

COGNITA



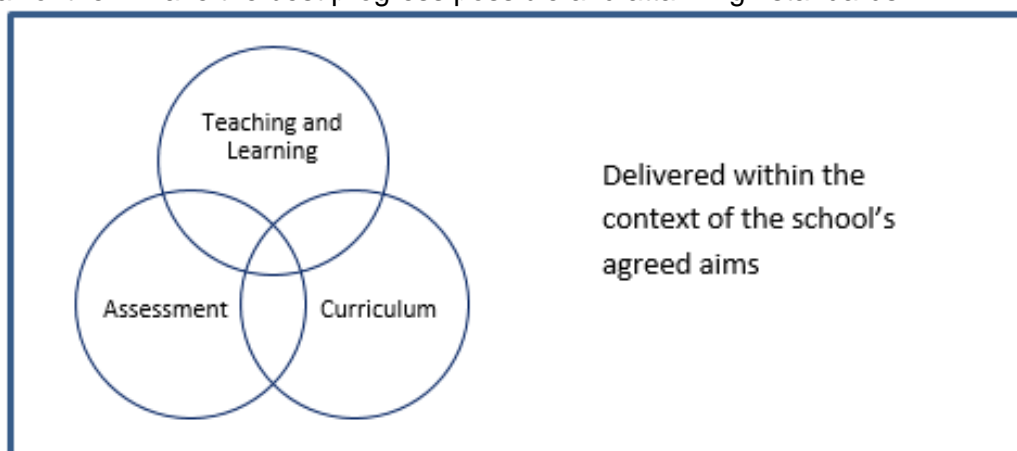
**North Bridge House
Nursery**

Curriculum Policy

September 2018

1 Introduction

- 1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:
- To celebrate each child as an individual
 - To have a happy school with a friendly, family atmosphere
 - To provide a secure and nurturing environment where children learn tolerance, consideration and respect for others
 - To help every child fulfill their potential through dedicated and inspirational teaching
 - To educate the whole child by offering a wide variety of academic, sporting and extra-curricular activities
- 1.2 This policy applies to all pupils, including those in the Early Years.
- 1.3 We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.



- 1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite of education that underpins all successful schools and includes Teaching, Learning and Assessment as in the following model:
- 1.5 We aim to provide a curriculum to develop pupils who love learning. We understand that the curriculum, both within taught lessons and beyond them, and in everything we say and do, should create an environment where academic risk-taking, questioning and debating, challenging thinking and the freedom to learn from mistakes are all encouraged.
- 1.6 Our curriculum offers all pupils the opportunity to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of education. We intend that our curriculum should imbue in our pupils:
- A passion for life-long learning;
 - A capacity for independent and critical thinking;
 - Self-awareness, self-regulation and resilience;
 - Self-confidence without arrogance; and
 - Genuine interests that extend beyond the confines of the classroom.
- 1.7 British values, which are; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted in every aspect of school life.

- 1.8 Our curriculum is compliant with the following regulatory requirements as outlined in the Independent School Standards:

The written policy, plans and schemes of work:–

- (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and*
- (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.*

For the purposes of paragraph the matters are:

(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act (1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;

(b) that pupils acquire speaking, listening, literacy and numeracy skills;

(c) personal, social, health and economic education which:

- (i) reflects the school's aim and ethos; and*
- (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);*
 - o *where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;*
 - o *that all pupils have the opportunity to learn and make progress and*
 - o *effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.*

2 Taught Curriculum

- 2.1 The Early Years Curriculum at North Bridge House has been designed to inspire and motivate pupils while providing their academic, moral, creative personal and social development.

Children learn through a balance of adult and child led activities that are carefully planned around a topic based approach.

We recognise the importance of making links across the curriculum and giving the children opportunities to practise and apply their knowledge in different contexts within the continuous provision both inside and out.

- 2.1 Our taught curriculum broadly follows and, at times, goes beyond the Early Years Foundation Stage curriculum. Our pupils' progress is closely monitored and assessed across the school day and across the academic year through informal observations and internal assessments. Baseline assessments will be conducted during the first two weeks of the Autumn term. Pupil Progress Review Meetings take place termly.

Each child will have their own individual assessment monitoring form linked to the Early Years Outcomes. These assessments will be ongoing and updated regularly and evidence of children's work will be collated by key people and used to complete children's personal learning Journals.

The information collated from observations, focus groups and the learning journals will be discussed regularly in teams and used to update the individual assessment monitoring form throughout the year. This form will help practitioners to plan next steps or identify any needs for additional support.

Learning journals and individual assessment monitoring forms will be used to make best-fit judgements about whether a child is showing typical development for their age, may be at

risk of delay or is ahead for their age. Additionally, the learning journals at the end of the year will provide evidence to show whether the Early Years Outcomes have or have not been met. This data will be shared with and moderated by the local authority Camden and parents will be informed on their child's end of year report.

Our pupils also take GL summative assessments (Progress Tests) at the end of Reception.

Baseline assessments in Nursery and Pre-Reception will take place in the first three to four weeks. During this period the classroom environment will be set up with planned activities that will be observed to help inform the decisions on the individual assessment monitoring form linked to the Early Years Outcomes. These assessments will be ongoing and updated regularly and evidence will be collated by key people and used to complete children's personal learning journals.

The information collated from observations, focus groups and the learning journals will be discussed and moderated regularly in teams and used to update the individual assessment monitoring form. This form will help practitioners to plan next steps or identify any needs for additional support.

- 2.2 Time awarded to each subject in each year group is visually explained in the curriculum model in appendix 1.
- 2.3 Details of how the taught curriculum is translated into subject Schemes of Work (SoW) and curriculum overviews can be found on the NBH App.
- 2.4 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all pupils are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.

3 Special Educational Needs and Disability - SEND

- 3.1 Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department whereby the needs led by the SENCO.
- 3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

4 SMSC

- 4.1 Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards. Aspects of SMSC are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. Our approach to SMSC ensures that principles are actively promoted which:
 - Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

4.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

4.3 In addition, our approach to SMSC ensures that all pupils will gain an:

- Understanding of how citizens can influence decision-making through the democratic process;
- Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others, such as the courts, maintain independence;
- Understanding that the freedom to hold other faiths and beliefs is protected in law;
- Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- Understanding of the importance of identifying and combatting discrimination.

5 Religious Education and PSHEE

5.1 Our school chooses to respond to the legal requirement in maintained schools to teach Religious Education and Sex and Relationships Education, and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Economic Education (PSHEE).

5.2 In the Early Years our PSED course is delivered to all pupils through discrete PSED lessons taught by our teachers. Many of these skills are developed daily through daily routines and adult supported play. There is however one circle time of PSED planned and taught each week based around our book led scheme that focus on strands from the EYFS curriculum. Teachers may also observe and plan additional sessions around the needs of the cohort. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, or the use of teachers with a particular interest or knowledge in a specific area.

In addition to these discrete sessions, PSED is also dealt with across the curriculum (e.g. through stories read in Literacy.) There are also centrally organised sessions which supplement the delivery in class, dealing with issues such as bullying, friendships and relationships.

6 Co-curricular

6.1 A wide range of enrichment activities supplements the timetabled curriculum. Our pupils are encouraged to take part in an extensive range of art, drama, music, sport and other activities and clubs. Regular themed days and weeks are held. These may include Book Week, Maths Week, Science Week, Anti-Bullying Week, French Week and Art Week.

- 6.2 Pupils are taken to places of interest on a regular basis. Visits, including residential opportunities, are organised annually, which help to develop independence, teamwork and responsibility in a different environment to that in school.

7 Other Opportunities

- 7.1 Our school aims to provide an education for life. Other aspects of our curriculum which enable our pupils to gain the skills, knowledge and experience to be successful adults include:

- Trips;
- Visiting speakers
- Fundraising Activities;
- Sport and opportunities to perform music and drama to a range of audiences.
- Roleplaying real life situations through play.
- Roles and responsibilities.
- Using ICT safely

8 Responsibility

- 8.1 The person with responsibility for the overview and yearly evaluation of this policy is Amy Jackson, Academic Deputy Head. However, all staff are responsible for ensuring this policy is implemented and acted on.

- 8.2 When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:
- Fulfils the aims of the school;
 - Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
 - Provides engagement and excitement for learning.

Appendix 1
Curriculum Model

<u>Year Group</u>	<u>Nursery</u>	<u>Pre-Reception</u>	<u>Reception</u>
All of the seven areas of learning will be set up daily in the Continuous Provision for children to access independently. Continuous provision will be carefully planned to meets the developmental needs of the cohort_and children will be given time to explore their learning environment independently.			
<u>Mathematics (Adult led)</u>	All areas will be accessed through the Continuous Provision. Adults will follow children during self-selected activities, play alongside and extend where needed. Provision will be carefully planned and based on the cohorts developmental needs.	<u>2x30 mins</u>	<u>4 x 30 mins</u>
<u>English (Adult led)</u>		<u>5 x 15 mins</u>	<u>2 x 40 mins</u>
<u>Phonics (Adult led)</u>		<u>2 x 20 mins</u>	<u>2x 20 mins</u> <u>2 x 40 mins</u>
<u>Topic (PSED, CL, EXAD) (Adult led)</u>		<u>2 x 30 mins</u>	<u>3 x 30 mins</u>
<u>French (Adult led)</u>	-		<u>3 x 30 mins</u>
<u>PE (including gym, games) (Adult led)</u>	<u>2 x 20 mins</u>	<u>2 x 20 mins</u>	<u>2 x 30 mins</u>
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Ownership and consultation	
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Document author (name)	Karen Nicholson, ADE
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Audience	All school staff

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Related documentation	
Related documentation	Curriculum Policy Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards



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