.
- Encourage **positive mental health, emotional regulation and resilience**.
- Equip children with the skills, knowledge and dispositions to thrive in school and life.

Legislative and Statutory Compliance

Our teaching and curriculum comply with:

- **EYFS 2025** learning and development requirements
- **Safeguarding and welfare requirements** under KCSIE 2025
- **Equality Act 2010** - promoting inclusion and tackling disadvantage
- **SEND Code of Practice** - ensuring access for children with additional needs
- **Children and Families Act 2014** - prioritising children's rights and wellbeing
- **Ofsted EIF** - focusing on intent, implementation, and impact of the curriculum

Curriculum Intent

Our curriculum is designed to:

- Be ambitious and inclusive for all learners.
- Reflect children's interests, identities, and life experiences.
- Promote development across all **seven areas of learning**:
 - Communication and Language
 - Personal, Social and Emotional Development (PSED)
 - Physical Development
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design
- Prioritise wellbeing, safety and mental health as central to learning.

Implementation: How We Teach

Our curriculum is delivered through:

Quality Interactions

- Skilled practitioners respond to children's cues and extend learning through language, play, and relationship.

Environment for Learning

- Well-resourced, stimulating indoor and outdoor spaces.
- Resources reflect diversity, disability, gender and culture.

Observation and Planning

- Observations inform in-the-moment planning and next steps.
- Assessment is formative and used to tailor teaching responsively.

. Key Person Approach

- Secure attachments support emotional wellbeing and learning.
- The key person builds strong relationships with families.

. Inclusive Teaching

- Differentiated support for children with SEND, EAL, or other vulnerabilities.
- EHCPs and IEPs inform personalised targets and support strategies.

Wellbeing in Teaching and Curriculum

We believe wellbeing is the **foundation for all learning**. We embed this through:

- Daily check-ins and emotional literacy activities.
- Teaching strategies that promote co-regulation, empathy, and resilience.
- Respectful routines, consistent boundaries, and nurture-based practice.
- PSED-led approaches to managing behaviour through connection.
- Supporting children's voice and agency.

Assessment and Progress Monitoring

We assess children's learning through:

- Formative assessment: Daily observations, photos, learning journeys.
- Summative assessment: Termly reviews, transition reports, and progress summaries.
- Use of EYFS 2025 guidance and non-statutory tools (e.g. Development Matters).
- Close working with families and professionals for SEND and additional needs.



We do not use excessive or data-heavy tracking. Instead, we prioritise professional judgment and child development knowledge.

Parent and Carer Involvement

We work in partnership with families by:

- Sharing learning journeys, photos, and observations regularly.
- Encouraging home learning and contributions from parents.
- Offering parent workshops and support with speech, wellbeing, or routines.
- Holding regular review meetings and transitions.

Staff Development and Wellbeing

We ensure:

- Practitioners access CPD in early education, mental health, safeguarding, SEND, etc.
- Regular **supervision** and team meetings support reflective practice.
- Staff wellbeing is prioritised through an open culture, time for breaks, and access to support.
- The **Wellbeing Lead** supports both children and staff mental health needs.

Inclusion, Equality and Anti-Discrimination

- We challenge bias, stereotypes, and discrimination in all forms.
- Our curriculum represents **diverse cultures, identities, and family structures**.
- We are proactive in ensuring access and equity for all learners.

Curriculum Review and Evaluation

- Curriculum planning is reviewed each term.
- Input is taken from children, staff, and families.
- Impact is monitored through learning progress, wellbeing indicators, and reflective evaluation.

. Linked Policies

- Safeguarding and Child Protection Policy
- Mental Health and Wellbeing Policy
- SEND and Inclusion Policy
- Behaviour and Relationships Policy
- Equality, Diversity and Inclusion Policy
- Staff Code of Conduct

This policy was adopted on	Signed on behalf of the nursery	Date for review
September 2025	Anjana Shah	September 2026

