



CURRICULUM STATEMENT including EYFS

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Review body	School Management Committee and Inwoods Coordinator

At Inwoods Small School we are interested in exploring what it means to educate a child holistically. Children are engaged in a range of academic subjects such as numeracy, literacy and science, physical and artistic development, but at the same time as a school we look to educate the whole child and their social and emotional growth. At Inwoods learning is seen as a continuous, natural, and indeed inevitable process. The children are asked to participate in the activities offered by the teachers, as well as make their own choices about how they would like to engage in their learning. We find that from this they become more self-directed in their life and learning. At Inwoods, the majority of classes are divided by age and year groups, but there are also activities which are taught as a whole school. There is also the flexibility between the classes to meet children where they are at and to group them according to their current need, should that be necessary. Currently Inwoods has two classes of children, the first being for children in EYFS, Year 1 and Year 2 the second being for Year 3, Year 4 and Year 5.

1. General Purpose and Approach of the Curriculum

The small class sizes at Inwoods allow for an informal, friendly atmosphere in the classroom and for close relationships between each teacher and child, and between the children themselves. The curriculum is not target driven, although the National Curriculum and the EYFS Learning Goals are used as guidance to help provide an awareness of the academic challenges the children will need particularly in English

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(Literacy), maths and science. The statutory content of the PSHE curriculum is covered in an age-appropriate manner. In practice, the academic work is explored and adapted continually to meet the needs and interests of the class and the individual children. Many local and practical factors affect the curriculum, including the seasons. The learning happens indoors or outdoors, within the school grounds or in the surrounding woods and fields. Learning arises from the activities made available and from the freshness of learning about the world that emerges in the children. At Inwoods we see education as a shared activity, between all involved in the school and the world around us. This is the general approach in which the teaching of specifics is grounded.

2. Relationship to Learning

Great emphasis is placed on creating an atmosphere at Inwoods in which children can retain/develop a positive attitude to learning. Bearing this in mind, the curriculum is meant to engage children, but not to entertain them. Children are expected to participate in the activities offered and to respect the teachers but also feel safe to question and express how they feel about what they are being requested to engage in. Our aim is to create a spirit of enquiry and enthusiasm for learning. This is supported by helping the children to develop their academic competence within the whole context of their social, emotional and motor development; and this within the particular setting of a natural and largely open-air environment.

Key to the positive learning atmosphere is the intention to have no coercion, which means no rewards or punishments. This doesn't mean there is no guidance from teachers to the children but we ensure that encouragement given is authentic, relevant and specific. Praise can create dependence on external validation and is actually similar to using threats and sanctions to manipulate behaviour. We feel that children don't gain confidence and positive life experiences by being praised for their attributes and successes, but instead by tackling obstacles and overcoming them. We support children to progress with their learning by showing genuine interest in the work that they produce and in the comments and contributions that they make. In this way, we aim to make sure that each child feels their input and efforts are valued.

Teachers aim to create an atmosphere in which children feel safe and able to contribute to the activities in the best way they can. Comparisons are discouraged and 'shy' and 'retiring' children are gently guided to participate and develop in their own manner, as are 'outgoing' and 'active' children. Children's individual needs may 'rub up against' another child's needs, and the aim is to support this as a learning opportunity for all, while guiding and supporting the development of positive ways of being and interacting with each other and the world.

3. Maths

Children are helped to understand that maths is not just numbers and algorithms but it is shapes, patterns, problem solving and much more. Thus, they are encouraged to see what an important role it plays in everyday life. Integrating maths into art and craft, cooking, gardening and nature comes about sometimes through conscious efforts but many times simply arises spontaneously. Geometry lends itself to be

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integrated with art and craft; fractions with cooking and sharing; and measurement with time-keeping within the daily routine, shop keeping, and Design Technology.

When teaching any aspect of maths, great emphasis is laid on the child's understanding the underlying concept in a concrete way. This is brought about by introducing a new concept when the child is ready, first through concrete materials, then moving on to pictorial representation and finally abstraction. Natural materials, a range of manipulatives and the outdoor environment all play a strong part in making Maths teaching as active, practical and hands on as possible.

The materials and methods used in teaching maths enables a child to gain a deeper conceptual understanding, providing the foundations to securely move towards abstraction. The concrete sensorial aspect of the materials used helps with this journey, providing opportunity for practice to help children gain mastery. Internalisation of addition, subtraction, multiplication and division facts are brought about through practice and playing oral games, and varies very much with each individual child. The importance of reviewing concepts learnt is gently emphasised.

Mathematical reasoning is seen as the bridge between fluency and problem solving. There is an invitation for the children at Inwoods to use and develop fluency skills to explore, reason and challenge thinking in order to embed mathematical facts. In this way, children approach new concepts from a variety of angles, practised in different ways and applied in a range of contexts, including the use of verbal reasoning. Problem solving and investigations form an important part of this process, and are undertaken individually, with teacher guidance, in groups or as part of another activity or topic.

In the older class, children practise differentiated and varied mental maths skills with support, are guided to work through individualised next steps and practise independently applying and cementing their knowledge and skills to activities in the classroom. In addition, maths plays a part in class projects where mathematical concepts are applied to real-life scenarios and problems.

4. Literacy

The approach to Literacy is varied and rich. This is carried out through project led learning, listening to and reading text, writing and editing stories and facts, handwriting practice, bookmaking and interdisciplinary enrichment.

Our experience shows how important stories are to the children's understanding of literacy and of culture, and of the value of combining art with language. A wide variety of reading materials are available in all learning spaces, along with reading schemes, and stories are told in many aspects of the curriculum.

Inwoods has a positive culture of reading, in which learning reading is not pressured, but supported and encouraged, and where a love of reading can grow. Reading is promoted for both knowledge acquisition and pleasure and children are provided with a varied array of reading choices, including picture books, non-fiction books, poems, and stories. Children also are able to choose and read various phonic scheme

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books such as Jolly Phonics early readers and Oxford Reading Tree. Children who are new to reading are given a developmentally appropriate reading book to take home and are also encouraged to choose another themselves. This fosters an interest in independent reading and self-motivation to read. Children have the opportunity to read or be read to on a regular basis throughout their time at school:

- Quiet reading time gives the children time to immerse themselves in books of their own choosing and to read at their own pace;
- Story time at the end of each day allows the children to discover texts at a different level than they might be reading at and of a different kind than they might choose for themselves;
- Guided reading supports the children to delve into books at a deeper level and to be both supported and challenged with their understanding of a text;
- 1:1 reading with a teacher or TA gives the child specific, individualised feedback to move their reading forward;
- ‘Book Buddies’ sessions give children the opportunity to support each other’s reading learning journeys.

Parents are encouraged to read with their children and explore a wide array of different reading materials. Early reading is taught using phonics in discrete, daily sessions, based on a variety of phonics programmes. Children learn to confidently recognise letter shape and sound combinations and use this to blend and segment in order to read words and sentences successfully. These skills are taught in a multi-sensory way so that individual learning styles are respected.

Children are encouraged to write from early on and consider themselves as authors. They write their own stories, lists, diaries, recipe books, etc. They write reports on individual interests, which emphasise descriptive and informational writing, as well as research and composition. Whole class writing topics are chosen together with the children and are designed to be purposeful, to give intention to the process. These topics often include history or geography content and, in this way, cross curricular links are made, making the learning more meaningful.

During the creative writing process, spelling isn’t emphasised, but is augmented to create subsequent drafts through editing and improving sessions. Spelling is taught sequentially, moving on to more complex spelling structures, word groups and rules when the children are ready. As children become more competent readers and writers, specific spelling lessons are given to familiarise children with word groups and rules. The time spent on spelling increases in relation to the children’s capacity.

Various appropriate dexterity and handwriting exercises are offered. Attention is given to the neat and correct formation of letters, in alignment with the child’s development, increasing the precision as proficiency develops. The correct pencil grip is encouraged (the tripod grip). Regular practice enables early writers to understand which letters belong to which handwriting ‘family’ (i.e. letters that are formed in similar ways). As children become more competent writers, letter joins, size, spacing and horizontal and diagonal strokes are taught in order for children to ultimately write legibly, fluently and with increasing speed. Handwriting sessions are silent sessions with calming classical music played to encourage focus. In this way, children begin to learn to give their attention fully, without distraction and

to produce writing with care and consideration.

Punctuation skills are taught, especially in the context of the children's own writing, with exercises provided to expand and reinforce their knowledge. Grammar is gradually introduced with more specific lessons as the children are ready for it. Care is taken that grammar doesn't impede literal creativity, but that the tools of grammar are used to communicate clearly.

5. Science

Children are natural and curious learners and they are drawn to observing nature and exploring the inherent scientific phenomena all around them through play and more directed activities. This interest invariably comes into the learning environment. Through natural activities and focused experiments, the children learn about scientific methods and processes. As the children grow, many of the current scientific theories are revealed. In most instances, the answers aren't given to the children, but explored in a process that can reveal more than any intended outcome.

Explicit sessions focusing on 'working scientifically' allow the children to develop critical thinking skills while explorative sessions give the children an opportunity to experiment and investigate to find the answer to a specific question. While performing experiments, children are encouraged to observe closely and explain their observations in their own words when young and with appropriate scientific vocabulary as they mature. They are also supported to draw scientific diagrams and graphs. Children learn how to make hypotheses and test them, how much information it takes to prove a theory, and how to document experiments. In these ways, the children gain an important basis in how scientific understandings have been changed and revised over time. Integrating science into gardening, cooking and maths helps children understand the interconnectedness of science with other disciplines.

In the class, the children might explore the natural world, forces, and biology with emphasis on animal and human biology. These often come up in relation to imaginative play, interests of individuals, and stories or topics brought into the children by the teacher. Individual and Class Projects in the older group often incorporate science as these follow the children's interests and give them a chance to explore what they love and to discover more about these topics.

6. Technological Education

At Inwoods we value the opportunities that technological education can provide to develop skills such as resourcefulness, inquisitiveness and creativity. We ensure that there is exposure to technological education both through Design Technology, as well as through weekly cooking sessions. By engaging the children with Design Technology, we recognise its benefits to make products that solve real and relevant problems within a range of contexts. We explore it as a hands-on process of planning, creating a product using tools and then evaluating this product. At Inwoods we integrate technological education through many of our cross curricular projects that the children and educators co-create for all the children from EYFS through to Year 5. Class Projects in the older class often incorporate DT and allow the children to

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direct their learning and to come up with their own solutions to problems that arise throughout the process, applying taught techniques with support. In addition to this, references to technology that they encounter in daily life, such as cars, mobile phones and cameras are also incorporated, helping them to develop a critical understanding of its importance in daily life and the wider world.

As a school we also see that elements of technological education, especially Information Communication Technology for young children is a delicate matter and must be sensitively handled as it can considerably impact a child's development. We feel that the children best learn to use electronic media as a resource and tool when these media are introduced after children have developed a rich experiential foundation. With this in mind we provide no computer access for younger children and limited access for Year 5 and Year 6 children. At times, images / short videos will be projected / shown to aid engagement with or understanding of a topic. As they mature, children are given access to technology such as tablets, cameras and printers to record their work. This allows them to take responsibility for demonstrating their understanding and skills within different subject areas. In Years 5 and 6, children will have access to computers to carry out research and for the final presentation of their work.

'E-safety' is taught to children starting as part of the PSHE curriculum in Years 3 and 4 and this curriculum develops as the children move into Upper Key Stage 2. This is done without the use of screens / computers in Lower Key Stage 2 classes, but starts to involve screens and computers as the children move to Upper Key Stage 2.

7. PSHE (Personal, Social and Health Education) /RSE

Inwoods' ethos supports PSHE on a daily basis in the curriculum. Our 'Agreements' are arrived at through discussion as a whole school near the beginning of each academic year. We consider how we would all like our experience at Inwoods to be and we put into place guidelines that each individual agrees to, in order to arrive at this experience. This allows us to discuss important issues such as inclusion, kindness, and taking responsibility in a constructive way and to return to our conversation should issues arise throughout the year.

Physical health and wellbeing are explored and encouraged through the time we spend outdoors - playing, exploring, sports and connecting to nature, all allow the children to build an awareness of the importance of keeping active and healthy. An understanding of healthy eating is incorporated into cooking sessions as well as time spent gardening and growing fruit and vegetables. Mental wellbeing is discussed explicitly during PSHE classes but is also approached in the day-to-day routines of the school, including Quiet Sit Spots and Quiet Moments encouraged throughout the day as well as yoga sessions. Hygiene is covered daily before snack and lunch, in groups and individually, as well as with regular attention to fingernails and overall cleanliness. It is the responsibility of the children to help keep the classrooms clean and tidy, they learn about how to keep a place free of germs and about contributing to the care of community space. The emphasis on children in a disagreement, facing the problem(s) together with or without adult guidance, teaches non-violent communication, empathy and how one's actions affect others.

RSE is also taught explicitly to all year groups. The content is taught in an age-appropriate way and covers

the statutory content relating to healthy relationships with ourselves and those around us including online relationships. There is a consideration of topics that involve the protected characteristics, and we think carefully about the best way to cover these topics with each year group. In KS2, PSHE lessons also cover the required content related to E-safety. The PSHE/ RSE policy shows curriculum coverage throughout the year in more detail. Other PSHE topics are dealt with and covered as they arise within the context of daily school life, in an appropriate, sensitive and relevant way. Weekly PSHE sessions often include philosophical questions and stories which are used to look into various dilemmas and to give each child practice in expressing their opinion, listening to differing opinions, seeing how people grow and to sensitively question the world around them.

8. Project Based Learning

Project Based Learning is an inquiry-based approach to learning. It is an approach that places emphasis on the importance of each individual's unique voice and autonomy over learning. Projects evolve with the children's interests and throughout the year they often broadly cover areas of the curriculum such as Science, History, Geography, Art, Drama, Physical Education, and Technology.

Early Years / Year 1 / Year 2

In the younger class, through careful and considered discussion and observation, desired learning paths emerge from the children, either individually or as a group. These are listened to and taken into consideration when tailoring the learning. It is essential that projects are purposeful and relevant to the children and that they have a sense of ownership over their learning. The projects are co-created between child and teacher and are creative, imaginative, open and limitless and can last from 4 weeks to a whole year depending on interest and engagement from the children. They explore projects collaboratively and individually through many different languages of expression. Projects are facilitated by the teachers and are extended and supported within the learning environment through various provocations ('offerings'). The depth and breadth of the project is then tracked by the teacher through retrospective Schemes of Work to determine the traction of the project and which areas of the curriculum it is covering and its potential next steps. A project might delve deeper into one area of learning than another, such as science for example, and at the end of each project the coverage is assessed and considered for the next project to enable a balanced but rich and varied learning experience.

Year 2 / Year 3 / Year 4 / Year 5

In the older class, Project Based Learning allows the children to direct areas of their learning. The class Writing Project means that the children's writing is meaningful and related to a topic of interest, often incorporating History, Geography or RE. In this way the children write with purpose and connect more with their work. The Class Project is a supported project, where the content, direction and outcome is chosen by the children and often incorporates Science or DT. Children's Individual Projects are completely child led but supported as necessary. This gives each child the opportunity to explore an area of interest and to take responsibility for a project all the way through the process, determining its outcome. These projects last as long as is needed to bring each one to a successful end point and therefore could last

half a term or longer.

9. Social/Emotional

Learning to cooperate during group activities, resolve conflicts and accept differences are all skills we value highly at Inwoods. The importance of respectful relationships are key to the staff interactions with each other, the parents, and the children whilst also offering positive modelling. We take time in circles, when an issue has arisen, and in our class sessions - both planned and unplanned - to look at the guidelines and ways we humans can learn to look after each other and the wider world.

Inwoods doesn't consider itself a 'free-school' or 'democratic school', however, we aim to and practise ways in which the children can take responsibility not just for their own learning, but for the fabric of the whole school. Children are given a real responsibility for decision-making and contributing to actions in the school, from coming up with and adjusting the Agreements, to planning Celebration Days and Fairs.

Punishment and reward are increasingly shown to be ineffective in the long-term and tend to have differing results than the ones intended. Children at Inwoods are not punished for inappropriate behaviour but are made aware of their actions, and are given, often with the help of an adult, the space to reflect and make suggestions for right action in the future.

When conflicts arise during playtime or lessons, we attempt to address them immediately and sensitively by allowing both sides to be heard using non-aggressive language. We encourage children to put themselves in the shoes of others and to recognise their own mistakes. We feel the ability to admit to incorrect behaviour is a sign of emotional maturity. Problem solving is not only used as a way to navigate disagreements between children in a particular moment, but as a way of looking at issues and decisions in the whole environment. This can encompass ways that the play equipment is used; procedures for apologising; timings and guidelines for spontaneous ideas of activities such as water games; rules for how to behave on an outing; etc. As a result, the children feel confident about the ways things are done, that they are heard, and thus feel free to be themselves and to support others to be themselves.

Observation and awareness are key elements to emotional health. The teachers carefully observe children, supporting them to see themselves and others in each moment without judgement. In the conversations with the children, the staff do not attempt to get the children to see what the adult sees, but to look truly at the child's own emotions, assumptions and conclusions.

General politeness is expected and children are guided in the use of appropriate verbal and body language in order to develop relationships: eye contact, facial expressions, non-judgmental use of words and means of expressing oneself, etc. Turn-taking, care of others, sharing, and generosity are all expected. It is understood that all people, teachers included, make mistakes. If a guideline is broken, the inappropriateness of the behaviour is made clear, and the issues are dealt with in various ways. Sometimes it is appropriate for a whole class group or the school to engage in the issue. Often, a teacher will talk with the child/ren about the situation and a natural consequence may arise out of this.

It is essential that children feel they have friends and can relate with a wide number of other children and adults. This is nurtured by observation of children who may need help in this area, and the careful creation of opportunities to increase special bonds, and, conversely, variety in relationships. Responses to children vary in response to their age and capacity.

Ongoing feedback between parents and teachers regarding social/emotional issues is considered important. There are a range of ways that parents and staff can communicate, including the opportunity for weekly meetings with individual parents. These are important links between home and school, and help create the culture of Inwoods.

10. Spiritual, Moral, Social and Cultural Inclusion

At Inwoods, the spiritual, moral, social and cultural development of the students is paramount to our intentions. We offer a broad range of artistic, cultural and environmental opportunities and challenges through lessons and school meetings to help our pupils acquire values and skills to enable them to develop responsibility, resilience and independence, and choose their path in life. Regular discussion of rules, enquiries into life, and problem-solving responses to conflict, create an atmosphere that effectively nurtures children's spiritual, moral, social and cultural awareness.

All pupils are encouraged to strive for academic excellence and a spirit of open and shared inquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. When developmentally appropriate, we emphasise not only a broad understanding of cultures, religions, laws and politics, but awareness of the influences of the above, to help pupils stay clear and true in the decisions each makes in each moment. Citizenship and morality are not considered in just the local and national context, but include environmental and worldly connectivity, from our influence on the smallest microbe to the largest biome. Spirituality, associated with the search for meaning and purpose in life, relates to connection and awareness, and to being truly present in life.

At Inwoods, we find it essential to allow opportunities for children to face and understand their fears. Moral development is concerned with pupils' ability to make decisions about how they should behave and act, and the reasons for such behaviour. Pupils are encouraged to understand the need for understanding and empathy and to cooperate with rules from conviction rather than because of sanctions or consequences. We offer continual opportunities within the curriculum, in social interactions and through taking on responsibilities to contribute to the student's spiritual, cultural and social development.

11. Listening/Communication

Part of the intention behind our curriculum and atmosphere that respects children, is that it encourages them to participate in their environment and to offer input. This naturally encourages children's articulation and listening to others.

Children are given opportunities to develop their confidence in speaking in a group and to learn the

importance of good listening. This is done in class as well as in circle time, and through PSHE lessons. In all situations, the children are encouraged to listen carefully, and, taking careful turns, then share appropriate comments and questions. Many other activities for listening are offered in various lessons throughout the week.

We aim to create a kind and non-judgmental environment in which children feel safe to express their anxieties, thoughts and needs. A small student-teacher ratio ensures that each teacher can understand the individual personalities and thus offer the most appropriate challenges and support for each child. We recognise that resilience and facing disappointment are key in developing a confident, generous human being, and try to support the children in this.

12. Physical Education

The Inwoods grounds offer two acres of beautiful playing area. Children have plenty of space to run, play games, build dens, work in the vegetable garden, make environmental art, play in sand and play areas, and climb small trees.

A minimum of one and half hours a day is offered for outdoor playtime; plus, at least three hours a week for gardening and nature exploration. Physical skills are developed as the children progress throughout the school. The school grounds and freedom to climb trees, play games and use equipment encourage the children to challenge themselves and to remain active. The children are regularly taken on walks into the local woodland with an emphasis on building stamina as well as an appreciation of nature. As the children mature, explicit PE lessons give them the opportunity to: experience a broad range of physical activities such as football, tennis, rounders, cricket and athletics; ensure that they are physically active for sustained periods of time; engage in team games and activities where they challenge themselves; lead healthy, active lives; and to understand the capabilities and limitations of their bodies. These lessons introduce and develop skills such as running, jumping, throwing, catching, balancing, control and coordination. They also allow the children to challenge themselves and to improve their skill-set. Additionally, discrete lessons introduce the children to dance and yoga, increasing their flexibility and strength. Emphasis is placed on becoming a cooperative team member and developing a positive attitude to physical tasks outdoors.

13. Contact with Nature

We feel a daily connection to nature and the world around us is very important, so time outdoors is given great emphasis at Inwoods. Each day starts with 10 minutes of quiet 'sit-spots'. This is simply an opportunity for us all to be present and still in a beautiful natural setting away from any human activity. Many other activities also happen outdoors and in general, the grounds are considered as much a part of the school as the indoor areas. We have play fields, swings, a sandpit and a Wendy house, as well as many areas which are left wild to encourage flora and fauna. Our Nature Garden has a pond, a habitat wall and several unkempt areas and is used sporadically to encourage wildlife over human use.

To give a focused time to actively be in nature, we have allocated one day a week to nature. The format for these days varies from week to week, but will include a range of sessions. It might be that we spend time doing flora and fauna identification, ecology and various bush-craft skills and activities. The activities relate to and depend upon the seasons. The children may be involved in a project, such as preparing an outside area, or in a craft, such as whittling butter knives. They learn how to make fires, prepare weatherproof survival structures, make wreaths and much more. The sessions include valuable facts as well as activities.

We also have a vegetable garden and so at times the children learn about the processes of plants and growing food, staff and children dig, weed, sow, and maintain not just our vegetable garden, but the beds and borders too. Throughout the year, various topics are explored including photosynthesis, the life cycle of plants, harvesting, gardening practices and making plant choices. Whenever available, our produce is included in our cookery sessions and snacks.

We also do a lot of exploring in nature which can happen by walking, playing and exploring the Nature Garden and the surrounding woods and fields. Equipment such as magnifying glasses, nets, bug- and pond-viewers and clipboards with paper and pencils are provided to facilitate the children making the most of this time.

14. Artistic Exploration

Artistic exploration is encouraged in all areas of the curriculum through many different languages of expression, from the labelling of hooks, illustrations in personal notebooks to larger art projects. Art is taught both explicitly and spontaneously: at times a topic such as Portraiture or Pointillism is followed, or the work of a particular artist is explored; at others, artwork has a purpose at a point within a project. Often, observational artwork is impromptu and arises during the time we spend outdoors. Additionally, the children are offered regular time in the outdoor art room where they paint freely and without commentary, to encourage freedom of expression. The mediums used for artwork include but are not limited to: pencils, paints, inks, crayons, clay, paper, wood, natural materials, fabrics and junk materials. During Free Choice times, the children have access to a variety of art and craft materials and drawing and crafting are favourite activities.

15. Performing Arts

Weekly, children are offered the chance to take part in music or drama activities and games. These sessions allow them to develop their musicality, enjoyment of singing, and experience of performing. Drama sessions explore improvisation and story-telling through a variety of games. At different points in the year, there are performance opportunities for the children. These may take the form of seasonal celebrations, presentations about work and class assemblies. Children are encouraged to participate, whilst being sensitive to individuals who are more introverted or haven't had the opportunity to express themselves in front of an audience.

16. Languages

French is the modern foreign language taught at Inwoods. The intention is to create an interest in and awareness of modern foreign languages and cultures. From Year 3 onwards, weekly lessons involve the children in speaking, listening and role-playing. The classes encourage children to listen and engage with French, learn new vocabulary, speak in sentences using familiar vocabulary with appropriate pronunciation and show an understanding of basic vocabulary.

17. Special Educational Needs and Disability (SEND) - to be read in conjunction with our SEN Policy

At Inwoods, our SEND provision starts immediately, as we believe all children learn at their own pace, have different capacities and challenges, and are meant to be sensitive. We feel that sparking a love of learning in life, will take a person far, whatever their capacities, and accept children as they are, whilst also supporting them to thrive and excel.

However, if children have any specific or differing needs, we meet these on a case-by-case basis both in and outside of the classroom setting. When a child shows a lack of understanding, difficulty in manifesting self-control or other learning difficulties, we begin by increasing observation and then putting strategies in place. These vary from introduction to particular materials and strategies, increased learning support in the classroom and increased time at certain activities. We are also able to consider both the academic and developmental needs of the child and in conjunction with the parent's place children in classes outside their normal year group but working at a more appropriate academic level.

Eventually, outside specialists may be called upon. Parents are communicated with throughout this process. If any particular provision including one-to-one tutoring is deemed needed, then Individual Educational Plans are drawn up and discussed termly with staff and parents. Children also look at their learning needs and help to decide their goals in an age-appropriate manner.

We have made provision for wheelchair access and have many features that cater to people with physical and sensory disabilities as well as learning needs.

18. English as an Additional Language (EAL)

At Inwoods we believe that EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum and that EAL learners make the best progress within a whole school context, where children are educated with their peers. The school structure and ethos help EAL children integrate into the school whilst valuing diversity. Bilingualism is viewed as a positive and life-enriching asset.

The EAL needs of a child are investigated through:

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- Information from the application form;
- Information from parents/guardians;
- Information from initial assessments and observations
- Information from the previous school. during the application process, at the child's entry to the school, or at any subsequent point.

Through the assessment of EAL children, competence in English is categorised on a five-point scale using the Department for Education's EAL classification codes:

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

We are able to support children whose main language is not English, mainly through differentiation of classroom activities as well as one to one teaching when necessary. School resources, including books in the library and equipment in the Early Years will reflect cultural diversity and be in a variety of home languages.

If additional one to one lessons are needed this is something that we would ask the parents to organise

privately.

19. Assessment and Planning

Formative rather than summative assessment is emphasised at Inwoods. The withdrawal from the National Curriculum tests and exams is deliberate, as we feel children do not benefit from these exams and comparisons. This does not mean that we are unaware of the skills and curriculum content that has been covered by the children. The teachers are aware of the National Curriculum and how they are structured to meet age-related expectations. Each child has individual assessments carried out by the teachers continually throughout the year. Assessment Sheets and records of their progressive learning are kept by the staff. This information is not shared with the parents and children unless asked for and each child will work at their own pace and not be forced to fulfil nationally set academic expectations. A progress report is written on each child and a copy is handed to parents once a year. Twice a year, teachers meet with parents to discuss all areas of their child's development. Notes are taken during this discussion regarding feedback from teachers and parents.

Teachers come together before the start of each term to share ideas for activities and discuss possible project ideas for the coming term. Any important changes to the school/curriculum and outlines are announced at the beginning of each term via email. Parents have the opportunity to raise questions and concerns.

Teachers meet weekly to share observations of children's progress and behaviour, and to make practical changes and plans. To create the safe and open atmosphere of Inwoods, it is essential for the staff to have in-depth communication about the children and issues that occur at school. Because of this careful attention, Inwoods may change more than many other educational settings, and flexibility from parents and staff is needed. All-school trips, theatre visits, themed days and other opportunities are arranged in as long-term a time-frame as possible, but many are inspired by the current discoveries of the children, and are those made within a minimum planning time of 3 days.

20. Early Years Foundation Stage (EYFS)

Children are viewed as unique and rich in potential, confident in building relationships, being curious and open-minded to ideas, and capable of independent, critical, creative and divergent thinking. Teachers assess holistically, encompassing these qualities and enabling us to determine how each child learns and how we can support the development of each child's potential as well as the depth and breadth of children's learning experiences.

EYFS children's interests and voices are listened to and implemented within the environment or experiences and give them a greater sense of ownership over their learning and therefore purposeful and relevant learning opportunities. This is carried out through collaborative Project based learning Work which is co-constructed between children and teachers, using the curriculums as a guide to ensure coverage.

Teachers regularly assess, reflect and adjust planning, practice and environments to suit the developmental needs of the children. Teachers assess Reception aged children in line with the Early Years Foundation Stage requirements, but are not limited or held to these. We monitor and track progress throughout the year through observational evidence and collate these on the online platform Tapestry where each child's Learning Journal is constructed and shared with parents on a weekly basis.

21. Structure of the week

The children can begin arriving at Inwoods at 8:40 am for a 9 am start to the school day and then find a spot to sit quietly for 10 minutes ('quiet sit-spots'). After this, we gather as a class for circle time, where we share thoughts, offer enquiries and discuss what the day ahead will hold. This will take place either outside or in individual classrooms.

Morning sessions take place until 12:30pm, with a mid-morning break when a snack of fruit, and rice cakes or corn cakes is provided followed by playtime outside. Mornings are spent on focussed activities including writing, phonics and maths skills, or project time.

Lunch starts at 12.30pm followed by free play outside until 1:45 pm. We are a vegetarian school and children are asked to bring a packed lunch to school which is low in salt and ideally contains no sugar. Each child takes responsibility for clearing up after themselves, helping to develop a sense of individual responsibility.

During afternoon sessions throughout the week, the children will engage with dedicated PE games and movement time, French, Art, PSHE and Performing Arts sessions. There will also be opportunities through the week for free choice and Solo- Time (a calm, silent 'down-time' wherein children are encouraged to focus or relax on their own).

Wednesdays are dedicated Nature Days and have a looser structure depending on the flow of the day.

The end of school is scheduled at 3:15 pm or 3:25 pm (pick up is staggered by class), and parents are expected to arrive on time so as to be waiting to greet and collect their children. Parents are responsible for the behaviour of the children in their care, and school rules are to be followed even when staff are no longer in charge.

22. Link to other Policies

- SEN and Learning Support Policy inc. EYFS – Inwoods
- Inwoods ICT Use, e-Safety and Cookie
- Inwoods PSHE-RSE Policy