

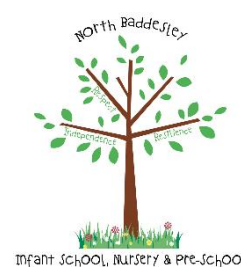
North Baddesley Infant School, Nursery and Pre-School

Policy for Curriculum

This policy was agreed and formally adopted in September 2026.

This policy will be reviewed annually.

Last review: September 2026.



Our Policy for Curriculum relates to other school policies and should be read in conjunction with these. Any reference to 'parent(s)' throughout the policy refers to parents, carers or anyone else with primary care responsibility for a child. Any reference to school throughout the policy also refers to nursery and pre-school, as applicable.

General Principles

At North Baddesley Infant School, Nursery and Pre-School, we believe that learning is a lifelong journey. Our curriculum is designed to inspire curiosity, develop resilience, nurture wellbeing and equip every child with the knowledge, skills and attitudes needed to flourish both now and in the future.

Our vision, *Growing Together, Learning for Life*, is reflected in an ambitious, inclusive and engaging curriculum that educates children socially, emotionally and academically. Through carefully planned learning experiences, strong relationships and a rich range of opportunities, we seek to ensure every child develops confidence, independence and a love of learning.

Our curriculum is built upon the belief that all children can succeed and that every child deserves access to high-quality learning, regardless of their starting point, background or individual need.

Aims

Our curriculum aims to:

- Deliver a broad, balanced and ambitious education.
- Promote high standards of achievement and attainment for all pupils.
- Develop children's language, communication and literacy skills.
- Foster a love of reading and learning.
- Support children's social, emotional and mental wellbeing.
- Develop resilience, independence and positive learning behaviours.
- Build cultural capital and knowledge of the wider world.
- Prepare children for the opportunities and responsibilities of modern British society.
- Provide meaningful and memorable learning experiences.
- Ensure progression from preschool and nursery through to Year 2.
- Promote inclusion and equality of opportunity.
- Support children to become active, responsible and respectful citizens.

Statutory Requirements

The school curriculum complies with:

- The Early Years Foundation Stage (EYFS) Statutory Framework.
- The National Curriculum in England.
- The Equality Act 2010.
- SEND Code of Practice (2015).
- Relationships Education and Health Education requirements.
- The Prevent Duty.
- Keeping Children Safe in Education.
- Ofsted's Education Inspection Framework.

The curriculum provides a broad and balanced education that promotes children's spiritual, moral, social and cultural development and prepares them for life in modern Britain. [\[assets.pub...ice.gov.uk\]](#), [\[gov.uk\]](#)

Curriculum Principles

Our curriculum is underpinned by the following principles:

Ambition

We have high expectations for all learners. Knowledge and skills are carefully sequenced to enable children to build secure understanding over time.

Inclusion

All children are entitled to access the full curriculum. Teaching is adapted to ensure pupils with SEND, disadvantaged pupils and vulnerable learners can achieve success.

Coherence

Learning builds progressively from nursery and pre-School to Year 2. Subject content is carefully planned so children connect new learning to prior knowledge.

Engagement

Children learn best when they are motivated and inspired. Our curriculum incorporates memorable experiences, educational visits, visitors and practical learning opportunities.

Cultural Capital

We actively broaden children's horizons through rich experiences which develop understanding of the local community, wider Britain and the world.

Personal Development

Children's personal, social, emotional and moral development is central to our curriculum design.

Curriculum Structure

Early Years Foundation Stage

In pre-school, nursery and Year R, children follow the EYFS Framework through the seven areas of learning:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning is delivered through a balance of adult-directed teaching, purposeful play, investigation and child-initiated learning.

Key Stage 1

The curriculum incorporates:

- English
- Mathematics
- Science
- Computing
- History
- Geography
- Art and Design
- Design Technology
- Music
- Physical Education
- Religious Education
- PSHE

Curriculum planning ensures progression, subject integrity and meaningful connections between areas of learning where appropriate.

Reading

Reading is central to our curriculum.

We aim to ensure every child becomes:

- A fluent reader.
- A confident communicator.
- A lifelong reader.

This is achieved through:

- Systematic synthetic phonics.
- Daily reading opportunities.
- High-quality class texts.
- Story-rich environments.
- Reading for pleasure initiatives.
- Targeted intervention where required.

Mathematics

Our mathematics curriculum develops:

- Fluency
- Reasoning
- Problem-solving

This is achieved through lessons that incorporate a range of High Quality Inclusive Teaching (HQIT) strategies, alongside opportunities for practice and mastery, ensuring that all pupils are supported to develop and embed their learning effectively.

Children are encouraged to develop secure number sense and mathematical confidence through carefully sequenced learning experiences and practical exploration.

Personal Development

Personal development is woven throughout the curriculum and school life.

Children are supported to:

- Understand healthy relationships.
- Manage emotions effectively.
- Develop resilience and self-esteem.
- Show respect and tolerance.
- Understand diversity and inclusion.
- Contribute positively to society.

Opportunities are provided through:

- Assemblies.
- Pupil leadership groups.
- Outdoor learning.
- Enrichment activities.
- School visits and visitors.
- Community engagement.

Inclusion

The school is committed to ensuring all pupils achieve success.

Teachers will:

- Adapt teaching appropriately.
- Use formative assessment to identify barriers.

- Provide reasonable adjustments.
- Work collaboratively with families and external agencies.
- Ensure SEND provision enables access to the full curriculum.

Disadvantaged and vulnerable pupils are carefully monitored to ensure equity of opportunity and outcomes.

Teaching and Learning

Effective teaching across the school includes:

- Clear learning objectives.
- Explicit instruction.
- High-quality questioning.
- Retrieval practice.
- Vocabulary development.
- Modelling and scaffolding.
- Responsive assessment.
- Opportunities for application and mastery.

Teaching promotes active participation, independence and challenge for all learners.

Assessment

Assessment is used to support learning and improve outcomes.

Teachers use:

- Day-to-day formative assessment.
- Observations and questioning.
- Pupil conferencing.
- Low-stakes retrieval activities.
- Summative assessments where appropriate.

Assessment information is used to:

- Identify next steps.
- Inform planning.
- Provide intervention.
- Monitor progress.
- Evaluate curriculum effectiveness.

Monitoring, Evaluation and Improvement

Curriculum quality is monitored through:

- Subject leadership.
- Learning walks.
- Pupil voice.
- Book reviews.
- Assessment information.
- Curriculum reviews.
- Governor monitoring.

Leaders evaluate the curriculum using the principles of:

Intent

What children should learn and why.

Implementation

How learning is delivered.

Impact

The difference the curriculum makes to children's achievement, understanding and personal development.

Roles and Responsibilities

Governing Board

- Ensures statutory compliance.
- Monitors curriculum effectiveness.
- Supports strategic development.

Headteacher

- Provides strategic leadership.
- Ensures curriculum quality and compliance.

Subject Leaders

- Monitor curriculum implementation.
- Support staff development.
- Evaluate impact.

Teachers

- Deliver high-quality teaching.
- Assess progress.
- Adapt learning to meet pupil needs.

Equality and Inclusion

The curriculum promotes equality, diversity and inclusion and reflects the protected characteristics outlined in the Equality Act 2010.

Children are taught to value:

- Respect
- Kindness
- Diversity
- Tolerance
- Responsibility

All curriculum content is carefully considered to ensure representation and accessibility.

Monitoring, Evaluation and Review

The school will review this policy annually or sooner should statutory guidance change and assess its implementation and effectiveness regularly. The policy will be promoted and implemented throughout the school, nursery and pre-school.