BROOKE PRIORY SCHOOL

CURRICULUM POLICY
ALL TEACHING STAFF AND PUPILS
(INCLUDING EYFS)

Aims

- To provide and implement effectively, the school curriculum policy which is designed to cater for all pupils' educational needs from EYFS to the end of Key Stage 2, so that all children have the opportunity to achieve their full academic potential, taking into consideration their ages, aptitudes and the individual needs of all pupils, including those identified by the school as being highly able and those with special educational needs.
- To develop a curriculum so that pupils will increasingly become independent, self-aware, confident and successful learners, developing their self-knowledge, self-esteem and self-confidence, and create an environment where all pupils are encouraged to achieve their full academic, physical, creative and spiritual potential. To provide a curriculum which respects all pupils' cultural and religious beliefs, which at the same time ensures their effective preparation for the opportunities, responsibilities and experiences of life in British society. In doing so we are actively preventing radicalisation and extremism, which is defined as the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Curriculum Design

The curriculum at Brooke Priory School is designed in accordance with the school's aims. We believe all children have the right to a broad, balanced and relevant education, which provides continuity and progression and takes pupils' individual differences, prior attainment, ages, aptitudes and needs into account.

The School should:

- Cater for the needs of all pupils, regardless of their background, culture, ethnicity, religion or belief, sex, disability or other protected characteristic. The curriculum will promote equality, inclusion and mutual respect, and reasonable adjustments will be made where necessary to ensure that all pupils can access and participate fully in school life and the curriculum.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, physically, socially and aesthetically.
- Create and maintain an exciting and stimulating learning environment.
- Build on pupils' prior experiences, skills, knowledge and understanding.
- Provide a curriculum which is dynamic and flexible and provides continuity and areas for personal progression.
- Provide adaptive learning experiences which are appropriate to each pupil's prior attainment, needs, strengths and areas for development.
- Recognise the crucial role which parents play in their child's progression and encourage parental involvement in the educational process.

- Provide opportunities for pupils to share their views about their learning and wider curriculum experiences. Pupil voice is listened to and, where appropriate, used to inform curriculum development and improvements to teaching and learning.
- Provide opportunities to celebrate success and achievement both inside and outside school.

The children should:

- Learn to be adaptable; learn how to solve problems in a variety of situations and be able to work independently and as members of a team.
- Develop the ability to make reasoned, well thought out judgements and decisions.
- Be enthusiastic and eager to put their best into all activities.
- Continue to develop a set of moral values.
- Behave in an acceptable way and, at times, take responsibility for their actions.
- Care for and take pride in the school.
- Develop tolerance, respect and appreciation for the feelings and capabilities of their friends, peers and staff.
- Develop an enquiring mind and have an opportunity to solve problems through challenging tasks and creative questioning.
- Be able to listen and read for a variety of purposes and be able to convey meaning accurately and appropriately through speech and writing.
- Use technological skills appropriately.
- Be able to communicate through various art forms.
- Know about geographical, historical and social aspects of the local environment and the wider world.
- Have some knowledge of the beliefs of major world religions.
- Develop agility, physical co-ordination and confidence through movement.
- Know how to apply basic principles of health, hygiene and safety.
- Have a basic understanding of public institutions and services in England.

Nursery and Kindergarten

See Appendix 1.

Key Stage 1 & 2

The Curriculum programme is broadly based on the National Curriculum and is taught in Form I – VI. The Schemes of work are planned to meet the needs of our children in preparation for common entrance, 11+ and senior school selection examinations. As the children progress through the school, certain lessons are taught by subject specialists. These include: Art, Design Technology, P.E., Music and Languages.
Learning takes place in a stimulating environment supported by a variety of experiences. These include the full use of the whole school environment, interactive technology, educational visits and expertise and knowledge of the wider community including:

- After school clubs and activities.
- Individual music tuition.
- Onsite and offsite school visits.

- Themed curriculum days.
- Residential visits (Forms III – VI).
- Inter-house competitions.
- Pre-prep and EYFS topic weeks.

Citizenship is both planned and spontaneous and is included as part of the PSHE curriculum.

Regulatory Context

This policy is informed by the Independent School Standards Regulations 2014, the Independent Schools Inspectorate (ISI) Inspection Framework, the Early Years Foundation Stage statutory framework and other relevant statutory guidance.

The curriculum is reviewed regularly to ensure that it remains compliant with current statutory requirements and reflects the needs of pupils at Brooke Priory School.

Areas of Experience

The curriculum at Brooke Priory school provides meaningful experience in the following educational areas: -

Linguistic

Concerned with developing pupils' literacy skills and increasing their command of language through listening, speaking, reading and writing.

Mathematical

Concerned with developing pupils' numeracy skills, helping pupils to make calculations, to understand and appreciate relationships and patterns and to develop their capacity to think logically and express themselves clearly. Knowledge and understanding will develop through practical activity, exploration and discussion.

Scientific

Concerned with increasing pupils' knowledge and understanding of nature, materials and forces, and with developing their skills of enquiry such as observing, forming hypotheses, conducting experiments and recording their findings.

Technological

Concerned with the use and development of information and communication technology, developing, planning and communicating ideas, working with tools, equipment, materials and components to produce and evaluate processes and product.

Human and Social

Concerned with people and their environment, and how human action (now and in the past) has influenced events and conditions; and with providing a broad general knowledge of British public institutions, services and world political issues.

Physical

Concerned with the development of pupils' physical control and co-ordination, as well as tactical skills and imaginative responses, and to help them evaluate and improve their performance. This includes knowledge and understanding of the basic principles of fitness and health and participation in team activities.

Aesthetic and Creative

Concerned with the pupils' processes of making, composing and inventing which are aesthetic and creative aspects to all areas of school life as they call for personal, imaginative and often practical responses.

Personal, Social, Health and Economic Development

PSHE education is taught throughout the school and supports pupils' personal, social, emotional, physical and economic development. It reflects the school's aims and ethos and promotes respect, inclusion, healthy relationships, physical and mental health, safety, responsible decision-making and preparation for life in modern Britain. Relationships education and health education are taught in accordance with current statutory requirements and guidance. PSHE also provides opportunities for pupils to develop an understanding of financial responsibility, contribution to society, diversity, equality and their role within their local and wider communities.

Promoting fundamental British values

The curriculum and wider life of the school actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils are given opportunities to understand and practise these values through the curriculum, PSHE, assemblies, school structures, pupil leadership and their relationships with others. Pupils are encouraged to respect different views and cultures, take responsibility for their actions, understand how decisions are made and contribute positively to their school and wider community. Where political issues are discussed, pupils are presented with balanced and impartial views and partisan political views are not promoted.

Assessment, Progress and Curriculum Evaluation

Assessment is an integral part of the curriculum and is used to identify pupils' strengths, areas for development and next steps in learning. Teachers use assessment information, including pupils' prior attainment and ongoing formative assessment, to inform planning and adapt teaching to meet pupils' needs.

Assessment is used to monitor pupils' progress and attainment across the curriculum and to ensure that pupils are making good progress according to their individual abilities. Where assessment identifies that a pupil requires additional support or greater challenge, appropriate adaptations are made to teaching and learning.

Leaders evaluate the effectiveness of the curriculum through a range of evidence, including assessment information, pupil progress, work scrutiny, lesson visits, pupil voice and subject leadership review. This helps to identify strengths and areas for development and informs curriculum planning and school improvement.

Subject leaders regularly review the implementation and impact of their subject curriculum through the school's subject development planning process. This ensures that pupils build knowledge and skills progressively and that curriculum provision remains appropriate to their needs.

Appendix 1.

Early Years Foundation Stage
Curriculum Policy

Characteristics of Effective Teaching and Learning

The characteristics of effective teaching and learning are statutory and are referenced in the EYFS (2023).

They are referred to in the Overarching Principles section on page 6 and section 1.15 states that:

'In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things'

The emphasis on how children learn has huge potential to transform early years practice and empower children as confident, creative lifelong learners. Research demonstrates these characteristics can be supported or hampered by the experiences children encounter. In the best EYFS provision, children are encouraged to follow their interests, make independent choices about their learning, and are supported to develop their thinking skills through skillful adult interactions.

Aims and Objectives

Through promoting high standards and creating a nurturing and safe environment, the staff at Brooke Priory will enable children to -

develop a love of learning and grow in confidence through a stimulating, enabling environment

develop social, communication and emotional skills to build positive relationships and to become increasingly independent

develop coordination, control and movement and to understand the importance of physical activity and healthy living choices.

The curriculum in the Nursery, Pre-School and Kindergarten at Brooke Priory, working in partnership with parents, promotes the learning and development of all children to ensure they are ready for the next stage of school. The Early Years Foundation Stage statutory framework is used as the basis for the curriculum and seeks to provide a balance across the seven areas of learning, covering both the prime, development-based areas and the more academic specific areas. As children grow and develop, the emphasis changes so that the children achieve a secure foundation of skills and knowledge needed for more formal learning at key stage 1. We respect the principle that every child is unique and that they develop and learn at different rates and in different ways. The curriculum is child-centred and all activities encourage the children to use their initiative and to explore and experiment. Their interests are taken into account. Observation informs planning to ensure activities are differentiated appropriately and target setting is individual.

The EYFS learning and development requirements comprise:

· the seven areas of learning and development implemented through planned, purposeful play and through both child initiated and adult led activities. The three areas of effective learning - playing and exploring where children investigate, active learning where children persevere and critical thinking where children make links and develop strategies - are reflected in practice.

· the early learning goals, which summarise the knowledge, skills and understanding that all children have gained by the end of the Kindergarten.

· the assessment requirements which ensure transition to Form I is as smooth as possible and parents are fully informed.

The Prime Areas of Learning are as follows:

Communication and Language - children are given opportunities to experience a rich language environment to develop confidence in expressing themselves and to speak and listen in a range of situations.

Physical development - children are helped to develop their co-ordination, control and movement - outside, for example through play and climbing in our adventure playgrounds and inside, for example from mini gym to more formal P.E. lessons. We have specialist P.E. teachers who work with the children alongside our EYFS staff.

They handle tools such as pencils, paintbrushes and scissors, learn to manage their personal needs and about healthy eating.

Personal, social and emotional development - children develop their self-confidence, to share, to manage feelings and to show respect to others. We promote responsible behaviour through adult modelling, through the School Values and through circle times. Children in the Kindergarten have Golden Time. Stickers and certificates are used to reward positive behaviour as well as achievements (further details of the Rewards Policy at Brooke Priory can be found in the Behaviour Policy).

The Specific Areas of Learning are as follows:

Literacy - children are given access to a wide range of reading materials and are encouraged to link sounds to letters. RWInc is introduced and children are given individual reading books, sounds packs and key word packs when they are in the Kindergarten.

Mathematics - children are provided with opportunities to develop skills in counting, calculation and problem solving as well as describing shapes, spaces and measure.

Understanding the World - children are given opportunities to explore, observe and find out about people, places, technology and the environment, for example, we have visitors and outings throughout the year including a visiting theatre company and professionals who help us. The children use the laptops in the library and everyone loves Welly Days at Brooke.

Expressive arts and design - children use what they have learned about media and materials to represent their own ideas imaginatively through art, music, dance, role play and stories. We have a specialist music and dance teacher to further broaden the children's experience.

Assessment

Assessment is on-going and is used to inform planning as well as providing a record of each child's progress and achievements. Parents are kept fully involved with Tapestry and, where milestones are not

being met, health or other education professions are called upon for support. In the Kindergarten, there are assessments built into RWInc.

Formal assessment:

- Progress check at 2 years old
- The Early Years Foundation Stage Profile - moderated by the local L.E.A. at the end of Kindergarten

Form 1 teachers must be given a copy of the Profile report. Kindergarten teacher(s) will provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning. These should help inform a dialogue between Kindergarten and Form 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Form 1.