## Research



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.

FOREST SCHOOLING

Encourages children to feel/be...

Equipped to carry out their own risk assessments and experience appropriate risk and challenge.

Empowered to initiate and drive their own learning, development and success.

> Curious, excited and driven to discover and explore.

Propelled to develop positive relationships with themselves, peers, adults and the world around

Believe that their ideas and opinions have value.

Back-up their beliefs and opinions with

Understand that there isn't always a 'right' answer and it's ok to change their minds.

explanations.

**HOW** TO THINK. NOT WHAT

LEARN

TO THINK.

See that others' ideas Feel heard and opinions- even if different to their ownwithout fear have value too. of getting an answer 'wrong'.

> PHILOSOPHY FOR CHILDREN

> > Enables children to...

Ask and answer big questions:

'What makes me happy?' kind?'

'What does it mean to be

Who We World

Works