



Learning Ladder Nursery

Curriculum, Assessment and Reporting Policy

How children learn, progress, and are supported at Learning Ladder Nursery

Aligned with the KHDA Quality Framework for Early Childhood Care and Education in Dubai

Reviewed: August 2026 | Next review: August 2027

1. Purpose

This policy explains how Learning Ladder Nursery (LLN) plans children's learning, and how we observe, assess and share progress with parents. It reflects the KHDA Quality Framework for Early Childhood Care and Education in Dubai and the vision of the Dubai Child — a confident, curious child growing in identity, language and culture.

2. Our Curriculum

LLN follows the British Early Years Foundation Stage (EYFS) curriculum, drawing on best practice from Reggio Emilia and Montessori. Children learn through a mix of child-led and adult-led play, indoors and outdoors, shaped by their own interests and pace.

2.1 The Three Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

2.2 The Four Specific Areas

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

2.3 Characteristics of Effective Learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Every child is supported by a Key Person and a peer 'Buddy', to help them feel secure and settled.

3. Reflecting the Dubai Child and Local Culture

- Arabic language, and Emirati and Islamic values and heritage, are part of everyday practice.
- Children's home languages, cultures and family practices are recognised and celebrated alongside those of others in the setting.
- Educators work with families to connect children's learning between home, the Nursery and the wider Dubai community.

4. How We Plan Learning Experiences

- Planning is shaped together with children and families, based on each child's abilities, interests and goals.
- Educators use thoughtful conversation and interaction to support children's language, thinking and problem-solving.
- Routines and the environment are adjusted flexibly in response to children's interests and any professional advice received.
- Digital tools are used only where they add genuine value, in an age-appropriate way and in line with general WHO guidance on limiting screen time for young children.

5. Observation and Assessment

Assessment helps parents and practitioners understand each child's progress and needs. Practitioners combine their own observations with insights shared by parents and Key Persons.

5.1 Ongoing (Formative) Assessment

- Practitioners observe children regularly to understand their achievements, interests and learning styles, and use this to shape everyday experiences.
- Observations and photos are shared with parents through the Seesaw app, which parents can view, contribute to and comment on.
- Journey Books capture photos and artwork celebrating each child's learning over time.
- Each child's Key Person carries out a baseline assessment soon after starting, and reviews this regularly across the year.

5.2 Summative Assessment

- Progress Check at Age Two — for children aged 24–36 months, a short written summary of progress in the Prime Areas, highlighting strengths and any areas to support, shared with parents.
- EYFS Profile — prepared in a child's final year with us, summarising progress towards the Early Learning Goals, and shared with parents.



6. Reporting to Parents

- Ongoing observations and photos via the Seesaw app, available to parents at any time.
- Regular conversations at drop-off and pick-up, and scheduled parents' evenings.
- Periodic progress updates from the Key Person.
- A written summary at the Progress Check at Age Two, and the EYFS Profile where applicable.
- Journey Books, shared with families to celebrate learning together.

Parents are welcome to contribute to their child's learning journey at any time — through Seesaw, in person or in writing — and we use these contributions to help inform our planning.

7. Supporting Transition

- We track children's progress from their starting point through to when they leave LLN.
- With parental consent, we share summary reports with the receiving school or early years setting during transition.
- A 'Primary School Readiness' questionnaire is offered to parents, followed by a conversation with the Key Person.
- We help arrange visits to and from receiving schools to support children's settling-in, where possible.

8. Our Approach to Impact

Through this cycle of observation, assessment and planning, we aim to support every child to make progress from their own individual starting point, and to build the confidence and skills that help them as lifelong learners.

9. Policy Review

This policy is reviewed regularly, and whenever the EYFS Statutory Framework or KHDA Quality Framework is updated. Last reviewed: August 2026. Next review: August 2027.