

# Teaching and Learning at Brookfields School 2020-2021





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# 'Our Curriculum'

## What do our pupils learn?

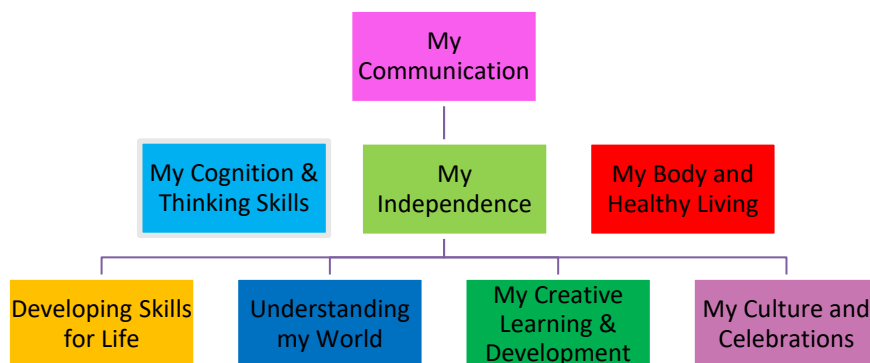
At Brookfields we endorse a ***Curriculum for Life***, a belief that is supported by our parents and all stakeholders. We provide a curriculum that promotes communication, independence and the development of self-help skills. We recognise that every child matters, and that each pupil should be respected as an individual, of equal status and value, regardless of gender, race, ethnic origin, disability or learning difficulty. We believe that this should be evident in the curriculum we provide.

## Intent

Our Curriculum is designed to:

- make connections between areas of learning in ways which relate to developing independence and key skills for life
- promote and facilitate communication skills
- provide learning activities that are motivating and meaningful and where skills are acquired in a flexible manner
- develop a culture where achievements are shared and celebrated
- employ specific teaching approaches to address each child's individual learning style
- include autism specific approaches to learning
- work in partnership with parents
- enable pupils to engage with learning so they remain committed to learning throughout their school lives and into adulthood
- provide broad and balanced learning experiences that meet statutory requirements
- Follow the six principles of Nurture

The following key areas underpin our 'Curriculum for Life'



## Implementation

### How do we teach?

We aim to ensure that each child's development takes place in an environment that is stimulating, varied and relevant.

A wide range of teaching methods and learning situations are employed, these include:

- individual, small group and whole class teaching
- planned learning sessions with a balance of adult led and child initiated activities
- practical and written activities which address individual learning style
- inside and outside learning environments
- educational visits and projects to enhance learning experiences
- specific learning targets to address children's individual needs
- making the voice of the child a fundamental element of each day
- shared learning opportunities with mainstream peers if appropriate
- Working with and/or under the guidance of multiagency professionals

### Pathways for learning

Our curriculum design takes the shape of three distinct pathways;

- ✓ Early Learners (EYFS)
- ✓ The Explorers
- ✓ The Adventurers

#### Early Learners (EYFS)

All activities are delivered through a balance of adult led and child initiated activities. Activities are determined by the pupil's individual needs and interests. Activities may be linked to a theme or topic.



#### The Explorers

Our Explorer pathway supports learners in focussing on developing social communication and supporting sensory processing difficulties.

Pupils following this pathway learn best through real life experiences. Some may learn through structured play; others will learn more effectively through functional activities; others will respond well to a topic-based approach.

All children will work towards developing the prerequisite skills required to access the semi-formal curriculum



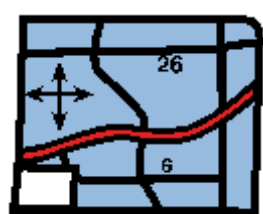



#### The Adventurers

Pupils following our semi-formal to formal curriculum pathway access the range subjects modified in the light of their developmental level and special educational needs. This is designed to meet specific needs and pupils follow a personalised pathway which links to individual interests. Pupils will engage in subject specific learning



## Our Curriculum Pathways:

<b>Engagement at the heart of all Teaching &amp; Learning</b> 			
Pathway	<b>Early Learners</b> 	<b>The Explorers</b> 	<b>The Adventurers</b> 
Phase	<b>The Early Years Foundation Stage</b>	<b>Key Stage 1 &amp; Key Stage 2</b>	<b>Key Stage 1 &amp; Key Stage 2</b>
Curriculum focus	<ul style="list-style-type: none"> <li>• The Early Years Framework               <ul style="list-style-type: none"> <li>○ Communication &amp; Language</li> <li>○ Physical Development</li> <li>○ Personal, Social and Emotional Development</li> <li>○ Early Literacy</li> <li>○ Early Maths</li> <li>○ Understanding the World</li> <li>○ Expressive Arts &amp; Design</li> </ul> </li> <li>• Play based learning</li> <li>• Learning Outside The Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Communication &amp; Language (Communication &amp; Interaction)</li> <li>• Thinking &amp; Problem Solving (Cognition and Computing)</li> <li>• Myself and My Body (Social, Emotional and Mental Health, Sensory and Physical, PE, RSE and links to Science)</li> <li>• My World &amp; My Community (RE and links to my Geography and my History)</li> <li>• My Creativity (Sensory and Physical, Music, Art, Drama and D/T)</li> <li>• Learning through My Play</li> </ul>	<ul style="list-style-type: none"> <li>• English-Language and Communication</li> <li>• Maths- Thinking, Problem Solving &amp; Finance</li> <li>• Personal Social &amp; Emotional Development (PSHE &amp; RSE)</li> <li>• Life Skills -Understanding the World I live in (Science &amp; Computing)</li> <li>• Physical Development and Healthy Lifestyles (PE)</li> <li>• Creative Development (Music, Drama, Art &amp; D/T)</li> <li>• Understanding my World and my Community (RE, Geography, History &amp; MFL)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• IEP assessments- targets linked to EHCP outcomes (Cognition &amp; Learning, Communication &amp; Interaction, Social Emotional &amp; Mental Health, Sensory &amp; Physical)</li> <li>• B Squared- Early Steps</li> <li>• EYFS Profile</li> <li>• Behaviour data</li> </ul>	<ul style="list-style-type: none"> <li>• IEP assessments- targets linked to EHCP outcomes (Cognition &amp; Learning, Communication &amp; Interaction, Social Emotional &amp; Mental Health, Sensory &amp; Physical)</li> <li>• B Squared- Engagement Steps</li> <li>• Behaviour data</li> </ul>	<ul style="list-style-type: none"> <li>• IEP assessments- targets linked to EHCP outcomes (Cognition &amp; Learning, Communication &amp; Interaction, Social Emotional &amp; Mental Health, Sensory &amp; Physical)</li> <li>• B Squared- Progression Steps</li> <li>• Behaviour data</li> <li>• End of key stage statutory assessment</li> </ul>



## Pathways: Overview of content – example

The Explorers Pathway - Long Term Planning (content)					
Communication & Language	Thinking & Problem Solving	Myself and My Body	My World & My Community	My Creativity	Learning Through My Play
<p>Early Communication Skills- vocalising, eye-gazing, pointing to, taking, holding, turning away from, pushing away etc.</p> <p>Listening and attention</p> <p>Gaining attention</p> <p>Likes and Dislikes</p> <p>Making a Choice</p> <p>Developing Communication Systems-PECS, Objects of Reference, Makaton, Intensive Interaction, AAC skill development etc.</p> <p>Key word development</p> <p>Understanding some things are not available all the time</p> <p>Understanding 'wait'</p> <p>Understanding the need for help</p> <p>Following Instructions</p> <p>Engage in conversation</p> <p>Developing confidence</p> <p>Initiating</p> <p>Re telling key events</p> <p>Communicating discomfort or pain</p> <p>Increasing independence skills</p> <p>Early Mark Making/pre writing skills</p> <p>Colourful Semantics</p> <p>Speech and Language Therapy</p> <p>Educational Visits</p> <p>Swimming</p>	<p>Anticipation skills</p> <p>Listening and attention</p> <p>Understanding turn taking</p> <p>Waiting</p> <p>Recognition of the need for Help</p> <p>Requesting help</p> <p>Key skills</p> <p>Early Writing/ Reading skills</p> <p>Memory building</p> <p>Response to sabotage</p> <p>Recognition of a problem</p> <p>Independent solutions</p> <p>Generalisation</p> <p>Early Maths Skills</p> <p>Educational Visits</p> <p>Swimming</p>	<p>PHSE skill development</p> <p>Independence Skills</p> <p>Dressing skills</p> <p>Feeding skills</p> <p>Self-help skills</p> <p>Healthy Eating &amp; diet</p> <p>Being Safe</p> <p>Physical Development- gross motor/ fine motor</p> <p>Sensory Diets</p> <p>Mental Health and Wellbeing</p> <p>Behaviour for Learning</p> <p>Early Reading skills</p> <p>Managing feelings</p> <p>Self-confidence and awareness</p> <p>Animals &amp; plants</p> <p>Occupational Therapy support</p> <p>Educational Visits</p> <p>Swimming</p>	<p>My culture</p> <p>My family</p> <p>Likes and dislikes</p> <p>Other cultures and celebration days</p> <p>Educational visits</p> <p>Community engagement /projects</p> <p>Global Learning</p> <p>Unicef RRS ethos</p> <p>Early Reading skills- environmental text/symbols</p> <p>Being Safe</p> <p>Visitors to school (Theme days/topics)</p> <p>Forest School</p> <p>Enquiring</p> <p>My History</p> <p>Exploring my World</p> <p>Exploring Technology</p> <p>RE</p> <p>SMSCD &amp; BV</p>	<p>Creative Curriculum; cross curricular links</p> <p>Exploring Technology</p> <p>Mark making</p> <p>Experiential music</p> <p>Musical exploration</p> <p>Music Therapy</p> <p>Creative Performance</p> <p>Music</p> <p>Art</p> <p>Drama</p> <p>D&amp;T</p>	<p>*Taught across the curriculum</p> <p>Structured Play</p> <p>Free play</p> <p>Solitary play</p> <p>Parallel play</p> <p>Shared play</p> <p>Turn-taking</p> <p>Waiting</p> <p>Co-operative play</p> <p>Exploring the functions of Play</p> <p>Experiencing and coping with difficulties in Play</p> <p>Behaviour for Learning</p>
<b>*Communication, Cognition, Independence and PHSE Skill development underpins all Teaching and Learning</b>					



The Adventurers Pathway- Long Term Planning (content)						
English-Language and Communication	Mathematics- Thinking, Problem Solving and Finance	Life skills- Understanding the World I Live in	Personal, Social and Emotional Development	Physical Development and Healthy Lifestyles	Understanding my World and my Community	Creative Development
Individual communication systems- PECS, language skills and development English- Fiction Non-Fiction Text Poetry Reading Writing Key word development Spoken Language Call and Response Narrative and Storytelling Role Play/Hot seating Functional literacy & environmental text/ Educational visits Music, Dance (Performance) and Play Read Write Inc Non-Fiction Text Phonics Colourful Semantics Link visits to other settings- e.g. Local Primary English SOW Letters & Sounds <i>Equals Semi Formal Curriculum: My Communication</i> <i>My Play and Leisure</i> <i>Equals Formal Curriculum: English</i> <i>Links to NC where appropriate</i> <i>Subject specific schemes of work</i>	Number Shape (Geometry) Measure Money Calculation Using skills, applying and generalising Role Play Link visits to other settings- e.g. Local Primary Functional skills/ Educational visits Enterprise  <i>Equals Semi Formal Curriculum:</i> My Thinking and Problem Solving <i>Equals Formal Curriculum:</i> Maths Maths SOW Numbers and patterns Becoming first class number  Links to NC where appropriate  <i>Subject specific schemes of work</i>	Enquiring /Science Understanding Technology/ Computing Behaviour for Learning  <i>Equals Formal Curriculum:</i> Science Science SOW  Educational framework: Education for a Connected World  Connecting classrooms Skype etc. <i>Equals Semi Formal Curriculum:</i> My Thinking and Problem Solving  Links to NC where appropriate  Link visits to other settings- e.g. Local Primary	<b>Personal:</b> Routines Personal hygiene Dressing Self-help skills Feeding Cooking for myself Food group <b>Social:</b> Sharing Turn taking Waiting Social cues Friendships Working with others- shared snack/visits/visits to other classes Social stories Playing- initiating play and sustaining Safety and danger Road safety Transport Safety in the home <b>Emotional:</b> CHES- Behaviour for Learning Emotional Literacy Support (ELSA) NSPCC Girls group <b>PHSE curriculum</b> including RSE- PHSE Association (PoS) <i>Equals Semi Formal Curriculum:</i> My Independence My Physical Wellbeing My Play and Leisure My Citizenship  Links to NC where appropriate <i>Subject specific schemes of work</i>	Physical Development  PE: Team games Community participation Enrichment activities- karate Swimming  Rebound Karate First FUNS Fine motor and gross motor skill development  Food Technology Healthy Living/Eating & Diet <i>Equals Semi Formal curriculum:</i> My Physical Wellbeing My Play and Leisure My Citizenship  Links to NC where appropriate <i>Subject specific schemes of work</i>	Forest School (Formal) Projects Educational Visits ICT/Technology Visitors into school e.g. music performances <i>Equals Semi Formal curriculum: My Forest School</i> The Enchanted Woodland (Cornerstones) <b>RE Curriculum mapping*</b> Other cultures and celebration days SMSCD Unicef RRS Global Learning projects – links to schools <b>Links to PSE:</b> Sharing Turn taking Waiting Social cues Social stories Playing- initiating play and sustaining Safety and danger Road safety Transport Safety in the home  My History / History Understanding my World / Geography RE SMSCD & BV <i>Equals Semi Formal curriculum My Forest School</i>  RSE & Health Education <i>Subject specific schemes of work</i>	Being Creative <b>Music:</b> Participating, exploring instruments and sounds Learning to play an instrument Music around the world Body music and movement Stopping and starting Rhythm Making music Performance <b>Creative Arts:</b> Drama Visitors into school e.g. music performances <b>Creative:</b> Art/ Art & Design Projects/ Design & Technology  <b>Play:</b> Structure Play and Small World Play -Team Games <i>Equals Semi Formal curriculum:</i> My Play and Leisure My Dance My Drama My Music My Communication My Independence My Thinking and Problem Solving (See links to other SOW within) <i>Subject specific schemes of work</i>
<b>*Communication, Cognition, Independence and PHSE Skill development underpins all Teaching and Learning</b>						

## Thematic Focus:

Our curriculum is further enriched through exploring topical themes or questions. Children also have the opportunity to explore their own and other cultures through selected theme days and celebrations.

2020-2021				
Class	Autumn	Spring	Summer	
Butterflies/ Foxes EYFS	All About Me/ Celebrations	I like Cbeebies Spring festivals	I like Nursery Rhymes/ Animals Fun in the Sun	
Bumblebees/ Hedgehogs Y1	Myself	Animals	Transport	
Squirrels/ Woodpeckers Y2	Ourselves	Exploring the Stars	My Favourite Book	
Kingfishers Y3	Superheroes	Roar, Stomp, Squeak	Walking on Sunshine	
Seals/ Hawks Y4	The Magic of Being Human	Why Do We Live on Planet Earth?	Summer Fun	
Hérons Y5	Water	In The Jungle	Staying Healthy	
Otters/Owls Y6	I can be a Super Scientist	Exploring Habitats	I Can Cook It	
Whole School celebration days/ weeks	Unicef – RRS/UNSDG Rosh Hashanah- Jewish New Year (September) Harvest Festival- Christianity (October) Diwali- Sikhism/Hinduism Festival of Light (November) Christmas- Christianity		World Book Day St Valentine's Day (GL) & Mother's Day Unicef – RRS/UNSDG Chinese New Year (January) Easter- Christianity	
			Father's Day Connecting Classrooms Fun Day – Sports Day Unicef – RRS/UNSDG Easter- Christianity Eid-Islam (May)	

## **Medium Term planning**

Medium term plans are written at the beginning of each term highlighting coverage for weeks ahead. Creative themes and celebration weeks are also highlighted.

## **Daily/ weekly planning**

Short term plans are written for each session. Class teachers are required to upload all planning to school's cloud based system on a weekly basis. The following is required within all lesson plans:

- Evidence of differentiated learning objectives and appropriate challenge in line with expectations of performance across the full ability profile of class
- Lessons plans to take into account the learning needs of specific pupil groups
- Tasks clearly linked to Learning Objectives and are well sequenced
- A range of learning resources (including ICT) and approaches is used to enhance learning and maintain pace.
- Differentiation other than by outcome is evidenced.
- Assessment is embedded into planning
- Homework provided is in line with learning objectives (where appropriate)

*\*Taken from Fixed Line Management 2019 (SET)*

## Impact

We believe our bespoke curriculum is fully preparing our children for their own future, ensuring they achieve the very best outcomes.

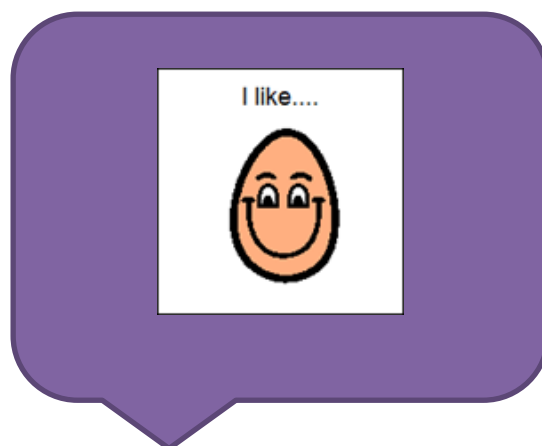
*How do we know this...What do our Children say?*

We asked our children about their learning and they told us the following;

**What we like most about coming to school.....**

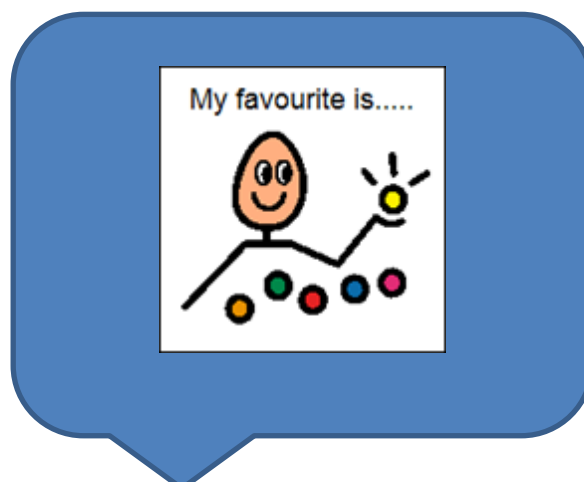
Playing outside  
Doing the registers  
Having snack and lunch  
Going swimming  
Playing in the big playground  
Swimming  
Cooking, bouncing and jumping  
Watching songs on the IWB  
Light Room Tyre Park  
Play  
Lego club  
Maths  
Doing lots of work  
Coming to school to see my teachers  
Trying new things  
Learning, discovering, creating, investigating and  
Making friends

Playing with toys  
Playing with friends  
Having a packed lunch  
Going out on the bus  
Writing, running,  
Chilling out  
Soft Play  
Eat new foods  
Minibus  
Literacy  
French  
Wake up shake up



**Our favourite activities are ....**

Painting  
Laptops                  Reading  
Karate                  Playing outside  
Dancing                  Colouring  
Numbers- Maths  
Light room                  Trampoline  
Swing, slide  
Sand, messy  
Swimming and Forest school  
Exploring our senses



### What we don't like....

Loud noises      French  
Karate      Painting  
Taxi      Working  
Maths      Homework  
Computer      Literacy  
RE  
'Being foolish at school'  
'When people are unkind'  
When equipment is broken  
Being tired



### What would you like to do more of?

Swimming      Computers  
Rebound      Going to the park  
Cookery  
Dressing up days – happy Halloween  
Chill out places      Quiet time  
Toys      Playing with friends  
Sticks      Spike Island  
Bus- trips      iPad  
Sand      Zoo  
Lego  
Maths      Literacy  
Eating in a café  
Being independent



### Is there anything else you would like to say?

'I like school a lot'  
'Happy'  
'Play a lot' – Mason      'Happy'  
'Quiz'      'Magic carpet'      'I like going to school'  
'This school is amazingly legendary'      'I love this class'  
'We like assembly'      'We are all very happy in our school'  
'We love having fun'      'Our school is the greatest'



## What do our parents & carers say?

We asked parents & carers what was most important about their child's education. Here is a summary of feedback from our parents and carers:-

- Learning skills that are relevant. Being happy
- Enjoys every minute
- Setting suited to individual needs/ receives attention
- Being happy and settled at school. Letters, numbers
- Learning, retaining information, understanding, social interactions & making friends
- Fun, enjoyment, stimulating and person centered to a child's needs
- Developing social skills and improving developmentally
- Learns at own pace and enjoys class & has fun with his friends
- To be happy. Life skills should underpin all subjects
- To learn independence skills
- That he feels included, lots of fine motor skills, yes/no –right/wrong, everyday activities
- Learning skills for their future
- Learning to be aware of what is dangerous and self-care skills
- Getting exactly what he needs
- Having fun and making progress
- He can enjoy and achieve
- To achieve what she is capable of. Would not want her to be pushed too far to fail. I feel non-academic is equally as important as academic

*We believe that our curriculum is having a positive impact on pupils and families by giving our pupils the key knowledge and skills required for life after Brookfields.*

*We believe we fully meet the needs of all our learners*

## Assessment

We use a range of assessment tools to assess learning and development from EYFS to Year 6





Challenging targets are set to ensure all our pupils make maximum progress, through termly data collection and end of year reports; we are able to consistently evidence positive outcomes for all our pupils. For more detailed information please see our Curriculum Policy and/ or our Assessment Policy.

## Progression of Skills

We ensure progression is tracked through across the different pathways through using our bespoke 'progression of skills' document. Below is an overview for the pathways, please see full document for further guidance.

Progression of Skills- reference across the pathways:

Please refer to skills matrix documents, Development Matters, SMSCD coverage document & CHESS syllabus for further guidance.

<b>Explorers Pathway</b> 	<b>Adventurers Pathway</b> 	<b>National Curriculum Reference</b>
Communication & Language	English-Language and Communication	National Curriculum
Speaking/Listening Early Reading Early Writing  Development Matters: Listening and attention Understanding Speaking Literacy- Reading, Writing	Listening Speaking Reading\Writing  Development Matters: Literacy Ref: Early Learning Goals	English: Reading- Word Reading Comprehension Writing (Transcription- Spelling) Handwriting Writing (Composition) Writing (Vocabulary, grammar and punctuation) Spoken Language



Thinking & Problem Solving	Thinking, Problem Solving & Finance	National Curriculum
<p>Thinking &amp; Problem Solving</p> <p>Early counting &amp; number</p> <p>Early calculation</p> <p>Development Matters:</p> <p>Mathematics- Numbers, Shape, Space &amp; Measure</p>	<p>Number</p> <p>Using, applying &amp; generalization of skills</p> <p>Calculation</p> <p>Shape (Geometry)</p> <p>Measure</p> <p>Development Matters:</p> <p>Mathematics- Numbers, Shape, Space &amp; Measure</p> <p>Ref: Early Learning Goals</p>	<p>Mathematics:</p> <p>Number – number and place value</p> <p>Number – addition and subtraction</p> <p>Number – multiplication and division</p> <p>Number – fractions</p> <p>Measurement</p> <p>Geometry – properties of shapes</p> <p>Geometry – position and direction</p> <p>Statistics</p>
Myself and My Body	Personal Social & Emotional Development	National Curriculum
<p>Physical Development 1-4</p> <p>Personal &amp; Social 1-4</p> <p>Behaviour for learning: CHES- Skills syllabus</p> <p>Development Matters:</p> <p>Personal, Social and Emotional Development- Making relationships, Self-confidence and self-awareness &amp; managing feelings and behaviour</p> <p>Physical Development- Heath &amp; Self Care</p>	<p>Personal &amp; Social 5+</p> <p>Behaviour for learning: CHES- Skills syllabus</p> <p>Development Matters:</p> <p>Personal, Social and Emotional Development-</p> <p>Ref: Early Learning Goals</p>	<p>Relationships and Sex Education and Health Education –End of Primary expectations</p> <p>Physical Education including Swimming</p>

	Life skills -Understanding the World I live in	National Curriculum
<i>Life skills –</i> <i>*Learning is inter-linked and underpinned throughout the curriculum</i>	Enquiring 5+ Understanding Technology 5+ Behaviour for learning: CHES- Skills syllabus  Development Matters: Understanding the World- Technology Ref: Early Learning Goals	Science Computing
My World & My Community	Understanding my World and my Community	National Curriculum
Enquiring 1-4 My History 1-4 Exploring My World 1-4 Exploring Technology 1-4 RE 1-4 SMSCD & FBV Development Matters: Understanding the World- People and communities The world Technology	My History 5+ Understanding My World 5+ RE 5+ SMSCD & FBV  Development Matters: Understanding the World- People and communities The world Ref: Early Learning Goals	History Geography  *Scheme for RE
My Creativity	Creative development	National Curriculum
Exploring Creativity 1-4 Music 1-4 Development Matters: Expressive Arts and Design- Exploring and using media and materials Being imaginative	Being Creative 5+ Music 5+ Development Matters: Expressive Arts and Design: Exploring and using media and materials Being imaginative Ref: Early Learning Goals	Art & Design Music Design & Technology

Learning through My Play	Physical Development and Healthy Lifestyles	National Curriculum
Development matters: Characteristics of Effective Learning- Playing & Exploring- Engagement Active Learning- Motivation Creating and Thinking Critically- Thinking  Behaviour for learning: CHES- Skills syllabus	Physical Development 5+  Development Matters: Physical Development- Moving and Handling Ref: Early Learning Goals	Physical Education including Swimming



We believe, you achieve

# ***Achieving Excellence: Principles of Curriculum and Pedagogy – Our Approach***

**People are at the heart of all that we do.** Positive respectful relationships, intrinsically woven through our schools enable **excellence by all and for all**: with no exceptions.

**Learning is our core business.** High quality learning and teaching is woven through our mission and our values: we believe that every young person can achieve great things, whatever their ability and whatever their background. Learning goes beyond the acquisition of knowledge and skills and incorporates the development of the whole person – their senses, feelings, beliefs, values and intuition.

Achieving excellence is exemplified through the highest of expectations, a world-class curriculum and the very best of teaching which inspires, challenges and motivates our learners to be the best they can be.

With this in mind, we have set out the intrinsic elements of learning, teaching and curriculum which all of our schools work to. Our thinking is underpinned by research and our own extensive experience, and has been developed through the sharing of expertise across our Trust. We have drawn on elements that have been proven to work in our ongoing pursuit of excellence.

Our **‘Principles of Curriculum and Pedagogy’** establish the fundamental elements that we look for in our schools, in the curriculum and enrichment in its widest sense and in each and every lesson in all of our schools: every day, for all of our learners. In conjunction with each of these elements, we have established materials to guide and support our schools in the relentless pursuit of excellence.

The materials include self-assessment statements against each of the principles and plans, materials and examples of excellent practice which bring ideas to life. Our ideas and materials are not fixed: we embrace innovation and are a creative, forward-thinking organisation that finds new ways of doing things. We benefit from the expertise of all of our colleagues across our schools and draw on the cutting edge thinking of our SCITT, Teaching School and Research School.

## Our Principles

- **‘Educating for life’**: although important, we believe that success is not only measured through academic outcomes. ‘Educating for life’ embraces not only the subject-based knowledge and skills that we develop through a broad and balanced curriculum, but the development of life skills, independence and intra-dependence, careers, oracy and communication, numeracy, character education, wellbeing, physical health, positive social behaviour and resilience - core values integral to success as fully rounded citizens in the modern world. Through our ‘curriculum pledge,’ we give opportunities for all pupils to experience additional learning and social activities designed to engage, challenge, build their confidence, experience the community and contribute positively to it.
- **‘Best in Class’ learning and teaching**: how we implement our curriculum. Effective teaching ensures engagement and is underpinned by effective planning; we support colleagues in thinking about ways in which they: use assessment information to plan for all pupils; develop a motivation for learning; present new learning; dedicate adequate time to practising and embedding knowledge and skills securely; review learning; challenge and

extend thinking; provide engaging opportunities which sequence and scaffold learning, building on each component to develop a secure composite of learning in the longer term. We promote the most effective mechanisms for feedback which are based on what really makes a difference to learning. We expect and enable all pupils to be active participants, engaged in their learning.

- **‘One size fits one’:** High quality, personalised support which enables inclusion. We use a broad spectrum of information about our students to nurture strong and positive professional relationships; this information helps us to plan our lessons, provide bespoke learning opportunities, extension, support and therapeutic interventions. We are inclusive in all that we do and seek out solutions where we identify barriers to learning. We recognise talent and provide opportunities to build on this.
- **A positive climate and environment for learning:** the ongoing recognition of effort, achievement, resilience and the promotion of relentless aspirant determination within clearly established classroom routines and procedures which enable learning to be maximised. Our classrooms and learning spaces are well organised and are fully conducive to supporting high quality learning.
- **‘Learning to lead’:** we are privileged to work with the leaders of the future. Through our curriculum, our teaching and through the provision of identified leadership opportunities in our schools, we develop leadership skills and capabilities to prepare our learners for the future. All adults in our schools are leaders and fully embrace the role that they play in modelling and promoting positive leadership behaviours through what they do, say and the way that they communicate on a day-to-day basis.
- **‘Improvement never stops’:** we can always improve and innovate. High quality training and staff development is integral to the way that we work and feedback is a key part of our drive for improvement. We incorporate feedback from all stakeholders – staff, students, parents, academy councillors, to help us with this. We use reflection and research to help us to identify and inform the most effective practice for best value investment to help us to secure value for money in all that we do. Collaboration is built into all that we do; we believe that we are stronger by working together.

## Appendix: Principles of Curriculum and Pedagogy in Detail

	<b><u>Principle 1 Educating for Life: Our Curriculum</u></b>
	<b>All SET schools:</b>
1	Have a statement of curriculum intent which explains the rationale behind the curriculum as a whole.
2	Have a statement of curriculum intent for each subject and each year which details how learning builds on to what has gone before and how it leads into future learning.
3	Have schemes of work for all subjects which provide the framework from which teachers plan their lessons. The schemes include: what is to be taught, key vocabulary, timings, how work is to be assessed, how learning build on to prior learning and when curricular content is revisited, homework opportunities, differentiation, ideas for delivery.
4	Use the SET 'Curriculum Pledge' to promote additional learning and social activities to engage, challenge and build pupils' confidence and skills.
5	Ensure that all details about the curriculum are published on the school's website as statutorily required.
6	<b>Include the following subjects in their curriculum:</b>
7	English and communication, mathematics, science.
8	A modern foreign language
9	History
10	Geography
11	Religious education
12	Music and / or music incorporated into performing arts
13	Technology
14	Art
15	PE
16	Personal, Social and Health Education incorporating mental health and wellbeing.
17	Citizenship opportunities and community activities which build cultural capital, understanding and independence.
18	Careers education in an age-appropriate manner, linking as appropriate to local, national and international companies.
19	(KS4) Offer alternative accreditation routes to GCSEs e.g. BTEC
20	(KS4) Offer a range of accredited vocational options
21	Have an enrichment and extra-curricular offer which complements the more formal curriculum.
22	Ensure that assemblies are linked to learning and the curriculum; they are well planned, engaging and relevant.
23	Embrace opportunities to be involved in national schemes which recognise and support curriculum development e.g. CREST, UK Maths Challenge.

	<b><u>Principle 2: 'Best in Class' Teaching: How we Implement our Curriculum</u></b>
	<b>All SET schools ensure that:</b>
1	There is an unswerving focus on the quality of learning and teaching. CPD is tightly linked to the monitoring of teaching and learning and there are a range of mechanisms for sharing good practice.
2	Learning and Teaching is on every agenda with opportunities to share best practice.
3	Teachers follow a simple cycle of assess, plan, teach, review.
4	Teachers use both formative and summative assessment information to understand the bespoke needs of their learners - every lesson, every day.
5	Schemes of work and lessons are designed to promote opportunities for pupils to practise skills and embed knowledge in a range of situations.
6	Teachers revise and revisit material previously covered, knowing that newly learned material needs to be reviewed in order to be remembered. This approach is shown in schemes of work and lesson planning.
7	Timely and appropriate feedback is provided to inform pupils (and parents / carers) of their next steps in learning.
8	Teachers, teaching assistants and those responsible for teaching and learning have opportunities to reflect, discuss and collaborate about each pupil's learning and what is needed to help them to improve further.
9	Appropriate use is made of technology to help pupils to improve and to support teachers in their teaching.
10	There is an appropriate level of challenge for all. The climate in lessons encourages pupils to think hard and use a range of support materials to help them in their learning.
11	There are opportunities for pupils to independently extend their learning beyond the classroom.
12	Leaders and teachers respond in a timely and effective manner to the changing national landscape.



	<b><u>Principle 3: 'One Size Fits One'</u></b>
	<b>All SET schools:</b>
1	Understand that inclusion is the responsibility of all. Teachers use all of the information that they hold about pupils to help plan lessons to meet pupils' needs.
2	Have clear roles and responsibilities for staff which enable effective support.
3	Have clear mechanisms for sharing pupil information and ensure that strategies used to support are consistently applied.
4	Ensure that the outcomes of interventions are integrated back into class teaching.
5	Offer a range of therapeutic interventions to meet the identified needs of pupils.
6	Liaise closely with outside agencies to support pupils' needs. The agencies include for example: CAMHS, the local authority safeguarding teams, health practitioners, the police, social services.
7	Keep detailed records which show the joint work with outside agencies, evaluate the impact of the work and any emerging needs.
8	Foster positive parent / carer partnerships to support pupils.
9	Ensure that highly valued pupil voice informs practice.
10	Offer extension opportunities to deepen learning and raise aspirations.
11	Ensure that all staff (teaching and support staff) receive high quality, appropriate CPD to enable them to provide a personalised curriculum.

	<b><u>Principle 4: A positive Climate for Learning</u></b>
	<b>All SET schools ensure that :</b>
1	Pupils are warmly welcomed to school and to lessons.
2	Staff value each other and greet each other positively.
3	Pupil and visitor entrances are of high quality; they are welcoming and give a positive 'flavour' of the school.
4	The use of staff and pupils' names is encouraged and modelled by leaders.
5	Staff model high standards of professional dress and are positive role models.
6	Pupils are aware of that everyone has the right to teach and learn in a positive environment.
7	Teaching spaces are well organised, celebratory and conducive to learning. Teaching spaces are reviewed half-termly as part of the Fixed Line Management Agenda to ensure that they are supportive of learning.
8	Staff celebrate and recognise pupils' achievements. Pupils are rewarded for: achievement, attainment, attendance, improvement, perseverance, contribution to the school and wider community, volunteering, leadership, any activity where an 'above and beyond' approach is demonstrated.
9	The rewards system used includes: praise postcards, letters, certificates, badges, formal awards, reward visits and experiences as appropriate.
10	Staff members are recognised both formally and informally for their work and contributions. The frequent use of a personalised 'thank you' is woven through the school culture.
11	Teachers are aware of individual pupils' aspirations; teaching is tailored accordingly. Pupils are encouraged to take responsibility for their learning.

	<b><u>Principle 5: Learning to Lead</u></b>
1	All adults in SET schools display and promote positive and supportive behaviour on a day-to-day basis. They act as leadership role models for students.
2	SET schools provide students with opportunities to be involved in leadership activities. The activities are purposeful and their impact in terms of whole school improvement is evidenced. Examples, as appropriate to context, are:
3	A school Council
4	A year Council
5	Involvement with Academy Councils
6	Subject Ambassador groups
7	Project leadership
8	Interviewing for new colleagues
9	Supporting / mentoring younger students
10	Taking part in community events /national events / volunteering

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