Statement of Intent for Primary

Mission Statement

We believe in a learning community where everyone feels valued, included and achieves.

Our Vision and Values

- A learning community that believes in second chances for all students.
- A climate for learning which is well ordered, safe and focussed on a culture of nurture and support based on positive, trusting relationships.
- A learning environment that ensures children and young people are well prepared for their next step on their educational journey.

Our Aims & Objectives

- To identify and meet individual learning needs through a nurturing environment.
- To teach every pupil to read and keep them reading – no exceptions.
- To provide a broad, balanced and challenging curriculum, which equips children for their next steps and offers high quality learning opportunities for all.
- To create an environment where opinions and views are respected and appreciated.
- To ensure that every child is given the opportunities to meet their objectives set out in their EHCP.
- To encourage everyone to develop their talents to enable them to take up their rightful place in their communities.
- To develop practice partnership working with all stakeholders.

Intent

At Brownhill we have a very eclectic mix of children who require a much personalised curriculum. With this in mind our primary curriculum is designed to:

- Engage all pupils in learning (at their own pace)
- Enable all pupils to make progress from their individual starting points and to have successes in learning which are to be celebrated.
- Focus on developing pupils' social, emotional and mental health.
- Offer a systemic phonics provision to support pupil progress with reading and writing.
- Focus on depth before breadth having a strong curriculum focus on the fundamental foundations provided by English and Mathematics.
- Support all pupils to make healthy and safe choices.
- Support all pupils to move into, and be successful in the next phase of their educational journey.
- To deliver a broad and balanced programme of study to reflect their national curriculum content.

Implementation

Reading

- Use a phonics first approach to the teaching of reading. This is complemented with a wide range of other work designed to allow pupils to develop both love and proficiency in reading.
- Have a whole school reading strategy that is implemented across primary and involves:

    - Strategies to develop language capability
    - Strategies to improve fluidity
    - Strategies to improve comprehension

- Plan dedicated time for individual reading. Children will have access to age appropriate texts to develop confidence and competence.
- Plan dedicated time for whole class reading. Children will be immersed in a story which will be read to them by their teacher daily.
- Offer interventions for those children who require additional support.

Literacy

- Literacy learning journey is based on the national curriculum and expectations for pupils at the end of key stages 1 & 2.
- Literacy work is linked to class topic to develop an enquiry based curriculum. This allows Brownhill to meet, challenge and develop skills across reading, writing and spoken language.
- Linking literacy and topic allows students to experience breadth in the curriculum.
- Teachers ensure that literacy permeates all other lessons and social time at school.
- Topics are flexible. This allows teachers to be responsive and tailor lessons to the needs and interests of their class.
- Teachers work towards literacy objectives that focus on SPAG / writing in order to encourage children to develop their writing proficiency.
- Ensuring children make progress in spoken language, reading and writing will enable them to engage in and enjoy a broad balanced curriculum.

Numeracy & Maths

The Maths No Problem program seeks to develop and embed pupils' understanding and confidence in using and applying mathematical concepts via the Concrete, Pictorial and Abstract (CPA) approach. This evidence-based approach encourages pupil understanding via highly structured schemes of lessons, based on a spiral approach to the teaching of maths, involving exploration, collaboration, discussion and application of the concepts identified as being most important for the learning of our students. Each lesson follows a consistent approach, thereby reducing cognitive load, and fostering confidence; whilst the schemes of lessons for each mathematical theme build incrementally on concepts introduced in the preceding lesson whilst becoming increasingly advanced. This ensures that each lesson has a layer of newness to it, ensuring a variation in tasks rather than repetition, thus maximising learning. Pupils are helped to engage with their cognitive capital via support to enable them to explore and visualise the concepts being taught in a way that is meaningful to them, via multi-stepped learning opportunities, culminating in the opportunity to practice skills independently. Thus, through exploring concepts via the CPA approach, our students will become more confident and develop a Growth Mindset with regards mathematics.

Our Maths learning journey is based on National Curriculum skills.

We have adopted a termly focus with further sub groups based on the National Curriculum.

- Number (addition, subtraction, multiplication, division) is developed in the autumn term. This gives the children the foundation for small step progression in mathematical skills.
- The spring term is based on geometry and statistics and summer term is based on measure. During each term number is revisited in order to embed the fundamental foundation for mathematical progression.

A long term focus allows the children to gain a level of mastery in a particular field. It also allows for intervention so that pupils with significant gaps can receive personalised and individual support.

Science

In line with the National Curriculum, Brownhill Learning Community has adopted a spiral approach in Science. Throughout which, children will learn a key block of knowledge and concepts each half term.

The purpose of this approach is to secure understanding and progression, through revisiting and building on the key knowledge and concepts acquired the previous year.

Enrichment

There is dedicated curriculum time for enrichment, ensuring that our students experience success through a range of activities and learning experiences. Activities are tailored to our students and may include but are not limited to:

- Gymnastics/ Sport
- Swimming
- Bushcraft
- Music

The activities are vital in building cultural capital, developing relationships, providing children with real world experiences all of which fill gaps and provide opportunities for their personal and social development.

Personal Development

A key priority for us is our pupils' social and emotional development. Teachers ensure that themes around well-being and positive relationships permeate through all lessons. Our aim is to relieve the stresses our pupils often carry with them and consequently reduce high risk behaviours. Where needed staff use co-regulation to support pupils in crisis. Pupils learn about what happens to their body when they are anxious or increasingly stressed. Their growing ability to recognise these signs will help them explore and develop strategies to help them regulate big emotions and feelings. The aim is for pupils to become more able to self-regulate over time. Developing pupils' social, emotional and mental health will enable pupils to engage and enjoy a broad balanced curriculum and provide solid foundations for the next steps in their educational journey.

Impact

The impact of the curriculum will be measured in the following ways:

- Observations of learning
- Student Voice
- Attendance
- Analysis of student progress data
- Analysis of progress in reading
- Analysis of behaviour data
- Numbers of students successfully reintegrated to the next phase of their education

The curriculum will also develop the following skills required in a mainstream setting:

- Self-control and management of behaviour
- Social skills
- Skills for learning
- A positive approach to learning