



CURRICULUM POLICY

Date	Review Date	Headmistress	Proprietor
June 2025	June 2028	Mrs Eilish Sleator	Mr 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 a 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 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 Early Years Foundation Stage (EYFS) is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

These four guiding themes work together to underpin effective practice in the delivery of the EYFS.

A Unique Child

We recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others. We use many opportunities, such as, praise, encouragement and celebrating achievements in circle times to encourage children to develop a positive attitude to learning.

We value the diversity of individuals within the school and all children are treated regardless of race, religion or abilities. Within our school, all children and their families are valued, and we believe that all our children matter. We give our children every opportunity to achieve their potential. When planning for their learning, we carefully differentiate activities and learning experiences by considering their range of life experiences and backgrounds. We set realistic and challenging expectations that meet the needs of each individual child.

The safety of all children in our care is paramount. We aim to educate children within boundaries, rules and limits, and help them understand why they exist. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children within our setting.

At Broadhurst School, we understand that we are legally required to comply with certain Welfare Requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

This also includes:

Inclusive Practice – See also Equal Opportunities Policy, Special Educational Needs and Disabilities Policy and English as an Additional Language Policy.

Keeping Safe – See also Health and Safety Policy, School Risk Assessments and Behaviour Policy.

Health and Well-Being – See also Safeguarding Policy

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. We aim to develop caring, respectful, professional relationships with all children and their families.

Parents as Partners

Parents are children's first educators, and we highly value the contribution that parents make. We recognise the role that parents have played, and their future role, in educating their child/ren. We believe in parental involvement within the setting and encourage parents to take an active part whilst their children are in our care.

These include and are not limited to:

Parents complete a 'All About Me' form at the start of each academic year

Parents stay with their child during the initial settling in period. Once the children are settled, they are invited to 'stay and play' on a Friday morning.

Invitation to a Welcome Stay and Play with their new class teacher at the beginning of each academic year

A weekly School newsletter is sent to parents each Friday

Throughout the academic year parents attend two parents' evenings and receive two written reports of their child's progress

Each term parents are invited to a 'Parents and Child Morning' where they can come into class and their child shares their work in their profile book with them.

Wow stars available to parents to contribute to their child's profile book, anything they particularly enjoy or are interested in/good at

Parents are invited on School trips

Full day children have a Home Reading Diary for communication regarding their child's phonics and reading progress

A Parents' Representative group runs for each class and meets periodically with the Headmistress and Deputy Headmistress

Annual events such as Sports Day and the School Summer Fayre

Parents are invited to visit their child's class to share cultural celebrations or read a story from home

Parents attend talks including Phonics, Mathematics, 4+ Assessments from HT and DHT and also from other Heads from surrounding schools

Parents are welcome to meet with their child's class teacher for individual appointments

Open door policy at the beginning and end of each school day, parents can quickly speak informally with the class teacher to relay any day-to-day messages

Class teachers use Arc Pathways to post photographs and observations of their children to parents each week to show learning journey, progress and next steps.

Parents can communicate also via Arc Pathways to share feedback, any special events or trips with child's class teacher

Key Person

The Class Teacher is the named designated 'Key Person' for each child. However, all staff involved with each child (i.e. class Assistant Teacher, Headmistress, Deputy Headmistress, and Float Assistant Teachers) also form a close, trusting and respectful relationship with all children. The Class Teacher is responsible for ensuring that each child's learning is tailored to meet their needs and for supporting parents in guiding their child's development at home.

Supporting Learning

A key feature of our provision at Broadhurst School is our support for each child's learning and development through daily one-to-one activities throughout the day and week with both the class teacher, teaching assistant and deputy head/SENCO. These activities are carefully differentiated according to the needs and ability of each child.

Enabling Environments with teaching and support from adults

The environment plays a key role in supporting and extending children's development and learning.

Observation, Assessment and Planning

Assessment plays an important part of recognising children's progress, understanding their needs and planning activities to support and extend learning and development. Staff observations inform children's achievement and interests and help to shape teaching and learning experiences for each child.

We observe each child and build up a record of each child's development. On an ongoing basis, the key teacher assesses their interests, development and learning, before planning challenging but achievable activities and experiences to extend each child's learning. These observations inform regular assessments of children's learning, and we use this information to ensure that future planning, most notably differentiation, reflects identified needs. Both the class teacher and other staff members, as appropriate, make observations, in order to build a whole picture of each child. Parents' observations or comments from home are also valued.

When a child is between two and three, we review their progress and parents/carers are given a short-written summary of their child's development, including, the prime areas of learning. This is known as the Two Year Old Progress Check. At Broadhurst School, this is the written report given at the end of the Autumn Term in Half Day/Extended Day classes. This check will identify a child's strengths and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, the class teacher should inform and liaise with the Special Educational Needs and Disabilities Coordinator (Deputy Headmistress) to develop a targeted plan to support the child's future learning and development. A meeting with the parents will be held to discuss the concerns and to recommend any external professionals e.g. a speech therapist (see also Special Educational Needs and Disabilities Policy).

Effective planning is the key to making children's learning meaningful, exciting, varied and progressive. Learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice. Adult led activities and sessions are planned as a team in each year group. The classroom free learning environment is planned by each class teacher and should always be informed by child observations and consideration of current interests, development and learning needs. All staff are involved in this effective process.

Monitoring and Review:

The Headmistress and Deputy Headmistress are responsible for the day to day organisation of the curriculum. The Headmistress and Deputy Headmistress monitor weekly planning and the Deputy Headmistress 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. Assessment is ongoing, follows a continuum and shows each child's level of development.

Assessment Methods

Baseline Assessment

Within the first two-three 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:

Pre Nursery (2-3 years)	Most children are working within Development Matters band birth-three.
Nursery (3-4 years)	Most children are working within Development Matters band three – four.
Reception	4-5 years Most children are working within Development Matters band Reception and progressing to the Early Learning Goals

Observations

At Broadhurst School we record our evidence on Arc Pathways and in profile books. A chronological learning journal is also created for each child. 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. Children's quotes are transcribed whenever possible as this gives insight into a child's thinking, understanding, vocabulary and language development.

Adult Led Learning

Children engage in whole class teaching sessions (Carpet Time), small focus group activities and one-to-one activities where required. 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
- Parent and Child Mornings
- Parents sharing cultural experiences, faiths and festivals
- Friday open mornings
- Arc Pathways

Moderation

Our 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.

The Learning Environment

The Learning Environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The environment is set up in learning areas, where children can find and locate equipment and resources independently. It also offers children the opportunity to explore, use their senses and be physically active in our outdoor area. We plan activities and resources for both the indoors and the outdoors that will help children to develop in all 7 areas of learning. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Learning and Development

Broadhurst School recognises that children learn and develop in different ways and at different rates. We understand that all areas of learning and development are equally important and inter-connected.

Play and Exploration

We value play as an essential part of children applying and demonstrating their knowledge, understanding, skills and abilities. It is an important part of children's opportunities to explore

and develop learning experiences, which helps them make sense of the world. They can try out ideas, pretend to be different people and test new information in their own way. They have the opportunity to think creatively alongside other children, as well as, on their own. Through play, children gain access to the curriculum independently, developing confidence and self-discipline. Well-planned and purposeful play, both indoors and outdoors, is a keyway in which Broadhurst School support our very young children to learn with enjoyment and challenge.

Teaching and Learning

Our overall approach to learning and development is one of dedication, excitement, anticipation and belief in what a child can do. We follow the guidelines from the EYFS and in addition offer opportunities to go above and beyond the curriculum.

We value child directed learning in a prepared environment including both specific and original resources. Our structured sessions, known as Table Time, involves hands on learning and allows each child to discover and explore through their experiences. The principle of independence, as an avenue for applying ones knowledge and understanding, form an integral part of the education offered at Broadhurst School.

In planning and guiding activities for children, we consider the different ways that children learn. The characteristics of effective teaching and learning, integrated into the curriculum, are:

Active Learning

We aim to provide opportunities for active and mental challenges, encouraging children to be engaged for sustained periods. We support children to be motivated and interested to learn. As children develop their confidence, they are able to take control, of their learning and make decisions. This provides children with ownership of their learning and a sense of pride in their achievements.

Creative and Critical Thinking

Children are given opportunities to be creative in a range of ways. We support children's thinking by offering help and encouragement. In discussion, staff engage with children to clarify ideas and extend learning by asking open-ended questions. We encourage children to problem solve their own solutions.

Playing and Exploring

Through their play, we encourage children to use their senses to explore the world around them and their environment. We encourage children to engage, giving them opportunities to represent their own experiences and following their interests. Children are encouraged to 'have a go' in their daily activities and challenges.

The Curriculum

The three areas that are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving are the Prime Areas:

Physical Development

Personal, Social and Emotional Development

Communication and Language

In addition there are four Specific Areas through which the Prime Areas are strengthened and applied. These areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

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, Attention and Understanding – Children learn to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking - Children learn to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

See Broadhurst School Physical Development Programme and Scheme of Work

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 and personal hygiene.

Gross Motor Skills - Children learn to negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills - Children learn to hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases, use a range of small tools, including scissors, paint brushes and cutlery, begin to show accuracy and care when drawing.

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.

Self-Regulation - Children learn to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self - Children learn to be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships - Children learn to work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Key Learning Experiences:

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

Specific Areas

Literacy

See Broadhurst School Literacy Programme and Phonics Programme

Comprehension - Children learn to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading - Children learn to say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing - Children learn to write recognisable letters, most of which are correctly formed. spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Mathematics

See Broadhurst School Mathematics Scheme of Work

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 have a deep understanding of number to 10, including the composition of each number. They learn to subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns – Children learn to verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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.

Past and Present - Children learn to talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities - Children learn to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World - Children learn to explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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.

Creating with Materials - Children learn to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their

creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive - Children learn to invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

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. Staff outdoors must always be aware of the safety of the children in their care and be vigilant at all times
- 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, including having water available on hot days. Hot drinks are not taken outdoors

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.

Headmistress:		Date:	
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