THE BROOMHILL APPROACH

Teaching • Learning • Inclusion

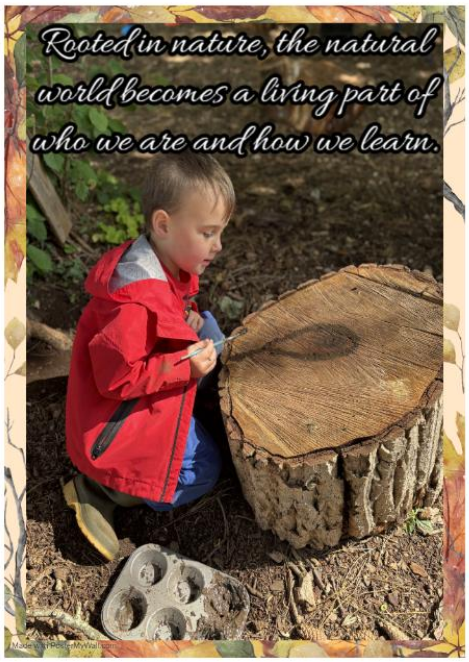
Nature • Nurture • Knowledge

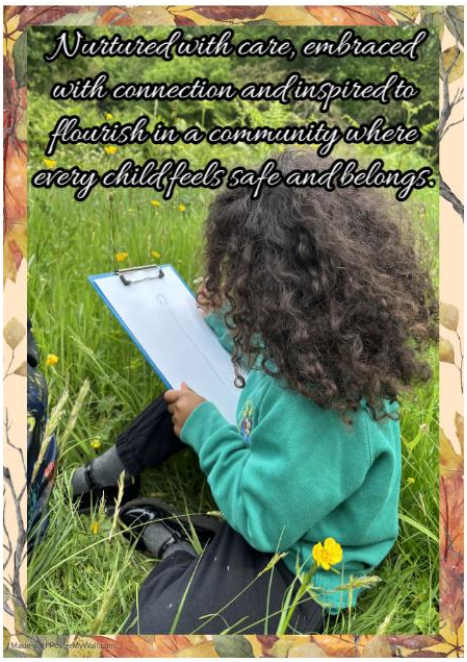
Belonging is the golden thread.

A warm introduction for families and a shared guide for our team
Nursery to Year 2

Welcome to the Broomhill Approach

The Broomhill Approach explains what it feels like to learn, teach and belong at Broomhill Infant and Nursery School. It brings together our curriculum, relationships, inclusion and personal development so that families and staff can see not only what we do, but why we do it.







At a twilight session the Broomhill team developed our true ethos and came up with these three key statements that we are proud to call our approach & embrace all that we do at Broomhill.

- **Rooted in NATURE, the natural world becomes a living part of who we are and how we learn.**
- **Nurtured with care, embraced with connection and inspired to flourish in a community where every child feels safe and belongs.**
- **Knowledge begins with curiosity, grows through wonder and thrives when learning has purpose.**

Belonging & Relationship - our golden thread

Belonging is at the heart of Broomhill. Every child and family should feel welcomed, respected and part of our community. Children learn best when they feel safe, understood and connected, so trusted relationships and accessible communication are the starting point for learning.

- Every voice matters.
- Difference is understood, respected and celebrated.
- Children with SEND belong fully to their class and school community.
- Families are partners in helping children thrive.
- Adults look at what a child may be communicating and what can be changed around them to help.

Nature • Nurture • Knowledge

Nature

We use the outdoors as both a place to learn and a powerful way to learn. Forest School, our wooded spaces, gardens and local natural areas give children opportunities to explore, move, take supported risks, solve problems and develop curiosity. Caring for the world around us is increasingly important: our Climate Action Plan is a key school priority this year, with our Eco Warriors and School Council helping children to have a genuine voice in making Broomhill more sustainable.

- Learning through movement, play and first-hand experiences.
- Outdoor learning in all weathers.
- Growing confidence, resilience and independence.
- Learning to care for our environment and community, with children taking practical action through our Climate Action Plan, Eco Warriors and School Council.

Nurture

Relationships come first. Warm, consistent adults help children feel secure enough to explore, communicate and learn. We support children to understand their feelings, develop ways to regulate and build positive relationships.

Changing the environment is often more effective than trying to change the child.

Our Team Teach approach is strongly prevention-focused: adults notice triggers, de-escalate and support regulation, with physical intervention used only when necessary for safety.

Knowledge

Knowledge is what children learn and also what adults need to know to teach them well. We build strong foundations in communication, reading, writing and mathematics, alongside rich knowledge across the wider curriculum. Staff continue to learn about child development, SEND, subjects and effective teaching so that we can respond well to every learner.

How we teach

Observe • Enhance • Extend

Adults observe with curiosity, listen carefully and respond deliberately. We notice children's interests, language, misconceptions and emerging understanding; enhance the environment or interaction; and extend learning through modelling, vocabulary, questions, resources and carefully chosen next steps. Our approach is child-centred: we value children's fascinations and lines of enquiry while ensuring that adults know the curriculum knowledge and skills that children need to develop next.

- Clear modelling and explanations.
- Regular revisiting of important learning.
- Questions that help adults check understanding.
- Small steps and scaffolds where needed, without lowering ambition.
- Purposeful play and continuous provision sit alongside direct teaching from Nursery right through to Year 2.
- Feedback and misconceptions addressed as learning happens.

Communication and oracy

Language opens the door to relationships, friendships, thinking and learning. Oracy is therefore a whole-school priority. Adults model rich language and create many reasons for children to talk, listen, explain, retell and reason.

- Chatta supports oral storytelling, sequencing and the journey from spoken ideas to writing.

- Stories, songs, rhymes and carefully chosen vocabulary build language and knowledge.
- Adults model, recast and extend children's language.
- Makaton, visuals, objects of reference and other communication supports help every child take part.
- Outdoor learning and play provide authentic reasons to talk: play it, say it, write it.

Reading, phonics and writing

We follow Bug Club Phonics as our systematic synthetic phonics scheme. Our phonics journey begins in Nursery through rhyme, listening, oral blending and sound awareness, before children move into the structured Bug Club Phonics programme. Rich texts, storytelling, vocabulary and regular reading practice sit alongside explicit daily phonics teaching so that children become confident readers and writers.

Our early writing principles

- Gross motor before fine motor.
- Talk before writing.
- Model every day.
- Every mark has meaning.
- Writing has a purpose and happens everywhere.
- Children rehearse ideas aloud before writing.
- Letter formation and handwriting habits are explicitly taught.

Mathematics

We want children to see themselves as mathematicians: curious, confident and able to explain their thinking. Mastering Number is embedded alongside our wider mathematics curriculum to strengthen number sense, fluency and mathematical language.

- Concrete resources and representations help children see mathematical structure.
- Stem sentences support precise mathematical talk.
- Purposeful variation helps children notice what changes and what stays the same.
- Mathematics is explored through direct teaching, routines, continuous provision and meaningful play.
- Our work with the Boolean Maths Hub supports professional learning and evidence-informed mathematics teaching.

Science, STEM and Tinkering Tuesdays

Science and STEM are key priorities for Broomhill this school year. We want children to be curious about how the world works: to ask questions, investigate, design, build, test, notice patterns and learn that ideas can be improved. STEM learning is practical, exploratory and closely connected to our wider curriculum, continuous provision and outdoor environment.

Tinkering Tuesdays are a much-loved part of this approach. Families are welcomed into school to learn alongside the children through practical STEM challenges, making, experimenting and problem-solving together. These sessions celebrate curiosity and creativity while helping families see how scientific thinking, engineering and early design skills can grow through playful, hands-on experiences.

Across Nursery to Year 2, adults build progressively on children's observation, questioning, predicting, testing, explaining and evaluating skills. We value the process as much as the finished product: trying an idea, noticing what happened and deciding what to change next.

Learning with others

Broomhill is outward-looking. Our work with the Early Years and SEND Clusters ensures we continue to grow and share best practice. English Hub supports the continued development of early reading and phonics. Our work with the Boolean Maths Hub strengthens mathematics, including Mastering Number. Autism Champions and ELSA partnerships sit alongside coaching, professional dialogue and staff development so that new learning becomes part of everyday classroom practice.

Inclusion - something the whole school does

Inclusion is not somewhere a child goes at Broomhill; it is something the whole school does. High-quality, accessible classroom practice is the starting point. Some children then need additional or more personalised support to communicate, regulate, play, learn and become increasingly independent.

Blossoms Inclusion Base

Blossoms is Broomhill's specialist inclusion base. Children in Blossoms are part of the wider Broomhill community and take part in shared experiences and school life. Experienced staff use specialist approaches to support communication, sensory needs, engagement and independence.

Therapeutic and specialist support

Depending on individual need, children may benefit from approaches such as ELSA, Zones of Regulation, WellComm, Colourful Semantics, Six Bricks, Lego Therapy, Intensive Interaction, Attention Autism, Rebound Therapy, music-based support, sensory work and play-based therapeutic approaches. These supports are chosen for a clear reason and connected back to children's everyday participation and learning.

Jack, our school therapy dog

Jack is part of Broomhill's relational and therapeutic offer. Carefully planned time with Jack can support connection, confidence, communication, emotional wellbeing and regulation. His role reflects our belief that relationships and a sense of safety create the conditions in which children can thrive.

Personal development

Personal development is woven through school life. Children learn to understand themselves, build healthy relationships, recognise emotions, respect difference and contribute positively to their community.

Jigsaw PSHE

Jigsaw PSHE gives children a progressive framework for personal, social, health and emotional learning. It supports relationships, emotional literacy, healthy choices, aspirations, respect and belonging.

Jigsaw RE

Jigsaw RE helps children explore beliefs, traditions, identity and values. It develops respectful curiosity and helps children understand the diverse community and wider world in which they live.

Personal development also happens through assemblies, pupil voice, outdoor learning, play, clubs, enrichment, responsibilities, calm spaces, trusted relationships and opportunities to contribute.

Growing from Nursery to Year 2

The Broomhill Approach is recognisably consistent as children grow. Our progressive skills map for all curriculum areas and continuous provision runs from Nursery right through to Year 2. We believe young children continue to learn deeply through

purposeful exploration, talk, play and first-hand experiences. Children have protected opportunities during the day to choose, explore and learn independently within carefully planned provision, alongside specific adult-designed challenges with a clear curriculum focus. As children move through Reception and Key Stage 1, explicit teaching, rehearsal, recording and subject knowledge become increasingly structured, while continuous provision remains an important place to practise, apply, deepen and connect learning.

Children therefore meet familiar expectations and ways of learning while their independence, vocabulary, knowledge and challenge steadily grow. Adults plan environments deliberately, balancing child-initiated learning with curriculum-focused challenges so that independence and curiosity sit alongside high ambition.

One Broomhill - Growing Together

Our partnership with Broomhill Junior School is an important part of our approach. We want children to feel that they belong not only to Broomhill Infant School, but to the wider Broomhill community.

Throughout the year, children from the Infant and Junior Schools come together for exciting shared experiences, including our Broomhill Art Gallery, Music Festival and sporting events. These opportunities allow children to celebrate, perform, create and participate together as one whole Broomhill.

Teachers and leaders across both schools work closely together, sharing knowledge about curriculum, learning, wellbeing and individual needs. This helps children become familiar with the people, places and expectations they will meet next and ensures an enhanced, carefully planned and smooth transition into Year 3. For children who need additional support with change, including children with SEND, transition is personalised so that relationships, routines and familiarity can be built gradually.

50 Fun Things to Do Before You Leave Broomhill

Across Broomhill Infant School and Broomhill Junior School, we want childhood to be filled with experiences that children remember. Our “50 Fun Things to Do Before You Leave Broomhill” gives children a collection of exciting, enriching and memorable experiences to enjoy during their journey through both schools.

It is about much more than academic learning. It encourages children to explore, create, perform, investigate, take appropriate risks, experience nature, try something new and have fun together. The experiences build as children grow, helping to create a shared sense of identity and belonging across one Broomhill.

Alongside shared events such as our Art Gallery, Music Festival and sporting events, the 50 Fun Things help ensure that when children eventually leave Broomhill, they take with them not only knowledge and skills, but also friendships, confidence, curiosity and a bank of wonderful childhood memories. This reflects Nature • Nurture • Knowledge: a rich childhood and memorable experiences are part of our curriculum, not something separate from it.

At Broomhill we…

- notice, listen and respond;
- build belonging before expecting participation;
- put relationships at the heart of learning;
- observe, enhance and extend;
- follow children's fascinations while keeping curriculum ambition high;
- teach children to talk, think, explain, read, write and reason;
- model clearly and revisit learning until it is secure;
- adapt environments and teaching so children can succeed;
- see communication and behaviour as meaningful;
- nurture regulation, independence, resilience and curiosity;
- use nature and the outdoors as powerful contexts for learning;
- work with families and professionals as partners;

- keep learning ourselves;
- celebrate difference and ensure every voice belongs;
- hold high expectations for every child.

What we want for every Broomhill child

By the time children leave Broomhill, we want them to know that they belong. We want them to be curious, communicative and increasingly independent; to have secure foundations in reading, writing and mathematics; to understand themselves with growing confidence; to respect other people and the world around them; and to see themselves as capable learners.