Teaching and Learning at Brookfields School

Brookfields School

Enjoy, believe, achieve together

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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.

Brookfields School Curriculum - Why does our curriculum look this way?

Pedagogy

Alexander (2003) argues that pedagogy *"is what one needs to know, and the skills one needs to command, in order to make and justify the many different kinds of decisions of which teaching is constituted.*

Pedagogy for Special Educational Needs and Disabilities (SEND) refers to the instructional methods, strategies, and approaches employed to facilitate effective learning experiences for pupils with diverse learning needs and abilities. It encompasses the principles and practices teachers and class teams use to address the unique challenges and requirements of individuals with special educational needs and disabilities.

Key elements of pedagogy at Brookfields include:

1. **Individualisation:** Recognising and accommodating the diverse learning styles, strengths, and challenges of each student pupil.

2. **Adaptive Teaching:** Adapting teaching methods, materials, and assessments to meet the specific needs and abilities of pupils with diverse learning profiles.

3. **Inclusive Practices:** Fostering an inclusive learning environment where all pupils feel valued and actively participate in educational activities.

4. **Adaptation of Resources:** Providing appropriate learning materials, technologies, and assistive tools to support the varied needs of our pupil.

5. **Collaboration:** Working collaboratively with support staff, parents, and other professionals to ensure a holistic and coordinated approach to the education for our pupils.

6. **Accessibility:** Ensuring that the physical environment, curriculum, and instructional materials are accessible to all pupils, regardless of their abilities.

7. **Flexibility:** Being open to adjusting instructional strategies and approaches based on ongoing assessment of pupils' progress and feedback.

8. **Communication:** Establishing clear and effective communication channels with pupils, their families, and other relevant stakeholders to foster a collaborative and supportive educational environment.

Pedagogy at Brookfields is a dynamic and evolving field that aims to provide inclusive and equitable educational opportunities for all pupils, recognising and celebrating the diversity of learners in our school.

Pupils with Severe Learning Difficulties

Pupils with severe learning difficulties (SLD) are on a spectrum which indicates that they have significant intellectual and cognitive impairments and may also have difficulties in mobility, coordination and sensory processing. Pupils will to a greater or lesser degree have severe communication difficulties, which will affect both expressive and receptive communication skills. Other difficulties will be experienced to a greater or lesser degree in understanding abstract concepts, maintaining concentration and attention, retrieving both short-term and long-term memory, utilising sequential memory, exercising working memory, processing information, retrieving general knowledge, thinking, problem solving, and generalising previously learned skills. (Imray and Colley 2017).

The theoretical roots of much of the literature associated with effective teaching strategies for pupils with SEND focus on enhancing achievement, active learning, participation and responding to individual differences (Davis et al 2004)

Curriculum Pathways

Our curriculum pathways take account of the varying needs of our pupils, and where they may be placed on a 'spectrum'.

Utilising curriculum pathways for our pupils is instrumental in fostering an inclusive and supportive learning environment. Our pathways offer a customisable approach to education, tailoring learning experiences to meet the unique needs and abilities of our pupils. Through the use of differentiated curricula, materials, activities, and assessments, educators can address specific learning difficulties, ensuring that each student can engage with the curriculum at a pace that suits them.

Inclusive education is a key consideration when employing curriculum pathways for pupils with SEND. Our pathways create opportunities for all pupils to participate in the learning process, promoting a sense of belonging and preventing the exclusion of pupils with diverse abilities. By accommodating various learning styles and preferences, our curriculum pathways support an inclusive approach that recognises and celebrates the diversity within the student population.

Our curriculum pathways also facilitate the integration of multi-sensory approaches to learning, which can be particularly beneficial for pupils with SEND. Incorporating visual aids, hands-on activities, and interactive materials enhances comprehension and retention of information, providing a more accessible and engaging learning experience for our pupils with diverse learning profiles.

At Brookfields we align our curriculum pathways with the concept of Individualised Education Plans (IEPs). These plans, which outline specific goals, accommodations, and modifications for each pupil, can be effectively implemented within the framework of our curriculum. This ensures a personalised and targeted educational experience that addresses the individual learning needs and challenges of each pupil.

Additionally, the curriculum pathways at Brookfields integrate technology, offering access to assistive technologies, interactive learning platforms, and digital resources. This technological integration can be a valuable asset for pupils with SEND, providing them with tools that cater to different learning styles and making learning more accessible.

Furthermore, the continuous progress monitoring capabilities of curriculum pathways enable our teachers to closely track the development of our pupils. Adaptive assessments and tracking tools allow for real-time evaluation, empowering teachers to make timely adjustments to teaching strategies and interventions, thus better supporting the individual learning journeys of our pupils.

In involving parents in the learning process, our curriculum pathways promote collaborative efforts between educators and families. This collaboration enables parents to gain insights into their child's educational journey, providing them with resources and strategies to support their child's learning. Overall, the use of curriculum pathways for pupils with SEND reflects a commitment to creating an inclusive, adaptive, and effective educational experience that recognises and celebrates the diverse abilities of all pupils.

Our comprehensive curriculum plans incorporated into our learning pathways consider the challenges commonly associated with pupils with SLD by:

- **Relevance of Topics:** Our dedicated teaching team collaboratively identifies and selects topics to ensure their appropriateness, relevance, motivational value, and progressive nature.
- **Combination of Learning Approaches:** We incorporate both subject-specific and non-subject-specific learning to provide a well-rounded educational experience, addressing individual learning needs effectively.
- **Teaching Approach:** Promoting cross-curricular links, our teaching approach aims to promote an ambitious curriculum and capitalise on every opportunity for learning. This is why we take an ‘every moment matters’ approach to learning.
- **Sequencing of Learning:** Our carefully structured sequence of learning is designed to accommodate a wide range of learning styles, ensuring that each pupil's unique learning preferences are considered.
- **Repetition Opportunities:** Recognising challenges with memory and generalisation of learning, we provide ample opportunities for repetition. This approach ensures meaningful learning and the solid embedding of skills and knowledge.
- **Utilisation of Motivators and Sensory Activities:** Known motivators and sensory activities are integrated into our curriculum to enhance engagement and motivation. We understand that without engagement, meaningful learning cannot take place.

These considerations collectively contribute to an inclusive and effective curriculum, accommodating the diverse needs of our pupils and promoting a positive and enriching learning environment.

Communication and Interaction Needs

Due to the recognition of the pivotal role of communication in the holistic development and engagement of individuals with diverse needs, Brookfields School has chosen to adopt a comprehensive Total Communication approach.

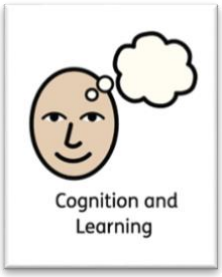
Recognising the pivotal role of effective communication, it is argued that enhancing the communication skills of individuals with SLD is fundamental to their holistic participation and achievement across all curriculum areas. By prioritising improved communication, educators aim to create an inclusive learning environment that not only supports academic progress but also facilitates meaningful social interactions, emotional expression, and the development of essential life skills. This emphasis on communication serves as a strategic imperative, acknowledging the interconnectedness of communication with broader educational achievements and fostering a more inclusive and enriching learning experience tailored to the unique needs of each participant. (QCA/DfEE, 2001)

A focus on language processing, information management and the development of the generation of language and communication was reported to be of long lasting benefit for children with speech, language and communication needs (see Spooner, 2002 and Crosbie, Dodd and Howard 2002).

Communication stands at the core of our efforts at Brookfields, reflecting its central role in driving our mission and shaping the essence of our work.

The integration of 'objects of reference' and diverse formal and informal communication support systems is promoting a more inclusive and open-minded approach, benefiting not only individual children but also the entire school community, especially those with more complex needs. (Aitken, Buultjens, Clark, Eyre, and Pease, 2000).

Cognition and Learning



Cognition and learning are of paramount importance for pupils with Special Educational Needs and Disabilities (SEND) because they form the foundational elements that significantly influence academic achievement, social interactions, and overall life skills development. Understanding and enhancing cognitive abilities are essential for tailoring instructional strategies to meet the diverse learning needs of pupils with SEND. At Brookfields we aim to address cognitive aspects such as memory, attention, and problem-solving skills, with teachers and class teams creating and implementing targeted interventions that facilitate meaningful and inclusive learning experiences. Moreover, a focus on cognition and learning is crucial for promoting autonomy and independence for our pupils, empowering them to navigate the challenges of academic and daily life with confidence. In essence, cognition and learning play a pivotal role in unlocking the full potential

of our pupils, fostering their personal growth, and facilitating their successful integration into various aspects of society.

The development of metacognition, or the ability to think about one's thinking processes, in neurotypical pupils involves adopting a socio-constructivist approach to learning. In this context, pupils derive significant benefits from thoughtful attention and support provided by others, allowing for the gradual internalisation of expert knowledge and guidance, ultimately fostering self-regulation through processes such as 'scaffolding' and guided participation. However, for children with learning difficulties and our pupils, challenges may emerge at various stages in this developmental process. Often, obstacles manifest in areas such as motivation, as well as challenges in communication and interaction. These difficulties underscore the importance of recognising and addressing the unique needs of our pupils, placing an emphasis on personalised tailored strategies and support that facilitate their metacognitive development and overall learning experience.

Pupils with SLD commonly encounter challenges in attention, memory, problem-solving, reasoning, transferring learning, as well as language and literacy skills. These difficulties often extend to associated areas, including issues with motivation, self-confidence, and the development of social relationships (Davis et al., 2004). To address these multifaceted challenges, we adopt a comprehensive and individualised approach to support the diverse needs of our pupils, emphasising strategies that foster cognitive, emotional, and social development.

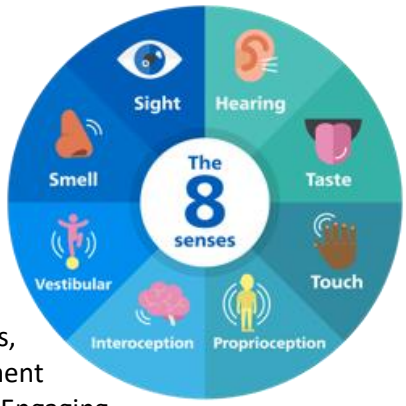
Taking this research and our pupils' profiles into account, at Brookfields we create opportunities for active involvement and promote engagement. We aim to inspire our pupils by crafting activities that resonate with their interests and preferences because meaningful learning is enhanced with such an alignment. This is also reflected in our curriculum, where significant emphasis is placed on 'my cognition and thinking skills'.

Working memory and learning are intricately linked, with the significance of working memory in the learning process being paramount. It serves as a foundational cognitive process and serves as a predictor of academic success. While learning encompasses the acquisition of new knowledge and skills, the ability to remember and retain this acquired information is crucial. Memory is the mechanism through which we achieve this retention. Learning, therefore, unfolds as a sequential process, contingent upon the successful completion of successive learning tasks (Davies, 2015; p).

Those with SLD tend to find generalisation extremely difficult and face challenges to their working memery (Lacey, 2009). Our curriculum acknowledges the challenges pupils face with memory and the application of learned material. The curriculum is structured to incorporate opportunities for repetitive exposure to ideas and concepts. The design ensures that pupils have multiple chances to revisit and reinforce these concepts until they can apply them across various contexts, fostering a more comprehensive and generalised understanding.

By addressing personalised learning styles and preferences as well as considerations like study orientation (deep or surface approaches), concrete versus abstract thinking, and active versus reflective thinking, our approach at Brookfields tailors education to the unique needs of each child. Recognising multiple intelligences further enhances this personalised methodology. Our individualised approach ensures that children receive targeted support based on their specific requirements. It aligns with contemporary insights into effectively teaching diverse groups of learners, reflecting a commitment to recognising and accommodating the varied ways in which pupils grasp and engage

with information. (Davis et al, 2004). Our pathways curriculum model enables teachers to plan for pupils learning preferences and lessons take on a multisensory approach.



Behavioural, Emotional and Social Development

Cognitive-behavioural strategies, which guide children in managing their behaviour through formal and informal sessions on emotional regulation, self-monitoring, self-instruction, anger management, and self-reinforcement skills, prove successful in fostering positive changes in adaptive behaviour. We adapt our support to each pupils' cognitive abilities, assisting them in co/self-regulation strategies. Our school-wide commitment to this approach is grounded in a positive Behaviour Support perspective. Engaging in participatory/active learning methods, with expert support, hands-on experience, and modelling, generally has a positive influence on a child's social and behavioural development.

Greenberg & Kusche, (1998) point to the importance of creating an atmosphere which encourages the integration of emotional and social development with academic and cognitive growth. In our school, the incorporation of various therapies plays a pivotal role in supporting pupils' behavioural, emotional and social development. These therapies provide a structured framework that allows us to understand, interpret, and address the diverse needs of our pupils. By drawing upon cognitive-behavioural approaches, we equip pupils with essential skills such as self-monitoring, self-instruction, and anger management, fostering adaptive behavioural changes. Tailoring our strategies to the cognitive abilities of each student ensures personalised support, promoting the development of effective co/self-regulation techniques. Additionally, a whole-school commitment to positive Behaviour Support reinforces a consistent and nurturing environment. Engaging in participatory/active learning methods, guided by expert support and hands-on experiences, further enhances social and behavioural development. The application of these theories underscores our dedication to creating a comprehensive and responsive approach that positively impacts the behaviour and emotional wellbeing of all our pupils.

The organisational and physical aspects of a classroom can pose distractions and discomfort for a considerable number of pupils. Some evidence suggests that specific student groups may require particular attention to optimise their learning environments and situations.
(Davis et al 2004)

At Brookfields we place great importance in the adaptation of our learning environments to enhance access to and participation in learning. Our classrooms are designed with careful consideration of each student's individual needs, including sensory considerations. We incorporate designated areas for sensory breaks, and provide visual supports to create an inclusive setting. Moreover, we acknowledge and respect the necessity for certain pupils to take breaks from the classroom environment, offering them access to less stimulating spaces to facilitate self-regulation. This approach ensures that our educational spaces are conducive to the diverse needs of all pupils

Sensory and or Physical. Research has led to a more 'sensory' based approach being used to develop opportunities for exploration of and interaction with multi-sensory environments (Aitken

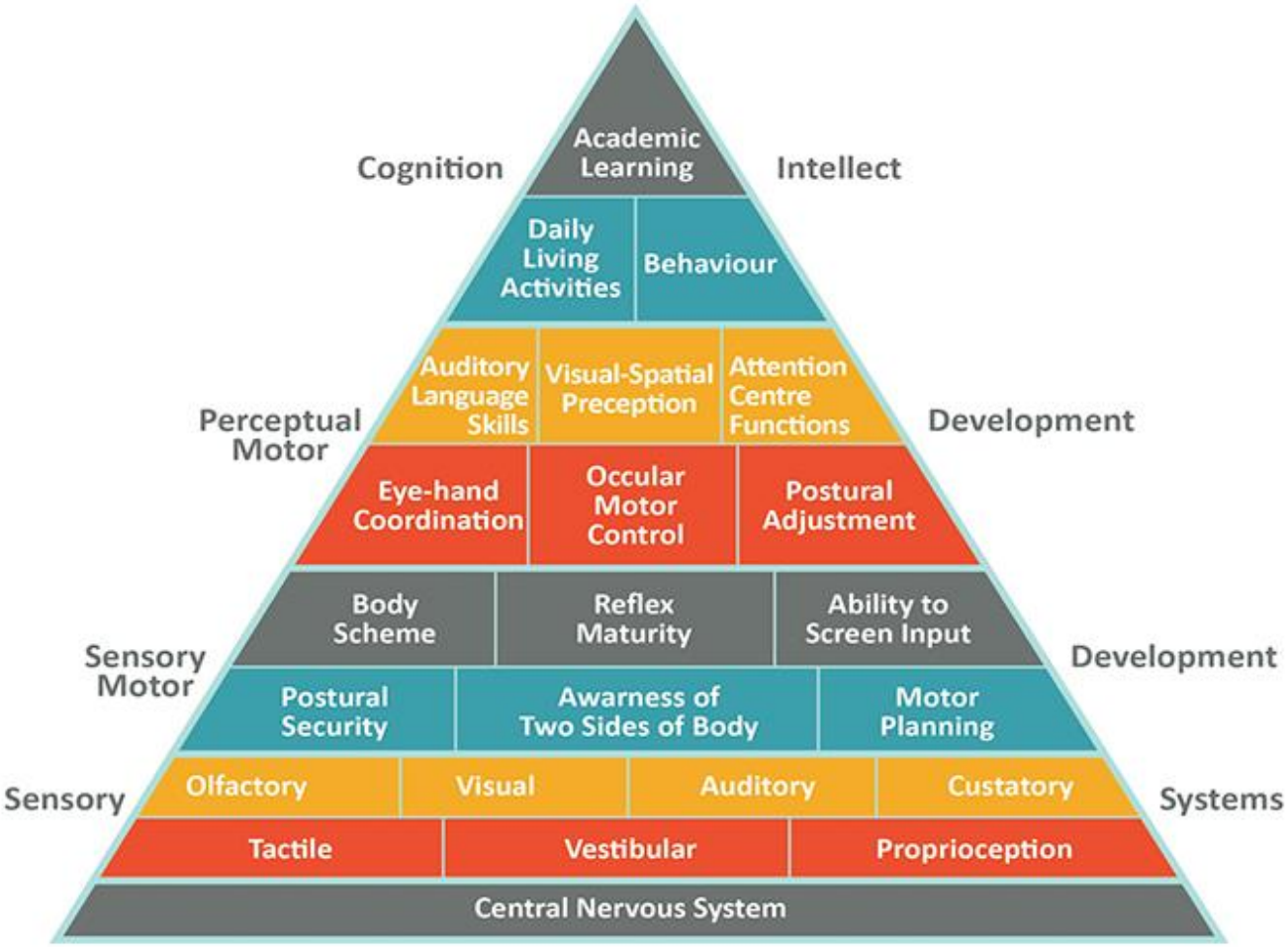
and Buultjens, 1992; Ware, 1996; 2003), or for intensive interaction (see Nind, 1996; Hewett and Nind, 1998). The research underscores the significance of offering chances to cultivate skills related to both social interaction and engagement with the local environment. This includes opportunities such as community trips, visits, and enrichment activities. The emphasis extends to fostering skills that enhance a child's independence, encompassing a wide range of activities within the curriculum. These activities are designed to promote functional skills, essential life skills, and the support of pupils in making choices. Additionally, a focus is placed on self-help skills, covering areas like eating, dressing, and maintaining overall health. At Brookfields we adopt this holistic approach with the aim of providing a comprehensive foundation for the child's development and well-being.

The research presented in the Pyramid of Learning by Williams and Shellenberger (1996) underscores the critical role our sensory systems play in the foundation of learning and behaviour. This foundational understanding serves as a pivotal reason for incorporating their research into our curriculum development and implementation.

The Pyramid of Learning highlights that sensory systems serve as the cornerstone for all subsequent forms of learning and behaviour. This means that any challenges or difficulties in these foundational sensory processes need to be addressed as a priority. By acknowledging this fundamental principle, we recognise the significance of attending to sensory processing modalities before expecting children to engage in higher-level cognitive skills.

Integrating the insights from the Pyramid of Learning into our curriculum allows us to adopt a strategic and informed approach. By prioritising the foundational aspects of sensory development, we aim to create an environment that supports and nurtures the sensory needs of our pupils. Addressing sensory difficulties first lays the groundwork for a more effective and inclusive learning experience, paving the way for higher-order cognitive functions such as problem-solving and self-regulation. In essence, incorporating the research of Williams and Shellenberger into our curriculum ensures that our educational approach is not only evidence-based but also tailored to the fundamental needs of our pupils. This commitment to understanding and addressing sensory foundations aligns with the broader goal of facilitating optimal learning experiences for all individuals in our educational community.

PYRAMID of LEARNING

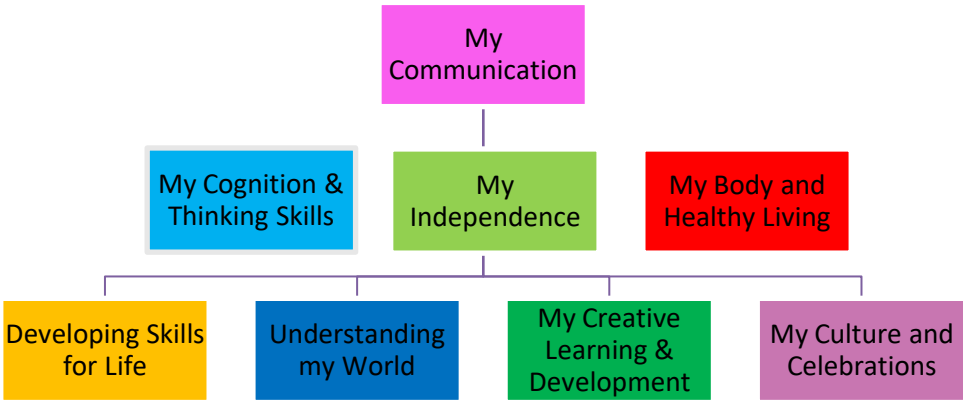


Curriculum Intent

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'



Curriculum 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 and learning is personalised. Activities may be linked to a theme or topic.

Upon completion of the Early Years Foundation Stage (EYFS), the class teacher and data lead will convene to review and appraise the pupils' achievements. During these sessions, they will celebrate the students' learning and progress, emphasising their strengths while identifying areas for growth. This collaborative dialogue between the class teacher and data lead and the comprehensive progress and data records, guide the determination of the most beneficial educational pathway for each pupil.

Please see our EYFS policy for details:
http://www.brookfieldsschool.com/website/eyfs_policy/582119

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

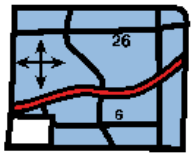
The Adventurers

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:

Engagement at the heart of all Teaching & Learning

Development of Knowledge

	Early Learners	***The Explorers***	**The Adventurers**
Pathway			
Phase	**The Early Years Foundation Stage**	**Key Stage 1 & Key Stage 2**	**Key Stage 1 & Key Stage 2**
Curriculum focus	• The Early Years Framework (ELG) ○ Communication & Language ○ Physical Development ○ Personal, Social and Emotional Development ○ Literacy ○ Mathematics ○ Understanding the World ○ Expressive Arts & Design • Development Matters • Play based learning • Learning Outside The Classroom	• Communication & Language (Communication & Interaction) • Thinking & Problem Solving (Cognition and Computing) • Myself and My Body (Social, Emotional and Mental Health, Sensory and Physical, PE, RSE and links to Science) • My World & My Community (RE and links to my Geography and my History) • My Creativity (Sensory and Physical, Music, Art, Drama and D/T) • Learning through My Play	• English-Language and Communication • Maths- Thinking, Problem Solving & Finance • Personal Social & Emotional Development (PSHE & RSE) • Life Skills -Understanding the World I live in (Science & Computing) • Physical Development and Healthy Lifestyles (PE) • Creative Development (Music, Drama, Art & D/T) • Understanding my World and my Community (RE, Geography, History & MFL)
Assessment	• IEP assessments- targets linked to EHCP outcomes (Cognition & Learning, Communication & Interaction, Social Emotional & Mental Health, Sensory & Physical) • B Squared- Early Steps • EYFS Profile • Behaviour data • Specialist assessment e.g. SALT, OT, CAMHS, EP	• IEP assessments- targets linked to EHCP outcomes (Cognition & Learning, Communication & Interaction, Social Emotional & Mental Health, Sensory & Physical) • B Squared- Engagement Steps • Behaviour data • Specialist assessment e.g. SALT, OT, CAMHS, EP	• IEP assessments- targets linked to EHCP outcomes (Cognition & Learning, Communication & Interaction, Social Emotional & Mental Health, Sensory & Physical) • B Squared- Progression Steps • Behaviour data • End of key stage statutory assessment • Specialist assessment e.g. SALT, OT, CAMHS, EP

Pathways: Overview of content – example

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

<u>The Adventurers Pathway-</u> Development of knowledge						
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 *Equals Semi Formal Curriculum:* *My Communication* *My Play and Leisure* *Equals Formal Curriculum:* *English* *Links to NC where appropriate* *Subject specific schemes of work*	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 *Equals Semi Formal Curriculum:* My Thinking and Problem Solving *Equals Formal Curriculum:* Maths Maths SOW Numbers and patterns Becoming first class number Links to NC where appropriate *Subject specific schemes of work*	Enquiring /Science Understanding Technology/ Computing Behaviour for Learning *Equals Formal Curriculum:* Science Science SOW Educational framework: Education for a Connected World Connecting classrooms Skype etc. *Equals Semi Formal Curriculum:* My Thinking and Problem Solving Links to NC where appropriate Link visits to other settings- e.g. Local Primary	**Personal:** Routines Personal hygiene Dressing Self-help skills Feeding Cooking for myself Food group **Social:** 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 **Emotional:** CHESS- Behaviour for Learning Emotional Literacy Support (ELSA) NSPCC Girls group **PHSE curriculum** including RSE- PHSE Association (PoS) *Equals Semi Formal Curriculum:* My Independence My Physical Wellbeing My Play and Leisure My Citizenship Links to NC where appropriate *Subject specific schemes of work*	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 *Equals Semi Formal curriculum:* My Physical Wellbeing My Play and Leisure My Citizenship Links to NC where appropriate *Subject specific schemes of work*	Forest School (Formal) Projects Educational Visits ICT/Technology Visitors into school e.g. music performances *Equals Semi Formal curriculum:* *My Forest School* The Enchanted Woodland (Cornerstones) **RE Curriculum mapping*** Other cultures and celebration days SMSCD Unicef RRS Global Learning projects – links to schools **Links to PSE:** 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 *Equals Semi Formal curriculum* *My Forest School* RSE & Health Education *Subject specific schemes of work*	Being Creative **Music:** 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 **Creative Arts:** Drama Visitors into school e.g. music performances **Creative:** Art/ Art & Design Projects/ Design & Technology **Play:** Structure Play and Small World Play -Team Games *Equals Semi Formal curriculum:* 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) *Subject specific schemes of work*
Communication, Cognition, Independence and PHSE Skill development underpins all Teaching and Learning						

Thematic Focus:

Our curriculum is further enriched through exploring topical themes or questions taught over a two year rolling programme. Children also can explore their own and other cultures through selected theme days and celebrations in addition to the RE, PSHE & RSE curriculum.

KS	Class/ Curriculum year	Autumn- Year 1 2026	Spring- Year 1 2027	Summer- Year 1 2027	Autumn- Year 2 2027	Spring- Year 2 2028	Summer- Year 2 2028
EYFS	**Butterflies Ladybirds Bumblebees EYFS**	All About Me/ Celebrations	I like Cbeebies Spring festivals	I like Nursery Rhymes/ Fun in the Sun	Being me and healthy / Winter festivals	Animals and their habitats & Spring festivals	Outdoor fun/ Seasons/ Summer festivals
KS1	**Butterflies Bumblebees Y1**	Myself	Animals	Transport	What came before us?	Into the woods we go	Happily ever after
KS1	**Hedgehogs Foxes Y2**	Ourselves	Exploring the Stars	My Favourite Book	Going on an adventure	My Home	The Seaside
LKS2	**Woodpeckers Squirrels Y3**	Superheroes	Roar, Stomp, Squeak	Walking on Sunshine	Kings, Castles and Dragons	Secret Garden	Where in the World Do I Live?
LKS2	**Seals Kingfishers Y4**	The Magic of Being Human	Why Do We Live on Planet Earth?	Summer Fun	What is a Home?	Shining Lights	Let's Pack
UKS2	**Herons Hawks Y5**	Water	In The Jungle	Staying Healthy	Wild weather	On the farm	Keeping house/Looking after your house
UKS2	**Otters Owls Y6**	I can be a Super Scientist	Exploring Habitats	I Can Cook It	Rainforests	NHS (people who help us)	Keeping fit (Sporting events)

Schemes of work

Brookfields' schemes of work are structured plans / documents for each subject that primarily outline and organise the intent, content, topics, and activities to be covered. They provide a clear overview for teachers highlighting what needs to be taught and recommended learning outcomes ensuring a broad and balanced curriculum delivery. Key components of our schemes of work include curriculum intent, objectives, content overview, teaching methods and resources, assessment and a timeline for pacing, learning activities, and recommendations for additional resources or homework assignments if appropriate. This comprehensive plan ensures that subjects are well-structured and aligned with educational goals, offering a guide for teachers.

In addition to its role in course planning, schemes of work also facilitate effective teaching and learning. They enable teachers to maintain focus on educational objectives, helping them prepare and deliver lessons in a coherent and organised manner. Likewise, pupils benefit from the schemes of work as they provide a clear outline of what is expected of them and when, allowing for better time management and an improved understanding of the subject content. Moreover, our schemes of work can be adapted to accommodate our pupils' special needs or circumstances, ensuring that education remains accessible and inclusive for all learners. Overall, our schemes of work play a pivotal role in enhancing the quality and effectiveness of education delivery.

Impact

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

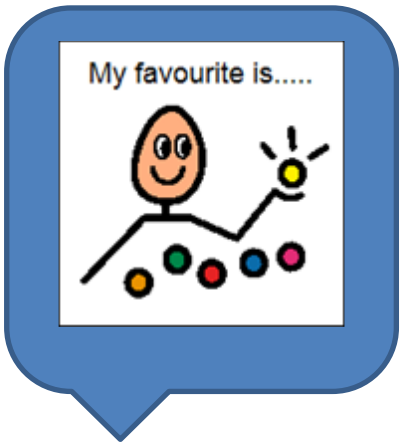
How do we know this…What do our Children say?

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
Light Room Tyre Park
Watching songs on thw IWB
Lego club
Minibus
Maths
Doing lots of work
Trying new things
Playing with toys
Playing with friends
Having a packed lunch
Going out on the bus
Writing, running,
Chilling out
Soft Play
Play
Eat new foods
Choose time
Literacy
French
Wake up shake up
Making friends
Coming to school to see my teachers
Learning, discovering, creating, investigating and being together

Our favourite activities are ….



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

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
Literacy
Maths
Eating in a café
Being independent

Is there anything else you would like to say?

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

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 and having fun
- Enjoying every minute and achieving great progress
- Setting suited to individual needs and children receive the individual attention they require
- Developing social skills and making friends
- Learning at own pace
- Life skills should underpin all subjects
- To learn independence skills
- That all children feel included and that they belong l
- Meet sensory and communication needs
- Learning how to keep themselves safe and self-care skills

Our curriculum has a positive impact on pupils and families by giving our pupils the key knowledge and skills required for life after Brookfields.

We fully meet the needs of all our learners

Assessment

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

Assessment of progress- Rochford Review / Report

It's important to note that the Rochford Review has influenced the approach to assessment at Brookfields, emphasising a more inclusive and individualised perspective on progress.

The "Rochford Review" refers to a review of assessment arrangements for pupils working below the standard of national curriculum tests, specifically focusing on those with special educational needs and disabilities (SEND). The Rochford Review in the United Kingdom has provided guidance on assessing the progress of pupils with SEND.

The key points from the Rochford Review include:

1. **Focus on Engagement and Well-being:** Recognising that progress for pupils with SEND may not always align with the typical academic benchmarks, the Rochford Review emphasises the importance of considering a broader range of outcomes, including engagement and well-being.

2. **Pupil's Individual Progress:** The review encourages a more individualised approach to assessing progress for pupils with SEND. It acknowledges that these pupils may make progress in different ways and at different rates compared to their peers.

3. **Personalised and Holistic Assessment:** Rochford suggests moving away from a solely test-based assessment approach and adopting more personalised and holistic methods. This includes considering a range of evidence, such as observations, teacher assessments, and other forms of qualitative data.

4. **Assessment Beyond Academic Attainment:** The Rochford Review highlights the need to assess progress in areas beyond academic attainment, such as communication skills, social interaction, and independent living skills. This reflects a more comprehensive understanding of a pupil's development.

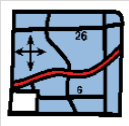
5. **Individualised Learning Objectives:** The review emphasises the importance of setting individualised learning objectives for pupils with SEND, considering their specific needs and focusing on areas of development that are meaningful for each student.

Progression of Knowledge and Skills

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

Progression of knowledge and Skills- reference across the pathways:

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

Explorers Pathway 	**Adventurers Pathway**	**National Curriculum Reference**
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
Thinking & Problem Solving Early counting & number Early calculation	Number Using, applying & generalization of skills Calculation	Mathematics: Number – number and place value Number – addition and subtraction

Development Matters: Mathematics- Numbers, Shape, Space & Measure	Shape (Geometry) Measure Development Matters: Mathematics- Numbers, Shape, Space & Measure Ref: Early Learning Goals	Number – multiplication and division Number – fractions Measurement Geometry – properties of shapes Geometry – position and direction Statistics
Myself and My Body	Personal Social & Emotional Development	National Curriculum
Physical Development 1-4 Personal & Social 1-4 Behaviour for learning: CHESS- Skills syllabus Development Matters: Personal, Social and Emotional Development- Making relationships, Self-confidence and self-awareness & managing feelings and behaviour Physical Development- Heath & Self Care	Personal & Social 5+ Behaviour for learning: CHESS- Skills syllabus Development Matters: Personal, Social and Emotional Development- Ref: Early Learning Goals	Relationships and Sex Education and Health Education –End of Primary expectations Physical Education including Swimming
	Life skills -Understanding the World I live in	National Curriculum
Life skills –	Enquiring 5+ Understanding Technology 5+	Science Computing

**Learning is inter-linked and underpinned throughout the curriculum*	Behaviour for learning: CHESS- Skills syllabus Development Matters: Understanding the World- Technology Ref: Early Learning Goals	
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: CHESS- Skills syllabus	Physical Development 5+ Development Matters: Physical Development- Moving and Handling Ref: Early Learning Goals	Physical Education including Swimming

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