



Best Futures School

Where Children Come First

Curriculum Policy

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Lead Officer – Dawn Best

CIC Input By – Dawn Best

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Review Date – June 2026 or sooner if legislation
is updated

Curriculum Statement

Intent and Implementation

Best Futures School is a unique nurture setting and our curriculum policy sets out the principles and values that underpin the design and intent of our curriculum, how the curriculum is implemented and how we measure the impact that our curriculum has on our pupils' learning and development.

Our curriculum is designed to give our pupils opportunities to develop new skills and knowledge through our school values of **unique, nurture, inclusive, fun, respect, and independence**. This enables our pupils to experience the challenge and enjoyment of learning, develop and demonstrate their creativity and learn within a coherent and progressive framework. Our curriculum is also designed to positively impact our pupils' well-being through developing their confidence and self-esteem, learning to respect themselves and others and recognising that people are good at different things.

These principles are at the heart of our curriculum, and we believe the best way to support this is through an engaging, sequential, and aspirational project-based curriculum which ensures a progression of skills and knowledge. To develop long term memory and therefore the retention of information learnt, we utilise opportunities for retrieval practise, dual coding, and knowledge organisers.

Best Futures have chosen the broad and balanced Cornerstones Curriculum. This covers a four-stage pedagogy to engage, develop, innovate, and express. The topics or projects covered are carefully selected and in line with pupil interests and ages. Each project has a subject focus - geography, history, art, science etc to provide coverage of the curriculum. RE is covered throughout the year as an additional Cornerstones project. The new Curriculum maestro allows for companion projects to run alongside called knowledge rich projects (KRP) and imaginative learning projects (ILP). These focus on science, history, art, and design and allow for further depth of learning, bridging gaps within the curriculum plan. The Cornerstones curriculum covers EYFS (Early Years Foundation Stage), KS1 & KS2 and is planned into three phases: long-term planning, medium-term planning, and short-term planning. For maths we follow the White Rose Maths scheme of learning. PE and music are taught by external specialist subject teachers.

The long-term planning gives an overview of the projects to be covered across the academic year and runs on a four-year rolling cycle. The long-term plan is designed to ensure there is balance and sequence through the range of topics covered. Consultation with pupils also informs the design of the long-term plan.

The medium-term plan develops the long-term plan further by outlining the skills covered across the project. The short-term plans are developed on a weekly basis, formatively assessed through PIVATs 5 and Cornerstones.

Additional opportunities for learning, improving outcomes and developing cultural capital are provided through enrichment activities, visits, and visitors.

At Best Futures we promote a love for reading and value the importance of and ability to decode and read fluently to access all areas of the curriculum. From January 2022 we commenced the Read Write Inc. (RWI) systematic synthetic phonics programme across the whole school. Matched decodable books are read alongside the sounds being taught. This is to experience success and promote confidence and self-esteem. Re-reading and book discussion further supports increasing fluency of decoding. Half termly assessments are carried out to monitor and track progress, identifying any intervention required. Matched decodable books are also provided for home reading.

The PSED (Personal Social Emotional Development) of each pupil is closely monitored using PIVATs 5 (Performance Indicators for Valued Assessment and Targeted Learning). This assesses the pupils social, emotional, physical, and behavioural development. The PIVATs is used in various contexts including discreet SEMH (Social, Emotional Mental Health) sessions when needed.

We use the Jigsaw Scheme of work to support the teaching of Personal, Social and Health Education (PSHE) including the statutory Relationships and Health Education with parental/carers consent, providing pupils with relevant learning experiences, emphasising emotional literacy, building resilience and nurturing mental and physical health. The programme is supplemented and personalised with identified needs and local areas of concern.

We follow the Early Years Foundation Stage (EYFS) framework, alongside the Development Matters guidance which provides an overall view of how children develop and learn but does not replace professional judgement. The framework runs alongside PIVATs 5.

Curriculum Principles and Fundamental British Values

One of the core principles in the design of our curriculum is that pupils learn to respect themselves and others. This respect is fostered through learning about fundamental British values. Our curriculum covers the following fundamental British values:

Democracy

We believe that a pupil's voice in our curriculum will give our pupils the opportunity to express their opinions on a range of different topics and issues, by taking part in age-appropriate discussions. We encourage pupils to contribute to planning their own learning and discuss what is important to them, including likes and dislikes within topical subjects through school council which is a democratic body. Through this they gain experience of

sharing their own opinions and understanding that important decisions are made fairly through voting.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days. Pupils are taught the positive value of laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to develop their own self-identity through PSHE and SEMH lessons (class and 1-1 sessions) and the use of the Talkabout programme. In addition, they have opportunities to voice their individual ideas through the Student Council meetings.

Mutual Respect

Mutual respect is at the heart of our values. Through 1:1 reflection, PSHE, RE and SEMH sessions, children learn that their behaviours influence others. All members of the school community are encouraged to treat each other with respect.

Tolerance of those of Different Faiths and Beliefs

Best Futures is situated in an area which is not culturally diverse, therefore we place a great emphasis on promoting inclusivity and diversity. Through RE (Religious Education), the children are taught about world religions, diversity and faith, exploring and learning about different cultures. We cover the six main religions: Christianity, Judaism, Islam, Hinduism, Buddhism and Sikhism, represented in a multi-cultural society like Britain. Pupils are supported in asking questions about these faiths and cultures to expand their knowledge and understanding.

English as an additional language

A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English.

The link below is the statutory guidance available for education providers to support pupils with EAL. Best Futures School follow the guidance.

<https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/english-as-an-additional-language-eal>

Care will be needed with pupil's whose first language is not English. Teachers will closely monitor their progress across the curriculum to ascertain whether there are any additional needs to be addressed with communicating in English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Class/subject teachers will plan collaboratively with EAL support teachers or teaching assistants. There should be a focus on both language and subject content in lesson planning.

All EAL learners will have a right to access the National Curriculum and the Early Years Foundation Stage. This will be achieved by all staff being fully aware of the specific learning needs of all individuals. Appropriate resources will be made available that will work on developing the pupil's speech and language. This will be monitored, and progress will be recorded.

Enrichment Activities and Pupil Premium

We are committed to developing the whole child. Curriculum enrichment opportunities are utilised to enhance our topic-based curriculum.

The Teacher - Education responsibilities are to:

- Provide a strategic lead and direction for the curriculum.
- Support and offer advice to colleagues on issues related to the curriculum.
- Monitor pupil progress in all subject areas.
- Provide efficient resource management for the curriculum.
- Keep up to date with developments in the curriculum, at both national and local level.
- Review the way the curriculum is taught in the school and plan for improvement.
- Ensure that there is a breadth of experience in the Curriculum and that progression is planned into schemes of work.

This policy should be read in conjunction with the Best Futures SEMH Policy.

Children with Special Needs

The curriculum in our school inclusive and is designed to provide access and opportunity for all children who attend the school. Our bespoke planning ensures that if we think it necessary to adapt the curriculum to meet the needs of individual children.

Beginning a placement in our school

During the child's first term in school, the teacher assesses each child. This generates a baseline, and this assessment forms an important part of the future curriculum planning for each child.

IMPACT

We understand all children need the support of parents and teachers to make satisfactory progress in school. We strive to build positive links with the parents of each child by having a carefully planned induction process including home visits. This relationship is nurtured throughout their time at Best Futures.

Pupils also undergo a transition period when starting at the school.

At Best Futures, assessment is used effectively to promote learning and raise standards through:

- Baseline assessments -These are given to all pupils within their first half term. This will assess pupils in SEMH, PSED, Maths, English, Reading, and Phonics.
- The main assessments will then take place every term and every half term in Phonics. This will be via the use of the Cornerstones curriculum assessment to track pupils expected age related outcomes in Maths, English, and Reading. Overall pupil progress is measured termly from a starting benchmark age related expectation (set after the first 6 weeks of attendance) and is informed by ongoing teacher assessment.
- Teacher assessment is informed by both formative and summative assessments made through a range of methods such as observations, work in books, marking, photographs and the Cornerstones curriculum.
- The use of Performance Indicators for Value Added Target Setting 5 is used to record and analyse the progress of individual pupils in speaking, listening, behaviour for learning emotional awareness, personal independence and social awareness and relationships.
- Pupil progress towards their EHCP (Education Health Care Plan) outcomes is tracked using individual pupil support plans and an individual EHCP tracker.
- Teachers use differentiated learning objectives based on the pupil's need and next steps to success to support pupils understanding.
- Assessment data is reviewed, shared, and moderated between staff on an ongoing basis and progress is tracked termly.
- Internal and external moderation with a partner school takes place termly.

We recognise that the National Curriculum does not encompass all the learning that our pupils require due to their specific needs; therefore, there is a wider curriculum of enrichment including weekly swimming, and additional opportunities linked to our pupil's personal, social, and emotional development which encourages the development of prerequisite skills for learning and social development skills.

In our setting we see pupil's social, emotional, and mental health corresponding directly with their engagement and success in learning. The PIVATs of each pupil is closely monitored using the PIVATs 5 system. This assesses the pupils social, emotional, physical, and behavioural development. PIVATs is used alongside and helps align work set within SEMH, PSHE and enrichment activities.

Marking and Providing Feedback to Children

Quality marking provides positive feedback and promotes high expectations linked to the main learning objectives. Opportunities are given, where possible, to follow up after marking to ensure pupils understand and can respond in terms of improving their work and achieve higher standards. Quality marking brings motivation and direction to the pupil's learning activity. It can take the form of oral or written feedback for example WWW (What Went Well), EBI (Even Better If). Marking is carried out in line with our marking policy. Pupil self and peer assessment is also supported.

Resources

<https://www.twinkl.co.uk/>

<https://hub.cornerstoneseducation.co.uk/>

Educational sites

[Purple Mash by 2Simple](#)

[Oak National Academy \(EYFS, KS1 & KS2\)](#)

<https://www.thenational.academy/>

[BBC Bitesize \(KS1/KS2\)](#)

<https://www.bbc.co.uk/bitesize/primary>

SEMH

<https://up.org.uk/>

<https://kidsread2kids.com/>

Phonics & Reading

[Parent guide to Read Write Inc. Phonics - Oxford Owl](#)

<https://www.phonicsplay.co.uk>

<https://www.oxfordowl.co.uk/>

Fine and gross motor

[Dough disco](#)

[Cosmic yoga](#) [Cosmic Kids Yoga - YouTube](#)

Dojo system

The dojo system is used as our primary place for communication with staff and parent/carers. This allows for parents to contact the school and for information to be sent out remotely. Resources can only be shared by the DSL (DESIGNATED SAFEGUARDING LEAD) and designated teachers. The resources shared are pdf, jpeg, word documents and hyperlinks. The system is used to update dojo points for pupil rewards and any new guidance set by the Government. <https://www.classdojo.com/>

Delivery

During periods of continuity if pupils cannot access work remotely work packs are sent out and delivered home and assessed. The timetable is aimed at maintaining the learning for all pupils.

Monitoring and Review

The Executive Principal is responsible for monitoring the way the school curriculum is implemented.

The CIC Board will liaise with the Executive Principal and Deputy Principals - Education to monitor the way the school teaches these subjects through regular reports and visits to school.

The teaching team are responsible for the day-to-day organisation of the curriculum and will monitor the curriculum through a regular review of planning, classroom observation, and liaison with the Executive Principal.

Review

In collaboration with the School's Executive Principal and Deputy Principal, the CIC Board members will review this policy statement and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Best Futures School.

This policy informs other school policies including the Planning, Assessment, Recording and Reporting Policy, PSHE policy and the social, emotional, and mental health policy.

Deputy Principal	Jayne Dodd	Signature	<i>J DODD</i>	Date:	29/9/25
Executive Principal	Dawn Best	Signature	<i>DA Best</i>	Date:	25.09.25
CIC Member	Rose Best	Signature	<i>Rose Best</i>	Date:	05/09/2025