

Curriculum Policy

Evergreen Pupil Referral Unit

2024

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Evergreen Curriculum Policy

1. Our Intent

Our curriculum is designed with the children, who arrive at Evergreen, firmly in mind. Unfortunately, our children, join us from a wide range of schools, academies and settings and many may already come with a significant negative view and experience of themselves, the curriculum and wider education. Our children come to Evergreen from across the city, with some from beyond its boundaries with varied experiences of different and diverse curriculums and expectations.

As Evergreen provides short-term placements for children who are either excluded at risk of exclusion, or with us for a limited period of time as they transfer into the city. The work at Evergreen may first focus upon specific improvements for the individual regarding their attitudes, behaviour and/or attendance. As a result Evergreen, in the first instance will set objectives and provide support, related first to the reasons why the child is placed at Evergreen, the needs of the pupil, the duration of placements and if on transition, the proportion of time that pupils stay with the provider each week.

To support our children, it is important that the teaching and learning of our curriculum is flexible, personalised and adapted, especially if we are to meet the wide range of needs that arrive at Evergreen. It is also important as after they spend time with us, many children will move on to new schools and again experience further differences and expectations.

Therefore, our curriculum has to:

- Engage and inspire children who have in all probability lost the love and joy of learning and reengage those who have disengaged, through effective teaching and learning for children who enter at different times of the year, at different academic levels, at different curriculum starting points and areas of study.
- Develop, reinforce and maintain positive behaviours and personal dispositions by showing children new ways of progressing in learning and relationships and by breaking old habits and behaviours, so that children who do return to mainstream provision or move onto the next stage of their learning journey, do so with sufficient skills and dispositions that enable them to engage and infer with whatever, new challenge they face.
- Enable children to explore their world through an accessible, fulfilling, and exciting, experiential curriculum, one that supports a change in children's self-perception as learners and enables progress from their individual starting point with a focus on facilitating the development of English, communication and Mathematics.
- To assess and identify gaps in knowledge, skills, behaviours and dispositions, then inspire and motivate and support children to bridge gaps and re-engage learning by building on the talents and skills children already have.
- Provide effective teaching and learning opportunities for children who enter, leave and remain at the unit for significantly variable amounts of time, some from 12 weeks to 12 months and more.

To support all our children and to support their eventual reintegration, whether that is back to mainstream or onwards to specialist provision, it is important that our curriculum is based on and

aligned with the objectives and outcomes of the National Curriculum and the Wolverhampton agreed syllabus for RE.

2. Implementation of the Curriculum

Children, who arrive at Evergreen, join us from a wide range of schools and academies and do so after experiencing a range of different curriculums and expectations. Many of our children enter Evergreen working below age-related expectations. To support our children, it is important that teaching and learning, is adapted, flexible and delivered according to the diverse needs of our pupils,

Although we follow and align with the outcomes of the national curriculum, the implementation of our curriculum has to be different from that delivered in mainstream or dedicated specialist settings and we adapt the curriculum accordingly to the needs of children.

Evergreen is dedicated to delivering a broad and balanced curriculum, even though we are very aware that the majority of our children will be not able to follow it in its full entirety, either due to their bespoke academic level and need, attitudes to learning, attendance or according to transition expectations. Our curriculum is implemented and adapted to re-engage learning, motivate and inspire and reignite the joy of learning and ensure that children make the most of their time at Evergreen.

We implement this by:

- Continuing to set high expectations and be ambitious for all pupils regardless of their starting points through a range of learning opportunities that nurture and engage a new joy of learning
- To remove barriers that impact learning so that children can engage with learning to its fullest, developing skills, behaviours and attitudes needed for future learning that will enable them to be successful in the next stage of their education.
- Providing activities and experiences that engage and inspire children and that expose our children to directly linked national curriculum outcomes. By basing our topics, themes, and teaching in line with the National Curriculum our children are less likely to be left out of the learning undertaken by their peers.
- Provide enrichment opportunities that culturally develop our children and add to cultural capital.
- Provide opportunities to explore, develop, challenge and enhance social-emotional development and relationships.
- Provide opportunities and experiences that enable children to build resilience and support the efficacy of strategies to build and maintain positive mental health.
- Provide therapeutic opportunities and experiences so that children can develop and grow as valued citizens with positive dispositions about themselves
- Provide opportunities to explore, develop and understand fundamental British Values

- Take all children through an in-depth induction process that allows teachers to gain a full understanding of the child's pastoral and behavioural needs.
- Take all children through baseline assessments, to identify gaps in learning and allow staff to develop a personalised curriculum, whatever their starting point.

3. Assessment to support our implementation

On arrival into the PRU, children are taken through detailed baseline assessments, which provide us with insight into the child's ability in reading, phonics, writing and maths. We assess children's prior and current dispositions towards wider learning, their behaviour and social interactions. This is further outlined in Evergreen's Assessment Policy.

Once baselined, 12 personalised objectives are identified and prioritised, and assessed against a skills continuum using Mapping and Assessing Personal Progress or MAPPS. Children are set three targets in English reading and phonics, three targets for English Writing, and three targets for Maths. Children are then set a further 3 targets for the development of wider learning, behaviour and social engagement. The 12 personal objectives are directly aligned with National Curriculum Outcomes and reviewed at 5 and 10 weeks. Should children extend their placement at the PRU or remain at the PRU longer than their original period children are re-baselined and further objectives are set.

Through this approach, staff can directly meet the specific learning needs of the children and begin to bridge or narrow gaps, more supportively so that any gaps that may have prevented them from progressing and accessing more of the curriculum previously, are reduced. Keeping in line with the National Curriculum outcomes, the teacher can ensure that children are fully supported so that they can become better placed to re-enter either mainstream education or successfully move on to other destinations, a much stronger way than they did as they entered the PRU.

4. Impact of the Curriculum

Impact	
The key measure of impact will be the progress made by pupils from their individual starting points. Methods for assessment are outlined in our assessment policy.	
We will further evaluate the impact of our curriculum by using the methods outlined in the table below.	
Intent	Measure
Develop, maintain and reinforce positive behaviours and personal dispositions by showing children new ways of getting on in learning and relationships and by breaking old habits and behaviours.	Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance
To inspire and motivate and support children to bridge gaps in learning and re-engage children by building on the talents and skills children already have.	Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data

	PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance
Enable children to explore their world through an accessible, fulfilling and exciting, experiential curriculum.	Curriculum opportunities and experiences Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance
To support a change in children's self-perception as learners and enable progress from their individual starting point with a focus on facilitating the development of English and Mathematics.	Curriculum opportunities and experiences Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance

5. Curriculum Subjects

Maths (See additional maths policy)

At Evergreen staff are mindful that most children enter Evergreen with very different starting points and may have a negative view and low self-esteem in mathematics and previous experiences may have impacted their engagement in mathematics. The teaching of maths at Evergreen is adapted to ensure accessibility and engagement.

In line with the National Curriculum, staff at Evergreen, teach maths so that it is accessible for all. Staff provide support to those who need it and stretch and challenge those whose grasp of maths is more advanced. At Evergreen, staff work with children to develop and re-ignite a joy of maths so that they can build the strong mathematical connections needed to become fluent, reasoned, and resolute mathematicians.

Staff at Evergreen support children to understand the importance of maths and the essential role it plays in their future learning and progress and everyday life. Evergreen's approach to maths is further outlined in a separate maths policy.

These principles and features characterise this approach and convey how our curriculum is implemented:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
- Significant time is spent adapting learning intentions to develop positive learning behaviours, dispositions and confidence to support and develop key ideas, knowledge and skills that are needed to underpin future learning.
- Ensure that gaps are bridged before moving to the next part of the curriculum sequence, allowing children to build confidence and skill.
- If a child fails to grasp a concept or procedure, this is identified quickly and early and intervention ensures the child is supported to move forward ☑
- The structure and connections within mathematics are emphasised so that children develop a greater understanding of their learning.
- Teachers adapt lessons and design lessons that identify the new mathematics that is to be taught, the key points, the difficult points and a carefully sequenced journey through the learning according to needs and behaviours.
- In a typical lesson, children sit facing the teacher and the teacher leads back-and-forth interaction, including questioning, short tasks, explanation, demonstration, and discussion.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention.
- Children are supported with explanations to support their proficiency in articulating mathematical reasoning and to develop the use of mathematical vocabulary.
- Key facts such as multiplication tables and addition facts within 10 are learnt automatically to avoid cognitive overload in the working memory and enable pupils to focus on new concepts.

To ensure whole consistency and progression, the school uses and adapts the nationally recognised White Rose Maths scheme. The White Rose curriculum is cumulative so that once a topic is covered, it is met many times again in other contexts. For example, place value is revisited in addition and subtraction and multiplication and division. The curriculum is designed to have an emphasis on number, with a large proportion of time spent reinforcing number to build competency.

Lessons are planned to provide plenty of opportunities to build reasoning and problem-solving elements into the curriculum. When introduced to a new concept, children have the opportunity to use concrete objects and manipulatives to help them understand what they are doing. Alongside this, children are encouraged to use pictorial representations. These representations can then be used to help reason and solve problems. Both concrete and pictorial representations support children's understanding of abstract methods.

Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. These teaching blocks are broken down into smaller steps, to help children understand concepts better. This approach means that children do not cover too many concepts at once, which can lead to cognitive overload and impact the development of positive dispositions towards maths.

English (See additional English policy)

As children who attend Evergreen do so from a range of different settings, all of our children will have very different experiences and expectations around the teaching of English. As a result, children's development of English, reading, writing, spelling and spoken language will be very different.

English development at Evergreen is sensitive to the different starting points of the children and children receive teaching and learning that is adapted to meet their needs, providing opportunities to access and succeed within the National Curriculum.

Staff at Evergreen, work to develop the children's understanding of the importance of reading, writing, spelling, and oracy and the essential role it plays in supporting their academic and personal development. To ensure that English is taught in a supportive and engaging way, Staff at Evergreen work to:

- Raise expectations, aspirations and opportunities so that our children succeed and make progress from their varied starting points in English, Reading, Writing, Phonics and Speaking and Listening.
- Raise confidence and independence so that children can realise the benefits, excitement and joy that effective reading, writing and communication can bring to their learning and everyday life.
- Develop and support existing gaps so that they can be filled and develop English skills and knowledge further so that children can succeed in English during and after their time at Evergreen.
- Develop fluency in children's English skills so that they can be used throughout the curriculum and future learning.
- Develop vocabulary so it can be applied in everyday situations and contexts.
- Promote reading so that children can independently access and understand the world around them.
- Support children to write creatively so that they can express themselves or share their passions and interests with others.
- To promote conversation and debate to help children successfully share their views and opinions and see themselves as valued members of their community.
- To enable children to understand that English skills are applied to and essential for future learning and everyday life.

Reading

The development of confidence and independence in reading is important for all children at Evergreen. Staff at Evergreen, encourage children to feel the benefits of successful reading. At Evergreen we want to develop children's enthusiasm for reading so that they can read for pleasure for a variety of purposes and enjoy the pursuit of knowledge through reading.

Staff at Evergreen work to:

- Foster enthusiasm and enjoyment for reading.
- Develop decoding skills (phonics, letter strings, initial sounds, word shape, contextual and pictorial clues).
- Extend a child's knowledge, vocabulary and understanding of the world.
- Develop knowledge and use of punctuation and the meaningfulness of words.
- Develop expression and intonation when reading aloud.
- Provide opportunities to develop and practise skills such as skimming and scanning.
- Develop retrieval and comprehension skills.
- Develop reflective and evaluative reading skills including personal preference.
- Give knowledge and insight into a range of authors and genres.
- Encourage and develop an understanding of what has been read both literally and inferentially.

Phonics

At Evergreen, we use a systematic approach to the teaching of synthetic phonics to enable children to develop secure reading and spelling skills. It is proven that high-quality phonics teaching is 'the best route for children to become fluent and independent readers (through) securing phonics as the prime approach to decoding unfamiliar words' A strong emphasis on high-quality teaching of phonics can substantially reduce the number of children at risk of falling below age-related expectations for reading.

The Evergreen phonics sequence follows the Bug Club Programme and teachers make use of and adapt the Bug Club resources to support the children's learning of phonemes and to meet the needs of our children, especially those children who are not on track and therefore require intervention to enable them to catch up. At Evergreen we adopt a whole class phonics teaching approach which follows a four-part structure of **Revisit and Review – Teach – Practice –Apply** and within a multi-sensory approach.

Writing

We aim to develop pupils' understanding of the value of writing as a means of communicating; to enjoy writing in response to a range of different stimuli, and to equip children with the necessary skills to write independently and effectively for different purposes and readers. We aim to teach the children to:

- Enjoy writing and see the value of it.
- Communicate meaning in narrative and non-fiction forms.
- Spell words correctly and punctuate their writing accurately. Use the main rules and conventions of written English.
- Plan, draft, edit and process writing to improve it.
- Develop fluent and legible handwriting through sensory activities.
- To write in different styles

Science

Science provides staff with a fantastic opportunity to ignite children's curiosity and excitement for learning. Staff at Evergreen, support children to understand scientific concepts by providing, where possible, real-life situations and experiences. Staff teach science through the Cornerstones science and science companion projects. Staff at Evergreen adapt these to provide a blend of practical experiences, experiments, and discussions.

Cornerstones

The Cornerstones Curriculum that Evergreen uses and adapts for our children provides a creative curriculum based around the Cornerstones Curriculum; Cornerstones is a nationally recognised approach for delivering outstanding learning opportunities for children. The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations.

Our curriculum is delivered through Imaginative Learning Projects (ILPs), which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. We believe children learn better, develop engagement and are inspired to learn when they are encouraged to use their imagination and apply their learning to engaging contexts.

Our curriculum provides learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum. Children progress through four stages of learning in each ILP, through the cornerstones approach of **Engage, Develop, Innovate and Express**. Our English scheme of work is closely aligned with the topics and resources delivered through Cornerstones to provide engaging contexts, themes and teaching opportunities on which the teaching of Reading, writing and communication can be delivered in much more meaningful ways for the children of Evergreen.

What is the rationale behind our curriculum?

Our curriculum is supported by and based upon Cornerstones. Cornerstones supports Evergreen to cover all aspects of learning.

We believe that children deserve a balanced curriculum that enables them to develop a deep understanding of all subjects and the interconnections between them. However, it must be noted that the pupils who attend Evergreen PRU are often disengaged with school and many may already come with a significant negative view and experience of themselves, the curriculum and wider education. As children come to Evergreen from across the city our children will have already experienced a wide range of different and diverse curriculums and expectations.

The rationale for the Cornerstones Curriculum takes the form of 10 big ideas that provide a purpose for the aspects, skills, knowledge and contexts chosen to form the substance of the curriculum.

These big ideas form a series of multi-dimensional interconnected threads across the curriculum, allowing children to encounter and revisit their learning through a variety of subject lenses, topics and experiences. Even in the short time that many of our children are with us, these encounters help children to build conceptual frameworks that will enable a better understanding of increasingly sophisticated information and ideas and help them to be better prepared for their future and onward educational journey, wherever that may be.

How the Cornerstones 10 Big Ideas support learning at Evergreen

1. **Humankind** - Understanding what it means to be human and how human behaviour has shaped the world. At Evergreen, many children arrive having lost their love for learning and feeling disengaged from the world. By exploring the impact of humankind, they are encouraged to connect with their surroundings and recognise their unique role in shaping it. This helps reengage and inspire them, rekindling their passion for learning.
2. **Nature** - Understanding the complexities and wonders of the world its people and its ecosystems of the plant and animal species that inhabit the world. Many children arriving at Evergreen have found their educational journey challenging, with a world that may have felt narrow and uninspiring. Through Cornerstones, we offer a wide range of engaging and inspiring opportunities that take learning beyond the classroom, helping to broaden their horizons and ignite their curiosity
3. **Processes** - Understanding the many dynamic and physical processes that shape the world. At Evergreen, we strive to help our children understand that the world operates through a complex network of interconnected processes, essential for fostering and sustaining relationships with others and the environment. This understanding is particularly important

for children who have faced challenges, as it allows them to appreciate the value of cooperation and recognise their role within the broader local and global community.

4. **Place** - Understanding the visual, cultural, social, and environmental aspects of places around the world. At Evergreen, helping our children understand a world full of opportunities, while also seeing how they can contribute to it, enables us to nurture positive dispositions. This approach supports their growth as confident, compassionate individuals ready to engage with and make a meaningful impact on the world around them.
5. **Creativity** - understanding the creative process and recognizing how both every day and exceptional creativity can shape the world—serves to inspire and motivate children. By nurturing this understanding, we help them re-engage with their learning while building upon their existing talents, skills, and creativity in the arts, work, and life.
6. **Comparison** - understanding how and why things are similar or different—plays a vital role in children’s learning at Evergreen. This skill helps children develop critical thinking and analytical abilities, allowing them to draw connections between concepts, recognise patterns, and appreciate diverse perspectives. By fostering a mind-set of comparison, we empower children to make informed decisions, solve problems creatively, and embrace diversity, ultimately enriching their educational experience and personal growth.
7. **Investigation** - understanding its importance and how it has led to significant change in the world - is crucial for the children at Evergreen. By fostering a spirit of inquiry, we encourage children to explore, ask questions, and seek answers, which helps them develop critical thinking and problem-solving skills. This approach cultivates curiosity, empowers children to re-engage with their world, understand the impact of their learning, and once again become active participants in their learning journey. Ultimately, embracing investigation equips our children with the skills they need to contribute positively to their communities and the world.
8. **Significance**—understanding why important people, places, events, and inventions matter and how they have shaped the world—is crucial at Evergreen. We emphasise the importance of developing positive behaviours and personal dispositions by demonstrating the significance of new learning methods, building new relationships, and breaking old habits. This foundation empowers our children to acquire the skills and dispositions essential for progressing in their learning journey, enabling them to engage with and tackle any new challenges they encounter.
9. **Materials**—understanding the properties of all matter, both living and non-living—can significantly benefit children who struggle in their learning journey. By engaging with hands-on activities and experiments, these children can connect abstract concepts to tangible experiences, making learning more accessible and relatable.

This exploration encourages critical thinking and problem-solving skills, as they learn to observe, classify, and manipulate materials. It also fosters a sense of curiosity and wonder, which can reignite their passion for learning. Additionally, understanding materials can boost their confidence by allowing them to see the practical applications of their knowledge in everyday life, thus empowering them to overcome challenges and engage more fully with their education.

10. **Change**—understanding why and how things have changed over time—can be especially beneficial for children who struggle in their learning. This understanding fosters a sense of context and relevance, helping them see that change is a natural part of life and learning.

By exploring historical events, technological advancements, and societal shifts, children can develop critical thinking skills as they analyse causes and effects. This process encourages them to ask questions, draw connections, and engage with the material in a meaningful way.

Moreover, understanding change can inspire resilience, showing children that challenges can lead to growth and improvement. By recognising that change is not only inevitable but also an opportunity for learning, these children may become more open to embracing new ideas and adapting to different situations, ultimately enhancing their confidence and engagement in their educational journey.

The Four Cornerstones

The four cornerstones have provided with a solid foundation for planning our foundation subjects. The four cornerstones have provided a clear structure for lesson development whilst ensuring subject progression in all areas. We have carefully selected a range of topics with a clear subject focus that are completed over a half term to continually keep children engaged.

The most important underlying principle of a curriculum is to help children re-engage with learning. We believe that a successful curriculum is brought to life by high quality teaching, inspirational learning activities and opportunities to listen and plan for the developing interests and motivations of children.

That is why the Cornerstones Primary Curriculum is built upon a four stage teaching and learning philosophy...

ENGAGE – DEVELOP – INNOVATE – EXPRESS

By using Cornerstones staff at Evergreen can:

Engage

Children engage in purposeful and contextualised learning experiences; in and outside the classroom, making the best use of partners, experts and the community to provide the stimulus to learn. To ensure that children are immediately 'engaged', teachers provide a range of memorable experiences and starting points that stimulate children's interests in a particular theme or concept.

During the engage stage of learning children will:

- Have memorable first-hand experience.
- Have WOW experiences – Investigate and Discover new ideas and concepts through theme days and other opportunities.
- Be introduced in exciting ways to the new topic or theme.
- Begin initial research and set enquiry questions.
- Have lots of opportunity to make observations.
- Develop spoken language skills.
- Take part in sensory activities.
- Have a great deal of fun, allowing them to fully 'engage' with their new topic.

Develop

A stage of learning that provides children with an opportunity to develop and master key skills, subject knowledge, research techniques and independence. Children become industrious learners making sense of information and experiences, leading to sound understanding and progress. Children develop their knowledge, understanding, and key and subject skills required to progress their learning and attainment through quality adaptations focused learning tasks and high-quality relevant learning experiences.

During the develop stage of learning children will:

- Dig much deeper to develop their skills, knowledge and understanding of a topic across the curriculum.
- Practice their newfound skills.
- Compose, make, do, build, investigate, explore, and write for different purposes, read across the curriculum.
- Research their own questions and those posed by others
- Follow new pathways of enquiry based on their own interests
- Complete homework activities that support their learning in school

Innovate

This a stage of learning that challenges children's ability to work creatively, explore possibilities and find solutions. Using and applying previously learned skills, knowledge and understanding children work collaboratively to innovate, managing their learning to achieve given success criteria. Teachers provide an imaginative and relevant provocation or scenario that provides opportunities to observe how successfully children can use, apply and problem-solve in creative and imaginative ways.

During the innovate stage of learning children will:

- Apply previous skills, knowledge and understanding in real life contexts.
- Be challenged with real or imagined problems and situations to solve using knowledge and skills from the earlier stages.
- Be inspired with imaginative and creative opportunities.
- Have time to re-visit skills, knowledge and understanding not grasped during the develop stage.
- Have the opportunity to take on different roles.

Express

A stage of learning that empowers children to share, celebrate and reflect with a range of partners and audiences. Children cement their learning through shared reflection with peers and other adults and can suggest the next steps of learning. Teachers discuss, review and support individual and group evaluations using their observations and evidence to make summative assessments.

During the express stage of learning children will:

- Become the performers, the experts, the informers.
- Share their achievements with others in many different ways.....parents, class mates and the community.
- Evaluate finished products/processes
- Tie learning back to the beginning
- Celebrate the achievement and effort, however, small or large that has been applied to the learning.

Other Subjects

Art

Themed events and activities, such as seasonal Arts Days, allow children to spend extended periods engaging with a wide range of techniques and materials.

Computing

Regular lessons and extra-curricular opportunities are available to children. Computing is included in other lessons. Topics such as online safety run through every computing topic and lesson across schools. These issues are also raised regularly in assemblies and themed days such as Safer Internet Day, and Anti-bullying Week.

D&T

Topics are closely linked to half-termly Cornerstones themes and regular, practical opportunities enable children to apply skills in real-life contexts.

Geography & History

Half termly topics are taken from Cornerstones and are humanities-focused and where possible the 'engage stage' is sought to include a history or geography-themed visit or visit from an expert. Evergreen also use a variety of online and physical resources to enhance teaching and learning within the humanities. Where appropriate, teachers use their planning to provide opportunities for extended writing, with some outside of English lessons.

MFL

French is taught in Purple Base and Maroon Base

Music

The Charanga scheme is used

PE

Teachers teach PE and on-site Forest Schools.

PSHE & Citizenship

This is taught through the use of Zumos and One Decision

RE

Is taught in line with Wolverhampton's Agreed Syllabus

RSE

Is taught by the school nursing service, through One Decision and PSHE Programme

6. Planning, Preparation & Assessment

Teachers plan for their respective bases. Cornerstones resources are used to map out long and medium-term topics and themes. A range of resources are used to plan for each week, adapted to suit the needs of our children and not taken solely from the Curriculum Maestro website.

Evergreen uses a range of strategies to assess the children at our school. For foundation subjects, we use our Cornerstones exposure assessment grids termly to assess children's exposure and attainment, alongside our MAPPS assessments.

7. Inclusion

Evergreen will aim to provide a broad and balanced curriculum for all children so that they achieve and be successful within the curriculum. Staff at Evergreen will adapt the curriculum so that children can achieve according to their abilities.

We will identify which children or groups of children are underachieving and take steps to improve their attainment in liaison with the SENCo.

8. Equal opportunities

Evergreen has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. To engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources, which represent the diversity, and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem but also to assist in the learning of English.

9. Moderation and Leadership of the curriculum

The Leadership team and the Academy Council are responsible for monitoring the impact of the school's curriculum both in terms of social outcomes and academic progress.

The head of the school is responsible for the day-to-day organisation of the curriculum. Due to the very small staff size class, teachers monitor the impact of learning and the coverage of the curriculum in the base for which they are responsible. They monitor curriculum planning for their base, and ensure that all children are taught the full requirements of the National Curriculum, have opportunities to enhance their curiosity and are challenged to apply and deepen their learning.

Senior leaders and teachers work together to inspire learning in each individual base and monitor how their base is taught. Senior Leaders examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Senior Leaders have the responsibility for monitoring how resources are used. Curriculum monitoring for each base is completed by teachers with the full support of senior leaders who together identify the strengths and actions for further development in that base.