

LEARNING & DEVELOPMENT



Research suggests that children who attend **play-based, child-led** Early Years facilities are **less likely** to struggle (academically, socially and emotionally) by the end of Key Stage 1 than those in more formal systems.

The idea is that when a more **holistic** understanding of **oneself, others and the wider world** is firmly consolidated as a foundation, academic attainment not only develops more naturally but is grasped more quickly and with **more engagement**.

Such approaches not only **improve attainment** but, more importantly, give children a solid foundation in all areas of well-being, interpersonal competence and self-esteem. They are recognised as some of the most effective pedagogies in developing the **vocabulary, competence** and **critical/creative thinking skills** needed to better explore, understand and change the world.

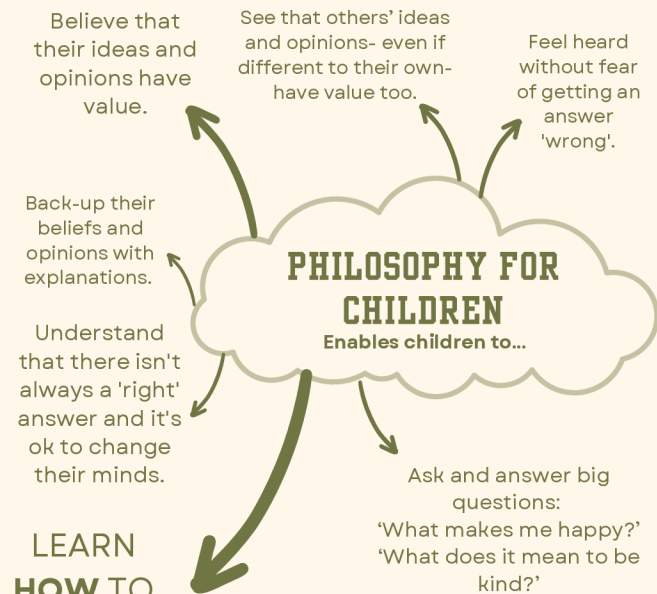
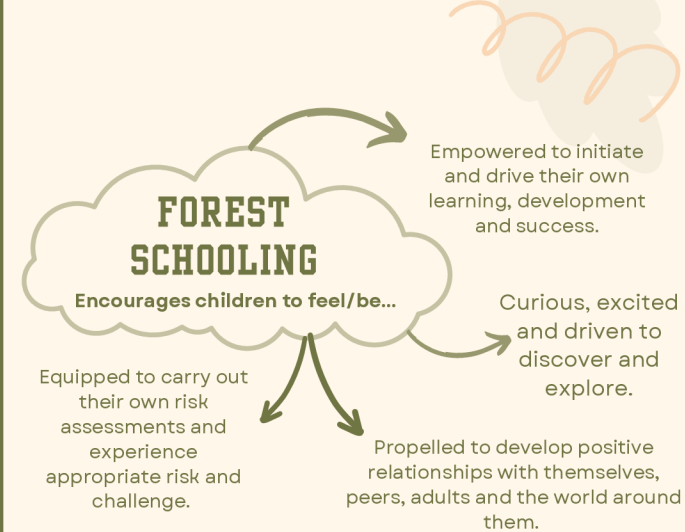
OUR APPROACH

Whilst we incorporate a smorgasbord of teaching ideas, styles and beliefs into our practise, we look to an amalgamation of the **British System** and the **International Baccalaureate Primary Years Programme** to build our curriculum.

This latter approach advocates learning through **theme-based inquiry**, whereby children explore **central ideas/transdisciplinary questions** in order to gain a deeper understanding of **concepts and ideas**.

We believe this approach lends itself beautifully to concepts such as **'Forest Schooling'** and **'Philosophy for Children'**, both of which are also deeply rooted in our ethos.

Once in the Miche group (primary school), we then incorporate the necessary elements of the **Early Years Foundation Stage & British National Curriculum** in order to deliver a more holistic version of the British Curriculum with a theme-based, inquiry-driven twist.



LEARN
HOW TO
THINK,
NOT
WHAT
TO
THINK.

