

Curriculum Policy

Evergreen Pupil Referral Unit

2025

Current Author:	D Taylor - Head of School
Person Responsible for the Policy:	D. Taylor- Head of School
Last SLT Review:	
Last Governing Body Review:	
Current Status:	

Evergreen Curriculum Policy

1. Our Intent

At Evergreen, our curriculum is intentionally designed with the individual needs of the children in mind. Many of our children come to us from diverse educational settings, and unfortunately, many may have developed negative perceptions of themselves, the curriculum, and education in general. Our children often arrive with varied backgrounds, some from within the city and others from beyond, with differing experiences of academic expectations and curriculum structures.

Evergreen serves as a short-term placement for children who are at risk of exclusion, or who find themselves excluded. In these cases, our initial focus is often on supporting improvements in their attitudes, behaviour, and/or attendance. To this end, the opportunities and support we provide are tailored to address the specific reasons behind each child's placement, their individual needs, and the duration of their stay—whether it's a brief transition period or a longer-term arrangement.

Given the wide range of needs that our children bring with them, it's important that our curriculum provides opportunities that are flexible, more personalised, and more adaptive. Many children will eventually move on to new schools, where they will face further differences in expectations and environments. Therefore, we are committed to offering a curriculum that:

- Re-engages children who may have lost their love for learning by offering opportunities that reignite their curiosity and motivation, regardless of their starting point or academic level.
- Promotes the development of positive behaviours and attitudes by providing new opportunities for growth, both academically and socially, allowing children to build confidence and progress in both areas.
- Helps children break old habits and develop a more positive outlook towards education, equipping them with the mindset and skills needed to thrive in future learning environments.
- Encourages exploration and discovery through an exciting, hands-on curriculum that fosters both academic achievement and personal growth, inspiring children to engage fully with their world.
- Identifies and addresses gaps in knowledge, skills, and behaviours, while offering motivating and meaningful opportunities for children to bridge these gaps and advance in their development.

Evergreen Academy provides teaching and learning that accommodates varying lengths of stay, whether a child is with us for a short 12-week placement or who may remain for a longer period.

2. Implementation of the Curriculum

At Evergreen, our curriculum follows the outcomes of the national curriculum. To support these outcomes and provide meaningful learning opportunities, we use a range of resources.

We use the Cornerstones Curriculum to deliver and contextualise teaching in subjects such as Science, History, Geography, Art, music and Design Technology. This ensures that learning is engaging and interconnected across these areas. For Computing, we follow the schemes of work provided by the National Centre for Computing. PSHE and RSE is taught using the One Decision materials, providing structured, relevant content for personal development. This is further supported by School Nursing Team. PE is delivered in line with the outcomes set by the National

Curriculum, while Religious Education (RE) is taught in accordance with the Wolverhampton Agreed Syllabus. MFL is taught in KS2 through a range of materials.

In addition, Cornerstones supports the teaching of English by linking literacy development with our foundation subjects. Early phonics and reading in KS1 are taught using the BUG Club Phonics and Reading Scheme. In KS2, phonics and reading interventions are delivered through the Rapid Reader and Rapid Phonics Scheme. For English interventions, we use Wordsmith resources, and the Nelson Handwriting Scheme supports the development of writing skills. This integrated approach ensures that children understand the importance of English across all areas of their learning. For Mathematics, we use the White Rose Maths materials, which provide a structured, sequential approach to developing mathematical skills and understanding.

The way we implement our curriculum will differ from mainstream or other specialist setting and we are mindful that many of our children may not be able to follow the curriculum in its entirety, due to their individual academic needs, SEMH needs and neurodiverse needs, attitudes toward learning, attendance, or transition circumstances.

Despite these challenges we implement our curriculum by:

- Maintaining high expectations for all pupils, regardless of their starting points.
- Providing a range of learning opportunities that encourage children to reengage in learning.
- Removing barriers to learning to help children engage fully with their education and develop skills, positive behaviours, and attitudes.
- Promote opportunities to engage in activities and experiences that directly link to national curriculum outcomes.
- Offering enriching opportunities that broaden and contribute to their cultural capital.
- Developing social-emotional development by providing opportunities for children to explore, challenge, and enhance their relationships and emotional well-being.
- Building resilience through experiences that promote the development of strategies for maintaining positive mental health and overcoming challenges.
- Providing experiences that support personal growth, helping children develop a positive sense of self-worth and an understanding of fundamental British values, to become respectful, responsible, and active citizens.

See subject specific policies for further detail.

3. Assessment to support our implementation

Upon arrival at the PRU, children undergo detailed baseline assessments that provide valuable insight into their abilities in reading, phonics, writing, and maths. We also assess their prior and current dispositions toward learning, as well as their behaviour and social interactions. This process is further outlined in Evergreen's Assessment Policy.

Once baseline assessments are complete, we identify and prioritise personalised objectives, which are then recorded and assessed using the Mapping and Assessing Personal Progress (MAPPS) skills continuum. These objectives include targets for English reading and phonics, English writing, and Maths. Additionally, three targets are set for wider learning, behaviour, and social engagement.

The objectives are directly aligned with National Curriculum outcomes and are reviewed at regular intervals. If a child's placement is extended further, they are re-baselined, and new objectives are set. Coverage of the curriculum and children's progress is assessed and monitored regularly.

4. Impact of the Curriculum

Impact	
<p>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.</p> <p>We will further evaluate the impact of our curriculum by using the methods outlined in the table below.</p>	
Intent	Measure
<p>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.</p>	<p>Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance</p>
<p>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.</p>	<p>Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance</p>
<p>Enable children to explore their world through an accessible, fulfilling and exciting, experiential curriculum.</p>	<p>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</p>
<p>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.</p>	<p>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</p>

4. Cornerstones Curriculum

We believe that children deserve a curriculum that enables them to develop a deep understanding of all subjects and the interconnections between them. 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		
One	Humankind	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.
Two	Nature	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
Three	Processes	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.
Four	Place	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.
Five	Creativity	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.
Six	Comparison	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.
Seven	Investigation	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.
Eight	Significance	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.
Nine	Materials	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.
Ten	Change	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 have provided Evergreen with a strong foundation for planning our foundation subjects. They offer a clear framework for lesson development while ensuring subject progression across all areas. We have carefully selected a range of engaging topics with a clear subject focus, each completed over a half term to keep children continuously interested and involved.

At the heart of our curriculum is the goal to help children re-engage with learning. We believe that a successful curriculum is brought to life through high-quality teaching, inspiring learning activities, and the flexibility to adapt to the evolving interests and motivations of our students.

This is why the Cornerstones Primary Curriculum is built around a four-stage teaching and learning philosophy:

ENGAGE – DEVELOP – INNOVATE – EXPRESS.

What do the Four Cornerstones look like?	
<p style="text-align: center;">Engage</p> <p>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.</p> <p>During the engage stage of learning children will:</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">Develop</p> <p>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.</p> <p>During the develop stage of learning children will:</p> <ul style="list-style-type: none"> • 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.

What do the Four Cornerstones look like?

Innovate	Express
<p>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.</p> <p>During the innovate stage of learning children will:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>During the express stage of learning children will:</p> <ul style="list-style-type: none"> • Become the performers, the experts, the informers. • Share their achievements with others in many different ways..... parents, classmates 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.

Reading

The development of confidence and independence in reading is important. Our staff are committed to fostering a love for reading by helping children experience the rewards of successful reading. At Evergreen, we aim to inspire children to read for pleasure and curiosity, pursuing knowledge through the written word.

To achieve this, Evergreen staff focus on:

- Cultivating enthusiasm and enjoyment for reading.
- Building decoding skills, including phonics, letter patterns, initial sounds, word shapes, and using contextual and pictorial clues.
- Expanding vocabulary and broadening understanding of the world.
- Strengthening knowledge of punctuation and exploring the meaning behind words.
- Encouraging expression and intonation when reading aloud.
- Offering opportunities to practice important skills like skimming and scanning.
- Developing retrieval and comprehension abilities.
- Promoting reflective and evaluative reading, including recognizing personal preferences.
- Introducing children to a variety of authors and genres to enrich their literary experiences.
- Supporting the understanding of texts both literally and inferentially.

By nurturing these skills, we empower children to become confident, independent, and lifelong readers.

Phonics

At Evergreen, we use a systematic approach to the teaching of synthetic phonics to enable children to develop secure reading and spelling skills. A strong emphasis on the 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, 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

5. 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.