

Preschool Curriculum Policy



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REVIEW DATES AND APPROVAL

To ensure the effectiveness of the policy, it will be closely monitored and will be formally reviewed and revised in light of any legislative or organisational changes.

This policy is reviewed by the Education & Safeguarding Committee and then approved by the Full Board of Governors (including the Chair of Governors and the Head(s)).

Last reviewed: Autumn Term 2025

Next review: Autumn Term 2026

Person responsible for review: Head of EYFS/Head of Junior School

This policy will be amended before the review date if necessary.

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1. Policy Statement

At The Grange Preschool, our nursery curriculum is designed to nurture the development, curiosity, and well-being of children aged 3–4 through a play-based, relationship-led, and child-centred approach. We aim to lay strong foundations for lifelong learning by providing meaningful, developmentally appropriate experiences that reflect each child’s needs, interests, and potential.

Our curriculum is delivered in line with the *Statutory Framework for the Early Years Foundation Stage (EYFS) (2025)*, and is tailored to meet the needs of younger learners who are still developing speech, emotional regulation, independence, and secure attachment. This policy outlines how we organise, implement, and evaluate the curriculum for our youngest learners.

2. Aims of the EYFS Preschool Curriculum

We aim to:

- Support each child to become a confident, curious, and resilient learner
- Offer rich and varied opportunities across all areas of learning through purposeful play and exploration
- Create enabling environments that encourage deep-level thinking, movement, communication, and creativity
- Promote strong, respectful relationships as the foundation of all learning
- Recognise and respond to each child’s unique learning trajectory
- Work in partnership with families to ensure continuity between home and preschool learning

3. Curriculum Framework

Our nursery curriculum follows the four guiding principles of the EYFS:

1. **A Unique Child** – recognising every child as a capable learner with their own strengths
2. **Positive Relationships** – building security and confidence through responsive, consistent care
3. **Enabling Environments** – creating rich, engaging spaces for exploration and growth
4. **Learning and Development** – ensuring children make progress in all seven areas through high-quality experiences

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4. Areas of Learning

The curriculum is structured around the **seven areas of learning and development**.

Prime Areas (central in nursery provision):

- **Personal, Social and Emotional Development (PSED)**
- **Communication and Language (CL)**
- **Physical Development (PD)**

Specific Areas (introduced through experience and exposure):

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

The **Prime Areas** are prioritised in the nursery stage, recognising their importance in laying the foundation for later learning.

5. Implementation and Teaching

We use a blended approach to teaching and learning that includes:

- **Child-led exploration** - opportunities to follow interests and develop autonomy
- **Adult-guided experiences** - purposeful provocations, modelling, and small group work
- **Responsive planning** - based on daily observations and knowledge of children's needs
- **Key person relationships** - building security that supports deeper engagement
- **Repetition and revisit** - recognising that younger children learn best through doing, repeating, and building on familiar experiences

Planning is **flexible, inclusive**, and adapted based on observation, conversation, and child response. Where appropriate, children's learning is scaffolded using strategies such as open-ended questioning, visual supports, and sensory-based experiences.

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6. Characteristics of Effective Learning

We support and observe the **Characteristics of Effective Learning** in all areas:

- **Playing and Exploring** – finding out and using what they know
- **Active Learning** – concentration and persistence
- **Creating and Thinking Critically** – developing their own ideas and strategies

These are **integral to our curriculum** and are reflected in our observations, interactions, and environment design.

7. Observation, Assessment and Planning

Assessment is ongoing, formative, and embedded into daily practice.

We use:

- Informal **observation notes**
- Photographs and learning stories in the child's **Learning Journey**
- **Parent contributions** (e.g. 'Wow' moments from home)
- **Developmental checkpoints** aligned with EYFS guidance
- Structured reflections in **team planning meetings**
- Early identification of additional needs with the SENDCo where required

- Children's progress will be tracked using the Insight tool.

Assessment informs our planning, helps track developmental progress, and supports early intervention when needed.

We **do not use data-led summative assessments** at this age but focus on each child's progress in relation to their own starting points.

8. Inclusion and Personalisation

The curriculum is adapted to:

- Meet the needs of children with SEND or medical conditions
- Celebrate and reflect children's **cultural backgrounds**, family languages, and identities
- Accommodate children with **emotional or developmental vulnerabilities**
- Honour the child's lived experience and perspective as part of their curriculum
- Ensure equity of access to all curriculum areas for every child

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We work closely with families and external professionals to ensure the curriculum is accessible and appropriate for all learners.

9. The Learning Environment

Our nursery environments are carefully designed to support:

- **Free movement** and whole-body play
- **Independent access** to high-quality resources
- **Calm zones** for co-regulation and sensory recovery
- Opportunities for **role play, construction, music, mark-making**, and small-world exploration
- Outdoor learning as **a core part of the curriculum**, not an optional extra
- Natural, open-ended materials that support creativity, exploration, and schema play