



## Our Curriculum

### @BrookfieldSM3

## Curriculum Intent Statement

At Brookfield Primary Academy, the curriculum is designed to: recognise children's prior learning; provide first-hand learning experiences; allow the children to develop interpersonal skills; build resilient Growth Mindset beliefs and become long life learners and creative, critical thinkers.

Every child is recognised as a unique individual with their own unique learning journey. We celebrate and welcome the many differences within our school community. We constantly provide enhancement opportunities to engage learning and believe that school should be happy, investigative and an inspiring time in every child's life where there are no limits to curiosity. From our belief we are able to ensure that our pupils have a real thirst for learning, which is nurtured and embedded by the time they leave our school at the end of Year 6.

At Brookfield Primary Academy, our community involvement is an essential part of our curriculum as we celebrate local events; support our local Elderly care homes, contribute annually to the harvest food banks and local traditions, such as The Easter Story at our local church (North Cheam Baptist Church). By taking an active role within their community, it enables the children to learn new skills and show how they can make a positive difference. We also support a vast number of charities and host fundraising events, such as: Comic relief and Children in Need.

Children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

### **Our Principles for Learning and Teaching (Underpinned by our Rights Respecting Charter) 'We have the right to an education and to learn'**

- All children are entitled to be engaged in their learning and to be active learners; discovering and finding out.
- All children are entitled to understand what they have achieved and know what to do to make progress.
- All children are entitled to be independent, enthusiastic and self-motivated learners; raising their own questions.
- All children are entitled to time to evaluate and reflect on their learning.
- All children are entitled to have their different learning styles recognised.
- All children are entitled to teaching that inspires their learning.
- All children are entitled to teaching that encourages them to be creative.
- All children are entitled to be challenged and enjoy learning, as well as encouraging problem solving.
- All children are entitled to develop spiritually, morally and as members of their community and the wider community.

### **Curriculum intent- how have we done this?**

When planning our curriculum, we had to recognise the very wide social and economic backgrounds of our families. Within PSHE and citizenship, account is taken of the socio-economics of the area and we recognise that the children need both a sense of valuing themselves, and developing aspirations for their future and for their community. We have our annual Career Aspiration week, with support from our families and Primary Futures Career volunteers. They provide our pupils with a breadth of experience, careers pathways and valuable ideas for their future. We are passionate that all of our children realise that they can achieve anything, 'Nothing is impossible, the word itself says I'm possible'. This quote along with many other Growth Mindset quotes can be found along our corridors and in our classrooms.

Our children are reminded about our Core Values (kindness, respect, resilience, tolerance etc.) through: our curriculum design, assemblies and as part of our everyday high expectation for them. Children are encouraged to live-out these imperative values and are rewarded and recognised for demonstrating these values in our weekly Celebration Assembly. Our Core Values, which the children made large 2d designs of during our annual Art Week, are proudly displayed in our hall as a high-profile reminder and to further promote them.

At Brookfield Primary Academy School, we are passionate about providing our pupils with in and out of school experiences to engage and enhance their curriculum and schooling experience. These range from visits to: local Theatres, Museums, Sporting arenas, religious buildings including Wimbledon Synagogue, Morden Mosque, A Buddhist Temple and several local churches, Houses of Parliament, visits from our Local MP- Paul Scully, book festival visits, Authors and poets, visits from religious experts, our local vicar and many more. We also shape our curriculum by planning for themed topic days, where the children and staff relish dressing up in themed costumes. The children also explore and celebrate a key religious festival every half term in our celebration days. These are chosen to reflect the children's beliefs and the children enjoy being experts in their own celebrations. We are now developing the entry and exit points to our curriculum, as from our Pupil Voice discussions, the children have said they would like a WOW factor at the start and at the end of their units of foundation study.

One particular element of teaching and learning that we are currently developing, revolves around 'making learning challenging'; knowledge organisers are currently being explored, which supports our aim for pupils to access a knowledge-rich curriculum focussing on key vocabulary and facts. Our ultimate aim promotes the idea that pupils commit their accumulated rich, well-connected curriculum knowledge studied, as part of their learning, to their long-term memory, therefore making it 'stick', and demonstrating learning has taken place. Revisiting and testing the challenge of learning over time is something we are currently developing. Reading within and across the curriculum is held with high regard; high-quality texts are used to support the curriculum. As a result, this reinforces the curriculum content enabling well-connected curriculum knowledge.

In addition, we also plan opportunities for the children to know about keeping safe, linked to the KCSiE document. We have many PSHE and Online Safety lessons throughout the year for every year group and the upper school have an annual visit from the Education and Safeguarding and Well-Being Lead from Cognus. We also plan for and promote British values, (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) ensuring that children are aware of their rights and responsibilities as a UK citizen. We have voting systems for the children to be elected to take on class and school roles and we have a Pupil Voice committee, who are invaluable in the shape, design and improvements of our curriculum.

The wellbeing agenda is at the heart of our curriculum; annually we carry out a *PASS survey (pupils' attitude towards self and school)* which provides us with key information of strengths and areas for development, which school leaders actively prioritise and involve staff to addressing these, for example: only 68% of our pupils perceived themselves to have a good self-image. As a result, our newly devised PSHE curriculum, assembly themes and reward systems include positive messages about celebrating being different, diversity and developing self-awareness to identify our individual strengths and weaknesses. Pupils' spiritual, moral, social and cultural development is outstanding. Our pupils show themselves to be deep thinkers. They are able to empathise with the feelings and actions of others, seeing points of views and beliefs other than their own. Particularly in RE and PSHE, they show a keen interest in ethical issues and are able to apply their personal values to situations, having time to reflect on their own beliefs and opinions, giving reasons for their decisions and actions. They are ready to question arguments and situations. The pupils are very active in discussing how to help save our Blue Planet and are actively involved in the BBC Blue Planet live lessons. Last year, our Arts week at Brookfield was a very successful event and this year, we expect it to be bigger and better, giving the opportunity to all children to excel in different types of art, including the Performing Arts. We will be showcasing the importance of looking after our planet, using different materials to create our own 2D and 3D versions of our world and how we can help to protect it. The KS1 and KS2 choirs will be singing their songs alongside the groups of children who have been learning to play instruments at our school, and some children will be also be performing a dance. This promises to be a great event, and the children are looking forward to a week full of exciting activities which will help to do their bit for the environment and make a difference to their lives.

In recognising the development of the whole child the pastoral support given to our pupils so they can access the curriculum is strong. The school has various systems which support the emotional and mental well-being of children and provides signposting to their parents. Emotional and mental wellbeing is also greatly enhanced by sport and so we ensure there are a wealth of extra-curricular clubs such as Mindfulness Club, Cricket, Netball, Gymnastics, Korfbal and strong links with Sutton Sports Partnership. A recent (April 2019) external validation review highlighted: *'Leaders have created a 'nurturing first' culture to ensure that the family ethos centres around the pupils. Leaders go above and beyond to ensure that every pupil receives their entitlement - and more. The upbeat team spirit at Brookfield is evident from the mutual support staff independently show towards each other. This is modelled passionately by the headteacher and senior leaders, who successfully lead by example'*. We are also extremely passionate about promoting health and fitness and all of our pupils carry out the daily mile around our school playground.

At Brookfield we strive to ensure that all pupils are catered for by providing an exciting and engaging curriculum and to ensure all have access, we put in place a tailored approach, which takes into account their individual needs. We have been praised through recent reviews from 'Challenge Partners' and internal moderation for the amount of intervention that we are able to offer our pupils at Brookfield Primary. These range from larger scale interventions such as Key Stage 2 Reading Wise, reciprocal reading support and custom maths groups, to smaller scale interventions such as: targeted phonic support, teaching social skills (sharing, turn taking, friendships) and spelling. We have a rigorous system of identifying children early through formative and teacher assessments, supporting the needs that have arisen and contacting external agencies where necessary. We work very closely with the speech and language therapists and ASD specialists from Cognus and ensure that their expertise and advice is put to good use.

Staff annually review their medium-term planning to ensure topics are relevant to the children's interests and needs. They hold pupil voice discussions to reflect on what the children have enjoyed and how the curriculum could be improved. Subject leaders are champions for their subjects; they

have ensured that there is curriculum coverage in the foundation subjects and all middle leaders are aware of the curriculum expectations. All of the skills have been planned within their respective curriculum areas and have ensured progression is evident across year groups. The curriculum is designed to ensure there is deep learning, with focus made on extending those who are working at a greater depth within the curriculum areas. We do this through a variety of ways, such as: Higher Order Thinking questions, roles within group situations, and posing challenging tasks and questions to secure strong outcomes during lessons. Leaders prioritise staff CPD to ensure that they have the necessary skills and are kept up to date with current educational trends. To further ensure our curriculum is carefully planned for and delivered well, all staff carry out a collaborative 'Learning Study', this term the theme is 'Active Questioning', which aims to promote greater independent learning. Additionally, we develop our Greater depth learners by broadening and deepening their learning and applying it into many different situations. We also provide them with extensive challenge through competitions: Quiz Club (Maths, Science, General Knowledge), Spelling Bees, 144 Maths Club, Borough Sports, Indoor Athletics and many more throughout the year.

With the impact of the curriculum within the new Ofsted consultation Framework 2019 focussing on *progress and destination*, Brookfield's curriculum intention has been redesigned to refine our pupils' personal development, attitudes and independence.