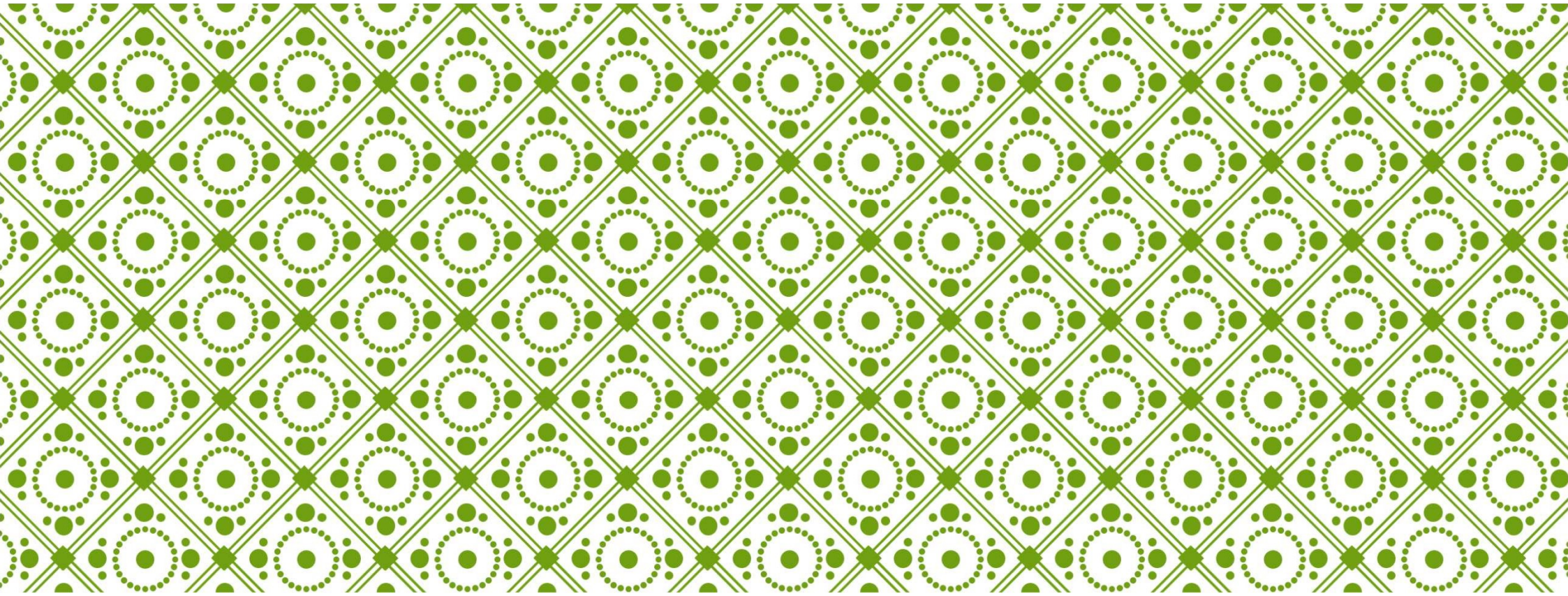


THE WHAT, THE WHY AND THE HOW

Brookfields Curriculum in action.



WHAT DO WE ASPIRE FOR CHILDREN TO LEARN AND DEVELOP WHILST AT BROOKFIELDS?



- To be happy, loved, secure and confident
- To have an effective method of communication
- To have well established social skills to be able to interact, build and maintain friendships and be an active part of a community
- To demonstrate good manners and an understanding of social expectations and boundaries
- To be resilient and have problem solving skills they can utilise in a range of situations
- To have the means to make choices and ask for help
- To have the skills to manage change and transition to the next phase of education
- To have developed appropriate self-help skills and be as independent as they are able in preparation for adulthood
- To be tolerant of others
- To understand their own identity and appreciate difference and diversity; in each other and in a wider sense
- To have a clear understanding of right and wrong
- To develop fine and gross motor skills
- To be able to self regulate their sensory needs
- To have developed strong relationships and trust and respect for peers and adults
- To understand their own and others emotions and be able to self-regulate
- To have the ability to play, share and cooperate and enjoy spending time in the company of others
- To have a knowledge of the world around them and a curiosity to learn and experience more
- To have a love of learning and develop their knowledge
- To understand how to use and interact with objects in the world around them
- To be creative and enjoy new experiences
- To have developed core skills and be able to generalise these across a range of contexts
- To develop reading, writing and maths skills to a level appropriate to their ability
- To have a knowledge of how to keep themselves healthy and safe in a range of contexts including online
- To have unconditional acceptance
- To have the skills to be aware and enjoy culture and wider experiences that interest them; such as hobbies, sport, music, food, arts.



WE WANT OUR CURRICULUM TO BE BROAD, BALANCED AND AMBITIOUS. WHAT DO WE DO TO DEVELOP 'CULTURAL CAPITAL' FOR OUR CHILDREN?



- School is a nurturing environment where children feel loved and valued and therefore develop the confidence to embrace new experiences. Self-esteem is nurtured with children taught to value themselves and each other as individuals
- Curriculum ~ 2 pathways offering a differentiated curriculum to meet pupil needs. Relevant themes that recognise pupils interests and starting points
- IEP's represent 4 areas from children's EHCP; incorporate developing independence and preparation for adulthood skills
- School has developed a range of environments; internal and external to provide range of opportunity for sensory, physical and social development
- Wide range of enrichment activities (e.g. range of sports; Karate, Rebound Therapy, Everton in the community; Live Music Now, arts based activities and performances)
- Wide range of extra-curricular activities; Rebound, Cookery, Lego, swimming
- Wide range of interventions; Music and Art Therapy, Play, therapy, Rebound Therapy, Lego Therapy, Speech and Language, Sensory OT, Social Skills
- Emotional Wellbeing and positive mental health interventions; ELSA, 1:1 and small group nurture based intervention, Keep Safe focussed work, Character Strengths Group
- Educational Visits (LOtC)~ minimum of 1 visit fortnightly to support curriculum and broaden pupil experiences and provide opportunity to develop and rehearse skills; provide experiences that the children may not normally access
- Annual Y6 Residential Visit
- Multiagency professionals involved in school
- Wider Community experiences; visits e.g. from Emergency Services, visits into the community
- Artists, theatre groups, musicians invited into school to provide performances to pupils
- School has national recognition for UNICEF Rights Respecting Schools Award and National Nurturing Schools Award and work consistently within these frameworks.
- International Schools focussed work / Connecting Classrooms project – link to Cape Town
- School Council / RRSA Forum for pupils
- Community Focussed Activities; bag-packing, litter picking project, fundraising for charities
- Pupil networking with pupils from other school e.g. through Enterprise, School Council, Pupil Voice event, sports events
- Inclusion opportunities; links to local primary school and Children's Centre Nursery
- School signposts families to wider community opportunities to broaden experiences e.g. at weekends and during the holidays. In addition the playground is opened to families during the summer holidays
- Through curriculum provision; topics and special events calendar
- Assemblies, Theme Days and Celebrations ~ carefully considered calendar reflects SACRE syllabus, range of cultures, curriculum and relevant nationally celebrated events
- Experiences and learning about the environment, sustainability and how things grow
- Home-school relationship highly valued; starts from pre-admission home visits to open door policy and open channels of communication

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their education.



WHAT APPROACHES DO WE USE IN SCHOOL TO DELIVER OUR TEACHING AND LEARNING?



- Treating children as individuals and being child-led; looking at individual circumstances, preferences, dislikes etc.
- Differentiation through task and delivery at child's own level
- Modelling and demonstration / adult led learning / scaffolding towards independence
- Enriching, creative, fun and innovative approaches
- Nurturing and patient approach to develop healthy positive mind set and ethos
- Wide range of strategies in use to embed a total communication approach
- Individual IEP targets and bespoke curriculum offer
- Ongoing assessment enables us to build on knowledge
- Opportunities to experience new activities and also revisiting of familiar experiences through repetition and familiar structures / approaches
- Staff build positive relationships with each pupil through praise and positive approaches
- Creating a safe and secure environment supported by positive behaviour management strategies consistently applied
- Play, exploration, active participation encouraged to help children to enjoy and take control of their learning
- Learning as individual, in a small group and whole class
- Home learning offer
- Broad and balanced curriculum
- Effective multiagency working; therapists, EP
- Work with families to ensure consistency of approach and sharing what works – parents as partners
- Giving pupils the time they need
- Staff model respect for individuals
- Wide range of resources in use including visuals, objects of reference, technology
- Optimising use of staffing in each teaching area
- Use of interventions and therapies as appropriate
- Adoption of Attention Autism to develop engagement through an 'irresistible offer to learn'
- Sensory needs identified and met
- Take learning to the child – flexible and creative approach to where learning takes place
- Specialist approaches; TEACCH, SCERTS, Intensive Interaction, use of communication systems
- High expectations of all pupils to achieve their very best
- Access to different learning environments and experiences
- Resources linked to themes and subject areas