



Curriculum Policy and Programme of Learning

Date	Review Date	Headmistress	Proprietor
September 2020	September 2023	Zoe Sylvester	Brian Berkery

Introduction

Broadhurst School has a vibrant and bespoke curriculum which draws on the strengths of the current Early Years Foundation Stage whilst crucially offering the children further opportunities to develop their learning. Those pupils who are ready, will be provided with the opportunity to read and write at a younger age and to develop their mathematical skills beyond the current levels of expectation. We believe the curriculum should enable each child to experience for themselves the excitement and stimulation of discovery in education, leading them to be motivated towards higher level of understanding. We seek the highest standards of attainment for all our children and value the breadth of the curriculum we provide. We aim to foster creativity in our children and to help them become independent learners.

Our curriculum is informed by the EYFS Framework and adapted to meet the needs of each individual child. The curriculum at Broadhurst School meets the requirements set out in the Early Years Foundation Stage Framework and the guidance produced by the Department of Education and the Independent Schools Inspectorate. We aim for children to grow into positive, responsible people, who can work and cooperate with others, while at the same time, develop their knowledge and skills in order to achieve their full potential, regardless of their background, race, gender, creed or ability. Children's learning is largely independent and self selected using high quality, age appropriate resources. They will learn through purposeful play and exploration both indoors and outside. Children are supported to join in both child-initiated and adult-led activities both indoors and outside. We value a highly structured and organised classroom environment.

The Curriculum

Pupils will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development:

Prime Areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Specific Areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

The curriculum at Broadhurst School is also topic based and designed to stimulate pupils creativity and imagination whilst also offering unique opportunities to develop intellectually, emotionally, physically and socially. Children learn through a balance of play, first hand experiences, small group work, adult led activities and one-to-one daily sessions. The length of a topic may vary from 2 weeks to 6 weeks depending on the age and interests of the class. Weekly planning is informed by pupil's next steps, ensuring that learning is pitched at the right level for all pupils to make progress. Curriculum programmes, schemes of work and careful weekly planning ensures full coverage of all aspects of the EYFS Framework and allows for planned progression.

Integrated into the curriculum, pupils develop key 'Characteristics of Learning' which include:

Playing and Exploring

Active Learning

Creating and Thinking Critically

Monitoring and Review:

The Headmistress and Deputy Headmistress are responsible for the day to day organisation of the curriculum. The Deputy Headmistress monitors weekly planning and attends planning meetings, ensuring appropriate learning objectives and consistency across the year groups'.

Assessment Pathway:

The Early Years Foundation Stage Development Matters statements guide the curriculum within an understanding that pupils develop at their own rates and in their own ways. Progression is tracked through both formal and informal observations and judgements. This involves staff reaching an understanding of pupil's learning by watching, listening and interacting as children engage in everyday activities, events, experiences and demonstrate their knowledge, skills and understanding. Evidence of children's development includes observations, photos, examples of activities, children's voice/quotes, feedback from parents and staff knowledge. This is stored in each child's online 'Octopus' file. Assessment is ongoing, follows a continuum and shows each child's level of development. This continual assessment informs judgements assessed and is

moderated termly ('Octopus' progress data.) Judgements are made, identifying both individuals and groups including SEND, EAL, girls, boys and summer born.

Assessment Methods

Baseline Assessment

Within the first six weeks of School, staff complete a baseline assessment. A best fit judgment of each child's developmental age band is made in all 7 areas of learning. This assessment informs a child's achievements so far and is a foundation from which to make 'Next Steps' for children. The baseline assessment is also used as a benchmark for showing children's progress in the first term of the academic year. Teachers identify aspects of learning where attainment is particularly low at baseline. Aspects are then targeted through teaching interventions and differentiation. Staff will raise any learning and development concerns with the SENDCo.

Assessment Throughout the Year

Teachers complete a full assessment for each child's learning and development at the end of each term. This involves making a developmental judgement of each EYFS profile point within the child's age band. The level of attainment for each profile point is judged as Emerging, Developing or Secure.

'Best Fit' Judgements

A 'best fit' model is used to determine children's levels each term. All staff are aware that children develop at their own rates and in their own ways. Teachers reflect on their knowledge of each child and use any evidence they have from children's work, writing samples, observations etc. They then make a professional judgement about which age and stage best describes the child.

Expected Key Skills and Understanding:

Class 1,2,3,4 (2-3 years)	Most children are working within Development Matters bands 16 – 26 months and 22 – 36 months
Class 6,7,8 (3-4 years)	Most children are working within Development Matters band 30-50 months
Class 9 (3-5 years)	3-4 years: Most children are working within Development Matters band 30-50 months 4-5 years (Reception) Most children are working within Development Matters band 40 - 60 months and progressing to the Early Learning Goals

Observations

At Broadhurst School we use an online learning journal called 'Octopus.' Staff use Octopus to make observations, including photographs, of children using ipads. A chronological online learning journal is created for each child. The observations take place on an ongoing basis and include a balance of all curriculum areas, individual or group observations and adult led or self-initiated activity/play. However, this is dependent on each child and teachers taking opportunities to observe significant learning experiences when they arise. Informal observations are also made to note any progress and development. Children's quotes are transcribed whenever possible as this gives insight into a child's thinking, understanding, vocabulary and

language development. Learning and development in the Characteristics of Effective Learning is also logged in 'Octopus'.

Adult Led Learning

Children engage in whole class formal teaching sessions (Carpet Time), small group work and one-to-one activities (Table Time). Work is assessed following the School 'Feedback and Marking Policy' (See Broadhurst School Feedback and Marking Policy.)

Parent Partnerships

We have an open-door policy with parents/carers at the start and end of each daily session. Parents may also make appointments to meet with the class teacher (key person) at any time, in person or via telephone, to discuss their child's progress. We value the contribution parents make to their child's progress and encourage them to share information about their child's learning and development at home. Teacher's use information communicated by parents to inform developmental judgements and assessments. We regularly keep parents informed of their child's level of progress by:

- Parents' evenings twice per year
- Written progress reports twice per year
- Informal verbal feedback on a regular basis

Moderation

'Octopus' data is moderated at the end of each term. Data is analysed to identify groups of children including, SEND, EAL, boys/girls, summer born, high achievers and low achievers. Findings from analysed data is used to inform next steps for individuals and groups of children and informs whole School attainment targets and curriculum development.

Scheme of Learning

Prime Areas

Communication and Language

Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Listening and Attention: Children learn to listen to each other and adults individually and in small and large groups. They listen to and join in with stories and rhymes every day with enjoyment and relevant responses.

Understanding: Children develop understanding of language through their play and exploration. They respond to questions; explore, predict, explain, describe. They also learn to follow instructions to extend their learning.

Speaking: Children are given a rich range of real experiences and activities to talk about. They take part in planning, predicting and recalling activities, enabling them to talk about past experiences and plan the future.

Key Learning Experiences:

Singing familiar songs and nursery rhymes
Listening to familiar stories/nursery rhymes and recalling repetitive phrases/refrains
Language games (staff to model language)
Discussion picture cards and objects e.g. 'What's in the box?'
Opportunities for discussion at story time
Learning greetings in different languages during register
Exposure to non-fiction texts related to topics, extending children's vocabulary
Retell traditional tales using props or story sequence cards
Opportunities to share their thoughts and ideas e.g. 'Show and Tell'

Physical Development

Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and Handling: learning and improving skills of coordination, control, manipulation and movement in large and small movements e.g. climbing, jumping and using pencils and scissors.

Health and self-care: Children learn about the importance of good health, physical exercise and healthy diet. They enjoy the outdoor environment every day including a wide range of play activities. They learn to manage their own hygiene and personal needs, e.g. hand washing and toileting routines.

Key Learning Experiences:

See Broadhurst School Physical Development Scheme of Work

Fine motor skills are developed early and children are supported to use an effective pencil grip, write their name and use correct letter formation.

Balance, coordination skills and core stability with 'Creative Movements'

Supported toileting and toilet training

Support with washing hands, eating at meal times, putting coats on etc

Children learn where their peg and classroom tray are

Gross motor skills, primarily outside, including balancing, climbing, running, jumping, core stability, playing with balls and hoops, riding bikes, climbing frames etc.

Large scale mark making outdoors i.e. chalkboard for gross motor control

Malleable materials play

Mark making tools

Construction materials – experiment building with a range of small and large scale construction sets

Opportunities for children to pour their own drinks at snack and lunch time

To use cutlery independently and respond to healthy eating at meal times

Physical Development sessions – Creative Movements, Dance and Movement/Yoga sessions with the Deputy Headmistress

Develop skills with one handed tools e.g. scissors

Developing spatial awareness – travelling, balancing, moving around obstacles

Learning about our bodies and what happens to our bodies when we exercise

Personal, Social and Emotional Development

Including Personal, Social, Health and Economic Education, British Values and Spiritual, Moral, Social, Cultural Studies and Relationships Education

Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Making relationships: Broadhurst School provides a happy, safe and secure environment where children feel valued and respected. Children form positive relationships and learn to work and play together cooperatively.

Self-confidence and self-awareness: We create a warm and welcoming environment where children grow in independence and are excited about learning. They learn to speak in a group, to express their ideas and to make choices.

Managing feelings and behaviour: Children learn about their emotions and the feelings of others. They use appropriate behaviour, take turns and share.

Key Learning Experiences:

See Broadhurst School Personal Social Emotional Development Scheme of Work and Pastoral Care Curriculum

Listening to stories about feelings/emotions and social stories to support behaviour

Exploring feelings and emotions – visuals and introducing vocabulary, support children to show comfort to one another

Supporting children to explore their environment

Building relationships with teachers and peers

Turn taking games

Circle time games

Singing favourite nursery rhymes

Supporting children to play cooperatively e.g. using sand timers to take turns

Cooperative play e.g. construction, role play, small world play

Showing positive behaviours with support

Experiences to care for the environment and living things e.g. hatching chicks in school

Supporting children to be independent learners and make their own choices i.e. areas of the classroom

Following boundaries and routines

Discussion about different festivals and celebrations

Opportunities to talk about their favourite things e.g. food, toys, topics etc

Healthy eating – see PSED scheme of work

Road safety – see PSED scheme of work

Fire safety e.g. fire evacuation practice, fire fighters, visiting the fire station

Exploring emergency services e.g. visit to the fire station

British Values/ Spiritual Moral Social Cultural studies/ Prevent/ Personal, Social, Emotional, Economic and Health Studies – See Personal Social Emotional Development Policy and Scheme of Work

Specific Areas

Literacy

Learning involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, nursery rhymes, and other written materials) to ignite their interest.

Reading: Children learn the skills they need to read from a very early age. They will become familiar with print and talk about their favourite books and characters. We use the Jolly Phonics actions to help the children develop their phonic knowledge. Children learn to say, hear, recognise and write letters through an integrated approach.

Writing: Children are encouraged to develop an interest in mark making through a range of different mediums including gross motor and fine motor skills. From each child's start at Broadhurst, children are introduced to developing their pincer grip. Later they will start to make letter shapes that are in their names and from other words of interest to them. They will develop the skills to write what is meaningful to them and will be able to read it back to others.

Key Learning Experiences:

See Broadhurst School Literacy Programme and Phonics Programme

Introduction to phonetic alphabet and reading skills through adapted phonics scheme

Listening to sounds/sound discrimination – environmental sounds, body percussion, instrumental sounds

Opportunities to hear, say, match initial sounds in words

Developing reading skills and introduction to reading scheme

Alliteration activities e.g. 'silly soup'

Correct letter formation

Developing the understanding that print has meaning and exploring writing for a purpose/meaning

Listening to stories and non-fiction texts with attention and recall

Looking at books independently with care and turning pages

Children learn to recognise their name and then to write their name

Mark making using a range of media

Rhyme and rhyming words e.g. hearing rhyme in stories/nursery rhymes, rhyming activities, following a rhyming string

To say what marks they make mean

Spot the difference pictures/activities

Opportunities for children to develop and tell their own stories

Opportunities to role play stories in play e.g. traditional tales

Writing skills, sentence structure, writing in various genres – as developmentally appropriate

Mathematics

Learning involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Number: Children learn to count reliably, order numbers, calculate, problem solve and use mathematical language.

Shape, Space and Measure: Children explore weight, capacity, position, distance, time and money using practical resources. They will learn to explore, recognise, create and describe patterns and shapes.

Key Learning Experiences:

See Broadhurst School Mathematics Scheme of Work

Counting verbally and reliably to 3, then, 6 then 10, 20 and beyond – counting songs etc.

Order numbers 0-6, then 0-10 and beyond.

Counting out objects with one to one correspondence - use of counters, picture cards etc

Number recognition

Matching digit and quantities

Number formation

Understanding and identifying one more and one less by quantity and numeral

Beginning to add and take away two single digit numbers practically e.g. using a tens frame

Beginning to count on or back from a number e.g. use of a number line

Simple problem solving activities/tasks – including in small group/partner work

Shape e.g. recognising shapes around the room, in books, in the environment, properties of shapes, flat shapes, solid shapes, names of shape

Colours – naming colours and shades of colour (light/dark)

Pattern – repetitive patterns, animal patterns

Size – sequencing size, length, height

Heavy/light

Tall/short

Full/Empty including exploring different sized containers – transferring and pouring activities

Singing number songs

Time e.g. visual timetable to the day, beginning to know the routine of the day, days of the week, months of the year

Opportunities for maths through cross curricular links i.e. craft, reading, music etc.

Understanding the World

Learning involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

The World: Through a topic based approach, children explore a range of topics from around the world as well as from children's own backgrounds and interests.

People and Communities: Children talk about their own backgrounds and a variety of cultural festivals are celebrated in school. Children bring in special items from home and talk about significant events in their lives. Children explore different occupations, community and emergency services and are exposed to similarities and differences in relation to friends and family.

Technology: Children show an interest in technology and technological toys. They have opportunities to explore simple equipment and interactive touch screens.

Key Learning Experiences:

Topics include children's interests and ensure a balance of the curriculum. Topics may last up to 6 weeks.

Opportunities to talk freely about family, home and own experiences

Play with small world toys/sets

Celebrating other cultures and festivals e.g. Chinese New Year – dragons, lanterns, dragon dance, Diwali – Rangoli patterns, Diva's

Explore and listen to stories that reflect diversity

Explore weather changes and seasons

Range of fiction and non-fiction books available to explore

Opportunities to explore nature, natural materials, life cycles and growing – including real life experiences such as planting, hatching chicks or live caterpillars

Small World animals to explore how animals live, animals and their young, minibeasts

Recreate animal patterns and prints

Cooking experiences

Role play with dolls and puppets

Parents may visit and share about family cultures/festivals/celebrations e.g. reading stories, sharing photographs, read a story in a different language

Opportunities for school trips/visits e.g. Farm, supermarket, visit from a guide dog in training or dentist

Expressive Arts and Design

Learning involves enabling children to explore and play with a wide range of media and materials, as well as, providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

Exploring and using Media and Materials: Children explore a range of tools and techniques for making and constructing. A range of experiences enable children to discover colours and textures, sounds, rhythm and music, movement and dance.

Being Imaginative: Children engage in role play and develop imaginative story sequences. Children use props and build stories around toys.

Key Learning Experiences:

Music with 'Lucy Sparkles' - weekly

Creative Movements sessions – weekly

Yoga/dance and movement with the Deputy Headmistress - weekly

Exploring musical instruments and the sounds they make, creating beats and rhythms

Exploring a range of media and materials – craft activities, using natural resources, recycled materials etc.

Malleable, sensory and messy play

Opportunities to explore colour, shades of colour, how colours change e.g. mixing paints

Using colours for a purpose e.g. green grass/blue sky

Drawing skills and detail in drawings e.g. eye/eye colour, parts of the body, sky/ground etc

Dancing to cultural music

Dressing up costumes

Singing, including songs from around the world and nursery rhymes

Role play – developing storylines

Opportunities to initiate dancing, singing and making up their own songs

Small World play

Outdoor Curriculum

We value outdoor learning as an intrinsic part of the curriculum. Our overall rationale of outdoor play is to ensure that children are offered a wide range of activities while outdoors.

Opportunities for learning outdoors provides children with experiences which enable them to develop intellectually, emotionally, socially and physically. It also provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle.

Outdoor learning is enhanced by an environment that is richly resourced with activities and materials that can be adapted and used in different ways.

Broadhurst School has a safe and secure dedicated outdoor area. We operate a policy of providing an enabling environment, where children learn to use outside areas in various weather conditions. It is part of our philosophy to provide a carefully planned environment, providing opportunities for safe risks and challenge, helping children to find out about themselves and their capabilities. It also develops self-confidence and lays the foundations for a healthier lifestyle. Children have access to the outdoor 'Garden' daily.

The outdoor area is set up on a daily basis. Adults consider the following points:

- The specific purpose of the activity/resource, leading to quality play/activity
- Individual, co-operative and parallel play
- Skills, knowledge, concepts and attitudes to be acquired/developed by the children
- Appropriate use of resources
- Staff interaction, guidance and support – to be an active role model, encouraging children to explore and extend their experiences and to be independent learners
- Balance/breadth of curriculum provision
- Alteration - addition or removal of resources

- Planned outdoor activities aim to cover the seven areas of learning within the Early Years Foundation Stage.
- Safe set up and storage of equipment

Safety in the playground:

- A thorough risk assessment is drawn up which all staff read and follow
- Every morning a teacher will complete a health and safety outdoor check. Staff must look out for safety and remove any objects
- Staff outdoors must always be aware of the safety of the children in their care and be vigilant at all times
- Normal adult/child ratio should be maintained in the playground
- It is most important for staff to move around the playground constantly so that all areas are adequately supervised. If more than one adult is in the garden, each person should position him/herself in separate areas so that no area is unsupervised.
- At the end of the session the playground should be scanned carefully to ensure that no child is being left outside unsupervised.
- Hot drinks are not taken into the playground
- Water should be available for all on hot days
- All equipment should be stored away sensibly and carefully, to allow for safe and easy access on the next day
- Children's clothing should be monitored carefully e.g. unfastened buckles, scarves which are too long can easily cause accidents, particularly on wheeled toys.
- Children should be dressed appropriately depending on the weather and should wear sun hats and sun protection cream/lotion in the summer
- Children are encouraged to climb and balance on climbing equipment independently. Adults are to be aware of the level of children's abilities (i.e. age of children) and to offer encouragement whilst being aware of their safety
- Adults will encourage children to leave space between themselves and the child in front when climbing up/down climbing equipment or down the slide
- Adults should observe children carrying equipment and should be aware of the risks involved and intervene as appropriate to ensure safety

Headmistress:		Date:	
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