



NANPANTAN HALL
Nurture Centre

CURRICULUM

POLICY

POLICY REVIEW STATEMENT

This policy will be reviewed Bi-annually or earlier should legislative change or other event require it.

SIGNED:.....

POSITION: DIRECTOR

DATE: 1st August 2022

REVIEW DATE: 1st August 2024

FOR & ON BEHALF OF SERENITY EDUCATION



Nanpantan Hall Nurture Centre

Curriculum Policy

A Stimulating and Creative Curriculum

At Nanpantan Hall Nurture Centre we recognise the importance of the National Curriculum but acknowledge the need to further personalise its contents to support the learning needs of our students.

As such we use the 2014 primary curriculum as a framework to support the centres teaching and learning approach but tailor its content to ensure that everyone's needs are met.

To accommodate this need for personalisation and flexibility the Nurture Centre has chosen to use a thematic approach based around the Cornerstones Curriculum.

What is the Cornerstones Curriculum?

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the new 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our curriculum will be delivered through Imaginative Learning Projects (ILPs) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our student's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Cornerstones also provide a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs.

How it Works?

Children will progress through four stages of learning in each Imaginative Learning Project;

Engage, Develop, Innovate and Express.

At the '**Engage**' stage, children:

- gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- enjoy 'WOW' experiences
- get an exciting introduction to a topic or theme
- begin researching and setting enquiry questions
- get lots of opportunities to make observations
- develop spoken language skills
- take part in sensory activities
- Have lots of fun to fully 'engage' with their new topic.

At the '**Develop**' stage, children:

- improve their knowledge and understanding of the topic
- develop and practice their new skills
- compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- research their own questions and those set by others

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- follow new pathways of enquiry based on their interests
- Complete homework activities that support their learning.

At the **'Innovate'** stage, children:

- apply skills, knowledge and understanding in real-life contexts
- solve real or imagined problems using everything they've learnt
- get inspired by imaginative and creative opportunities
- Re-visit anything not fully grasped at the 'Develop' stage.

At the **'Express'** stage, children:

- become the performers, experts and informers
- share their achievements with parents, classmates and the community
- evaluate finished products and processes
- link what they have learnt to where they started
- Celebrate their achievements!

Teachers use their professional judgment and knowledge of the children in order to plan and teach using a variety of strategies, tools and resources that make the curriculum relevant and personalised.

These include:-

- Use of a student's special area of interest
- Use of IT
- Appropriate positioning of resources, children and support staff.
- A variety of communication aids, such as visual timetables
- Outdoor learning
- A commitment to interdisciplinary collaboration and partnerships with parents and carers, outside agencies and our local community.

Please read the 'Teaching and Learning policy' for further detail on approaches to learning at Nanpantan Hall Nurture centre.

Time allocations and Timetables

The original time allocations for subject areas given in the previous National Curriculum have been removed, and schools can organise the way they teach the foundations subjects much more flexibly.

Each half-termly topic has a lead subject, and this subject should have more time allocated to it over the relevant half-term where possible. Given that Science is still a core subject, more time should be spent on this area. (Please see the separate curriculum policies for guidance on English and Maths)

Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focussing too much on one subject. (See the school Long Term Overview)

The school has a timetable with non-negotiable allocations for various aspects of the curriculum, including English, Maths and PE.

Teachers are free to arrange their timetables to make the most of cross-curricular opportunities and the needs of the pupils.

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Subjects

As core subjects English and Maths will continue to be taught discretely.

English

Where possible links will be made with literacy genres, fiction and non-fiction books, guided reading books, and poetry as this has been shown to develop the thematic approach, and deepen learning and engagement. This will be delivered through the use English packs produced by Cornerstones but will also utilise the teach Active English curriculum to encourage engagement.

Phonics and Early Reading

Phonics will be taught discretely using Twinkl Phonics which is a DfE fully validated systemic, synthetic phonics scheme with Early Reading being supported by Twinkl Rhino readers and the schools banded reading system.

Communication and Interaction

Communication and Interaction are a core aspect of the Nurture Centres work and is taught across all aspects of the curriculum.

Maths

There is less opportunity for linking Maths to topics, but where possible, areas of maths like data handling and measures will be linked where appropriate for students and to support Maths learning. The Nurture Centre follows the 'White Rose' Scheme of work where possible but will also look to utilise the Teach Active Maths curriculum to encourage engagement.

Self-Awareness - Understanding the Self

The Self-Awareness aspect of the curriculum is the **Cornerstone** of the Nurture Centre work and focuses on supporting students to develop a deeper understanding of themselves. The Nurture centre considers this area of the curriculum as its core curriculum and covers the subjects of PHSE, Wellbeing and Citizenship.

Self-Management - Physical and Creative Expression

With Self-Awareness being the cornerstone of the Nurture Centre's curriculum the Self-Management aspect is its **Foundations**. This aspect focuses on supporting students to develop strategies to promote Self-regulation and encourage Self-control. It covers the subject areas of Art and Design, Music and PE and activity seeks to promote student's ability to physically and creatively express themselves in a positive way.

Social Awareness - Understanding the Wider World

The Social Awareness aspect of the curriculum focuses on developing a deeper understanding of the wider world and covers the core subject of Science and the foundation subjects of History, Geography and RE. Each of these subject areas will be fully embedded in the topics and will provide learning with a social context. It will also form the basis of much of the cross-curricular links and plays an important role in promoting Spiritual, Moral, Social, Cultural (SMSC) opportunities and Fundamental British Values (FBV).

(RE is a statutory part of the curriculum and will address through whole school gathering and celebrations. Where relevant topics from the agreed Leicestershire syllabus for RE have been matched to thematic topics across a year)

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Social Management

The Social Management aspect of the curriculum is the culmination of all other areas and focuses on supporting students to develop an understanding of how to interact with the wider world in a safe and appropriate manner. This aspect of the curriculum covers aspects of Computing and Digital Literacy and will promote opportunities for students to work collaboratively with the wider school community and beyond.

(Computing and Digital Literacy can be taught as discrete subject but will also complement cross curriculum links as part of the topical approach)

The Extended Curriculum

At Nanpantan Hall Nurture Centre we aim to provide a variety of extra-curricular activities for both key stage one and two students that will meet their needs, interests and enhance their skills and learning. These may include but are not exclusive to:

- Sport
- Music
- Art
- Cookery
- Study/homework

These clubs are provided by a range of people including coaches, volunteers, teachers and support staff. These clubs are changed termly.

Roles and Responsibilities

The curriculum is a collective responsibility taking into account staff expertise, subject knowledge and experience. Each teacher is responsible for contributing to the work of a curricular team.

This may include:-

- Policy review
- Organisation of events
- Managing a curriculum budget
- Monitoring the quality of teaching and learning of their subject area throughout the school monitoring of assessment and planning.
- Providing advice and support to each other
- Developing and implementing a subject action plans linked to the School Improvement Plan
- Monitoring the quality of teaching and learning of their subject area throughout the school and reporting outcome to the phase leaders
- Engaging parents and community in the curriculum through enrichment weeks, curriculum evenings and sharing targets for Literacy and Numeracy.

Assessment, Recording and Reporting

Please see 'Assessment policy' and 'Marking and feedback policy'.

Evaluating and updating the Cornerstones Curriculum

As this may be a new way of working for the students at Nanpantan Hall Nurture Centre, we will be evaluating the student's response to the curriculum half termly to see how they are responding. We can change the way topics are approached and delivered as we see how students respond in practice.

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There are many opportunities for children to participate and contribute to the life of the school and we encourage them to take responsibility and become active citizens of our school community, our local community and the wider world.