



BUXLOW
Preparatory School

Buxlow Preparatory School & Nursery

Curriculum Policy

November 2024

School Curriculum



Policy Statement

At Buxlow Preparatory School & Nursery, we are committed to providing a broad, balanced, and inclusive curriculum that meets the needs of all pupils, promotes British values, and prepares them for life in modern British society. Our curriculum fosters pupils' academic success, spiritual, moral, social, and cultural development, and personal wellbeing in line with the requirements of the Independent School Standards Regulations (ISSR) and the Department for Education (DfE).

This policy outlines how we achieve the aims of:

- Promoting pupils' academic achievement and personal development.
- Providing a safe, healthy, and inclusive environment that values diversity.
- Equipping pupils with the knowledge, skills, and values needed for the opportunities, responsibilities, and experiences of life.

This policy has the school's aims at its heart.

Rationale

We believe a well-designed curriculum is essential to ensure:

- Pupils achieve their full potential academically, socially, and morally.
- Teachers have clear expectations and guidance to deliver high-quality education.
- Parents and carers understand the educational journey their children undertake.

Our curriculum is underpinned by our school's values of collaboration, respect, creativity, inspiration, inquisitiveness, and resilience.

Objectives

1. To maintain a written policy for the effective leadership of the curriculum.
2. To allocate responsibilities for curriculum leadership clearly and appropriately.
3. Ensure compliance with ISSR Part 1 by providing a curriculum that covers linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative, and moral development.
4. Promote the spiritual, moral, social, and cultural (SMSC) development of pupils, in line with ISSR Part 2, including active promotion of British values such as democracy, individual liberty, and mutual respect.
5. Support inclusivity and diversity, ensuring compliance with the Equality Act 2010 and providing tailored support for pupils with SEND, EAL, or other individual needs.
6. Teach Relationships and Sex Education (RSE) in accordance with the DfE's statutory guidance (2019).
7. Ensure curriculum leadership and teaching standards are regularly reviewed, monitored, and improved.
8. To promote the health and wellbeing of children and of the whole school community and recognise the importance of teaching pupils about safeguarding.
9. To give support to pupils who require it, according to a clear and appropriate rationale which promotes the school's aims.
10. To express the curriculum in the form of policies, schemes of work, medium and short term planning.
11. To enrich the curriculum with a programme of extra-curricular activities.
12. To use resources appropriately.

The SLT are responsible for ensuring that curriculum planning provides pupils with a wide range of challenging learning experiences, taking account of the learning needs of all pupils and that effective teaching motivates and inspires all pupils to achieve their best work, to learn and make progress.

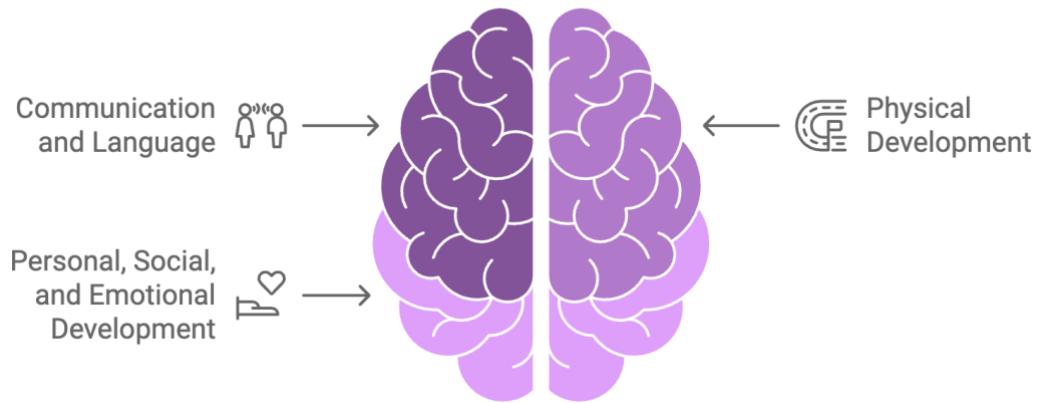
Curriculum Content and Delivery

Early Years Foundation Stage (EYFS)

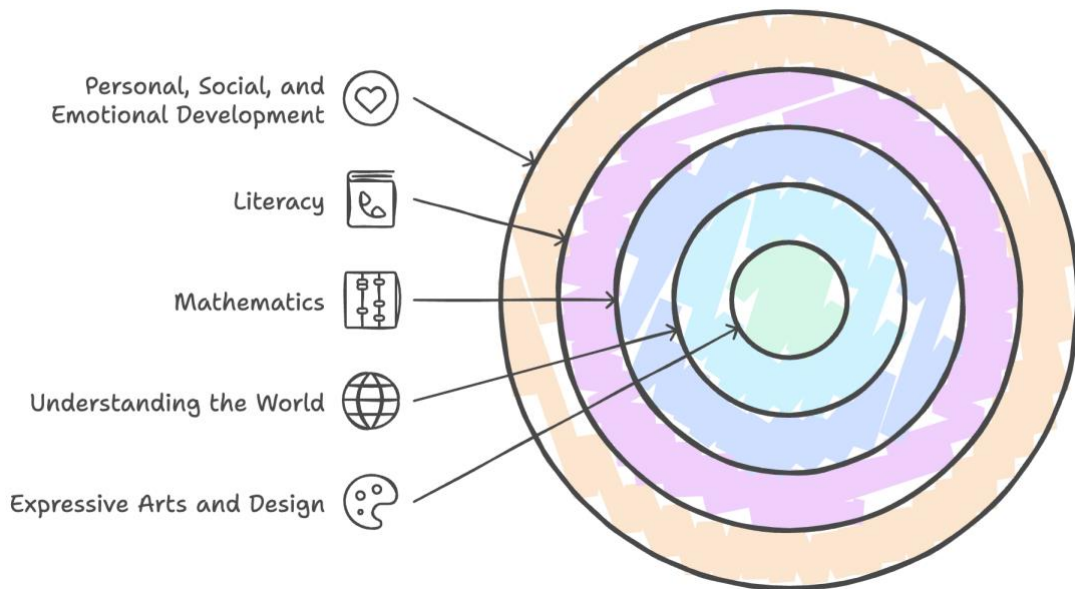
The **Prime Areas of Learning** in the **Early Years Foundation Stage (EYFS)** form the foundation of child development, particularly for children aged 0-5. These areas are crucial as they underpin all subsequent learning and development, providing essential skills and abilities that children build upon as they grow.

The **Specific Areas of Learning** complement and build on the Prime Areas. These areas help children acquire more specialized knowledge and skills, preparing them for later learning and life. Together, the Prime and Specific Areas create a comprehensive framework for early childhood education, ensuring children develop holistically across physical, emotional, social, and cognitive domains.

Prime Areas of Learning



EYFS Specific Areas of Learning



Free-flow play and outdoor learning form integral parts of our pedagogy, encouraging exploration, creativity, and independence.

Each area of learning and development is implemented through planned purposeful play and through a mix of adult led and child initiated activity.

As the child gets older the balance between adult led and child-initiated activity shifts towards more adult led activity, so that children can prepare for more formal learning in Year 1. When planning activities for the curriculum the teacher reflects on how children learn. The 3 Characteristics of Effective Learning are:

- Playing and Exploring – children investigating and having ‘a go’.

- Active Learning – concentrating and focussing on tasks.
- Creating and Thinking critically – children developing their own ideas and solving problems.

Practitioners must consider the individual needs, interests, and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child.

Early Years Curriculum in the Nursery

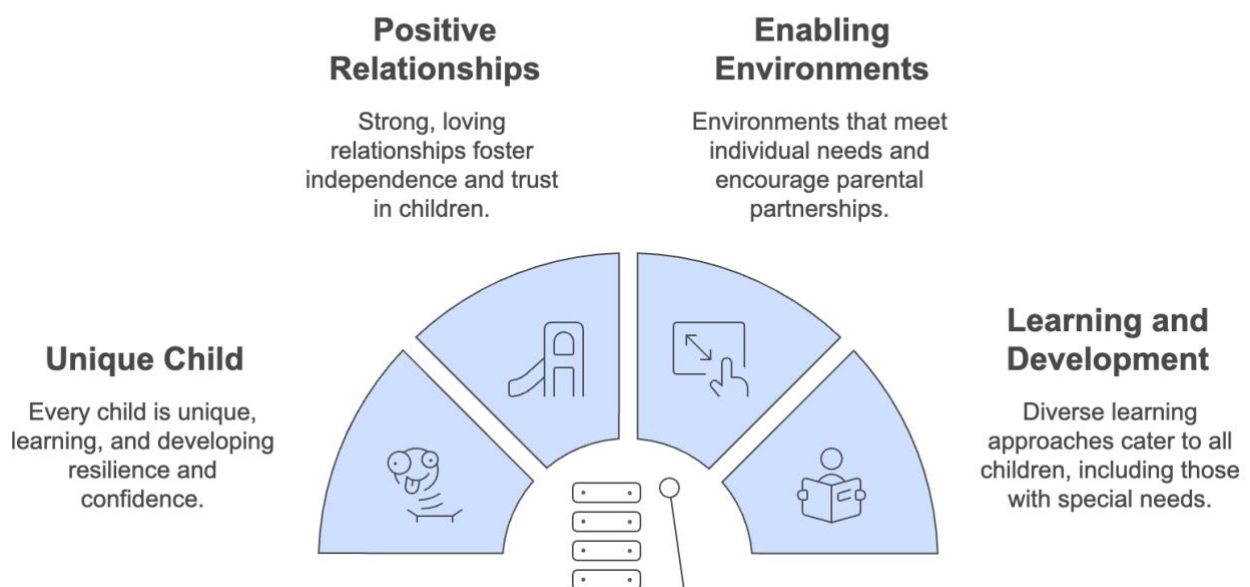
Buxlow’s Nursery is committed to:

- Offering a rich and varied curriculum;
- Creating a stimulating environment, accessible to all, in which it is fun to learn.
- Valuing each child as a unique individual and providing them with an equal opportunity to thrive and reach their full potential.
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Principles

The Early Years Development Matters Framework encourages children to be creative, imaginative and spontaneous in their learning. Between the ages of 2 to 4 years the child is curious and inquisitive, learning is active and any information is absorbed like a sponge. At Buxlow we are motivated to capture this stage of a child’s life by providing them with activities that are fun, encourage independent exploration and set at their appropriate developmental stage.

Development Matters



Children are provided with opportunities on a daily basis that reflect the seven areas (PSED, communication and language, mathematics, literacy, physical development, understanding of the world and expressive art and design). There is a strong emphasis on the three prime areas. They are challenged with open-ended questions and given opportunities to explore and share their ideas for solving problems.

Spontaneous learning and child-initiated learning are readily celebrated at Buxlow’s Nursery. The environment has been specifically designed with the notion that a child should be able to access activities

independently. This promotes the idea that at any point in the day a child may have an urge to explore any of the seven areas. Examples include all activities: these are suitable for independent exploration and they are stored at the child's eye level in transparent boxes. It is anticipated that this will encourage and entice a child to explore.

The curriculum focuses on experimental learning, active involvement and developing each child's:

- Holistic skills and understanding.
- Personal, Social and Emotional development that in turn create self-belief and the foundations of personal identity.
- Positive attitudes to learning that make them understand that learning empowers them.
- Self-esteem so that they have the confidence to act on their thirst for knowledge.
- Creative, expressive and observational skills to promote the idea that they can change, challenge and solve situations.
- Exposure to outdoor learning that highlights natural, real life activities which help to put concepts into reality.

Procedures

All staff are continually:

- Actively encouraging children to act on their own interests through the use of open questions, and positive encouragement.
- Implementing the Early years development matters and making sure it is suitable for children from two to five years of age.
- Planning for the needs and interests of individual children;
- Catering for different learning styles;
- Using children's individual assessments and observations as a basis for planning.
- Providing a balance of adult-led and child-initiated activities;
- Providing a wide variety of practical activities and experiences on a daily basis, both indoors and outdoors.
- Developing a good relationship with parents and carers to gain a deeper understanding of the children and incorporating this information in planning.
- Actively valuing diversity within our setting and using resources which promote positive images of all the different groups of adults and children living within our society.
- The entire curriculum at Buxlow's Nursery encourages children to develop positive attitudes about themselves and about all people who make up the world around them.

Unique Child– every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships- Children learn to be strong and independent through positive relationships. These relationships are fostered through a loving, caring, respectful environment that begins from the first day that a child joins the nursery. The keyworker system guarantees that each child has a dedicated staff member who ensures that they have a strong and loving relationship that in turn builds trust, and faith.

Enabling Environments– Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development- Children develop and learn in different ways. The curriculum followed at Buxlow's Nursery covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

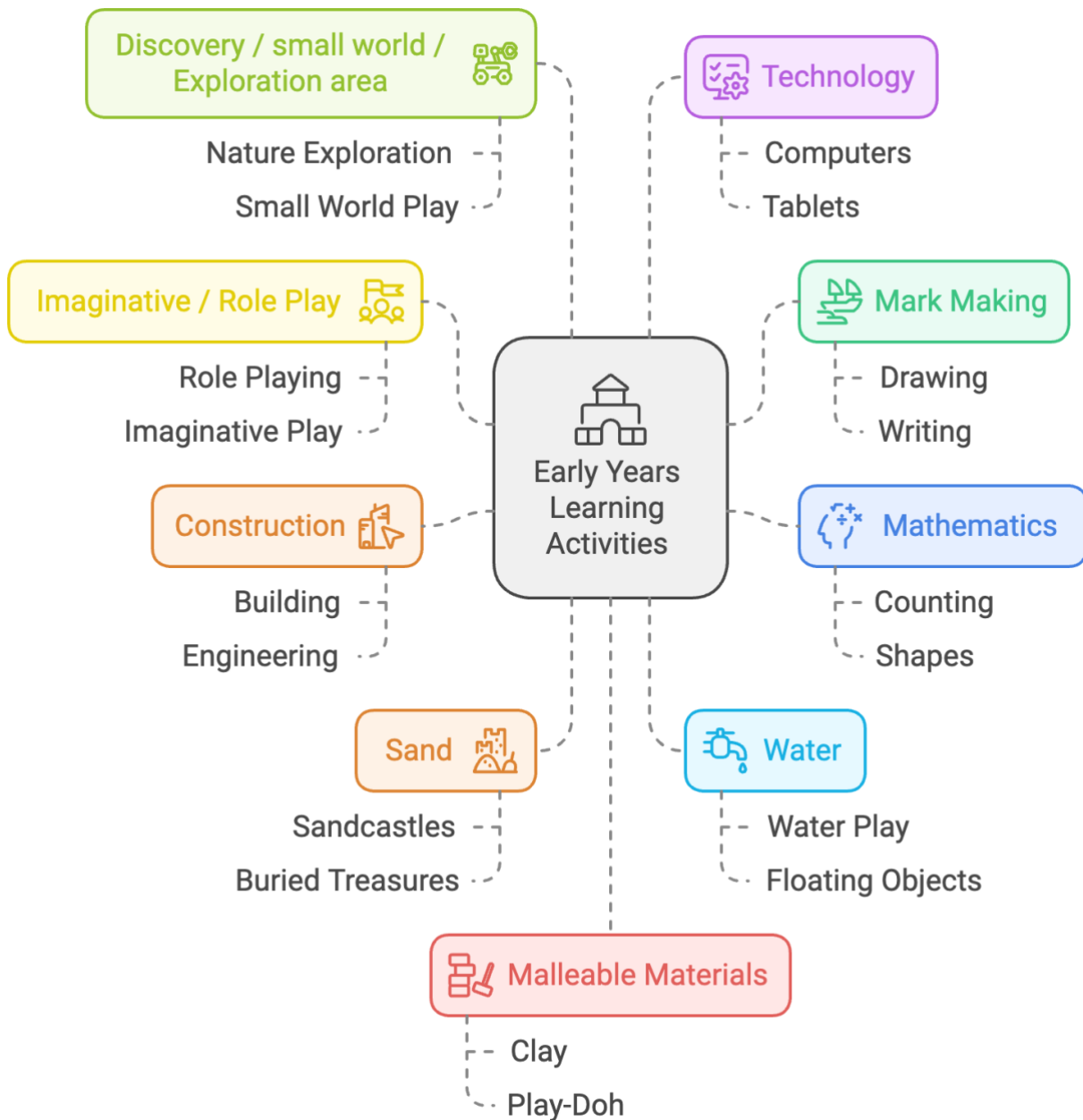
The Curriculum consists of planned and un-planned activities which are organised within the nursery and outdoor area and are based on the prime areas of learning and which are strongly linked to the Early Years development matters:

- Mathematical Development
- Language, Literacy & Communication
- Personal and Social Development,
- Knowledge and Understanding of the world
- Creative development
- Physical development
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Planning

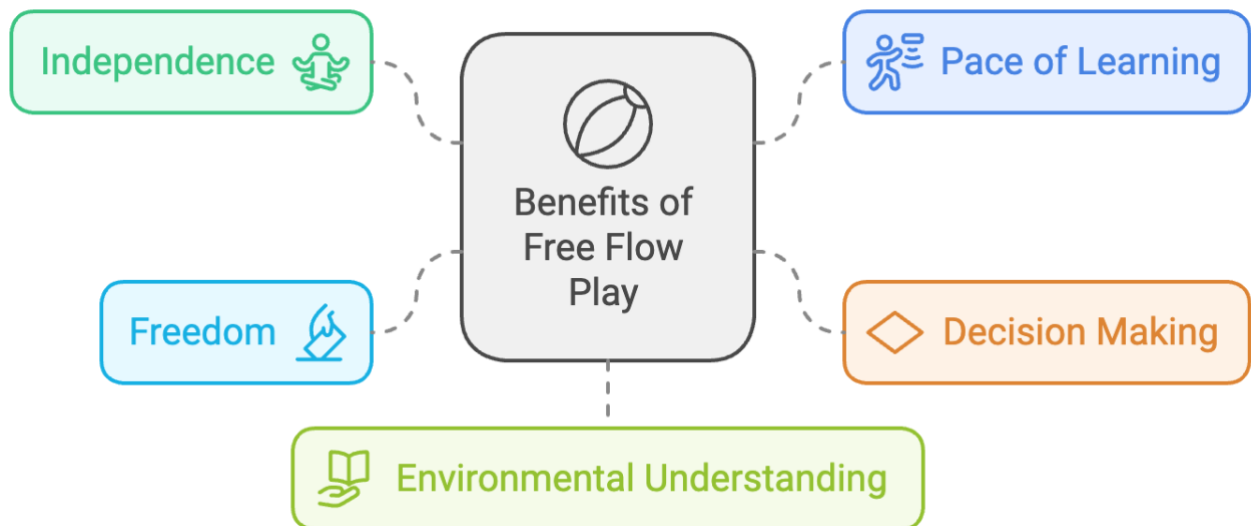
For daily planning staff have taken into consideration the Early Years Development Matters framework and create activities that support the nurseries use of free-flow, ensuring that daily there is rich variety of activities on offer which the children can freely choose.

Our daily planning for all groups includes:



Free-flow

The free flow approach used at Buxlow’s Nursery works on the recognition that children, just like adults, learn best when they are able to explore their interests fully and follow their own agendas through play for any given length of time.



A free-flow environment often works well in Early Years settings as it allows children to move between the indoors and outdoors as they wish and this freedom offers many learning and development opportunities, which include:

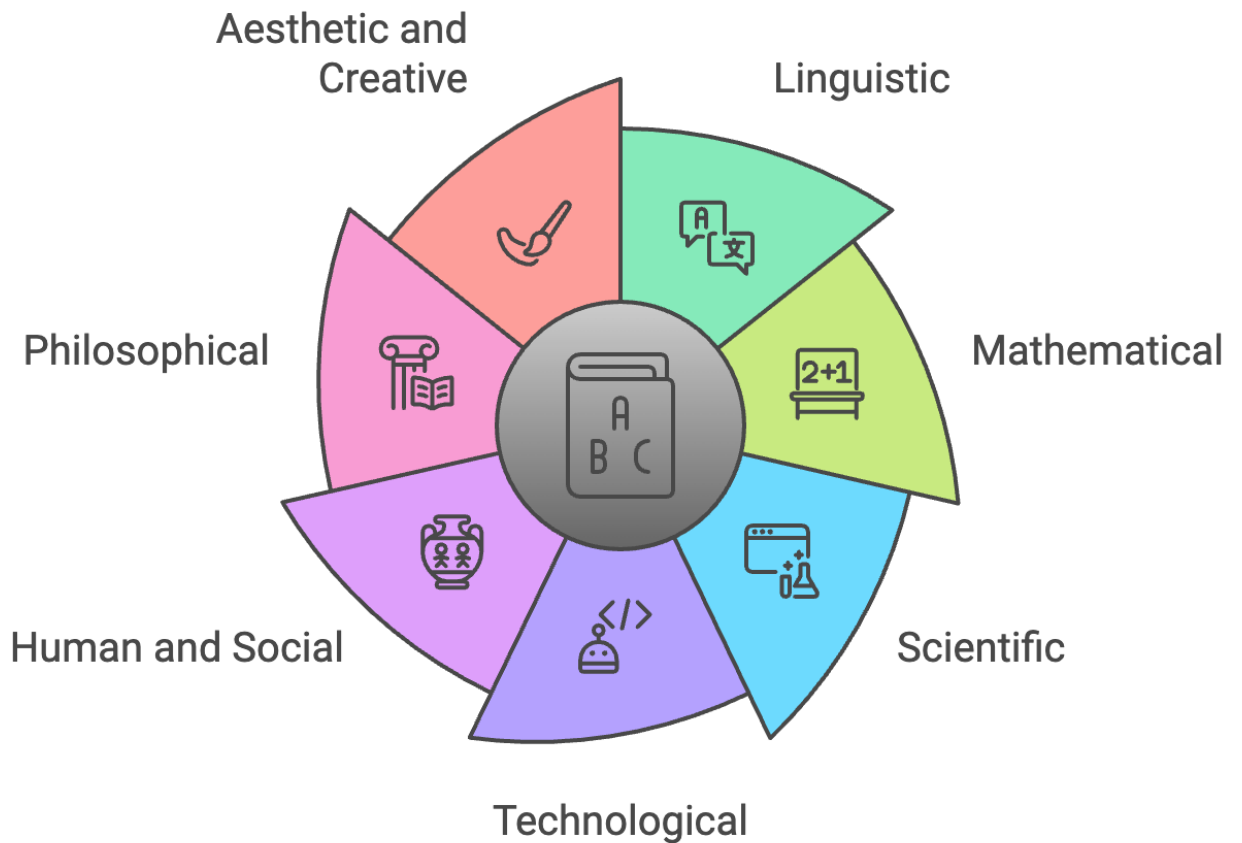
1. **Children develop greater independence** – Free flow play allows children to set their own rules
2. **Allowing children to progress at their own pace** – Some children learn better when outside – with free flow play you can cater for all leaning styles and no child will feel rushed into doing a certain activity.
3. **Developing decision making skills** – Children can choose when they want to be and what activity they want to do, this gives children practise in choosing and dealing with the consequences of their choice.
4. **Freedom** – Access to the outdoors gives children space to run around and expel energy and boosts mental and physical well-being and confidence.
5. **Develop an understanding of their environment and surroundings** – learning the difference between inside and outside and the natural and man-made environments.

Strong links are used from staff observations and assessments to planning, with free-flow providing many rich opportunities for these to be made daily, staff then use these observations to link to planning ensuring it links in with their current interests and individual needs.

Key Stages 1 and 2

The curriculum for KS1 and KS2 incorporates the National Curriculum subjects alongside Religious Education, Modern Foreign Languages, and Philosophy for Children (P4C). The core subjects—English, Mathematics, and Science—are supplemented with a rich variety of foundation subjects to ensure depth and breadth of learning.

Pupils are provided with opportunities to develop skills in the following areas:



- **Linguistic:** Spoken and written English, and modern foreign languages (French and Italian).
- **Mathematical:** Logical reasoning, problem-solving, and practical applications.
- **Scientific:** Enquiry-based learning, experimentation, and analysis.
- **Technological:** Computing and coding, design and technology, and digital literacy.
- **Human and Social:** History, Geography, and Religious Education.
- **Philosophical:** Critical and creative thinking, questioning, reasoning, and collaborative dialogue through Philosophy for Children (P4C).
- **Aesthetic and Creative:** Art, Music, Dance, Drama, LAMDA, and Literature.

Personal, Social, Health, and Economic Education (PSHE)

PSHE is delivered using the *Jigsaw* scheme of work, with topics including:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

This curriculum integrates statutory RSE requirements and supports wellbeing, mental health, and social development.

Enhancing Education through P4C



P4C lessons encourage pupils to develop critical thinking, communication, and reasoning skills by exploring philosophical questions and engaging in structured dialogue. This approach fosters independence, collaboration, and reflective thinking, aligning with the school's core values of inquisitiveness and respect.

Through P4C sessions, pupils:

- Explore meaningful questions that stimulate curiosity and debate.
- Develop skills in listening, reasoning, and articulating their thoughts clearly.
- Learn to respect and evaluate differing perspectives.
- Build resilience and confidence through presenting and defending ideas.

P4C enhances learning across the curriculum, empowering pupils to apply critical and creative thinking to subjects such as writing, problem-solving, and discussions on moral and ethical issues.

Promoting British Values

The curriculum actively promotes British values by embedding them across subjects and school life. Pupils learn about democracy through school council elections, individual liberty through debates, and respect and tolerance through religious education and assemblies.

Supporting Pupils with SEND

We ensure a fully inclusive curriculum in line with the SEND Code of Practice (2014) and the Equality Act (2010). The school has a clear policy regarding the identification of pupils with special educational needs, as set out in the Special Educational Needs Policy. The SENCO is responsible for drawing up pupil Action Plans in consultation with other staff and arranging learning support in class and within a system of withdrawal, in consultation with the head and class teachers concerned. If a pupil is judged to be making progress then their differentiated needs will be supported by the class teacher supplemented by learning support if necessary.

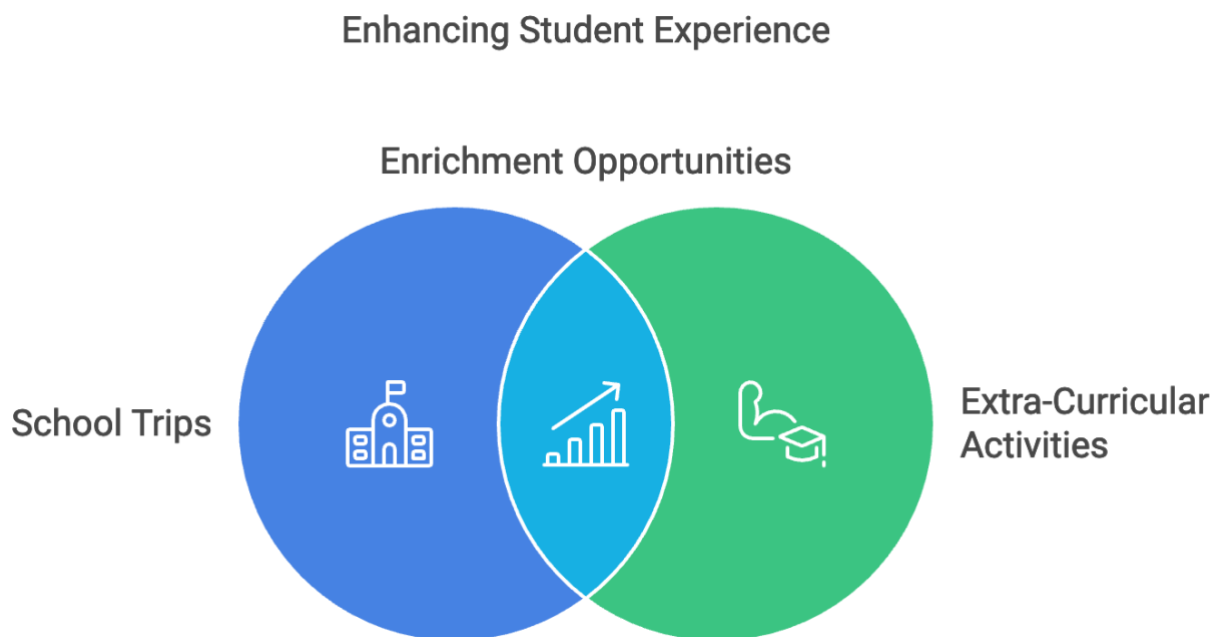
Support includes:

- Individual Education Plans created by the SENCO.
- Differentiated teaching strategies.
- Auxiliary aids where appropriate

Safeguarding and Prevent Duty

The school takes all necessary steps to comply with the Prevent Duty, ensuring that pupils are safeguarded from radicalisation. Political issues are addressed with balance and impartiality.

School Trips and Extra-Curricular Activities



The curriculum is enriched by extracurricular opportunities, including clubs, LAMDA lessons, 1:1 instrumental lessons, and school trips. All trips are planned in accordance with our Educational Visits Policy, ensuring pupils' safety and alignment with curriculum goals. Appropriate school trips and visits are arranged for each year group to enrich and enhance pupils understanding of the curriculum they follow. (A full list can be found as an appendix to this document). Years 4, 5 and 6 both take part in a residential trip. (There is a separate policy as required by law regarding school outings, trips and visits). Visitors to School: We enjoy visits from performance groups, authors, the police, religious and charity groups and others offering opportunities to widen the educational experience of pupils.

Evidencing planning and preparation

A variety of planning documents are drawn up by staff teaching for each subject and for each class. These documents are reviewed regularly by the SLT to monitor teaching and learning and to remain apprised on the academic content being studied each week.



All plans are saved into the Planning folder on the School's cloud storage, and subsequently evaluated for purposes of monitoring. Evaluations should include any concerns about individual children as well as those having particular success.

The senior leadership team are responsible for monitoring the quality of teaching and learning in the areas of the curriculum.

To develop staff confidence and competence in teaching each subject, teachers may

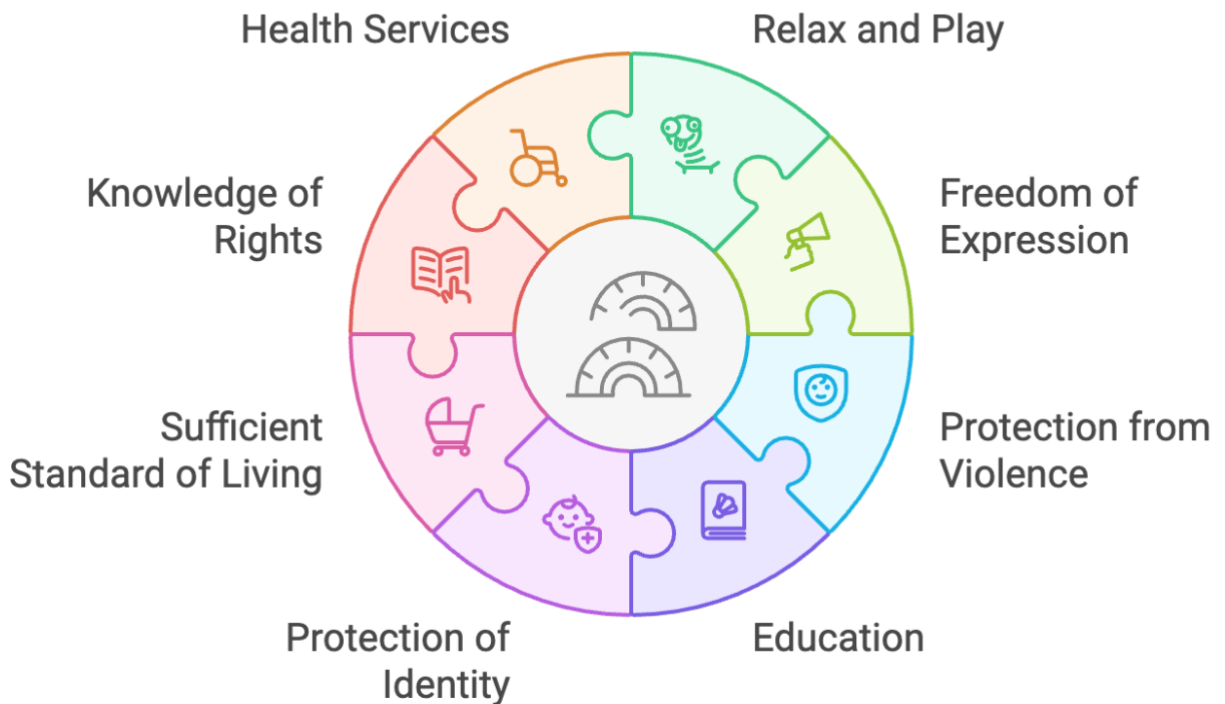
- share good practice by taking part in paired teaching sessions;
- be observed as part of SLT Learning Walks;
- attend a review meeting with the Head during the Summer term;
- with the Head, identify individual training needs;
- attend in house and external staff development courses where appropriate.

The senior leadership team will:

- identify whole school planning needs.
- arrange for appropriate advice and information from staff development activities and other sources to be disseminated and where appropriate, to be used to improve planning and subsequently turned into practice.

UNCRC (United Nations Convention on the Rights of the Child)

Children's Rights



Policies for children continue to be underpinned by the UNCRC (United Nations Convention on Rights of the Child) and our desire to make it a reality in children's lives.

We are able to do this by:

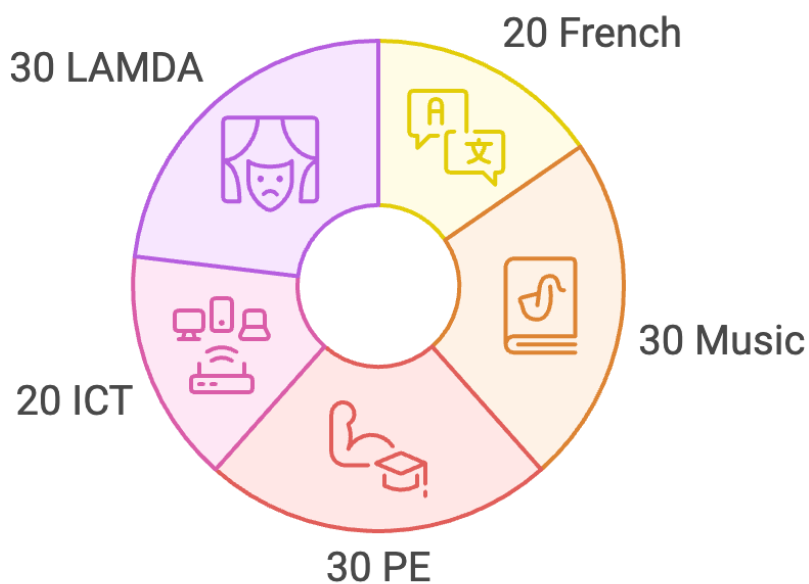
- Linking education to development, child's personality, talents, physical ability to reach their fullest potential
- Consulting children
- Listening and taking on board children's interests, views and ideas
- Involving them whenever possible with decision making
- Following their individual views and interests
- Protecting children from discrimination and negative portrayal
- Always looking at the best interests of the children
- Keeping children safe from harm
- Promoting physical and mental health

We provide safe, interesting places to play, positive activities, regular circle time sessions to encourage all children to have a voice and be involved in decision making, taking on board ideas and encouraging all children whenever appropriate to evaluate the activities on offer.

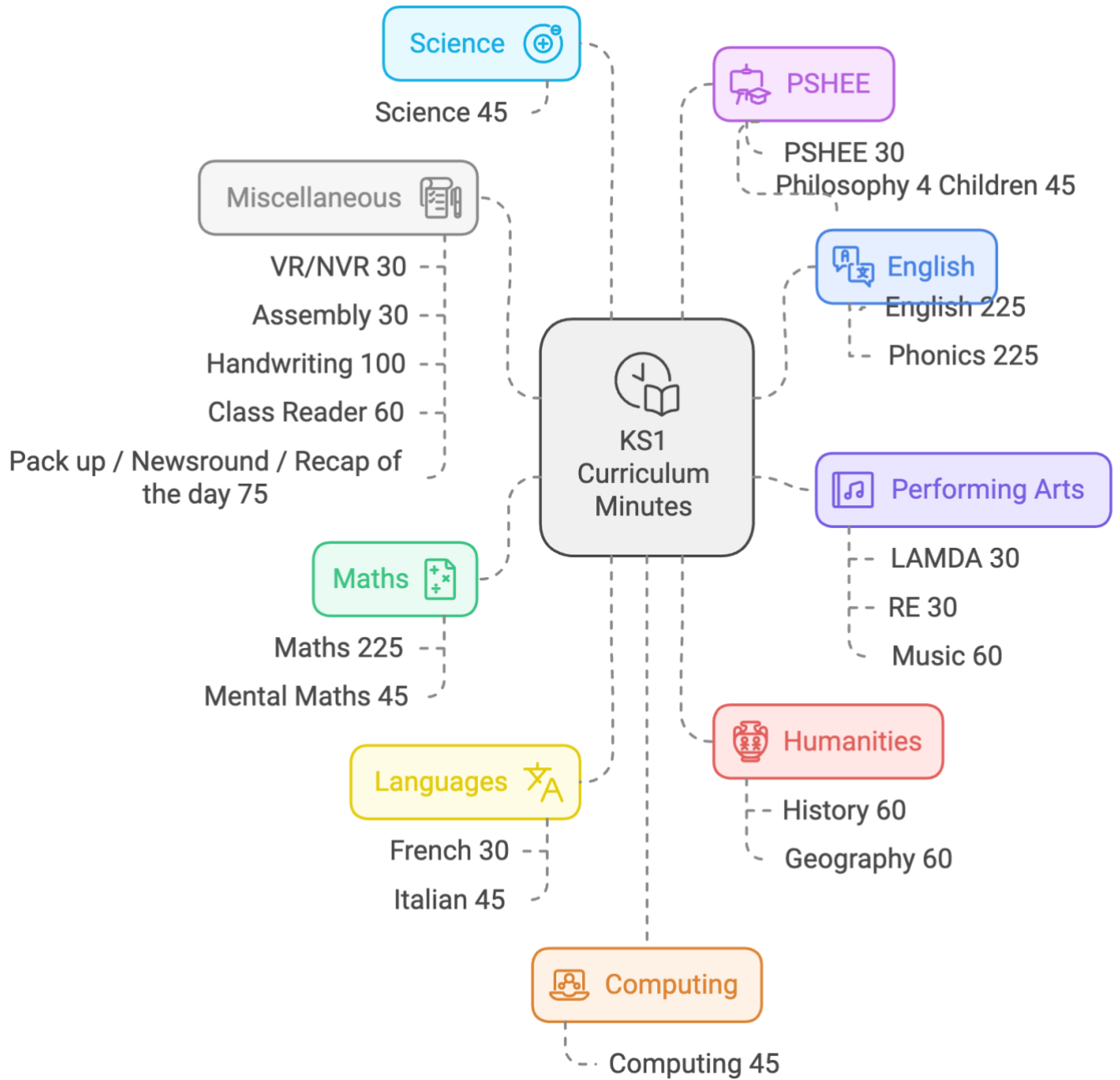
Allocation of Timetable to each Subject Area

Teachers are expected to be flexible with the timetable to suit the needs of extended lessons and to make cross-curricular links between different subjects. A guideline for the **minimum** time given to each subject area is as follows:

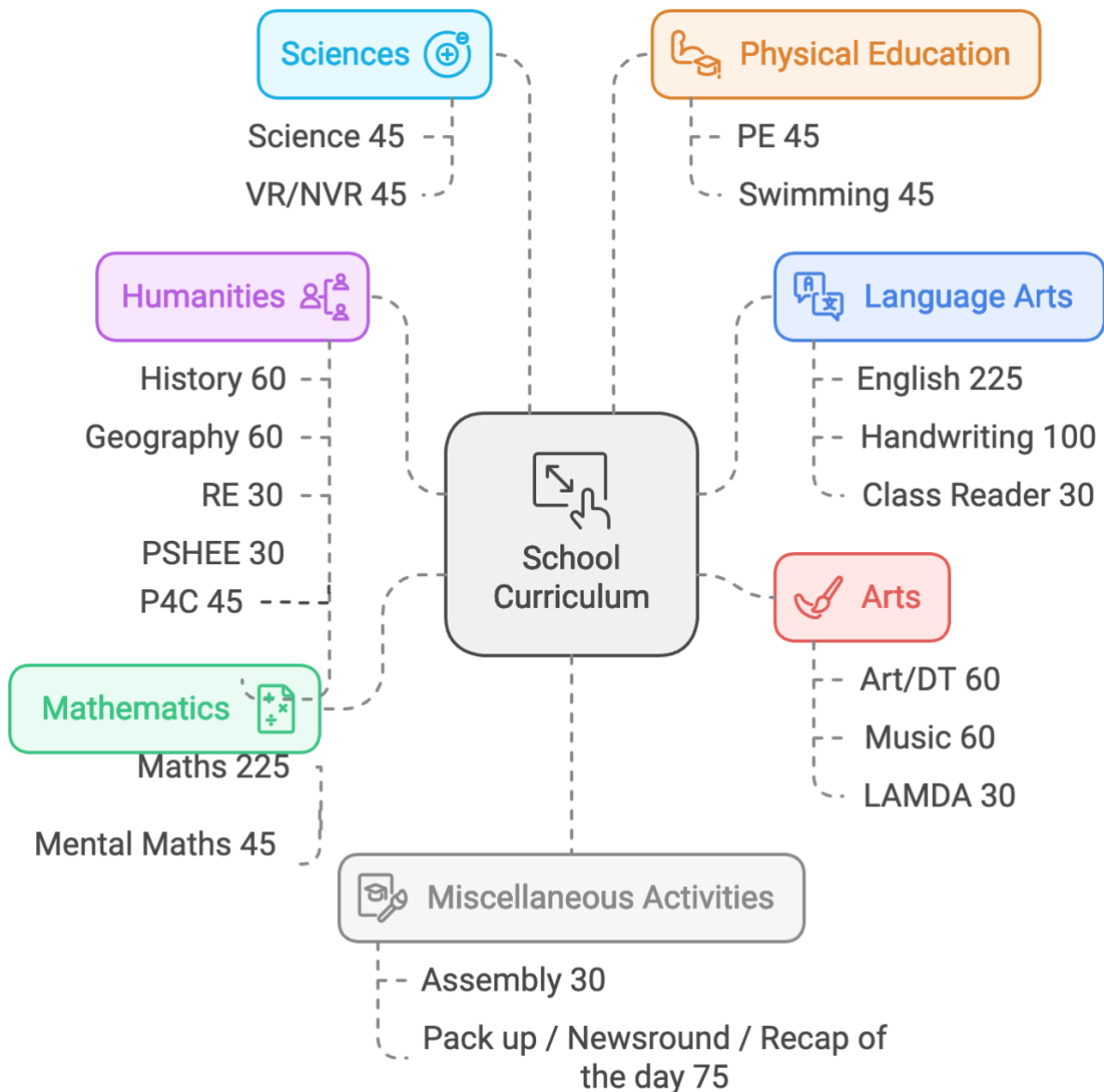
**Time Allocation for EYFS
Specialist Subjects Per Week
(Minutes)**



Key Stage 1:



Key Stage 2:



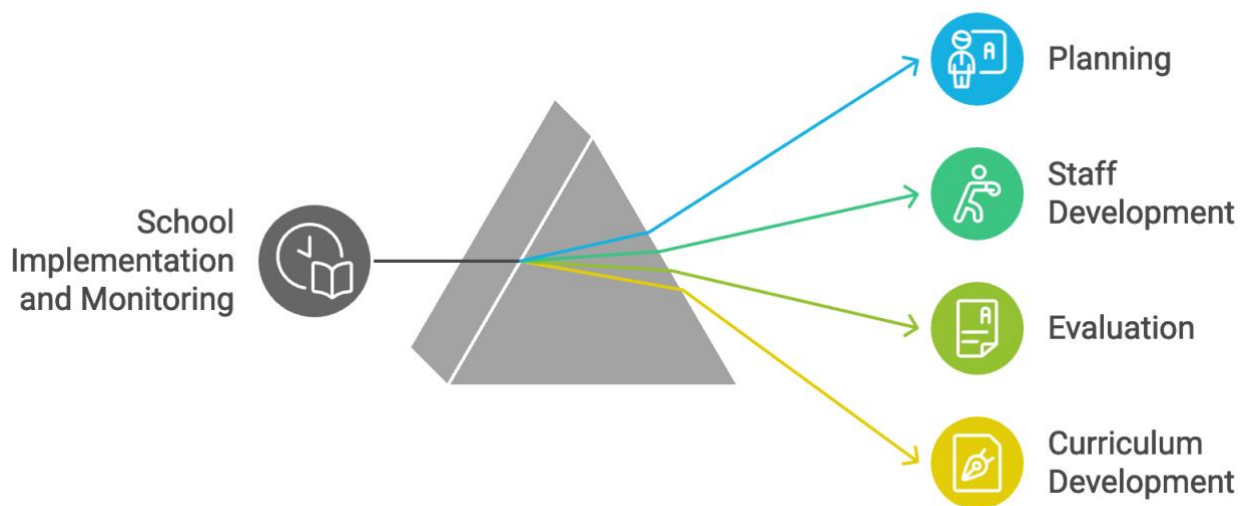
At the start of the academic year the Year 6 curriculum is heavily weighted in favour of Maths and English and interview practice. This enables us to adequately prepare the children for their 11+ entrance examinations that take place in the first half of the Spring term. This allows the children to have curriculum coverage as well as practising past papers in these subjects. We are aware that teaching time is taken away from the humanities and arts. However, to compensate for this the topics, in those subjects, for the Autumn term are taught for a term and a half to allow in depth teaching and then once the exams are over (after the February half term) the Maths and English lessons are reduced and the extra time is devoted to the other subjects.

**Year 3 – 6 swim every week throughout the academic year.

Implementation and Monitoring

1. **Planning:** Teachers produce long-term, medium-term, and weekly plans. The SLT reviews these to ensure alignment with the school's aims.
2. **Staff Development:** Regular training and paired teaching sessions support staff competence and confidence.
3. **Evaluation:** SLT conducts regular learning walks, lesson observations, and pupil progress reviews to monitor the quality of teaching and learning.
4. With the approval of the Directors, the Head, in discussion with the senior leadership team agrees on the curriculum development plan (part of the school strategic plan) and the priorities for curriculum improvement. This results from the findings of annual monitoring of teaching and learning and the evaluation of pupils' achievements.

Unveiling the School's Strategic Implementation



Review This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Signed by Amit Mehta, Proprietor

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| Review Date | November 2024 |
| Reviewed by | C McLelland |
| Next Review | November 2025 |