

The Brookfield School Curriculum Policy

The governors and teachers at The Brookfield School aim to create a secure and caring environment in which children can experience success. The value of personal, social, moral and cultural development is taught within a broad and balanced curriculum underpinned by British Values.

Aims

- to develop high expectations of individuals' performance
- to provide stimulating activities and tasks
- to set challenging targets within each year group and across each keystage.
- to demonstrate a caring, respectful attitude towards each other within the community
- to encourage the tolerance of opinions and beliefs

Curriculum development

We meet the statutory curriculum to ensure the educational requirements of all students are fulfilled.

Our individual approach at KS4 ensures all students experience success and engagement in their learning.

Curriculum Objectives

- To provide opportunities and activities for children to communicate through speech and writing, and to listen with understanding. To provide stimulating reading material that enables children to read accurately, fluently and with understanding for their enjoyment.
- English is applied in all subject areas and enables children to articulate their understanding and learn with enthusiasm and independence.
- To assist in children's understanding and knowledge of mathematical language and the processes that they apply in a variety of tasks.
- To provide opportunities for children to explain the pattern and relationships that form the basis of mathematics.
- To develop mathematical skills and apply them to practical solutions through problem solving and investigations.
- Mathematics is applied to other subject areas and enables children to develop enjoyment, interest and a positive attitude towards mathematical understanding. To encourage the development of scientific understanding through activities and discussion that provide systematic enquiry within a range of experiments and investigations of everyday life. The opportunities we give for raising questions in science enables children to use and understand scientific concepts and vocabulary.
- Values Education underpins our teaching and learning throughout the school and provides students with emotional language, vocabulary and self expression.
- To give children opportunities to experience their own environment and the wider world both past and present through Geography, History and RE.
- To encourage flexibility and creative thinking in overcoming difficulties and developing new approaches through investigation.

- Creative and emotional intelligence is promoted through Art and Design activities linked to topics. The latter are also linked to school assemblies.
- Physical health and well-being is taught through PE activities and links made to the Science and Design Technology curricula.
- Children should approach tasks and activities with enjoyment, independence and interest in practical solutions to learning situations, with independence of thought and action as well as co-operating within a group.
- ICT equips students with skills and knowledge to pass into the world of work.
- Key skills and vocational options to increase students' employability i.e. Live & Learn, BTEC qualifications gained through the Arrow Group.

Curriculum Organisation

There are skills that run through the whole of the curriculum, for example Literacy, Numeracy, and ICT. However, links are established between many areas to identify where skills can be taught and applied through various topics. A considerable part of each week is given to teaching Mathematics, English and Science as individual subjects and aspects of these are planned in a continuous sequence of lessons or activities. Personal, Social Health and Citizenship Education is taught in specific sessions and R.E provides an opportunity for reflection and development of their own spirituality. Each week there is designated time for guided reading and basic skills, which is further supported by one to one reading support programme.

Enrichment Curriculum

We believe that opportunities for pupils to develop socially, to develop their self-belief and self-confidence and qualities such as resilience, are created through an enrichment curriculum that provides social experiences through solo, paired and group activities. These opportunities are provided weekly through enrichment afternoons. Pupils can elect to participate in any activity subject to their individual risk assessment. We monitor pupil progress in their personal development through THRIVE, which tracks personal and social development in detail and provides targets for ILPs.

Curriculum Planning

There are five main areas of the School:

Keystage 1&2

Keystage 3.

Keystage 4

Keystage 1 and Keystage 2, Intervention

Keystage 4, Arrow Group Off-site

Long term planning

The long term plan identifies a year long programme and gives brief indication of what is taught within each curriculum area and makes cross curricular links within the topics.

Medium term planning

Teachers plan termly to identify learning objectives that link to the National Curriculum progression of skills and the school's Curriculum Framework. They organise Schemes of Work to indicate: learning intentions, activities, learning outcomes, resources, differentiation, learning styles and assessment opportunities. Tracking informs planning by highlighting individual student's needs allowing a highly personalised learning programme to be developed. Year groups plan detailed classroom activities and assessment strategies. Medium term planning is archived for future reference.

Short term planning

Teachers plan and organise their teaching within the agreed medium term planning on a weekly basis. Although this may be a shared task, individual teachers may organise other activities to support learning outcomes of the children in their class. Pro forma for planning are available on the computer network and planning shows clear learning intentions and assessment for learning strategies. AFL is used daily to inform planning and to accurately assess the learning needs of individual students.

Flexibility

Planning documents are working documents and need to be adaptable to the changes and diverse needs of the students.

Teaching Approaches (Ref: Teaching and Learning Policy)

Teachers employ different teaching styles to suit the ability of each child across the curriculum. It may be appropriate to teach the whole class or work with a small group and occasionally with individual children. It is the differentiation of teaching inputs and learning outcomes that we consider vital to effective learning. Whole school curriculum and assessment procedures can be found in the relevant policy documents.

Access and Entitlement

We believe that every learner is entitled to a full range of activities that gives access to the curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. We aim to empower learners through the curriculum to become confident in their abilities that will prepare them for a purposeful adult and working life.

Staff Roles and Responsibilities

Subject Co-ordinators have the responsibility of reviewing policy, monitoring the skills progression and standards in their subject area. Staff have a responsibility to a curriculum area to implement policy, monitor development and assist in the planning of the curriculum. The Keystage Co-ordinators will monitor the whole curriculum across the key stages for consistency.

Monitoring and Evaluating

Keystage Co-ordinators have the opportunity for weekly meetings to consider such matters as consistency and continuity in terms of content, assessment, individual learning pathways, strategies and intervention.

This is achieved by:

- Joint planning and moderation of children's work.
- In addition to this, further monitoring is conducted through focused classroom visits by the Head teacher and Subject Co-ordinator and some staff meetings and Learning Walks.
- Regular meetings of whole staff to share a particular success and ensure consistency and continuity across year groups and key stages.

The Governors work closely with Subject Co-ordinators and meet regularly to ensure that each curriculum area is closely monitored and evaluated.

Approved by LGB: 6th March 2018

Review Date: March 2019