



## Our New Curriculum

### **The Brook Special Primary School**

**Our bespoke curriculum is underpinned by the National Curriculum and has been created to meet the needs of, and provide stretch and challenge for, all of our learners. Our children need different approaches and pace of delivery to make their learning purposeful and we therefore have categorised our learners into four areas: ‘Engagement; Sensory; Emerging and Functional’.**

**Our curriculum has been devised as a spiral because our children’s strengths and difficulties mean that they do not learn in a linear fashion nor can they be pigeon-holed into one category – they may be a sensory learner in one curriculum area but an emerging or even a functional learner in another. Our bespoke curriculum ensures that they are given realistic challenges in all curriculum delivery and are able to make discernible progress.**

Exploration

Realisation

Anticipation

Persistence

Initiation

The 5 areas of Engagement are not hierarchical, so there is no expectation that pupils need to demonstrate progress in 5 areas. Instead, each of the areas represent what is necessary for pupils to fully engage in their development and reach their full potential. "The engagement model" (Standards & Testing Agency, July 2020)

Engagement

E1-4

Sensory Learners

Standard 1 PW 1

Into

Standard 1 PW 2

**Functional Learners**

Standard 4, 5 and 6

And National Curriculum

Pupils at the Brook can spiral through the three curriculum tiers and standard Pathways as appropriate to their needs.

This allows learning to be revisited and reinforced as well as providing the pupils with an appropriate sensory diet which has a positive effect on Behaviour for learning.

**Sensory Learners/  
Emerging Learners**

Standard 1 PW 3

Into

Standard 2 PW 1 and 2

**Emerging Learners/ Functional learners**

Standard 2 PW 3

Into

Standard 3 PW 1, 2 and 3

The EYFS approach is fundamental for our learners to access The Brook Spiral Curriculum.

## Intent

At The Brook Special Primary School we provide a rich, relevant and creative curriculum for our pupils. Our bespoke spiral curriculum allows pupils to revisit a topic, theme or subject several times throughout their school career- this reinforces and solidifies the knowledge gained within the subject matter.

The complexity of the topic or theme increases with each re-visit and knowledge is built on allowing for a logical progression from simplistic ideas to more complicated ideas. The curriculum provides appropriate stretch and challenge to the more able pupils across the school, with opportunities for pupils to take part in intervention groups within the SEND setting as well as with our mainstream partner, The Willow Primary School.

## Implementation

Through The Brook Special School spiral curriculum we are able to embrace the fact that our pupils do not learn in a linear way. Teachers plan lessons that allow our unique pupils to be taught through a variety of approaches throughout the day. We recognise that some of our pupils will need a great deal of on-going structured support and sensory input, whereas others will become increasingly more independent.

Our long term **curriculum mapping** is based on a 3 yearly cycle, this is continually monitored and adjusted dependent on the evaluated success of a topic/programme of study (evaluated by staff and pupils).

As well as planning around individual pupil's interests, we also have a termly whole school topic which were decided on by staff and pupils and based around national curriculum programmes of study. The whole school topic enables joint working between classes and a similar theme for pupils to follow.

## Impact

Our spiral curriculum allows our pupils to develop knowledge that then become embedded skills which can be effectively transferred to all other aspects of their lives. Sometimes our pupils are directly taught skills and this becomes knowledge. We positively and honestly address all our pupils' individual learning needs and challenge them to make expected or better than expected progress year on year

## Every classroom

### Continuous Provision

This enables children to return to their explorations and consolidate their learning over the course of a day or a more extended period. Resources are provided indoors and outdoors for children to interact with creatively. Activities provided are varied and geared towards learner's interest, although not exclusively, in order to expose them to new experiences.



### Outdoor learning

This forms part of and sessions that take place in each class's breakout area; our Forest; our pond; our sensory and horticulture areas and in the wider community.

- Play as an integral part of learning and developing social and communication skills.
- Communication aids and visual timetable is an integral part of each classroom setup

## **Early Years Foundation Stage- *The Early Years Foundation Stage at the Brook promotes the four principles of the framework.***

- A unique child. (Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.)
- Positive relationships. (Children learn to be strong and independent through positive relationships).
- Enabling environments (Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.)
- Learning and development. (Children learn in different ways)

### **Intent**

Our intent is to provide a rich, enabling, continuous provision for all EYFS learners which follows the statutory framework for the early years foundation stage. Therefore, our Early Years curriculum follows the prime and specific areas of learning all of which are interconnected. We ensure the characteristics of learning weave through all of these areas, enabling the children to experience and actively explore new things, acquire new skills, develop socially and emotionally and become better communicators.

As our children's development is like a spider's web with many strands rather than being linear, our early years' planning is ambitious, flexible and driven by the children's interests. Depth of learning is fundamental if our children are to be able to consolidate and generalise their knowledge and skills.

We create a well-planned, sequenced, indoor and outdoor learning environment and create time and space for them to learn through play, whilst adults sensitively guide and extend every child's learning.

### **Implementation**

The three prime areas of learning that underpin every aspect of our Early Years provision are: **Communication and language, Physical development and Personal, social and emotional development**

Four specific areas (highlighted below) help to both strengthen the prime areas and supports children to apply them: Literacy, Mathematics, Understanding the world and Expressive arts and design

### **Impact**

Children are powerful learners and all can make progress given the appropriate support within a high quality environment. The Brook Early Years pupil experience provides them with a solid foundation of learning. Our provision enables them to learn how to play and explore, learn through doing, develop their creativity, regulate their strong feelings and behaviour, focus their thinking and plan what to do next. All pupils make progress socially, emotionally and academically and learn skills which provide them with the tools to move through the Key stages until they are ready to transition to secondary school.

## The quality of teaching and learning at The Brook Special Primary School

Learning in its widest sense, is the school's purpose and is a shared commitment. We recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

### Teachers endeavour to

- Enable all pupils to access all aspects of the curriculum in line with their needs and abilities
- Enable pupils to make the minimum of good progress
- Prepare and plan activities that enable pupils to develop knowledge and skills
- Be experts in their curriculum area and share best practice
- Challenge all pupils and provide them with opportunities to work within the school's spiral curriculum effectively so that all their needs are met
- Continuously use formative and summative assessment to improve their offer for individual pupils
- Differentiate teaching to meet the complex needs of our pupils through tasks, method of presentation, level of visual support and resourcing, level of prompting and by outcome

### Classroom management and organisation

At The Brook we operate a range of teaching and learning styles that we call our 'Teacher Toolkit' and this is supported by how our classrooms and teaching spaces are organised to facilitate learning and develop independence.

Some of the ways in which teachers deliver sessions is by:

- Whole class sessions
- Small group work
- One to one teaching
- Collaborative learning
- Independent learning
- Interventions in specific focussed curriculum areas
- Outdoor provision
- Continuous, purposeful provision
- Community based learning

Each classroom is equipped with a range of resources that enable effective teaching and learning. All classrooms have an interactive whiteboard and teachers make the best possible use of it when appropriate. Pupils are taught to use appropriate resources correctly, safely, carefully and respectfully. Resources are always chosen to reflect the cultural and linguistic diversity of our society and to ensure that all pupils have equality of access.



### Support for learning

In order to support learners, teachers and support staff must:

- Ensure visual timetables and daily schedules are in use at all times and that individual timetables reflect the needs of each pupil
- Use augmented communication, including objects of reference, photos, symbols, signing and PODD
- Build opportunities for reinforcement and consolidation into schemes of work
- Make clear to all those working with the pupils the expectations for the lesson and the pupils' learning, by sharing individualised targets and assessment.
- Ensure that technical vocabulary associated with specific curriculum areas is taught appropriately
- Ensure effective and flexible deployment of Special Needs Assistants within the classroom to support the learning needs of individual pupils
- Undertake professional development, both in house and from external providers, throughout the year. Curriculum leads will attend training that will help them to become experts in their subject area
- Accept support from colleagues and the teaching and learning mentor
- Ensure that behaviour is managed positively using agreed and consistent approaches
- Ensure pupil voice is part of each lesson where appropriate
- Use assessment for learning to inform future planning

## Our Teaching Community

All in this together



Our curriculum development is seen as the responsibility of all members of our school community; it reflects not only the needs of the children but also takes account of the view of families, Governors and the local community. Staff ‘share and inspire’ workshops are held as part of our Continuing Professional Development programme; these aim to collaboratively develop curricular ideas and to share specific skills, resources and expertise. These sessions ensure that the best practice is spread effectively throughout all phases within the school and make a significant contribution to the leadership’s drive for continuous improvement.

As the curriculum framework has been devised by our school community to meet the needs of our present and future cohorts and came about through close collaboration, imaginative approaches, pedagogical imperatives and sharing of expertise, practitioners now share a passion, commitment and a sense of ownership towards our curricula approach.

All teachers have a whole school role as ‘Curriculum leaders’ and work within a curriculum team. These teachers lead the development of their curriculum areas and produce termly ‘schemes of work’ which class teachers use as a springboard to for delivering the curriculum subjects to their individual classes. The importance of this role is reflected in all teachers’ appraisal targets.

‘Learning Walks’ give curriculum leaders an overall perspective on the delivery and development of their subject area throughout the school; this is a two-way process since it ensures that the quality of education delivery is constantly monitored and the curriculum content is regularly interrogated. This ensures that our curriculum remains a live, evolving organism. Curriculum leaders also have financial responsibility for their curriculum area; are responsible for purchasing high quality and relevant resources for both key stages and lead on reviewing and updating their subject’s policies.

## Emotional well-being, Positive Behaviour Support, and access to the curriculum



In January 2019, The Brook School launched our new bespoke wellbeing mindset. It encompasses the core values of The Brook and outlines the key attitudes and approaches that are the most important in order to support the overall wellbeing of our pupils and their families.

**R**elationships **E**valuative **S**tructured **P**ositivity **E**ngagement **C**onsistency **T**eamwork

<p style="text-align: center;"><b>Relationships</b></p> <p>We work hard to build and maintain strong relationships with our pupils, parents and colleagues.</p>	<p style="text-align: center;"><b>Evaluative</b></p> <p>It is important to:</p> <ul style="list-style-type: none"> <li>- observe our pupils and listen to their “pupil voice” and</li> <li>- be self-reflective of our practice.</li> </ul>	<p style="text-align: center;"><b>Structured</b></p> <p>We embed structure where necessary:</p> <ul style="list-style-type: none"> <li>- Routines</li> <li>- Boundaries</li> <li>- Expectations</li> <li>- Steps to success</li> </ul>
<p style="text-align: center;"><b>Positivity</b></p> <p>Our pupils need to be in a positive environment, receive positive reinforcement and learn from positive role models.</p>	<p style="text-align: center;"><b>Engagement</b></p> <p>We motivate, entice, encourage and inspire our pupils to succeed in a fun, engaging and creative school.</p>	<p style="text-align: center;"><b>Consistency</b></p> <p>We share this common mindset and practise consistent approaches, which reinforce learning to ensure progress.</p>
<p style="text-align: center;"><b>Teamwork</b></p> <p>We work together as a team, with our pupils and their families at the centre of our shared mindset.</p>		

## Why have a R.E.S.P.E.C.T mindset?

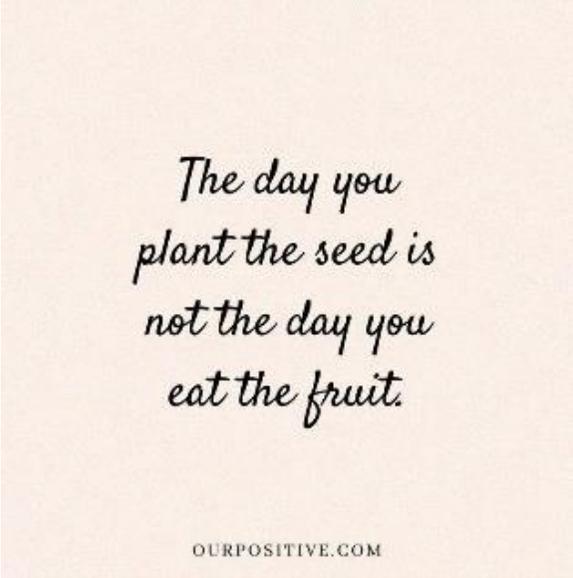
There are three main reasons why the school has initiated this wellbeing mindset:

### **One size does not fit all.**

We are a SEND school and our pupils range significantly in regards to their communication, social and cognition skills and it is therefore important to recognise that having the same procedure for behaviour support does not work for everyone. Having a fixed protocol for sanctions and rewards in relation to pupil behaviour does not support our individual learners and their needs in the best way. What we can offer however, is a consistent approach; a consistent attitude; a consistent mindset so that our pupils receive differentiated initiatives of behaviour support that meet their individual needs but all stem from the same way of thinking.

### **Nurturing groups**

As part of the Brook's R.E.S.P.E.C.T mindset to support the overall wellbeing of our pupils and their families, we now offer a Nurture Group at the Brook. Supported by The Trailblazer's Team of professionals (an external service supporting wellbeing in Haringey schools), we aim to improve pupils' experiences in their relationships. Our core involves supporting pupils to regulate their emotions better and to improve their coping mechanisms for stressful and challenging experiences. As a natural extension, our work also supports and develops pupil communication, engagement with the curriculum, and self-esteem.



*The day you  
plant the seed is  
not the day you  
eat the fruit.*

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