

<p>Intent</p>	<p>Our overarching aim is to equip pupils with the key /core knowledge that they can build on through their future learning. By achieving this we intend that our pupils have a place within their community and wider world and begin to understand who they are. We wish for them to be confident and successful at communicating in a way that is universally understood and for them to understand and interpret the world in which they live and to use this to develop their own learning, solve problems and be successful in the tasks they set out to achieve. We aim to support, guide and inspire our children through excellent teaching practices. Through their knowledge of child development and understanding of barriers to learning, staff aim to ensure all pupils reach their full potential.</p> <p>Through our learning pathways we create opportunities for exploration and discovery through supported and independent learning. Our objectives are balanced ensuring skill and knowledge progression is evident. Developing skills in communication is paramount and underpins all curriculum planning and target setting.</p> <p>The curriculum allows for flexibility with all learning pathways running closely alongside each other. Those pupils with 'spiky' development profiles can be planned for, supported and challenged across the learning pathways. Literacy application is woven through the whole curriculum through the use of key texts incorporating a range of genres and is used for enhancing topics creating a passion for language, knowledge and stories and developing better understanding of society and cultures.</p> <p>Flexibility of approach and excellent pupil knowledge ensures that all teaching and learning approaches are relevant to pupil interests and stages of development.</p> <p>It is our aim that the learning journey of all our pupils is understood and supported by all teaching teams and school leaders. In addition, we seek to create an effective environment in which parents feel confident to share knowledge and seek support when needed to maximise learning opportunities both at school and at home.</p> <p>Our intent is that we aim to stretch and challenge learners across both pathways. We want our pupils to leave Brookfields with the tools to communicate with others in a manner which can be understood or interpreted.</p>
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Implementation	<p>The teaching and learning of knowledge is carefully planned, sequenced and delivered to allow pupils maximum opportunity to learn, consolidate and expand their understanding. Teaching is of a very high quality and is informed by rigorous assessment practices whilst maximising available resources and opportunities. Through the teaching of English our children are encouraged to be curious, imaginative, creative and resilient. Child centred learning approaches and varied teaching styles make learning relevant and enjoyable for each child. Teaching teams follow guidance from the curriculum and use the scheme of work to ensure that pupils are upskilled in phonological awareness and reading and writing incorporating a range of genres and styles. Our English sessions embrace what the pupils need to enable them to communicate and obtain information to live and learn within in our society.</p> <p>Learning is tailored to meet the individual requirements of each pupil within the class group. Across the learning pathways language acquisition (with visual and auditory supports as required), phonological understanding, reading, writing, grammar and vocabulary are taught through a topic-based learning approach. Our topic-based themes begin with a question design to engage the pupil's curiosity. Our curriculum entwines statutory requirements with our ethos of ensuring communication, independence and social skills are at the heart of all learning. EQUALS schemes, both Semi-Formal and Formal, are used to support termly planning.</p> <p>We recognise the need to meet all needs for effective learning and positive mental health (Emotional Literacy) including sensory, emotional regulation and behavioural need. Reinforcement of key concepts occurs continuously, and repetition plays an important role in consolidating learning for our pupils. External professionals such as Occupational therapists, Speech & Language therapists and Art Therapy are commissioned to provide further support and guidance alongside personalised interventions. Within school, additional events are used to promote Literacy including World Book Day, drama performances and other theme day events linked to national or global celebrations.</p> <p>Speaking and listening: Effective communication and literacy skills are paramount for accessing learning, nurturing self-esteem and developing transferable life skills. This is an area that the majority of pupils within the school require additional support specific to their learning needs. As a school we work closely with speech and language professionals to ensure that the pupils are supported and challenged to communicate effectively with some using visual or auditory supports where required. The majority of pupils in the school follow tailored care plans for development in this area. All pupils have an individualised communication plan bespoke to them, incorporating information such as SCERTS, BLANK and Information Carrying Word levels.</p> <p>Early Learners and Explorers pathway: Listening to others, turn taking, confidence when communicating (through whatever means appropriate) are all encouraged through both casual conversation and focused sessions. Learning through play and understanding of language in context is of paramount importance.</p> <p>Adventurers pathway: Receptive and expressive language skills have a focus on increased clarity. Pupils are supported in the use and understanding of subject specific vocabulary through all learning sessions. A focus on asking and answering questions beyond requesting for individual gain is evident at this stage.</p> <p>Phonics: We follow the Read, Write Inc. approach for our phonics programme. This is tailored to the development and learning needs of the pupils. Repetition and consolidation are key elements. During phonics sessions, pupils are made aware of the correct pronunciation of the pure sound alongside tongue position and mouth shape. Intervention through speech and language therapists is available for pupils whom have difficulty in hearing or saying parts of sounds within words or for the development of speech clarity.</p> <p>Early Learners and Explorers pathway: These groups of pupils are supported in hearing and making sounds through Phase one Letters and Sounds Programme. They are introduced to initial sounds and the breakdown of sound segments within words such as syllables. The pupils will be introduced to letter sounds [RWI] through motivating and child centred learning opportunities.</p> <p>Adventurers pathway: Across the school day pupils are given varied opportunities to hear and say words and sounds. As sound acquisition develops, phonics is then used to support the development of reading by segmenting and blending sounds following the Read Write Inc. approach. Non-verbal pupils</p>
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Impact	<p>As a result of the well-considered curriculum, high quality teaching and assessment and individualised approaches pupils achieve exceptionally well. Pupils develop knowledge and skills at a level appropriate to their development alongside all of the other qualities that we strive for all children to learn whilst on their learning journey at Brookfields.</p> <p>The impact of our curriculum is measured by the progress our pupils make. During their time at Brookfields, pupils develop skills and attitudes of lifelong learners. Pupils show development in literacy across the curriculum through their understanding of purpose of objects, images or the written word. In addition they develop skills in asking and answering questions [using varying communication forms] about an event, object or image to their individualised level using the BLANK form of questioning. They make marks, write words or sentences to express creativity or communicate an understanding of learning. Some pupils develop skills of reading to learn and may read words or phrases to enrich their learning.</p> <p>Impact is measured through:</p> <ul style="list-style-type: none"> ○ High quality and collaborative baselining. At the end of the Early Years Foundation Stage pupils are baselined to ascertain their pathway: Explorers or Adventurers. This also applies to pupils new to school. ○ B squared is used to formally monitor pupil progress. Engagement Steps and Progression Steps ○ EHCP outcomes are met through termly IEP targets ○ Evisense offers photographic evidence in addition to videos and statements, showing progression against areas of learning. ○ Moderation is carried out within school and across schools in the borough and network / cluster schools including Literacy and Early years. ○ Phonics Screening Tests are carried at the end of Year 1 (as deemed appropriate to pupil level) and with some Year 2 pupils who show appropriate progress to undertake the task. ○ For English skills development, teachers are aware of progression steps when planning following a skills matrix. ○ Pupil progress meetings are carried out termly, all pupils are discussed in terms of progression success, style of approach and barriers to learning. ○ Data is collaborated and groupings of pupils are analysed. Supportive resources, therapies, training or strategies are put in place where required. ○ Parents evenings and annual ECHP review meetings allow opportunity for feedback on pupil progress across the curriculum. English plays a vital role in these discussions with a particular focus on speaking and listening. <p>Education beyond the classroom and learning through educational visits gives an opportunity to reinforce or ascertain the pupils understanding of print, visual and auditory clues in context to show an understanding of the world around us. These visits and opportunities give pupils chance to develop an understanding of society and to communicate in a supportive learning environment.</p> <p>Transitions are thorough with classes sharing data and progression alongside detailed information about learning approaches, barriers, interests and learning styles. Collaboration with parents about their child is also undertaken at this time.</p> <p>Through closely monitoring of pupils we have a certainty that our pupils make progression across the areas of English measured in incremental steps of learning.</p>
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