

Staff: February 2024

Governors: February 2024



Curriculum Policy

Brookland Infant and Nursery School

Statement of intent

At Brookland Infant and Nursery School, we value children's education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling children to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to children's progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SMT.
- Communicating the agreed curriculum to the Governors on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of children termly and reporting these results to the governors.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.

- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with teachers in the year group.
- Creating weekly lesson plans in collaboration with teachers in the year group and sharing these with the SMT where required.
- Collaborating with the Inclusion Leader to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the Inclusion Leader and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able children are given additional, more challenging work to celebrate their talents.
- Celebrating all children's academic achievements.
- Monitoring the progress of all children termly and record this on Routemap.
- Working to close the attainment gap between academically more and less able children.

Subject leaders are responsible for:

- Providing strategic leadership and direction for their subject.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within their subject
- Providing efficient resource management for their subject.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for children in need so that everyone can have full access to the curriculum.

The Inclusion leader is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring children receive the additional help they need.
- Liaising with external agencies where necessary to ensure children who require additional support receive it.

Curriculum Intent

Everyone at Brookland Infant and Nursery School recognises that our curriculum has to be broad and balanced, offer children opportunities to grow and make progress as individuals from whatever their starting points may be. We believe that childhood should be a happy and investigative time, where curiosity and a thirst for new experiences and knowledge is nurtured.

We want our children to develop the necessary skills, knowledge and understanding to think and

act in ways that will enable them to engage in the culture in which they live and to understand and appreciate the cultures of others.

We believe that learning should be memorable, hands on, active and challenging. We also want to develop children's subject specific knowledge, understanding and skills. Therefore, at Brookland Infant and Nursery School we provide a rich ambitious learning environment, both inside and outside the classroom, which is conducive to high quality teaching and learning and inspires a love of learning.

We celebrate and welcome differences within our diverse school community. It is our school's intent to maximise the potential of all children and so our curriculum is tailored to the needs of our children; one which overcomes potential barriers to learning that we as a school identify.

Our children benefit from the outstanding parental support they receive to develop their English and Maths skills. Therefore, we need to further develop our children's ability to apply these core skills across all curriculum subjects. This is why at Brookland Infant and Nursery School we implement a cross curricular approach. This enables our children to make meaningful links with their learning, to deepen their knowledge, inspire them to learn more and help them to remember more.

Our Brookland Values (Courage, Respect, Friendship, Tolerance, Honesty and Responsibility) in conjunction with our curriculum enables our children to make a positive contribution to their community and wider society; preparing them for life beyond our school.

Children leave Brookland Infant and Nursery School with the behaviours that they need to succeed in the world. They will be confident and successful lifelong learners.



At Brookland Infant and Nursery School we want our children to develop the following basic skills:		
	- To speak clearly and convey ideas confidently. - To read fluently and develop a love for reading. - To communicate ideas in writing efficiently and effectively. - To calculate efficiently and apply skills to solve problems. - To use new technologies confidently and purposefully.	
Our Curriculum at Brookland Infant and Nursery School is....		
Creative: - Inclusive, exciting and engaging. - Stimulates creative thinking and problem solving. - Develops effective communication skills. - Discovers, nurtures and celebrates children's talents.	Ambitious: - Ensures children seek out and enjoy challenges. - Teaches resilience and the ability to persevere. - Promotes independence and motivation. - Develops the ability to self-reflect and know how to move forward. - Fosters enthusiasm and a love of learning.	
Curious: - Encourages questions to be asked to extend thinking. - Enables ideas and experiences to be connected to help make sense of the world we live in. - Supports British Values and our School Values. - Practical, memorable and fun.	Healthy: - Encourages a mentally and physically healthy lifestyle. - Nurtures and supports social and emotional development. - Encourages collaboration with others.	

Curriculum Implementation

Our curriculum provision and content ensure our children become literate, numerate, technologically capable and it also enables our children to become creative, curious, ambitious and healthy learners: our 4 learning principles.

Our curriculum starts with the EYFS Framework (supported by Development Matters) and the National Curriculum, and is designed to broaden outwards to build on our context and incorporate the needs and interests of our children.

In the early years topics are driven by the children's interests and are adapted weekly. In KS1, half termly topics are used to provide a context for the children's learning ensuring there are links and opportunities for children to build on prior learning each year in a meaningful way to meet the needs and interests of all our children. We use the zones of regulation alongside other strategies to teach our children how to self-regulate, ensuring they are ready to learn. Our lessons include first hand experiences, many opportunities for discussion, outdoor learning, enquiry and independence. We draw on our community to enrich these learning experiences through external visits and visitors and parents coming into school.

We use the following resources to support the teaching of the curriculum:

- The EYFS Statutory Framework for Nursery and Reception aged children supported by Development Matters
- The National Curriculum for Year 1 and Year 2 (KS1)
- The White Rose Maths programme for Reception and KS1
- Little Wandle Revised Letters and Sounds phonics programme
- Jigsaw: A Mindful Approach to PSHE for KS1
- Charanga music scheme for KS1
- GetSet4PE scheme for PE for KS1
- The Barnet agreed RE syllabus for KS1

Our curriculum is also enhanced with opportunities to learn from:

- outdoor learning experiences in the school grounds and local area
- events in the community
- a wide variety of after school clubs
- visitors and workshops in school
- themed day and weeks
- organised educational visits

Curriculum Impact:

Our curriculum places the learner at the centre of all that we do. We think about the experience of each learner and how we can as educators, deepen their knowledge and inspire them to learn more and help them to remember more.

Children leave Brookland Infant and Nursery School with the behaviours that they need to succeed in the world. They will be confident and successful lifelong learners equipped with strategies to overcome barriers to make progress.

Our children grow into creative, curious, ambitious and healthy children. In addition to this, our intended overall impact is that children will be academically prepared for life in their next phase of learning.



At the end of Brookland Infant and Nursery School our children:			
	• Speak clearly and convey ideas confidently. • Read fluently and have a love for reading. • Communicate ideas in writing efficiently and effectively. • Calculate efficiently and apply skills to solve problems. • Use new technologies confidently and purposefully.		
Children at Brookland Infant and Nursery School are...			
Creative Learners, <i>How the children express themselves:</i> • Express themselves through art and music. • Think creatively and use their imagination. • Communicate effectively.		Ambitious Learners, <i>How the children demonstrate positive learning behaviours:</i> • Be resilient and persevere. • Reflect on their learning. • Challenge themselves and solve problems. • Be confident and independent.	
Curious Learners, <i>What the children learn and how it links to their understanding of their place in the world:</i> • Ask questions, generate ideas and explore possibilities. • Care for their environment and the wider world. • Recognise and understand that everyone is different.		Healthy Learners, <i>How the children ensure they are ready to learn:</i> • Show respect and kindness to everyone. • Keep mentally and physically safe and well. • Form good relationships with others.	

Friendship

Honesty

Respect

Responsibility

Courage

Tolerance

We measure this in a number of ways:

- Child's Voice - Children can talk about what they are learning and are excited by the experiences they have had in school through School Council, KS1 Child's Voice meetings and Let Your Child Explain sessions.
- Behaviour - Children are well behaved and show care and concern for others.
- Working with parents as partners - we share children's progress with parents, we ask for parent views, we provide parent workshops and newsletters, we value parent involvement in their child's learning journey. We also let the children talk about their learning with their parents through "Let Your Child Explain" sessions every half term.
- Readiness for next transition point - Children are confident socially and emotionally to move to the next phase of their learning.
- Progress & Attainment - We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential when considering children's varied starting points. We measure progress and attainment carefully using a range of materials but always consider Age Related Expectations. Termly pupil progress meetings ensure effective interventions/strategies are used for individual children or identified groups of children who are at risk of not making expected progress or meeting Age Related Expectations.

EYFS

The Foundation Stage covers children's education and development from birth to 5 years. This includes Foundation 1, which we call Nursery, and Foundation 2, which we call Reception.

Brookland Infant and Nursery school aims for children to be confident, independent learners. We want them to believe in their unique self and we recognise that all children develop at different rates. We offer a language rich curriculum that ignites children's curiosity and enthusiasm for learning. This builds their capacity to learn to form relationships, interact positively with others and thrive. We understand that play is central to a child's learning and this is at the heart of our EYFS curriculum.

Child Centred

- Well-rounded, kind and happy individuals who are curious and creative and become ready to succeed in an ever-changing world.

Our Environment (indoor and out)

- Stimulating, exciting, safe, challenging, hands on, memorable experiences, purposeful and meaningful activities based on children's interests.

Parent Partnership

- Warm, positive and supportive partnership by working collaboratively with parents/carers.

From their own starting points, children will make good progress academically and socially, developing a sense of themselves so that they are well prepared for the transition into KS1.

The Early Years Foundation Stage Curriculum

PRIME AREAS OF LEARNING

Personal, Social and Emotional Development

Self-Regulation

Managing Self

Building Relationships

Communication and Language

Listening, Attention and Understanding

Speaking

Physical Development

Gross Motor Skills

Fine Motor Skills

SPECIFIC AREAS OF LEARNING

Literacy

Comprehension

Word reading

Writing

Maths

Number

Numerical Patterns

Understanding The World

Past and Present

People, Culture and Communities

The Natural World

Expressive Arts & Design

Creating with Materials

Being Imaginative and Expressive

We plan a range of learning experiences to help children develop in all of these areas of learning. We encourage and promote opportunities to allow children to express the characteristics of effective learning in their play.

Our provision for learning is linked directly to children's interests and curiosity. This provision supports the development of the skills they need to work towards the Early Learning Goals at the end of their Reception year at school. Feeling safe and secure is crucial to each child's learning.

KS1

In KS1 we follow the National curriculum 2014 at all times throughout the academic year. We ensure every child in KS1 has access to the following core subjects:

- English (reading and writing)
- Maths
- Science
- RE
- PSHE

We will also ensure children have access to the following foundation subjects:

- Art and design
- Computing
- Design and technology (D&T)
- Geography
- History
- Music
- PE (including swimming from Reception onwards)

Details of what is included in the curriculum for each subject can be found on our website in the specific subject pages. On each page is the intent, implementation and impact of that subject displayed in the subject story.

Equal opportunities

The school will not discriminate against, harass or victimise any child, prospective child, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any child or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SMT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

Supporting children with SEND

Children with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEN and Inclusion Policy.

Children with SEND will not be discriminated against in any way and they will have full access to the curriculum. If this is not possible, we will ensure to adapt the curriculum to suit the needs of the child.

The progress of children with SEND will be monitored by teachers and reported to the Inclusion leader. The Inclusion leader will work closely with teachers to help them break down any barriers children with SEND have to education.

