



BROCKHURST & MARLSTON HOUSE SCHOOLS

Including all of the Pre-Prep Department and Early Years
Foundation Stage



CURRICULUM POLICY

Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind, and in accordance with KCSIE September 2023.

Reviewed: September 2023

Next Review: September 2024

The school provides full-time supervised education for pupils of compulsory school age and education for early years' pupils. The times of the school day are as follows:

Nursery, Reception and Form 8	8.15 am - 3.45 pm with an option for after school club, finishing at 5.50 pm.
Form 7 and Form 6	8.15 am- 3.45 pm with an option for carousel extra-curricular activities such as: Art and Craft, Mystery Mondays and Games, finishing at 5.50 pm.
Form 5, Form 4, Form 3	8.15 am - 5.50 pm
Form 2	8.15 am - 7.15 pm
Form 1	8.15 am – 5.50 pm or 7.15 pm
Form 1, 2 and 3	Saturday 8.45 am – 12.30 pm

The curriculum at Brockhurst and Marlston House Schools has been designed so that all pupils have access to a wide range of subjects and activities, providing them with an appropriate, balanced and challenging educational experience at each stage of their education. Through the curriculum provided, pupils are encouraged to fulfil their academic potential, develop independent learning skills and a life-long love of learning.

While the National Curriculum and Common Entrance syllabuses are useful starting points, departments will adapt and enhance their programmes of study to ensure that every pupil is motivated, inspired and challenged. In addition to the core subjects of English and Mathematics, Brockhurst and Marlston House pupils study Modern Languages, Classical Languages, Science, Music, RS, ICT, Art, Drama, Design and Technology, Religious Education, History, Geography and PE. Through these

subjects and through their form tutor lessons, pupils learn about and develop aspects of their personal, social, moral, health and relationship education.

Older children follow the examination syllabus for 11+, 12+ and 13+ ISEB examinations for Mathematics, English and Science. The curriculum is broad and balanced with a sound emphasis on the academic, enhanced by a range of creative subjects. At 13+, the children follow all the ISEB Common Entrance examinations. The accelerated group follow the 13+ scholarship examination syllabus (CASE).

Subject handbooks, containing more detailed schemes of work are held by Heads of Department. Programmes of study can be accessed on Google drive.

For pupils below compulsory school age, the school provides 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.

The curriculum policy, curriculum plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with a SEND statement or an Educational Health and Care Plan (EHC). Where a pupil has a statement or an education health and care plan (EHC), education is provided which fulfils their needs.

The curriculum policy, plans and schemes of work are written with a view to not undermine 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 experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Where the principle language of instruction is a language other than English, we have a detailed EAL policy. The school aims to make appropriate provision of teaching and resources for pupils for whom English is an additional language and for ensuring EAL children are able to achieve their full potential.

Work is differentiated and the more able pupils are given extension work and the school has a policy for Gifted and Talented pupils. Support is given where appropriate.

All children learn to self-evaluate their work. Children use teacher feedback to create their own academic targets which they review termly.

The school is also aware of those pupils who have other particular needs, such as those who perform a caring role at home as young carers and what additional actions are required to ensure these pupils receive the support they need to achieve educationally while taking into full consideration the impact of their responsibilities.

Through all curriculum areas, pupils acquire skills in Speaking and Listening, Literacy and Numeracy and Personal, Social and Health and Economic education which reflect the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

From January 2015, preparation for future life should be 'effective' rather than 'adequate' and the standard has the additional focus of 'British society'. This is explained in *Careers guidance and inspiration in schools*, April 2017 as '...developing in every young person the values, skills and

behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.’

It provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. This is explained in Careers Guidance and inspiration in schools, March 2015 as, “developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.”

All pupils have the opportunity to learn and make progress.

Examination subjects:

Form 8, Form 7, Form 6	Maths, English (in class assessments)
Form 5, Form 4	Maths, English, Science, French and Humanities
Form 3	Maths, English, Science, French, Humanities and Latin
Form 2	Maths, English, Science, French, Humanities, Latin and accelerated pupils can study Classical Greek
Form 1	Maths, English, Science, French, Humanities, Latin and accelerated pupils can study Classical Greek

Assessments also take place in Design Technology, Drama (LAMDA), Art, Music, Physical Education and Sport in order to spot talent towards scholarship examinations in these subjects.

The Early Years children follow the curriculum requirements of the Early Years Foundation Stage. From Form 8, at all ages, there is appropriate curriculum time allocated to the “core” subjects of English and Mathematics. Other subjects are listed below, with the curriculum allocation being adjusted with the ages and needs of the children.

The **timetable** is constructed to ensure that each and every pupil receives, appropriately to their age and ability:

- English and Mathematics are considered core subjects and throughout a pupil’s time at the schools a significant proportion of academic time is devoted to them. Through these subjects, pupils acquire skills in Speaking and Listening, Numeracy and Literacy.
- Linguistic education. French lessons form part of the timetable for Year 2 pupils and continue throughout a pupil’s career at the schools. Latin is first introduced in Year 6 and Greek is taught in the top two years to those who show particular linguistic aptitude.

- Science is treated as a core subject and from Year 5 the pupils are taught by specialist teachers in purpose-built laboratories.
- All pupils receive lessons covering aspects of Religious Education, History and Geography.
- Aesthetic and Creative education. All pupils in Year 4 and above have timetabled lessons in Design Technology and in Art and Drama, taught by specialist teachers in a purpose-built workshop and studio or in the Performing Arts Centre. Younger pupils undertake these subjects with their class teacher. Music has an important place in the weekly timetable for all pupils and additionally the school provides numerous opportunities for pupils to practise and display their musicality.
- Appropriate careers guidance is given to older pupils receiving secondary education in Forms 1 and 2, helping them begin to identify how their strengths, weaknesses and interests relate to the world of work and may lead to different career opportunities. This is presented in an impartial manner and enables pupils to make informed choices about a broad range of career options and helps to encourage pupils from all backgrounds and diversity groups to fulfil their potential. This is achieved by regular lectures, with invited feedback, from parents from different walks of life. Stereotyping is specifically guarded against.
- The timetable is constructed to provide for all pupils a generous number of games, swimming and PE lessons.
- Personal, social, health and economic education (PSHEE) is taught within many of the above subjects and there is also a dedicated PSHEE lesson each week. These sessions include reference to preparation for adult life as a member of British society and discuss rights and responsibilities. **SEE** Relationships, Sex Education & Health Education (RSHE) & PSHE Policy.
- Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

The school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based PSHE and RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). In teaching these subjects schools must have regard to the statutory guidance which can be found [here](#)

- Fundamental British Values are incorporated within lessons plans and lesson delivery. **SEE** Fundamental British Values & SMSC Policy.
- All lessons are inclusive, and value diversity and equal opportunities. **SEE** Equal Opportunities and Valuing Diversity Policy.

- In line with the schools' Admissions Policy, all pupils are provided with the opportunity to learn and to make good progress relative to their abilities. This is achieved through the curriculum that is provided and through frequent formal and informal assessment.
- Through many ways, increasingly formalised as a pupil moves towards the top of the school, pupils are provided with opportunities to learn responsibility and both teamwork and leadership in preparation for transition to their senior schools and for adult life.
- An activity programme is offered to children on a daily basis. Children can choose from a huge range of activities, such as Model Making, Speech & Drama, Chess, Cooking, Textiles, and Ceramics etc.
- The school offers a Gifted and Talented programme for those children identified as having very high standardised scores or talents. **SEE** Gifted and Talented Policy.

Feedback

- Staff should give pupils regular feedback. This should be given orally and through accurate marking of written work. It should always be positive and achievable.
- Regular verbal feedback should be given throughout lessons. Where applicable/appropriate use the 'Verbal Feedback Given' stamp or write 'VFG' in a pupil's book.
- Marking should acknowledge every piece of written work (excluding group work and rough work).
- Approximately a third of all written work needs a full written comment. This comment must either give pupils a target/guidance about how to improve their work, a question for them to answer, or something to re-try/correct in their work.
 - Example: This is a wonderful effort. I particularly like your use of adjectives. Next lesson, please focus on writing in shorter sentences.
- Pupils should be encouraged to respond to the feedback and given time to do so. This ensures the feedback loop is closed.
- Teachers can use marking codes which are relevant to their specific subject and that work for their pupils.
- It is not appropriate/necessary for staff to correct every mistake in pupils' work. The number of corrections will vary from child to child, and teachers should use their professional judgement. Feedback should vary greatly depending on many different factors, such as subject, age, pupil ability etc.
- Maths work is to be corrected with appropriate feedback given where this is deemed necessary by the teacher.

Spelling and Handwriting

- For information regarding spelling and handwriting, see the separate policies.

EYFS

Introduction

The aims of Brockhurst and Marlston House School Early Years Foundation Stage is to give children a happy start to school life, the opportunity to work and play together in an ordered and happy atmosphere and to foster kindness, good manners and consideration for others according to the development of the Early Years Foundation Stage. We also believe that a thorough grounding in the Prime areas, Personal, Social and Emotional Development, Communication and Language and Physical Development along with Literacy and Numeracy lays the foundation of a confident and successful school career.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments. We recognise and implement the four themes of the EYFS-a unique child, positive relationships, enabling environments and learning and development. The Characteristics of Effective Learning-Playing and Exploring, Active Learning and Creating and Thinking Critically support children's learning across all areas and the prime and specific areas of Learning and Development are all interconnected.

As children begin their journey at Brockhurst and Marlston House, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.

The Early Years Foundation Stage

The EYFS requirements apply to all children from birth to 31 August following their 5th birthday.

The overall aims of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and eventually achieving economic wellbeing.

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child - every child is a competent learner.
- Positive Relationships - children learn to be strong and independent.
- Enabling Environments - supporting and extending a child's development.
- Learning and Development - 3 prime and 4 specific areas of learning and development.
- The Characteristics of Effective Learning in the prime and specific areas of learning and development are interconnected. The way in which the child engages with other children and their environment- playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Learning and Development Requirements

There are **seven areas of learning and development** that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas, are:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity¹ and to make healthy choices in relation to food
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. It is now a statutory requirement for schools in England to teach Relationships/ Relationships and Sex Education (RSE) and Health Education. [Relationships/ Relationships and Sex Education \(RSE\) and Health Education](#).

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy** development involves encouraging children to link sounds and letters to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measure
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
 - **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, movement, dance, role-play, and design and technology

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 in all of the areas of learning and development throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

Provision of the EYFS, activities and experiences

- We have a team of highly qualified, dedicated, professional and caring Early Years teachers, key workers and teaching assistants who plan and work closely together to provide a high-quality curriculum.
- Each child is allocated a key person to ensure that the child's care is tailored to meet his or her individual needs.
- We value our parent partnership with an open door policy.
- We have small classes and generous ratios which ensure that the needs of each child are met both academically and emotionally, helping to develop each child's confidence and independence.
- Small classes enable the teacher to provide an individual education planned around the interests, needs and experiences of each child, so that true potential can be nurtured and realised.
- We provide a rich variety of academic, social, artistic, musical and sporting experiences.
- We have welcoming, child friendly and stimulating indoor and outdoor areas.
- Routines are established so that children begin to anticipate and feel confident to take the next step. Visual timetables give children the security to know and understand their routines.
- Children have access to clearly labelled and easily accessible activities and resources. Activities and resources include small world area, construction area, fine motor area, creative area, exploration area, maths areas, writing area, book area, sand and water area, messy area and role play area. All these areas are reciprocated in the garden.
- Outdoor learning plays an important part in Nursery and Reception. Children use the outdoor environment for sound walks, number walks, shape and pattern walks as well as nature walks. Reception children participate in Welly Wednesdays where children are actively encouraged to assess and take risks such as climbing trees.
- Children feel confident to have a go without the worry of making mistakes.
- Nursery and Reception children have weekly swimming lessons following ASA Duckling awards.
- Nursery and Reception have two PE lessons a week developing gross motor control through dance, gymnastics, ball skills and team games.
- Nursery and Reception children have two music lessons a week where children learn and sing a range of traditional nursery rhymes and songs. Learn about instruments through exploring how to play them, what sounds they make and how they can change the sounds.
- Nursery and Reception have access to fresh drinking water throughout the school day.
- Children are provided with a morning snack, a cooked lunch and an afternoon snack. Snacks consist of fresh fruit, fresh vegetables, breadsticks, croissants, biscuits, toast, milk or water. The lunch menu is tailored to suit young children's appetites. Menus can be found on the school website and classroom notice boards.

Staffing

We value all members of the team and work together as reflective practitioners. Experienced staff model outstanding provision for newer staff. We endeavour to support each other, to identify our own strengths and those of others. Working closely with families is an essential part of what we do, they are the main carers of these children and that must be respected.

Staff are fully committed to the setting and take pride in its achievements.

We operate a key person system. We believe that children settle and thrive best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

Key Person Procedure

- We allocate a key person before the child starts Nursery/Reception.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person becomes attuned to the child's individual preferences, learning styles, attitudes and characteristics, and works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child-minder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in our setting and at home.

Transition

- Brockhurst & Marlston House prides itself in supporting each child in transitions. This is achieved through the following ways:
- Each child has the opportunity to visit the school prior to starting.
- Parents have the opportunity to arrange a home visit
- Teaching staff visit the child's nursery/pre-school to begin the journey of positive relationships.
- We aim to help each child develop the confidence to progress smoothly to Form 8/Year 1 at the end of the Early Years Foundation Stage. Transition sessions are organised and opportunities are made available for F8/Y1 teachers to come and observe reception children and share stories.
- The transition between Nursery and Reception is calm, happy and successful. The transition days at the end of the summer term, encourage a gentle transition between the year groups and gives the Reception staff time to get to know the children, both from our Nursery and those coming from other settings.
- Nursery, Reception and F8 children share the garden during playtimes and are supervised by Nursery, Reception and F8 teachers which develops relationships.