

Inwoods Small School

CURRICULUM POLICY including EYFS

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1. Introduction

At Inwoods Small School we are interested in exploring what it means to educate a child holistically. Children are engaged in a wide range of academic subjects such as maths, literacy, science, and physical and creative development, but at the same time as a school we look to educate the whole child. At Inwoods learning is seen as a continuous, natural, and indeed inevitable process. This ethos is in line with the philosophical teachings of Krishnamurti who founded our senior school, Brockwood Park.

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 setting of a natural and largely outdoor environment.

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. This applies to children working above their age expected learning level as well as those who are working below. 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. This academic year we don't have any Year 6 children.

2. The Curriculum

2.1 Planning and oversight of the curriculum

The class teachers hold the majority of the responsibility for the planning of the curriculum each academic year, overseen and supported by the School Coordinator. Any important changes to the curriculum are announced at the beginning of each term via email, so that parents have the opportunity to raise questions and concerns. For definitions of the types of plans used by the teachers please see Appendix 1.

Reception - Year 2

For the Reception aged children, we have an exemption from the EYFS learning and development requirements, although the teacher is aware of the areas of learning and development and uses them to form the background to much of what happens in the classroom. EYFS children's interests and voices are listened to and implemented within the learning environment. This is carried out through collaborative project-based learning which is co-constructed between the reception aged children and teachers, using the EYFS early learning goals as a guide to ensure coverage. This gives them a greater sense of ownership over their learning and therefore purposeful and relevant learning opportunities. Learning is regularly documented on Tapestry and this information is shared with the parents, as well as being used to support the retrospective planning of the direction the project will take.

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The children in Year 1 and Year 2 (where developmentally appropriate) are also taught through project-based learning. These projects span across many topics that include history, geography, art, technological design and literacy, and also often touching on topics within the PSHE curriculum. There is additional awareness of the National Curriculum content for Year 1 and Year 2, and children are individually met, supported and challenged with additional strands of learning for maths, English and science. Year 1 and 2 children are tracked across each term and along with Long Term Plans, coverage across subjects is ensured. Content and objective coverage is recorded weekly on Tapestry and this information is shared with the parents, as well as being used to support retrospective planning for the project.

Year 3 - Year 6

The teacher of the older class (Year 3 - Year 5) uses Long Term and Medium Term plans to ensure curriculum coverage for English, Maths, Science and PSHE. Differentiation is achieved by weekly and daily plans which are flexible depending on the needs of the children.

Performing arts, PE and French are taught as stand-alone lessons and follow Long Term and Medium Term Plans that are adapted where necessary according to the children's progress and interests. RE, Geography, History, DT and Art as well as many aspects of the English and Science curricula are interwoven into the Class Project and the Personal Projects. These projects are chosen and directed by both the children and the teacher in collaboration. Here pupil voice directs a large portion of the children's learning topics, while skill coverage is ensured by ongoing tracking and retrospective planning by the class teacher.

2.2 The content of the Curriculum

In Appendix 2 are copies of our weekly timetables for the two classes.

For detailed information on each subject taught and how the subject is progressed as the child's learning develops, see Appendix 3.

Overview of the school day

The children begin arriving at Inwoods at 8:40 am to start their school day. Around 9 am every morning we do Quiet Sit Spot where we find a place to sit quietly for 10 minutes outdoors. Each Monday, we gather together as a school around the fire circle to reconnect after the weekend and to share any news about the week. Each Wednesday before Nature Day, we again come together as a school. After this, we gather as a class, where we share thoughts, offer enquiries and discuss what the day ahead will hold. This takes place either outside or in individual classrooms.

Morning sessions take place until 12:30pm, with a mid-morning break including playtime outside. Mornings are mostly spent on focussed activities including writing, phonics and maths skills, or project time. In the older class, the children complete daily jobs to help build a sense of care and responsibility for the school environment.

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

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little sugar. Each child takes responsibility for clearing up after themselves, again helping to develop a sense of individual responsibility and care for the school.

During afternoon sessions throughout the week, the children will engage with dedicated PE games and movement time, French, Art, PSHE and Performing Arts sessions.

Wednesdays are 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).

2.3 Educational Visits and External Providers

At least once a term the children will go on a school trip or an external provider will come to the school to deliver a workshop. These days are often inspired by the current discoveries of the children. They also provide an opportunity to experience life outside the school context, which helps the children to see their place within wider society.

2.4 Self-led Home Learning

Reception - Year 2

Children can choose and read various phonic scheme 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. Parents are encouraged to read with their children and explore a wide array of different reading materials.

Year 3 - Year 6

All children are asked to take a developmentally suitable book/s home to read fortnightly.

In Year 6, we begin to give students a piece of home learning each week in order to help them develop the skill of self-discipline when working outside of school hours, so that they are more prepared for expectations in secondary school. This work supports learning the children have been doing in school and is also designed to consolidate their understanding of key areas.

2.4 Assessment and Reviewing the Progression of Learning

Teachers regularly assess, reflect and adjust planning, practice and environments to suit the developmental needs of the children. Teachers meet weekly to share observations of children's progress and attitude to learning in class, and to make practical changes to plans. The nature of a small school allows for all staff to have in-depth communication about the children and issues that occur at school. All members of staff have daily contact with all the children.

Formative rather than summative assessment is emphasised at Inwoods. The withdrawal from the National Curriculum tests and exams is deliberate. We believe that assessment should be meaningful and should be done continuously to ensure that children are supported and / or challenged as needed. Assessment is completed with the National Curriculum in mind but adjusted according to each child in the context of a broad and balanced curriculum.

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Termly, the teachers are asked to complete an overview sheet to help track each child's progress academically, but also holistically and this is then used to highlight any on-going patterns in their learning and help us to identify any interventions or changes to their timetables that might need to happen. Any concerns are logged on Salesforce to help build a picture of the child's learning over the long term.

Reception - Year 2

Teachers assess reception aged children in line with the Early Years Foundation Stage (EYFS) requirements but are not limited or held to these. They 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. All children's project-based learning is documented, assessed and tracked on Tapestry. Year 1 and 2 also document their work, such as writing and maths, in their books and are provided with verbal feedback during the class. Verbal feedback is more purposeful as it gives them the chance to receive and respond to feedback in the moment. Phonetic knowledge is assessed and tracked on a termly basis through phonic and reading sessions on assessment records. Overall coverage is tracked per project and the National Curriculum is used as a guide for Literacy and Maths and is assessed termly to ensure an even coverage.

Year 3 - Year 6

For the older children, assessment sheets and records of their progressive learning are kept by the teacher. Feedback is often given verbally so that the children can benefit from it and apply it immediately. Content coverage and objective assessment are updated regularly to ensure that key skills are taught and that each child's next steps are clear. 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.

2.4 Reporting to Parents

The parents see the teachers daily at the school gate. They are also given the opportunity to arrange private meetings if a longer discussion is needed. Parents are encouraged to contact the school at any time if they are at all concerned about any aspect of their pupil's education.

For both classes, a report is written on each child and is sent to parents once a year, at the end of the summer term. Twice a year, in the autumn and spring terms, teachers meet with parents to discuss all areas of their child's development. Parent/teacher meetings are invaluable to parents. They provide an opportunity for parents to meet the teachers of their children and discuss their child's ability, progress, effort and work as well as their social and emotional wellbeing. There should be no surprises as communication with parents should be very regular and pro-active throughout term time. Notes are taken during this discussion regarding feedback from teachers and parents. The information from the meetings is then fed into the interactions that the teachers have daily in the classroom. Any significant discussion or information is expected to be logged on Salesforce.

3. Differentiated Opportunities

3.1 Special Educational Needs and Disability (SEND)

At Inwoods we believe all children learn at their own pace, have different capacities and challenges, and are meant to be sensitive.

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 parents, can place children in classes outside their normal year group but where they will be working at a more appropriate academic level.

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.

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.

Please see our SEN Policy for more detailed information on the provision we provide.

3.2 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:

- 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 (see Appendix 3 for more information).

We can 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 will be

available, when necessary, and these could include books in the library and equipment in the Early Years. These will reflect cultural diversity and be in a variety of home languages. We encourage and provide opportunities for children to use their home language through play and learning, to support their language development at home.

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

3.3 Role of Higher Level Teaching Assistant (HTLA)

The HTLA's role is to support the teachers where necessary. With the Reception to Year 2 class, this involves taking a group of children and supporting or extending them where needed. The HTLA will have general guidance from the teacher but overall has ownership over the running of the sessions.

In the Year 3 to Year 6 class, the HTLA supports the teacher to deliver differentiated learning for maths and literacy, following a plan outlined by the class teacher. The HTLA also supports the children to complete independent tasks and project work and during library sessions. All sessions are monitored and tracked by the class teacher to ensure provision and progress.

4. Reviewing and Overview of the Curriculum

The curriculum and how it is implemented, is supported and reviewed by the School Coordinator through weekly staff meetings, learning observations; and discussions with teachers. This could be characterised in the following way through learning walks:

- Not formal, unannounced
- Shorter in nature, a visit may range from 5 -15 minutes
- No formal feedback, but some form of feedback is provided

Once a term they will undertake a more targeted observation of a class, the focus of which will be discussed with the teacher. At points in the term the Coordinator will also undertake a book scrutiny. This is a constructive and supportive process where the curriculum is considered to cover much more than just the academic content.

Other members of the school also observe each other's teaching and feedback on specific or general areas of observation.

5. Reviewing and Overview of Teaching

The teachers at Inwoods are aware that as a school there are expectations for them to demonstrate specific teaching and learning skills in the classroom that are in line with the Independent School Standards.

This table lists the required standards and how the teachers achieve them.

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<p>Enable pupils to acquire new knowledge and make good progress according to their ability so they can increase their understanding and develop their skills in subjects taught.</p>	<p>The teachers achieve this by;</p> <ul style="list-style-type: none"> ● Being accountable for pupils’ attainment, progress and outcomes. ● Being aware of pupils’ capabilities and their prior knowledge, and planning learning to build on these. ● Guiding pupils to reflect on the progress they have made and their emerging needs. ● Demonstrating knowledge and understanding of how pupils learn and how this impacts on how they teach. ● Encourage pupils to take a responsible and conscientious attitude to their own work and study.
<p>Foster in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.</p>	<p>The teachers achieve this;</p> <ul style="list-style-type: none"> ● By setting high expectations which inspire, motivate and challenge pupils. ● Involving the children in the planning and resourcing of the lessons to help the children to invest in their learning and make it meaningful. ● by working with them in small groups to differentiate and motivate each learner. ● Create learning opportunities that stretch and challenge pupils of all backgrounds, abilities and dispositions.
<p>Plan and teach well-structured lessons, using effective teaching methods, activities and management of class time.</p>	<p>The teachers achieve this;</p> <ul style="list-style-type: none"> ● By effective planning based on their training but also daily experiences in the classroom. ● Using the carefully planned timetable to ensure good management of class time. However, teachers are also able to flex the timetable as necessary to support and develop activities as needed, to ensure immersion, engagement and understanding. ● Through working with the children and their interests the teachers promote a love of learning and stimulate pupils’ intellectual curiosity. ● Reflect systematically on the effectiveness of lessons and approaches to teaching. ● Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). ● Set self-led home learning (for the relevant year groups) and plan other out-of-class activities, like

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	trips, to consolidate and extend the knowledge and understanding pupils have acquired in class.
<p>Show a good understanding of the aptitudes, needs and prior attainment of the pupils, and ensure these are taken into account when planning lessons.</p>	<p>The teachers achieve this;</p> <ul style="list-style-type: none"> ● By using effective methods to track and monitor pupil progress so that this can be fed into support in lessons. ● By knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. ● Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. ● Demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development. ● Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
<p>Demonstrate good knowledge and understanding of the subject matter being taught.</p>	<p>The teachers achieve this;</p> <ul style="list-style-type: none"> ● Having a secure knowledge of the relevant subject(s) and curriculum areas, and by being able to foster and maintain pupils' interest in the subject, and address misunderstandings. ● Demonstrating a critical understanding of developments in the subject and curriculum areas. ● Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject ● If teaching early reading, demonstrate a clear understanding of phonics.
<p>Utilities effectively classroom resources of a good quality, quantity and range.</p>	<p>The teachers achieve this;</p> <ul style="list-style-type: none"> ● By utilising the classroom spaces and the outdoor environment to its full capacity. ● Ensure that resources are well organised and continually updated. ● To ensure that classroom spaces are well designed and exciting spaces to encourage learning. ● To ensure the books on offer are age appropriate and include exciting and engaging content.

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<p>Demonstrate that a framework is in place to assess pupils' regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.</p>	<p>The teachers achieve this;</p> <ul style="list-style-type: none"> ● By knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Make use of formative assessment to secure pupils' progress. ● Use relevant data to monitor progress, set targets, and plan subsequent lessons. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
<p>Utilities effective strategies for managing behaviour and encouraging pupils to act responsibly.</p>	<p>The teachers achieve this;</p> <ul style="list-style-type: none"> ● By having clear agreements and routines for behaviour in classrooms, and taking responsibility for promoting thoughtful behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy. ● Have high expectations of behaviour and create school agreements in partnership with the children to ensure it is meaningful to them. ● Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them ● Maintain good relationships with pupils, exercise appropriate oversight, and act decisively when necessary.
<p>Does not undermine fundamental British values and encourages mutual respect and tolerance of those with different faiths and beliefs. Does not discriminate against pupils with protected characteristics as specified in the 2010 Equality Act.</p>	<p>The teachers achieve this;</p> <ul style="list-style-type: none"> ● Having a good understanding of the protected characteristics and using PSHE to encourage the pupils to have an awareness of how these might be relevant to their own lives. ● Central to the school's ethos, create an environment that is open, transparent and a safe environment for all pupils. ● In line with the school's agreements, make sure that any behaviour that is against the school's ethos is dealt with sensitively but effectively.

<p>Provide a framework for pupils' performance to be evaluated and provided to parents.</p>	<p>The teachers achieve this;</p> <ul style="list-style-type: none"> ● Communicate effectively with parents regarding pupils' progress through twice yearly parent meetings and the end of year report. ● Be available to meet or discuss with parents any questions they might have by emails, conversations at drop off or pick up and by scheduled meetings.
<p>Fulfil wider professional responsibilities within the school</p>	<p>The teachers achieve this;</p> <ul style="list-style-type: none"> ● Make a positive contribution to the wider life and ethos of the school. ● Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. ● Deploy support staff effectively. ● Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

6. Teaching and Learning Development

We encourage a culture of learning at all levels of the school and so the learning experience of the staff is equally as important as the pupils.

Regularly in staff meetings we talk about different teaching and learning techniques and how they might be implemented in the classroom. These discussions are often stimulated through visits to other schools who are progressive and alternative in their educational outlook. The teachers also have links to Brockwood Park School to encourage discussions across the two schools.

At least once a year the School Coordinator meets with the individual teachers to consider how the year has progressed and what they might want to do to challenge themselves further.

Staff are given the opportunity to suggest training and development courses/ activities to further their own understanding and experience.

7. Link to other Policies

- SEN and Learning Support Policy inc. EYFS – Inwoods and Brockwood Park
- Inwoods ICT Use, e-Safety and Cookie
- Inwoods PSHE-RSE Policy
- Inwoods and Brockwood Park Child Protection and Safeguarding Policy

Appendix 1

<p>Long Term Plans</p>
<p>Long Term Planning (LTP) is defined as ‘Broad Strokes’ overview of themes/topics for that unit of learning. Typically done in half termly or termly chunks. A Long term plan does not go beyond titles and duration of units. Long Term plans for multiple year groups might fit onto one or two documents</p>
<p>Medium Term</p>
<p>Medium Term Planning (MTP) is the next level of detail. MTP takes the topic/thematic title from the LTP and expands upon this. A MTP should break down the topic into a teaching sequence of lessons or weeks depending on the subject. Each sequence should include the main objectives of that week and accompanying skills or aims.</p>
<p>Short Term Plans</p>
<p>Short Term Planning (STP) is individual lesson detail. These are not required for every lesson and individual teachers should be able to choose the best format for their working plans to suit their level of confidence, experience and preference.</p>
<p>Retrospective Plans</p>
<p>Retrospective plans allow for the teacher to adapt and review the direction of the learning based on previous learning opportunities that arose in the classroom. Retrospective planning allows for a flexibility and responsiveness to the children's interests as well as ensuring the skills that might need to be taught to ensure good coverage of a subject.</p>

Appendix 2. - Weekly Timetable

Reception - Year 2

	8:45 - 9:00	9:00 - 9:10	9:10 - 10:15	10:15 - 10:45	10:45 - 12:15	12:15 - 1:15	1:30 - 2:00	2:00 - 3:00	3:00 - 3:15	3:15 - 3:25		
Monday	A r r i v e	Quiet Sit Spots	EYFS Discovery Learning Y1&Y2 Literacy	Maths	S n a c k	Project Work	Movement / PE	Gardening & Play with paint	Story & Quiet moment	Staggered pick up		
Tuesday			EYFS Discovery Learning Y1&Y2 Maths	Maths				Project Work			Movement	EYFS Understanding the world Y1 & Y2 PSHE
Wednesday			Nature Day								Nature Day	
Thursday			EYFS Discovery Learning Y1&Y2 Guided Reading	Maths	S n a c k	Project Work	L u n c h	Science and Curiosity / Modern Foreign Languages				
Friday			Indoor / Outdoor Cooking					Reading & Handwriting			Movement	Book Buddies 2:00 - 2:30

Year 3 - Year 5

Autumn Weekly Timetable - 2024 - 2025 (Years 3, 4 and 5) Class Project - Living Things

Week 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 - 8:55	Arrive and play				
9:00 - 9:10	Quiet sit spots				
9:15 - 9:30	Story	Story	Nature Day Walk and Bushcraft Skills	Story	French (group 2) Focused activities (group 1)
9:30 - 10:15	PSHE (group 1) Focused activities (group 2)	Maths		Maths	
10:15 - 10:30	Jobs	Jobs		Jobs	Jobs
10:30 - 11:00	Snack and Break			Snack and Break	
11:15 - 12:30	Maths	Personal Projects		Class Project	Choosing time (group 2) Science (group 1)
12:30 - 2:00	Lunchtime				
2 - 2:30	Workshop	Solo Time Drawing	Solo Time Play of Paint	Solo Time Handwriting	Book Buddies
2:30 - 3:30		Personal Projects	PE	Class Project	Library time (group 1) SPaG and Guided reading (group 2)
3:30	Home time				

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Week 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:55	<i>Arrive and play</i>				
9:00 – 9:10	<i>Quiet sit spots</i>				
9:15 – 9:30	Story	Story	Nature Day <i>Walk and Bushcraft Skills</i>	Story	French (group 1) Focused activities (group 2)
9:30 – 10:15	PSHE (group 2) Focused activities (group 1)	Maths		Maths	
10:15 – 10:30	Jobs	Jobs		Jobs	Jobs
10:30 – 11:00	<i>Snack and Break</i>			<i>Snack and Break</i>	
11:15 – 12:30	Maths	Personal Projects		Class Project	Choosing time (group 1) Science (group 2)
12:30 – 2:00	<i>Lunchtime</i>				
2 - 2:30	Cooking and Performing Arts	Solo Time <i>Drawing</i>	Solo Time <i>Play of Paint</i>	Solo Time <i>Handwriting</i>	Book Buddies
2:30 - 3:30		Personal Projects	PE	Class Project	SPaG and Guided reading (group 1) Library time (group 2)
3:30	<i>Home time</i>				

Appendix 3.

To give more of an understanding of how different subjects are taught at Inwoods below are descriptions of the subjects we teach and how.

Mathematical Education at Inwoods

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. There is an invitation for the children at Inwoods to use and develop fluency skills to explore, reason and challenge thinking to embed mathematical facts. 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.

Children from Reception to Year 6 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 and cooking where mathematical concepts are applied to real-life scenarios and problems.

Linguistic Learning at Inwoods

The approach to Literacy at Inwoods is varied and rich. It is carried out in many ways, including but not limited to: project led learning, listening to and reading texts, writing and editing stories and non-fiction texts, handwriting practice, bookmaking, free choice and interdisciplinary enrichment.

Writing

Children are encouraged to write from early on and consider themselves as authors. Writing is embedded in most aspects of the curriculum and is designed to be engaging and meaningful.

Reception - Year 2

Children are encouraged to write their own stories, lists, diaries, recipe books, etc. to develop their engagement with writing. Children are able to choose from a variety of mediums to express themselves and have the opportunity to use a variety of tools and materials to develop their fine motor skills. As children move through the school, they are exposed to a wider range of writing genres and explore many different writing styles.

Year 3 - Year 6

Whole class projects are chosen together with the children and are designed to be purposeful, to give intention to the process. These can involve a range of writing genres and standalone, termly independent writing sessions ensure writing stamina is developed. These topics often include history or geography content, and, in this way, cross curricular links are made, making the learning more engaging.

Phonics / Spelling

Reception - Year 2

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 to read words and sentences successfully. These skills are taught in a multi-sensory way so that individual learning styles are respected.

Year 3 - Year 6

Spelling, punctuation and grammar (SPaG) is taught in discrete sessions where concepts and skills are introduced in whole class or small group sessions. Mixed, differentiated skills are also consolidated regularly. When writing, although children are asked to give attention to these skills, they are not prioritised over creativity and ambitious language and content.

Reading

Reception - Year 6

Children can 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 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.

Scientific Learning at Inwoods

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. Through natural activities and focused experiments, the children learn about scientific methods and processes. Integrating science into gardening, cooking and maths helps children understand the interconnectedness of science with other disciplines.

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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.

Reception - Year 2

Where possible, Science is embedded into Project Based Learning to ensure breadth and depth to the subject and encourage wondering and big questions. Often, separate but relevant experiment opportunities are offered. This is offered in the environment to explore independently or is explicitly taught in afternoon sessions. Experiments follow the children's interests and questioning and are adapted as the children mature through the younger years.

Year 3 - Year 6

Differentiated lessons cover both subject content and scientific enquiry skills, allowing a topic to be fully understood in a practical and meaningful way. Children develop an awareness of how to question and discover for themselves while being guided to use technical and scientific vocabulary. As they progress through the year, they are also given the opportunity to delve into their own lines of inquiry to answer their own questions about the world around them. Personal 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.

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 regular 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 6.

As a school we also see that the element 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. At times, images / short videos will be projected / shown to aid engagement with or understanding of a topic.

Year 3 - Year 6

Class Projects in Year 3 - 6 often incorporate DT and allow the children to 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

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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 they mature, children are given access to technology such as tablets, cameras and printers to record and display their work. This allows them to take responsibility for demonstrating their understanding and skills within different subject areas. Computers will be used to support children's writing when it is seen to be necessary and particularly for children who have SEN. This could include the use of dictation and touch typing programs. In Years 5 and 6, children will have access to computers to carry out research and for the final presentation of their work. Children in these year groups will also be introduced to programs such as Word, Excel and PowerPoint.

'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.

PSHE (Personal, Social and Health Education) /RSE

At Inwoods, the spiritual, moral, social and cultural development of the children is paramount to our school ethos, based on the teachings of Krishnamurti. Our ethos supports PSHE daily in the curriculum. Regular discussion of our school agreements, enquiries into life, and sensitively problem-solving responses to conflict, create an atmosphere that effectively nurtures children's spiritual, moral, social and cultural awareness.

Physical health and wellbeing is 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. Topics around hygiene are covered daily before snack and lunch, it is the responsibility of the children to help keep the classrooms clean and tidy.

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.

Year 1 - Year 2

PSHE and RSE are taught through Project Based Learning where possible for context and relevance. Coverage assessments are carried out termly and teaching is then adapted to teach certain protected characteristics more explicitly, if required, but these often arise in a more natural way for Reception and KS1 through play, real life experiences and discussion.

Year 3 - Year 6

The RSE curriculum is covered in an age-appropriate way as the children move through the school. This is taught in explicit PSHE or science sessions. 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.

Project Based Learning

Project Based Learning is an inquiry-based approach to learning. It is an approach that places emphasis on the importance of everyone'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.

Reception - 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 documents 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 3 - Year 6

In the older class, Project Based Learning allows the children to direct areas of their learning. The Class Project means that the children's writing is meaningful and related to a topic of interest, often incorporating History, Geography, Science, DT or RE. In this way the children write with purpose and connect more with their work. This is a supported project, where the content, direction and outcome is chosen by the children. Children's Individual Personal 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 often incorporate DT and last as long as is needed to bring each one to a successful end point and therefore could last half a term or longer.

Physical Education at Inwoods

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. 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

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they are physically active for sustained periods of time; engage in team games and activities where they challenge themselves; lead healthy, active lives; and 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.

Nature Day and Forest Skills

We feel a daily connection to nature and the world around us is particularly important, so time outdoors is given great emphasis at Inwoods. Many activities happen outdoors and in general, the grounds are considered as much a part of the school as the indoor areas.

One day a week we have a timetabled Nature Day. The format for these days varies from week to week but will include a range of sessions. It might be that we spend time walking, doing flora and fauna identification, ecology and various bush-craft skills and activities. For example, the children learn how to make fires, prepare weatherproof survival structures, whittle and tie a variety of knots. The sessions enable children to learn valuable facts about the world around them as well as to take part in hands-on practical activities. In our vegetable garden, the children learn about the life processes of plants as well as how to grow different types of food. Whenever available, our produce is included in our cookery sessions and snacks.

Art and Design at Inwoods

For all year groups, artistic exploration is encouraged in all areas of the curriculum through many different languages of expression, from the labelling of books and 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.

Performing Arts (Dance / music / drama)

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.

Languages (French)

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. All year groups have weekly lessons that 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. These lessons also introduce the children to key events in French history and elements of French culture.

Broader Learning at Inwoods

At Inwoods, the development of children's spiritual, moral, social, and cultural learning is of utmost importance, guided by the teachings of Krishnamurti. The school offers a wide range of learning opportunities to help children acquire values and skills that foster responsibility, resilience, independence, and the ability to make informed choices in their lives. Through regular discussions, inquiries into life, and problem-solving approaches to conflicts, the school creates an atmosphere that effectively nurtures children's spiritual, moral, social, and cultural awareness.

Academic interest and a spirit of open inquiry are encouraged. The curriculum emphasises not only a broad understanding of diverse cultures and religions, laws, and politics but also awareness of their influences, helping the children make clear and authentic decisions in each moment. Citizenship and morality include environmental and global connectivity, recognising our impact on all levels of life.

The school fosters effective communication and social-emotional learning by creating an environment that encourages children to take responsibility for day-to-day activities in the school, articulation of their points of view, and being active listeners. The children are given real responsibilities and opportunities to develop confidence in speaking and listening in group settings. A kind and non-judgmental environment is created where children feel safe expressing their thoughts, anxieties, and needs. The small student-teacher ratio allows for personalised attention and support tailored to each child's personality.

At Inwoods, opportunities are provided for children to face and understand their fears, develop moral decision-making skills, and cultivate understanding, empathy, and cooperation based on self-awareness rather than external consequences. A part of this is that Inwoods avoids punishment and reward systems, instead focusing on making children aware of their actions and providing space for reflection and suggestions for appropriate future actions. Observation and awareness are emphasised as key elements of emotional well-being, with teachers supporting children in understanding their own emotions, assumptions, and conclusions without judgement.

Appendix 3.

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 (see Appendix 1 for more information).

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.