Brabyns Nursery School

Curriculum Policy

Created: July 2015

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This policy takes account of the following statutory legislation and guidance documents:

- **The Education (Independent School Standards) Regulations 2014**
- **Keeping Children Safe in Education (KCSIE)**
- **Statutory Framework for the Early Years Foundation Stage (EYFS)**
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance**
- **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years**
- **Equality Act 2010 & DfE Guidance on Sex and Gender in Schools**
- **Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)**
- **DfE Position Paper: Generative AI in Education**
- **Education Act 2002 & Education Reform Act 1988**

The Nursery School follows its own broad, balanced and ambitious curriculum, carefully designed to meet the needs, interests and developmental stages of all children. Our curriculum is rooted in the principles of the Early Years Foundation Stage (EYFS) Statutory Framework and is enriched by current research, best practice and our knowledge of each individual child. It provides meaningful, play-based and adult-led learning experiences that support children's progress across all seven areas of learning and development.

The curriculum is regularly reviewed and developed by subject and curriculum leaders to ensure it remains current, relevant and responsive to national guidance and educational developments. While our curriculum is not limited by the EYFS Framework, we use it to inform and strengthen our provision, adapting content and approaches where appropriate to best meet the needs of our children and community.

The school will take all reasonably practicable steps to meet the needs of children with Special Educational Needs and Disabilities (SEND), including those with an Education, Health and Care (EHC) Plan. Provision is made in accordance with the SEND Code of Practice (2015) and the Equality Act 2010, ensuring that every child is supported to access the curriculum and achieve their full potential.

Our curriculum supports children from 9 months to 5 years to develop socially, emotionally, physically and intellectually, building the foundations they need for lifelong learning. Through warm, responsive interactions, purposeful play and rich learning experiences, children develop their communication, confidence, independence, curiosity and resilience at a pace that is appropriate to their age and stage of development.

We support children to develop an understanding of themselves, their families and the world around them, while learning to build positive relationships, show kindness, respect others and develop an awareness of differences and similarities. Fundamental British Values are introduced naturally through everyday routines, play and interactions, helping children begin to understand concepts such as respect, sharing, turn-taking, fairness and making choices. Our curriculum prepares children for their next stage of learning by developing the skills, knowledge and confidence they need as they progress through the

Early Years Foundation Stage and towards starting school.

Communication and language, early literacy and early mathematics are woven throughout the curriculum. We recognise the importance of developing strong language skills as the foundation for learning. Where a child has English as an Additional Language (EAL), we value and celebrate their home language while supporting the development of English through an inclusive learning environment. Where specialist support is considered necessary, the school will work closely with parents to identify appropriate provision and provide guidance on additional support available both within and beyond the school.

The school provides full time supervised education for pupils between the ages of 9 months up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation.

Throughout Brabyns Nursery School, the curriculum provides children with rich, engaging and developmentally appropriate learning opportunities that promote progress across all seven areas of learning and development. Through a balance of child-initiated play, adult-led experiences and purposeful interactions, children develop strong communication and language, early literacy and mathematical understanding, physical development, personal, social and emotional skills, an understanding of the world, and expressive arts and design.

Our curriculum is underpinned by the Characteristics of Effective Teaching and Learning, encouraging children to play and explore, actively learn, and create and think critically. Practitioners provide an enabling environment that nurtures curiosity, resilience, independence and confidence, supporting children to investigate, solve problems, take risks in their learning and develop as motivated, reflective learners.

Learning experiences are carefully planned to reflect children's interests, individual needs and stages of development, enabling every child to make good progress and preparing them confidently for the next stage of their education.

Brabyns Nursery School is committed to promoting children's health, safety and well-being through its curriculum and wider provision. Children are supported to develop positive relationships, emotional well-being, self-regulation and respect for themselves and others within an inclusive environment where diversity is valued and celebrated. Safeguarding and the welfare of children underpin all aspects of school life, ensuring that every child feels safe, secure and able to thrive.

Aims of the EYFS Curriculum

We believe that a successful Early Years curriculum is ambitious, inclusive, and responsive to the unique needs, interests and developmental stages of every child. Our curriculum provides a broad and balanced range of rich, meaningful learning experiences that inspire curiosity, foster a love of learning and support children to become confident, capable and resilient learners.

Learning is carefully planned through a balance of child-initiated play, adult-led experiences and high-quality interactions. We value the Characteristics of Effective Teaching and Learning—Playing and Exploring, Active Learning, and Creating and Thinking Critically—which underpin our practice and enable children to develop the skills, knowledge and attitudes they need to thrive.

We recognise that every child develops at their own pace. Through an enabling environment and strong partnerships with families, we provide appropriate support and challenge to help each child make good progress from their individual starting points. Our aim is to ensure that all children develop the confidence, independence, communication skills and emotional well-being that provide secure foundations for lifelong learning and a successful transition to becoming school ready.

It is our aim for each child in our nursery school to achieve academic excellence as a natural byproduct of a rich, engaging education, while explicitly cultivating strong character traits (Character Education), core cognitive skills, resilience, adaptability, and personal values in preparation for life in modern British society.

Objectives of the curriculum:

We are committed to providing an educational environment that inspires curiosity, fosters a love of learning and provides the secure foundations upon which every child can thrive. Through rich play-based experiences, meaningful interactions and an enabling environment, our curriculum supports children to explore, investigate, create, communicate and develop the knowledge, skills and dispositions they need for lifelong learning.

Our EYFS curriculum:

- Provides every child, from 9 months to 5 years, with the knowledge, skills and experiences needed to make progress from their individual starting points and develop the confidence, independence and skills needed to become school ready and successfully transition to their next stage of learning.
- Inspires curiosity, awe and wonder through a rich, engaging and ambitious curriculum that encourages children to explore, investigate, ask questions and develop a lifelong love of learning.
- Promotes the Characteristics of Effective Teaching and Learning by encouraging children to *Play and Explore, Actively Learn, and Create and Think Critically*. Through these experiences, children develop independence, resilience, confidence, creativity and problem-solving skills.
- Offers a broad, balanced and inclusive curriculum that supports children's development across all seven areas of learning through high-quality play, purposeful adult-led experiences, meaningful interactions and carefully planned learning opportunities.
- Develops strong foundations in communication and language, early literacy and mathematics, recognising these as essential building blocks for future learning, alongside supporting physical development and personal, social and emotional development.
- Promotes children's health, wellbeing and emotional security through positive relationships, enabling environments and high-quality interactions, ensuring that every child feels safe, valued, confident and ready to learn.
- Supports children to develop independence and self-care skills, including managing personal belongings, dressing, toileting, eating and making choices, helping them develop the confidence and practical skills needed for school.
- Is responsive to children's interests, developmental needs and emerging fascinations. Practitioners observe children closely and adapt learning experiences to maximise engagement, provide appropriate challenge and support progress. Important learning is revisited and reinforced to help children practise, consolidate and deepen their understanding.
- Provides a carefully sequenced curriculum with clear progression from 9 months to 5 years, ensuring that learning builds upon children's previous experiences and knowledge and supports continuity as children move through the nursery and towards school.
- Celebrates diversity, promotes equality and inclusion, and helps children develop an understanding of themselves, their families, others and the wider world. Children are supported to value differences, show kindness and respect, and

develop a positive sense of identity and belonging.

- Promotes positive relationships and social development, supporting children to communicate, cooperate, share, negotiate, take turns, manage feelings and begin to resolve conflicts through play and everyday experiences.
- Promotes children's understanding of how to keep themselves safe through age-appropriate learning experiences, helping them recognise trusted adults, understand personal boundaries and develop safe behaviours. Safeguarding and children's welfare underpin all aspects of our curriculum.
- Promotes the Fundamental British Values in ways that are meaningful and appropriate for young children. Through everyday experiences, children learn about democracy by making choices and sharing ideas, the rule of law through routines and expectations, individual liberty through developing independence and confidence, and mutual respect and tolerance through valuing different views, cultures and beliefs.
- Explicitly embeds Character Education across the curriculum, supporting children to develop resilience, kindness, integrity, self-regulation, responsibility and a strong sense of belonging.
- Fosters strong partnerships with parents and carers, recognising them as their child's first educators. We value their knowledge, experiences and contributions and work together to support children's learning, development, wellbeing and successful transition to school.
- Provides opportunities for children to broaden their experiences through links with other settings and schools within the wider group, where appropriate, supporting children to develop confidence and experience different environments and relationships.
- Uses technology appropriately and purposefully to support learning and development, while ensuring that children's safety, wellbeing and developmental needs remain at the centre of its use. Generative AI may be used ethically by adults to support curriculum development and planning, where appropriate.
- Prepares children for the next stage of their education, with a strong focus on developing the communication, independence, self-regulation, resilience, physical skills, relationships and foundational knowledge children need to make a confident and successful transition into school.

Specialist Teaching and Enrichment

To further enhance our broad and ambitious EYFS curriculum, children participate in a range of weekly specialist-led sessions delivered by experienced practitioners. These sessions provide high-quality learning experiences that complement and enrich the core curriculum while supporting children's holistic development.

Children benefit from specialist teaching in Physical Education (PE), Music, Performing Arts, Spanish, Cookery and Forest School. Each specialist programme has been carefully planned to be developmentally appropriate and to promote the seven areas of learning within the EYFS.

These enriching experiences support children to:

- develop confidence, resilience and independence through new challenges and experiences;
- enhance communication and language through singing, storytelling, drama and learning a modern foreign language;
- develop gross and fine motor skills, coordination and physical well-being through high-quality physical education and outdoor learning;
- foster creativity, imagination and self-expression through music, movement and performing arts;
- promote curiosity, problem-solving and an appreciation of the natural world through Forest School experiences;
- develop practical life skills, early mathematical understanding, communication and healthy lifestyle habits through cookery activities; and
- strengthen the Characteristics of Effective Teaching and Learning by encouraging children to Play and Explore, Actively Learn, and Create and Think Critically in a variety of engaging contexts.

These specialist sessions enrich children's learning, broaden their experiences and help to ensure they receive a well-rounded education that nurtures their individual talents, interests and well-being while preparing them for future learning.

Equal Opportunities

The curriculum at Brabyns Nursery School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Safeguarding

Safeguarding and promoting the welfare of children underpin every aspect of our EYFS curriculum. We are committed to providing a safe, secure and nurturing environment in which children feel valued, develop positive relationships and are confident to explore, learn and thrive.

Through carefully planned learning experiences, high-quality interactions and daily routines, children are supported to develop an age-appropriate understanding of how to keep themselves safe, recognise trusted adults, manage risks and build healthy relationships. Opportunities to promote children's personal, social and emotional development, mental well-being, physical health, resilience and self-regulation are embedded throughout the curriculum and are integral to everyday practice.

Practitioners are vigilant in identifying and responding to children's individual needs, ensuring that safeguarding is at the heart of all decision-making. The Designated Safeguarding Lead (DSL), supported by the Deputy Designated Safeguarding Leads (DDSLs), oversees safeguarding practice, ensuring that statutory requirements are met and working in partnership with staff, families and external agencies to promote the safety, well-being and best outcomes for every child.

Personal, Social, Emotional Development, Health and Relationships

Our EYFS curriculum provides children with rich and meaningful opportunities to develop their personal, social and emotional skills, supporting them to build positive relationships, develop confidence and self-esteem, understand and manage their emotions, and develop a growing sense of independence and responsibility.

Children are supported to understand how to keep themselves safe through age-appropriate experiences and everyday routines. This includes developing an awareness of safe and unsafe situations, recognising trusted adults, learning how to seek help and beginning to understand how their actions can affect themselves and others. Safeguarding is embedded throughout the curriculum and is central to our approach to children's welfare and well-being.

Children are encouraged to develop healthy habits and an understanding of the importance of physical and mental well-being. Through everyday experiences, conversations, stories, role play and planned activities, children learn about healthy choices, personal hygiene, physical activity, rest and sleep, and ways to express and manage their feelings.

Relationships education is woven throughout the EYFS curriculum. Children learn about families, friendships, kindness, respect, boundaries and how to build positive and supportive relationships with others. They are encouraged to recognise and celebrate similarities and differences between themselves and others and to develop an understanding that families and communities may be diverse.

As part of our commitment to preparing children for life in an increasingly digital world, age-appropriate online safety is embedded throughout our provision. Children are supported to develop an early understanding of how to use technology safely, respectfully and responsibly, including knowing when to seek help from a trusted adult. Online safety is reinforced through everyday interactions, stories, discussions and appropriate use of technology rather than being taught solely as a discrete subject.

Our curriculum is responsive to children's individual needs, interests and experiences, allowing practitioners to address emerging issues and provide appropriate support and guidance. Through positive relationships and high-quality interactions, children develop resilience, self-regulation, empathy, respect and the confidence to communicate their needs and seek support when required.

These experiences are underpinned by the Characteristics of Effective Teaching and Learning, encouraging children to Play and Explore, Actively Learn, and Create and Think Critically. They provide the foundations for children to become confident, healthy, respectful and increasingly independent learners.

Assessment

Assessment within our Early Years Foundation Stage (EYFS) is an ongoing and integral part of our practice. Through high-quality interactions, observations and everyday experiences, practitioners continually assess children's learning, development, interests and individual needs. We use Tapestry to record significant observations, celebrate achievements and identify appropriate next steps. Assessment informs our planning and helps us to provide experiences that build on what children already know and can do, while supporting them to develop the skills, knowledge, confidence and independence needed to be school ready.

Planning is responsive and flexible, and is continually adapted to meet the changing needs, interests and developmental stages of the children. Practitioners use observations and assessments to identify next steps, plan purposeful experiences and provide appropriate challenge and support. Important learning is revisited regularly through play, routines and planned experiences, allowing children to practise, consolidate and deepen their understanding. Our curriculum is carefully sequenced to provide progression and continuity from 9 months to 5 years, with increasing opportunities for children to develop independence, communication, self-regulation, resilience and positive relationships as they approach school.

We work collaboratively to monitor children's progress and identify where additional support may be beneficial. Pupil progress meetings are held termly to review children's development against their individual starting points, developmental milestones and relevant EYFS expectations. Where a child is not making expected progress, practitioners work with parents and colleagues to identify appropriate strategies, which may include closer monitoring, targeted small-group experiences or individual support. These approaches are reviewed regularly to ensure they are supporting the child effectively.

Although we do not have a SENCo based on site, we have access to SENCo support

through the wider group. Where concerns about a child's development persist, we work closely with parents and, where appropriate, seek advice from the group SENCo and relevant external professionals. Where additional needs are identified, we make appropriate reasonable adjustments within our provision and work collaboratively with parents and professionals to support each child.

Working in partnership with parents and carers is central to our approach. We value parents as their child's first educators and encourage them to share their child's experiences, interests and learning from home. Through Tapestry and regular parent meetings, we share progress, celebrate achievements and agree next steps together. As children move towards school, we place particular emphasis on developing the independence, communication, confidence, self-care, social skills and resilience they need to make a successful transition into school.

In EYFS, we follow statutory assessment requirements, including the Two-Year Progress Check and the EYFS Profile at the end of the Reception year. Assessment information is shared with parents and, where required, with the relevant Local Authority. Our assessment and planning process ensures that every child is supported to make progress from their individual starting point and is given the best possible foundations for a confident and successful start to school.

Assessment and Data Protection (UK GDPR): All pupil assessment data constitutes personal data managed in accordance with the UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018. Assessment records are stored securely within centralised management systems. Data access is restricted to authorized educational staff. Any assessment data shared externally or with the central Bellevue Education Committee for governance and benchmarking purposes is anonymised and consolidated, adhering strictly to data minimisation principles.

English as an Additional Language (EAL)

We recognise and celebrate the rich diversity of languages and cultures within our nursery community. We have a number of children who grow up in dual-language or multilingual households, and we value the important role that children's home languages play in their identity, relationships and development.

We work closely with parents and carers to understand the languages spoken at home and use this knowledge to support each child's communication and language development. Practitioners provide a language-rich environment through songs, stories, conversations, visual prompts and meaningful interactions, adapting their approach to meet each child's individual needs and stage of development.

We encourage children to use and share their home languages and celebrate different languages and cultures within our everyday provision. Where appropriate, we incorporate familiar words, songs, books and resources from children's home experiences. We recognise that children learning more than one language may develop their languages at different rates and that their home language is an important foundation for learning

English.

Our approach is inclusive and responsive, ensuring that children who speak English as an additional language are given the confidence, opportunities and support they need to develop their communication skills, build positive relationships and become confident communicators as they progress towards school readiness.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Educational Visits and Experiences

Educational visits and experiences form an important part of our EYFS curriculum and are carefully planned to complement and enrich the themes and learning experiences explored throughout the year. Visits are selected to provide children with meaningful, first-hand experiences that develop their knowledge and understanding of the world around them and bring learning to life.

Where appropriate, trips and visits are linked to the themes being explored across the year, enabling children to make connections between experiences in school and the wider world. These may include visits to places such as farms, museums, libraries, parks, theatres, places of worship and other local community settings, alongside visits from people and organisations into school.

Educational visits provide opportunities for children to develop their communication and language, confidence, independence, social skills and understanding of the world. They encourage children to ask questions, make observations, develop curiosity and engage in new experiences. Children are given opportunities to revisit and build upon their experiences through conversations, stories, creative activities, role play and purposeful play when they return to the setting.

All visits are planned with consideration for children's individual needs, accessibility, safeguarding and health and safety requirements. Appropriate risk assessments are undertaken, and suitable staffing arrangements are put in place to ensure that visits are safe, inclusive and accessible to all children.

Our programme of educational visits is responsive to the interests and needs of each cohort and is reviewed regularly to ensure that experiences remain purposeful, engaging and closely connected to our curriculum. Wherever possible, visits support the Characteristics of Effective Teaching and Learning by encouraging children to Play and Explore, Actively Learn, and Create and Think Critically.