

Current Policy Date: 16th September 2025

Review Every 3 years

Date of next Review: September 2028



CURRICULUM POLICY

Vision

Together we encourage young minds through creative play and curiosity.

At Victoria Park we believe that a child's early years are the foundation for a lifetime of learning. Our vision is to create a vibrant and stimulating environment where children feel empowered to explore, discover, and grow. Through a rich curriculum that centres on creative, child-led play and curiosity, we aim to ignite a passion for learning that will stay with them for life.

Values

Our curriculum is built on five core values that guide every interaction and activity. We strive to ensure every child feels:

- **Happy:** We create a joyful and positive atmosphere where children can be themselves, laugh, and find delight in learning.
- **Safe:** We provide a secure and welcoming environment where children feel confident to take risks and try new things.
- **Nurtured:** We offer gentle guidance and personalised support to help each child thrive emotionally, socially, and intellectually.
- **Valued:** We celebrate each child's unique personality, strengths, interests and contributions, fostering a strong sense of self-worth.
- **Fun:** We believe that learning should be an adventure. Our curriculum is designed to be engaging, playful, and full of exciting discoveries.

Aims and Objectives

Our curriculum aims to:

- **Promote Holistic Development:** We focus on the whole child, supporting their physical, cognitive, social, and emotional growth.
- **Encourage Creative Expression:** We provide opportunities for children to express themselves through art, music, dance, and imaginative play.
- **Foster Curiosity and Critical Thinking:** We design activities that encourage children to ask questions, explore ideas, and solve problems independently.
- **Develop Social and Emotional Skills:** We help children build positive relationships, learn to share, and understand their own feelings and the feelings of others.
- **Prepare Children for Future Learning:** We lay a solid foundation of key skills, such as language, literacy, and numeracy, in a way that is natural and engaging for young children.

Curriculum Implementation

Our curriculum is based on the Early Years Foundation Stage (EYFS) framework, which sets the standards for learning, development, and care for children from birth to five. We implement the EYFS through a blend of child-led and adult-led activities.

- **Child-Led Play:** We believe that play is a child's most important work. Our environment is thoughtfully designed to provide open-ended resources and provocations that encourage children to follow their own interests and make their own discoveries. Staff members act as facilitators, observing children's play and extending their learning through gentle questioning and support.
- **Adult-Led Activities:** We plan a variety of engaging adult-led activities to introduce new concepts, skills, and experiences. These are presented in a fun and interactive way, such as through story time, group singing, art projects, and outdoor explorations.

Our curriculum is flexible and responsive. We use an "in the moment" planning approach, which means we adapt our activities based on the children's current interests and needs. This ensures that learning is always relevant and exciting.

Assessment and Partnerships

We continuously observe and assess each child's progress to ensure they are meeting their developmentally appropriate milestones. This is done through:

- **Observation:** Staff members make regular observations of children's play and interactions. This includes a settling in observation and wellbeing and involvement observations when they first start.
- **Learning Journals:** Each child has an online learning journal to document their unique journey and accomplishments.
- **Developmental checks for 2-year-olds in the child's first term.**
- **Termly Every Child A Talker (ECAT) observation.**
- **Termly summative assessments:** We assess against the prime areas of learning which are defined as:

Personal, Social and Emotional Development (PSED)

Communication & Language

Physical Development

In the last term before a child moves to primary school we also assess against the specific areas of learning, which are defined as:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

- **Transition reports:** Every child will receive a transition report when moving rooms or moving to primary school.
- **Parent Partnerships:** We believe that parents are a child's first and most important educators. We maintain an open and collaborative partnership with families through regular meetings, and shared updates on their child's progress.

We are committed to working together with parents to ensure every child at Victoria Park receives the very best start in life.