



Curriculum Policy

Curriculum:

At Ravenscroft, we believe that play is educationally powerful. The staff plan to capitalise on the basic principles of play i.e. that it is concrete, active learning that is intrinsically motivating. Using their knowledge of the curriculum, of play and of the children's developmental stages, the staff plan flexibly to combine adult focused and child initiated play situations. We aim to provide for the needs of the 'whole child' i.e. intellectual, emotional, social, physical, spiritual and moral.

The planning for children's learning is closely linked to the N.Ireland pre-school curriculum. This emphasises early literacy, numeracy and the development of personal and social skills and contributes to children's knowledge, understanding and skills in other areas. It is presented within a framework of six Areas of Learning, which are broken down into a 'stepping stone' approach.

The six areas of learning are:

Physical Development:

Aim

To promote enthusiasm, enjoyment and confidence in developing and using the physical skills of co-ordination, control, manipulation and movement.

Objectives

To provide a balanced programme of activities to support the physical development and well being of the children.

To provide sufficient space (indoors and outdoors), time and resources to allow effective physical development.

To provide time, opportunity and support for children with motor impairments or physical disabilities to develop their physical skills. If appropriate this will include working with outside agencies such as physiotherapists.

Operating Policy

The programme of activities will include such areas as hygiene, healthy eating and exercise. The programme of activities will permeate all areas of the nursery curriculum.

Confidence, self responsibility, enjoyment and enthusiasm will be developed through structured free play and adult directed activities with the emphasis on supporting individual progression.

Provision will be made for the children to manipulate large and small pieces of equipment in order to develop both fine and gross motor control.

They will be encouraged to respond physically to verbal, auditory and visual stimuli such as music, stories, pictures, etc.

The equipment will be organised in order to develop an awareness of issues of health and safety and the children will be encouraged to think about and discuss such aspects.

Skills of co-operation, turn taking and team building will be developed throughout the curriculum with adult support provided where appropriate.

Programme of Work

Programmes of work will be based upon a mixture of general and topic activities. The children may participate in such activities as an individual or as part of a group and in free play or adult directed situations.

The programme will include some or all of the following types of activity:

Movement:

Group games involving running, jumping and hopping.

Group games involving movement followed by stopping.

Moving to music.

Balancing activities and games.

Play on a range of landscapes (e.g. flat/hilly) and surfaces (e.g. grass/sand).

Sense of Space:

Role play activities giving children the opportunity to create pathways.

Giving the children the opportunity to create their own spaces (e.g. tent from blankets).

Group games that involve following or imitating.

Encourage games and activities that involve sharing resources with other children.

Discussions about body parts and bodily activity.

Singing action songs (e.g. Head, shoulders, knees and toes).

Health and Bodily Awareness

Discussions about keeping safe, fit and healthy.

Discussions about eating a healthy diet.

Encouraging children to make decisions by choosing between different types of food

Making and eating food from a range of cultures that can form part of a healthy diet.

Providing opportunities for children to talk about health issues.

Using Equipment:

Outdoor play using a variety of equipment e.g. slides, climbing frames.

Play with wheeled toys e.g. push-along trucks, tricycles, bicycles.

Practicing kicking, throwing and catching large and small balls.

Using Tools and Materials:

Sand play.

Water play.

Modelling with playdough and clay.

Painting, drawing and colouring.

Peg games and jigsaws.

Threading.

Cutting with scissors.

Dressing-up, buttoning clothes, doing up zips, etc.

Dressing of dolls.

Use of small construction toys (duplo, stickle bricks etc).

Making 'junk' models.

'Reading' books - page turning.

'Writing' with pencils and crayons.

Collage and other pasting activities.

Use of the computer keyboard.

Planning, recording and assessment

Activities for structured free play are planned on a rotational basis. Each child will have the opportunity to use all items of equipment over the course of a week period.

Topic planning takes place on a monthly or half-termly basis. Activity planning occurs on a weekly or daily basis. The topic planning and activity planning sheets used by the nursery are laid out to identify each of the seven areas of development. This ensures that Physical Development is considered whenever a topic or activity is planned.

Staff are able to observe the children and records of such observations can be made on the children's personal profile sheets.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

Language and Literacy Development

Aim

To develop, extend and enrich the skills of communication which the child has, in order to enable the child to function effectively as a member of society.

Communication, language and literacy permeate all areas of the nursery. The nursery as a whole is organised in order to promote and enhance development in communication, language and literacy, and to promote positive images and role models for the children.

Learning will be achieved via a mixture of adult directed and structured free play activities, delivered through cross-curricular activities and topic based themes.

Objectives

To provide a stimulating environment in which communication and language skills can be nurtured and developed. To provide visual, auditory and tactile experiences which will provide stimuli for all children.

Talking:

The programme of activities will provide opportunity for the children to use, explore, and develop skills in verbal communication.

The activities will support the children in forming relationships with both peers and adults in their ability to interact with others, and in the expression of thoughts and feelings. The children will experience the spoken word as a means of conveying information, sharing and receiving of ideas, and as a means of gaining insight into the world of imagination.

Listening:

To provide the children with opportunities to develop skills in listening in order to be able to process information, interact with others and begin to share in other's feelings and thoughts.

The activities will help the children to develop imagination and aesthetic awareness, and to develop the ability to respond to their own experiences and those of others.

Reading:

To foster an enjoyment of books within the children.

The activities will enable the children to develop skills in using books as a means of gathering information, and as a means of gaining and sharing pleasure.

Writing:

To provide opportunity for children to explore and develop skills in using writing as a means of communication.

The children will experience the use of writing as a means of conveying information, expressing one's thoughts, ideas and feelings, and as a means of recording and ordering facts and information.

Operating Policy

The nursery will be organised in order to facilitate the development of the following areas of language:

Talking

Listening

Reading

Writing

A programme of activities based upon structured free play and staff directed work will be implemented and there will be opportunity for the children to communicate with peers, nursery staff, other adults and visitors to the nursery.

The children will also experience the use of gesture and expression as a means of conveying information. Where appropriate, the nursery staff will support children in developing alternative strategies (such as signing) as a means of communication.

For children whose first language is not English, the nursery will offer support and show respect for the home language and culture of the child

through the use of books, pictures and other equipment which reflects and values their home language and culture. If possible parents will be encouraged to come into the nursery to share their knowledge with children and staff, and offer support to the bilingual learner.

Where there are already significant delays in the development of language when a child starts nursery (as noted by parents, health visitor, doctor, etc) or where a child does not appear to be making progress (as noted by staff and parents) then the nursery will consult with outside agencies such as speech therapists or the educational psychologist in order to ensure that the child receives the support that he/she needs.

The programme of activities will help the children to develop an awareness of how language is constructed and the children will be encouraged to listen to and form sounds and letters.

Equipment will be carefully selected to represent the nursery's commitment to equal opportunity and will provide positive images for all the children.

Programme of Work

The nursery will provide a wide range of opportunities and experiences through which language skills can be developed and promoted. These opportunities and experiences will be gained through a programme of activities based upon general and topic work. There will be a mixture of individual, group and adult directed activities which will be based upon structured play.

The programme will include some or all of the following types of activity:

Talking:

One-to-one discussions.

Group discussions.

Role play.

Reciting poems as a group.

Singing nursery rhymes as a group.

Encouraging children to make up and tell stories based on pictures.

Story telling followed by discussion about the story.

Listening:

Story telling to individuals.

Story telling to groups.

Sound lotto games.

'Sound Walks' focusing on what can be heard on a street or in a park.

Giving the children simple instructions to follow.

Asking the children to listen for a particular character or event in a story.

Reading:

Sorting and matching toys and games.

Sequencing activities.

Labelling of cubby hole boxes and other personal items with the child's name.

Story telling to individuals, following the story through the pages of a book - pointing to the words as they are read if appropriate.

Story telling to groups, following the story through the pages of a large book - pointing to the words as they are read if appropriate.

Labelling displays and other items in the nursery.

Quiet room for free play with books.

Writing:

Sorting and matching toys and games.

Sequencing activities.

Free play with paper and writing equipment.

Modelling with play-dough and clay.

Colouring..

Dot-to-dot drawings.

Pathway drawing activities.

Planning, recording and assessment

Topic planning takes place on a monthly or half-termly basis. Activity planning occurs on a weekly or daily basis. The topic planning and activity planning sheets used by the nursery are laid out to identify each of the seven areas of development. This ensures that communication, language and literacy is considered whenever a topic or activity is planned.

Staff are able to observe the children and records of such observations can be made on the children's personal profile sheets.

Samples of the children's work which relate to communication, language and literacy are kept as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

The Arts

Aim

To enable the children to express their ideas and feelings and to promote the development of the imagination.

Objectives

To provide a stimulating environment and to value originality, creativity and expressiveness.

To provide a wide range of activities that children can respond to by using their senses, developing ideas and expressing those ideas in a wide variety of way.

To provide children with sensory impairment with opportunities to experience and respond to different stimuli (e.g. sounds, objects) in a variety of ways.

The children will have opportunity to explore a wide range of materials and media which will enable them to begin to appreciate and understand the many different forms and purposes that creative activity covers.

Operating Policy

Programmes of work will be planned for each area of creative development.

The children will have access to, and opportunity to handle, equipment covering a variety of techniques and interpretations.

They will be encouraged to explore freely by themselves, with peers, and with sensitive adult input, in order to extend the knowledge and skills required to make informed choices and develop personal interpretation.

Programme of Work

The programmes of work will be based upon a mixture of general and topic activities. These will be planned to ensure a broad and varied experience is provided for the children.

The children will have opportunity to explore in an open-ended manner the properties of a wide range of materials/media. The staff will bear in mind that it is the process, and not the end product, which aids creative development.

Exploring Media and Materials:

Activities allowing children to explore and make objects using a wide variety of materials including: playdough, clay, plasticene, soap flake mix, soap snow, cornflour mix, wet and dry sand.

Collage activities such as: collaged shapes, texture collage, paper collage, paper bag puppets, paper plate faces, kites, hats, snakes, sand collage, cardboard, badges, glasses, nature garden, junk models.

Drawing activities using chalk, pastels, rubbings, felt-tips, crayons, templates.

Painting activities using a variety of techniques including: finger painting, squeeze bottle paints, paint and scrape, block painting, butterfly pictures,

twig painting, roller bottle painting, stencilling, marbling, bubbles painting, brush painting.

Printing activities including: foot prints, hand prints, clay prints, hand and knuckle prints, fruit and vegetables, roller prints, card prints, ball prints, mesh dab prints, leaf prints, sponge prints, shoe prints, car rolling.

Music

Individual free play with musical instruments,.

Group free play with musical instruments.

Moving to music.

Listening to live musicians.

Listening to recorded music.

Discussion of feelings which result from different types of music.

Singing.

Musical accompaniment to stories.

Imagination

Dressing-up games.

Home corner.

Role play with shops, post offices, doctor's surgery etc.

Imaginative play with dolls and models.

Acting out and expanding on stories.

Individual and group discussions about 'what happened next' at the end of a story.

Responding to experiences/Expressing and communicating ideas

Individual discussion.

Group discussion.

Painting and drawing.

Model making.

Role play.

Playing musical instruments and singing.

Planning, recording and assessment

Topic planning takes place on a monthly or half-termly basis. Activity planning occurs on a weekly or daily basis. The topic planning and activity planning sheets used by the nursery are laid out to identify each of the seven areas of development. This ensures that Creative Development is considered whenever a topic or activity is planned.

Staff are able to observe the children and records of such observations can be made on the children's personal profile sheets .

Samples of the children's work which relate to Creative Development are kept as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

Personal, Social & Emotional Development

Aim

To promote and develop self-esteem and self-responsibility alongside interest, understanding and value for the child's own experiences and those of other people.

Objectives

To provide the children with opportunities to observe, interact and learn about each others lives through a balanced programme of activities.

Operating Policy

When the child starts nursery, staff will work in partnership with parents in order to find out about the child's experiences, culture and home background. A profile of each child will be built up, using information supplied by parents as the starting point.

The child will be supported in developing self-esteem, through shared experiences and by being given opportunities to learn about the lives of others around them.

There will be opportunity to participate in local and wider community visits, thus developing individual and communal responsibility.

Awareness of the national and global environment will be developed through the use of visitors to the nursery (parents, grandparents, workers, etc), artefacts, books, photographs and information technology.

The children will be provided with experiences which:

- promote the development of independence, confidence and self respect;

- promote the development of responsibility for their own learning;

- enable them to concentrate and persevere in their learning and seek help when necessary;

- support them in making decisions;

- enable them to resolve conflict through negotiation;

- help them to form effective social relationships with other children and adults;

- help them to take turns and share;

- help them express their feelings;

- provide opportunity to express their opinions, and to consider and respect those of others;

- help them develop an understanding of right and wrong;

- promote the development of equal opportunities and respect for people of other cultures and beliefs;

- enable them to succeed.

In providing such experiences the adults in the nursery will:

be aware of the role models which they themselves provide for the children;

value the home lifestyle, culture and circumstances pertaining to the individual child;

share an agreed view about the nursery ethos;

encourage parents and other community members to share in the life of the nursery.

Programme of Work

A programme of experiences based upon a mixture of general and topic based activities, will be implemented.

The programme will provide the children with opportunity to work as an individual and as part of small and large groups.

It will be based upon structured play and will provide opportunity for both free-play and adult-led experience.

The programme will include some or all of the following types of activity:-

Role play and dressing up

One-to-one discussions

Group discussions

Story telling

Puppets

Games that involve -taking turns

Equal turns for all children

The following of rules

School trips.

Planning, recording and assessment

Topic planning takes place on a monthly or half-termly basis. Activity planning occurs on a weekly or daily basis. The topic planning and activity planning sheets used by the nursery are laid out to identify each of the seven areas of learning. This ensures that Personal, Social and Emotional Development is considered whenever a topic or activity is planned.

Staff are able to observe the children informally and records of such observations can be made on the children's personal profile sheets.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

The World around Us

Aim

To enable the children to develop the knowledge, skills and understanding they need to make sense of the world.

Objectives

To provide the children with first-hand experiences that encourage observation, exploration, prediction, problem solving, critical thinking, decision making and discussion.

To provide a range of indoor and outdoor activities that stimulate children's curiosity and interest.

To provide opportunities for children to become aware of the similarities and differences between themselves and other people and to understand that all people deserve to be treated with respect.

To provide support in helping children communicate and record their observations and predictions orally and in other ways (e.g. drawings or models).

Operating Policy

The curriculum will be implemented in order that the children have opportunity for practical investigation with a wide range of equipment and tools, in structured free play, individual, group and adult directed situations.

The children will be encouraged to question, hypothesise, predict and observe, and to form opinions based upon their experiences.

Programme of Work

The programme of work will take the form of a mixture of topic based and general activities. The children will be able to explore properties of materials and tools in an open-ended manner. Parental and community links will be developed to further support learning.

The programme of work will include some or all of the following types of activity:

Exploration and Investigation

Observation of objects, materials and living things with and without aids such as magnifying glasses, binoculars and microscopes.

Pictures and collages of natural scenes including animals, plants and trees.

Observation of animals and plants both inside and outside the nursery.

Free play with objects and materials that have different purposes and work in different ways (torch, egg whisk, construction toys).

Individual and group discussions about the weather and changing seasons.

Keeping daily and weekly weather charts at certain times of the year.

Structured sand play giving the children opportunities to observe and predict outcomes.

Structured water play giving the children opportunities to observe and predict outcomes.

Visits to Stormont Park and W5.

Discussion of the children's findings, allowing them to ask questions and speculate on reasons.

Designing and making skills

Using a wide range of materials and tools to make objects relating to topics, experiences and visits.

'Junk' modelling.

Collage.

Simple measuring activities.

The use of construction toys to make models and vehicles.

Information and Communication Technology

Discussion about different technological items e.g. telephones, televisions.

Role play using technological items e.g. a telephone discussion between a doctor and a patient.

Provide opportunities for children to investigate how things work by safely taking apart and reassembling technological items.

Observation of and discussion about ICT in the environment (e.g. traffic lights, mobile phones, TV aerials and satellite TV dishes).

Use of iPads.

Sense of Time

Oral history - discussions about the personal experiences of nursery staff, parents and grandparents when they were children.

Story telling based on family history.

Stories relating to events in the past.

Discussion and role play about special events such as weddings, births and festivals.

Discussions about daily routines.

Observation of changes over time (e.g. the seasons)

Investigation of items from the past and comparison with present day equivalents e.g. a modern washing machine and Victorian washing equipment.

Long term growing projects (e.g. sunflowers from seeds)

Sense of place

Discussion about different types of homes.

Visits to locations within the local environment - e.g. shops, parks, places of work.

Individual and group discussions following visits.

Provision of play maps and models to enable children to create their own environment.

Recording of visits through drawing, painting and modelling.

Discussions and stories that involve journeys - home to nursery, home to grandparents home, home to a holiday destination.

Cultures and Beliefs

Stories relating to life in other parts of the world.

Discussion about special events in children's lives such as weddings, births and festivals.

Making and eating food from different cultures.

Looking at books which show different dress, customs, language and beliefs.

Planning, recording and assessment

Topic planning takes place on a monthly or half-termly basis. Activity planning occurs on a weekly or daily basis. The topic planning and activity planning sheets used by the nursery are laid out to identify each of the seven areas of development. This ensures that Knowledge and Appreciation of the environment is considered whenever a topic or activity is planned.

Staff are able to observe the children and records of such observations can be made on the children's personal profile sheets.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

Early Mathematical Experiences

Aim

To foster enthusiasm, confidence and the development of knowledge in exploring, using and applying a broad range of mathematical concepts.

Objectives

To provide all children with broad and varied experience in which mathematical language, skills and concepts can be created, supported and nurtured.

Operating Policy

The children will have an opportunity to observe peers and adults using and applying mathematical skills and concepts in everyday situations and in nursery based activities. Maths is not seen as a separate area but rather as part of the whole curriculum and potential for developing mathematical awareness is built into all the activities provided by the nursery.

The children will have the opportunity to explore the properties of a wide range of materials in a range of contexts which will include much free play experience with, and without adult input, and experience of real life situations such as shopping, cooking, sharing etc.

Confidence and enthusiasm will be supported through sensitive adult input, which will provide for open ended questioning and the development of mathematical thinking and language.

Programme of Work

Learning will be achieved via a mixture of subject, cross-curricular and topic based activities. The curriculum will be delivered through both adult led and structured free play activities.

The programme of work will include opportunity for topic based and general activities which will encourage the children to explore, investigate and question.

Activities will involve the use of both natural and made material, selected to support the children's learning. The activities will be of a free play or teacher directed nature, and will be based upon structured play.

Where play is properly structured, and there is sensitive intervention and language input from adults, the child can gain knowledge of mathematical concepts and language in an incidental manner.

The children need many experiences of sorting, matching and comparing a wide variety of objects and materials in order that they can begin to count systematically and understand the true meaning of number. There are certain concepts which the child needs to understand, and in planning nursery activities we aim to provide the children with practical experience to enable the development of this understanding.

In planning these activities we are very much aware that each child is an individual and that not all children will grasp concepts and ideas at the same rate or level. It is of utmost importance that the child is allowed to explore and experiment before being given more structured activities - ideally there will be four stages of development in the mathematical experience of the children:-

- a. Children should be allowed to play with as many activities and materials as possible without adult intervention.
- b. Children play with materials which have been deliberately provided by the adult, in order to encourage the acquisition of certain concepts, but still without adult intervention.
- c. Children play with materials of their own choice with the active involvement of the adult.
- d. Children play with materials selected, guided and led by the adult.

The programme will include some or all of the following activities:

Shape:

Free play with a wide variety of natural objects - shells, leaves, stones, etc with language input from the teacher where appropriate.

Free play with manmade objects e.g. brick and blocks.

Model making using boxes and junk materials.

Describing and identifying shapes - first by sight and later by touch - words such as fat, thin, long, short, spiky, sharp, smooth, etc can be introduced.

Play with jigsaws.

2D patterns - printing, painting, paper cutting etc.

Collage.

Drawing around shapes.

Shapes in the environment - traffic signs, vehicles, food, etc.

Collapsing cardboard containers - looking at shapes when flat, then rebuilding.

Symmetry can be experienced on a simple level by folding paper and painting on one side only, and then reprinting by folding over the other side.

Sorting:

Free sorting according to the child's own choice.

Sorting by one attribute e.g. 'let's find all the red ones'.

Sorting by two or more attributes from a simple collection of objects e.g. 'find the blue cars' from an assorted collection of vehicles.

Sorting more than one type by one or more attributes from a mixed collection 'find the big red beads and the shiny black buttons'.

Cooking - sorting ingredients and equipment, foods we have to chew, liquids or solids, hot or cold, etc.

Art - making pictures by selecting one colour from a mixed box of collage materials, making sets of objects with a variety of materials, dividing paper into sections and sorting handprints by colour into each section.

Sand - sorting objects which have holes, handles, are large or small, etc.

Water - sorting objects which float or sink, sorting objects which hold water and those that do not, sorting the equipment by shape, size or colour.

Construction toys - sorting by colour, shape, size, texture, etc.

Stories/rhymes - choosing all the stories with pigs in them, or all the songs with frogs etc.

Imaginative play - sorting all the teaspoons from a collection of spoons, all the cups, finding clothes according to colour/size, sorting all the fruit/vegetables into colours etc.

Matching:

Teacher finds one object, child finds the match.

Matching sequences - red bead, blue bead, red bead, etc.

Matching one cup to one saucer, knife and fork to place, spoon to dish, etc.

Matching apron to activity - art apron, water apron, cooking apron.

Buttoning coats - one button to one hole.

Making patterns and copying them; both on paper and non-permanently with a variety of objects.

Matching by size, shape, texture, taste, etc.

Putting toys back in appropriate places.

Pattern:

Looking for patterns in the environment e.g. brickwork, floor tiles, animal markings, leaves and flowers.

Making patterns in painting, printing and collage activities.

Making 3D patterns with bricks and beads.

Copying and continuing patterns on paper and in 3D.

Using computer programs to create and manipulate patterns.

Ordering:

Looking at and talking about pictures which contain varying amounts of objects.

Playing with grading blocks, number pegs, grading jigsaws, stacking cups, etc.

Learning to Count:

Incidental counting of objects during the course of play

Reciting number rhymes.

Reading counting books.

Numerals:

The children can participate in counting exercise and watch the numerals being written down.

Numbers can be looked at during role play - e.g. prices in shop, numbers on stamps in the Post Office etc

House numbers can be talked about and written down.

Telephone digits can be observed.

Drawing the corresponding number symbol next to a group of objects.

Conservation:

Activities of a simple and an incidental, questioning nature - e.g. 'I wonder whose bottle holds the most water?'

Money:

Play with fake money, 'buying' items from a role play shop.

Children can accompany staff to the local shop to purchase items (eg buying their birthday cake) and observe the exchange of money for goods.

Time:

Discussion about how the children's day is divided into 'times' - playtime, story time, snack time, outdoor playtime, home time, etc.

Discussion about how adults use clocks and watches to help them know what time it is and therefore at what time, according to the clock, we have snack or go outside, etc.

Free play with watches, clocks, timers etc to help the child to recognise the role of number in telling the time and partitioning the day into times for doing certain activities.

Discussion about days of the week, yesterday, tomorrow, last week, next week, etc.

Discussion about the seasons can all help to develop a sense of awareness about time and the passage of time.

Planning, recording and assessment

Topic planning takes place on a monthly or half-termly basis. Activity planning occurs on a weekly or daily basis. The topic planning and activity planning sheets used by the nursery are laid out to identify each of the seven areas of development. This ensures that Mathematical development is considered whenever a topic or activity is planned.

Staff are able to observe the children and records of such observations can be made on the children's personal profile sheets.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.