

## **Vision, Values & Curriculum Policy**

### **Including Intent, Implementation and Impact Statements**

#### **Our Vision**

We want Educare to provide a safe, balanced and nurturing education that enables children to develop their full potential as individuals in their own right.

We want Educare children to develop the confidence, skills, creativity and love of learning they need to become thoughtful, responsible citizens who make a positive contribution to society.

We support all children in developing self-confidence, emotional intelligence, independence, respectfulness, creativity, compassion, curiosity, determination and enthusiasm to underpin a lifelong love of learning.

#### **Our Values**

Educare believes that every child is an individual who brings something unique to the world. As educators, it is our responsibility to provide the space, environment and opportunities for them to develop and grow.

Our curriculum encompasses everything that happens in the school day — from the way we communicate with each other, to the use of the Alexander Technique, from mastery in maths to the importance of physical and emotional wellbeing. It nurtures the whole child: intellectually, physically, emotionally and spiritually.

The curriculum ensures that children develop communication skills; mathematical, scientific and creative understanding; digital awareness; and the ability to relate to others both individually and as part of a group. Children are introduced to the principles of the Alexander Technique, meditation, and practices that support physical and emotional wellbeing. They learn how to value themselves and others, distinguish right from wrong, live harmoniously within a community and take responsibility for their actions.

#### **Educational Principles**

- Education must balance intellectual, physical, emotional and spiritual development.
- “Learning to learn” is as important as academic achievement.
- Children learn best when using every part of themselves well.
- Teaching must be flexible enough to meet individual needs.
- Learning should be enjoyable and foster creativity.
- Small groups help every child feel valued and secure.
- Teachers, parents and children form a partnership that promotes a love of learning.

Our curriculum provides rich and meaningful learning experiences that enable children to develop the knowledge and skills they need for life. It is centred around the needs of the whole child rather than the demands of external systems or hierarchies.

### **Class Groupings at Educare**

At Educare, children are grouped according to their **developmental stage**, emotional readiness and individual needs as well as their chronological age.

Therefore, the age ranges within each group are **approximate**, and children may be slightly older or younger than the typical band for their class. This flexibility supports personalisation and ensures children learn in the environment best suited to their stage of development.

### **Aims for Our Children**

#### **To help children identify themselves as valued members of a secure group**

Children learn best when they feel valued and secure. Educare provides an essential bridge between home and the wider world. Children’s uniqueness is recognised, and we encourage them to value themselves and the cultures, languages, religions and strengths of others.

#### **To foster spiritual and moral growth**

Through cooperation, caring relationships and shared experiences, children develop an early understanding of moral issues and social responsibilities. We help children

understand their own feelings, manage relationships, respect others and appreciate the world around them.

### **To develop independent learners who enjoy learning**

Meaningful, relevant experiences enable children to talk, explore, experiment and discover. Small group sizes and well-established routines support confidence, motivation and independence.

### **To develop effective communication in language, mathematics, science, the creative arts and technology**

Foundational skills enable children to make sense of the world. Through observation, assessment and a balanced curriculum, we build on children's strengths and support their development at their own pace.

## **Core Values**

### **Safe**

We create an environment where children:

- feel valued and secure
- learn in small groups
- experience teaching matched to developmental level
- are taught simple tools for emotional safety
- engage in stress-free teaching methods

### **Balanced**

Education is holistic and includes:

- intellectual challenge
- physical activity
- emotional wellbeing
- mindfulness and stillness

- teamwork and communication
- healthy habits

## Nurturing

We support children to grow happily and healthily through:

- a healthy food policy
- regular access to water
- equal value placed on physical, creative and emotional development
- recognition of each child's individuality

## Curriculum Foundations

In the Early Years, we use *In the Moment Planning*, *Birth to Five Matters* and Mary Sheridan's *From Birth to Five Years* to support a developmentally appropriate and child-led approach.

In KS1 and KS2, we **use the National Curriculum as a guideline**, drawing on its subject content and progression, **but we do not follow it in its entirety**. Instead, we design a curriculum that reflects Educare's holistic ethos, ensuring breadth, balance, creativity and stage-appropriate learning that meets the needs of our children.

## Intent

Our intent is for children to:

- experience and celebrate diversity, developing spiritually, morally, socially and culturally
- experience awe and wonder
- have their interests used as starting points for learning
- see their cultures, languages and traditions valued

- access indoor and outdoor environments that develop physical, social, emotional and cognitive growth
- build positive relationships
- become confident communicators
- enjoy books and develop a love of reading
- develop a love of singing, music, art, mark-making and maths
- be safeguarded and supported to thrive
- develop strong partnerships between home and school

## Implementation

### Mixed-Age Structure

We have two mixed-age classes:

- **Kindergarten + Butterflies & Dolphins** – typically ages **3 to 7**
- **Starfish** – typically ages **7 to 11**

These age ranges are **approximate**. Children are placed in groups according to their **developmental stage, readiness, learning needs and best interests**, which means some children may be slightly older or younger than the typical age range for their class. This flexible approach allows us to meet each child where they are developmentally, rather than limiting them strictly by chronological age.

This model:

- promotes nurturing and cooperative behaviours
- supports independence, leadership and modelling
- provides a wider range of learning styles and approaches
- reduces limits based on assumed ability
- enables personalised, stage-appropriate learning

- strengthens confidence and self-esteem
- supports a strong sense of community

## **Educational Approach**

We believe learning should be meaningful, enjoyable and purposeful. Children are recognised as unique individuals, and teaching is shaped by EYFS principles across all ages.

We actively use the **Characteristics of Effective Learning**:

- Playing and exploring
- Active learning
- Creating and thinking critically

## **Play**

Play underpins learning. Through play, children develop language, emotional understanding, creativity, imagination, social skills and intellectual skills.

## **Enabling Environment & Continuous Provision**

We provide rich opportunities for exploration and challenge through open-ended materials, indoor and outdoor environments and enhanced provision areas.

## **Outdoor Learning**

Our outdoor area supports physical and creative development with large-scale resources such as a mud kitchen, mud pit, construction materials and natural elements.

## **The Alexander Technique**

The Alexander Technique has been integral to Educare since 1997. Children learn a child-friendly version called **The Ready List (TRL)**, applied especially during Movement Circle and Quiet Time.

It gives children tools to support emotional self-regulation, physical balance, posture, stillness and reflective practice.

## **Effective Learning & Teaching**

Children learn best when actively involved. Adults support this through:

- careful questioning
- observation
- modelling vocabulary
- building on children's interests
- investigative and practical experiences
- reflection and discussion
- developmental feedback
- educational visits and enrichment

## **Assessment for Learning**

Assessment is ongoing, informing planning and ensuring effective progression. Teachers observe children continuously to track progress and identify next steps.

## **Role of Adults**

Adults:

- teach new skills
- model language
- extend learning
- ask purposeful questions
- promote independence
- support reflection and review

## **Role of the Child**

Children:

- engage practically
- complete tasks
- receive and respond to feedback
- develop organisational skills
- take ownership of their learning
- follow interests with confidence

## **Role of Parents**

We value strong partnerships with parents. We provide:

- an open-door approach
- three-yearly consultations
- newsletters with topic information
- information evenings
- daily opportunities for informal communication
- annual written reports
- teacher email communication

Parents are always welcome in school.

## **Impact**

Our children will:

- make good progress from their starting points, including disadvantaged learners and SEND
- form positive relationships

- understand right and wrong and manage conflict appropriately
- apply learning in varied contexts
- develop curiosity, enthusiasm and engagement
- build confidence, resilience and independence
- take risks in learning and reflect meaningfully
- improve listening, speaking and vocabulary
- develop a love of reading, music, art, mark-making and mathematics
- experience enriching, hands-on learning opportunities

**This policy was last reviewed September 2026 and will be reviewed again in September 2027.**