

Brooklands Primary School Curriculum Vision

At Brooklands Primary and Nursery School, our vision is to 'Make Everyday Count; instilling a life-long love of learning'. This is embodied within our curriculum which is structured to prepare our children to be compassionate citizens of our world, valuing the local context and community. It is our duty, through our curriculum, to ensure our children are ready to flourish at secondary school and have the capacity to be successful in what will be *their* 'modern Britain'. For this to happen, the children must reach high standards of literacy and numeracy. They must have a keen sense on what it means to be 'British' in a Britain that celebrates the differences we all have in our life choices, relationships and, indeed, opinions.

Our curriculum, underpinned by current research, ensures our children will be well-rounded individuals who are prepared for the next stage of their journey. It will promote the demonstration of compassion, integrity and a pursuit of excellence in order for our children to reach their potential. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a legacy on the wider world.

We strive to ensure that every single child becomes the very best citizens of the next generation and have instilled a life-long love of learning. To enable this, we have built our curriculum around the key principles of HEART (Horizon Broadening, Equity, Aspiration, Rich Vocabulary and Thirst for Knowledge)

We know that our children need:		
Independence, resilience and aspiration	Knowledge and understanding of the wider world	Vocabulary
How we know this:		
<ul style="list-style-type: none"> Since Covid, the children have had different learning experiences. There is a need to build all children's resilience and independence and reignite a love of learning. The school falls in the bottom 20% for Education, Skills and Training in the Indices of Deprivation NEET figures for the Long Eaton School (Main Feeder) indicate that 10% fewer children stay in education than national averages. There are also higher than national average figures for children not staying in education or employment. Children need experiences beyond their locality and the self-belief that they can and will attend the very best universities In particular, Covid has had an impact on the ability to sustain stamina in reading and writing. There is a need to provide a literacy rich curriculum which enables children to immerse themselves in high quality texts, building wider knowledge of books, authorial intent and vocabulary. An increased percentage of our pupils, post Covid are accessing nurture support. On entry, our children have low levels of personal and social development 	<ul style="list-style-type: none"> Our current cohort is 96% White British - we want to ensure that our curriculum promotes British Values and educates against protected characteristics (race, prejudice incidents) Statistics show that vulnerable groups of children underachieve nationally when compared with other groups. 44% of pupils at Brooklands School are in receipt of free school meals. This makes up almost a half of our school population. Our children need quality first teaching and targeted intervention to identify gaps and close gaps DfE findings showed implications of restrictions (Covid) were a loss of learning between 2-4 months depending on the subject. The overwhelming majority of pupils at Brooklands School are of the same (Christian) religion or of no religion. To prevent the potential risk of prejudicial incidents based upon the lack of understanding, it's important that that children are taught about other faiths religions and cultures. 	<ul style="list-style-type: none"> On arrival, children demonstrate low levels of communication. Our curriculum needs careful consideration of vocabulary which is explicitly taught and progresses each year Some of our children are not from word-rich, text-rich homes, so we need to provide this. Education endowment foundation research shows that the vocabulary gap between disadvantaged pupils and all others is evident even when children begin school at age 5. Research also tells us that this gap grows bigger at every stage of education afterwards. A diet of high quality text that excites them and pulls them into the world of literature Vocabulary links to aspiration and future success – we want our children to excel in secondary and beyond, aspiring to attend Russell Group Universities Speech and language referrals??
These are important to ensure our children:		
<ul style="list-style-type: none"> Are active learners with a thirst for knowledge. Embrace challenge. Bounce back from disappointment and knockbacks Have high expectations of themselves and others. Demonstrate excellent behaviour for learning. Are ready for secondary school and beyond. Have a love of reading and literature 	<ul style="list-style-type: none"> Broaden their horizons by developing an understanding of global issues and culture. Show an interest in and respect for the diversity of the world. Are responsible citizens who make a positive contribution to their community and beyond Achieve as well as all pupils nationally Given equity in opportunity so that all children have treasured and memorable experiences 	<ul style="list-style-type: none"> Are confident, precise, articulate communicators. Achieve the highest standards. Effectively express their thoughts and opinions. Have a love of reading.

- Are understanding and tolerant, able to communicate effectively with others,

Therefore, we build our curriculum around the following six principles:

<p>Horizon broadening</p> <p>We want our children to be prepared for the next stage of their journey by providing them with as many opportunities as possible. We want to provide them with transferable knowledge that they can apply in future learning. Cultural capital is not just about trips and expensive visits, it is about the experiences woven through the curriculum. We want our children to gain the best possible knowledge, so they have many doors open to them and opportunities to choose their future careers.</p>	<p>Equity</p> <p>Equity is a key principle as our children deserve access to an ambitious curriculum supporting them to achieve the best possible outcomes. Our staff scaffold the curriculum for groups of children in order to achieve this for our pupils in relation to SEND, PP, protected characteristics and sexuality.</p>	<p>Aspiration</p> <p>Our children will learn about the best of what has been written, played, performed, painted and created. We will give them experiences that enhance and support the acquisition of knowledge back in the classroom. Cultural capital is planned in lessons, the books chosen, visitors, educational visits and through the big question assembly</p>	<p>Rich vocabulary</p> <p>Reading and vocabulary are at the heart of the curriculum. The curriculum is planned so that any children that have gaps in phonics and reading are supported to close them quickly. Books are visible everywhere in school and there is a culture that promotes a love of reading at all levels and ages. Parents support and value reading?</p>	<p>Thirst for Knowledge</p> <p>Children need to gain a rich body of knowledge so that they are equipped for each stage of education and life. Knowledge comes first and children cannot acquire higher-level skills without first learning the content of the curriculum. Subject leaders are embedding a well sequenced curriculum with clearly identified concepts that are revisited time and time again so that pupils know and remember more. We want our children to gain the best possible knowledge so they have many doors open to them and opportunities to choose their future careers.</p>
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HEART

Personal, social and emotional health is at the heart of our curriculum. Supported by British values, our children grow and thrive becoming active, engaged and capable citizens who feel they have agency to act in a positive manner. Nurture is tailored to individual need and delivered by skilled staff. All staff provide high quality support for children and families making Brooklands a special place to be.

This is evidenced through:

<ul style="list-style-type: none"> • PSHE is woven carefully through our curriculum • Carefully tailored nurture programme including forest schools which build resilience and confidence • Personalised emotional interventions including sunshine circles for children who need help to co-regulate • Children’s achievements being celebrated through ‘Star of the Week’ assembly and end-of-year Trust Awards 	<ul style="list-style-type: none"> • Equality of opportunity for all to be involved in aspects of school life • Scaffolds help pupils access age related material in the classroom • Practical resources support the teaching of maths • Individualised • Advice and support from external agencies is sought to ensure barriers to learning are overcome • Interventions close gaps in pupil attainment • Culture of respect, aspiration and kindness. 	<ul style="list-style-type: none"> • Our curriculum builds from nursery throughout the school • Our children learn a modern foreign language from nursery onwards • Experts and experiences throughout enquiries. • Our curriculum allows our pupils to engage with the world of work through our careers links • Links with the local community (e.g. visiting the local care home as a community choir) • Opportunity to show leadership skills through play leaders, 	<ul style="list-style-type: none"> • The curriculum being underpinned by high-quality texts • A focus on Early Reading across school • High quality and aspirational phonics system • Key vocabulary identified and displayed for our enquiry • Vocabulary evident in every classroom on working walls and knowledge organisers • Dedicated reading time every day for enjoyment • Access to a library for all children 	<ul style="list-style-type: none"> • Well-sequenced and progressive enquiry-based curriculum that is at least matches the ambition of the National Curriculum. • Content choices are in place to make links across subjects • Content choices reflect our community history, geography and culture • Granular learning sequences in medium-term planning • Opportunities to make links with prior and future learning • Identified sticky knowledge and vocabulary progressions
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<ul style="list-style-type: none"> • Behaviour management in school being built around the values of Kind, Safe and Proud • Children and adults being able to explicitly identify Flying High Trust values at any given time • British values are threaded throughout the curriculum • The RE curriculum covers a number of different religions including Christianity, Hinduism, Islam and Judaism • Weekly RSHE/PSHE sessions • Special celebration days e.g. Chinese New Year • Curriculum design, content choices and delivery • Residentials, experiences, visits in school and externally • Hooks and WOW opportunities • Assemblies • Learning environment • Knowledge organisers 	<ul style="list-style-type: none"> • Range of diverse texts displayed and that are read for enjoyment in class • People and places studied within the curriculum are chosen carefully to reflect diversity e.g. artists • School assemblies that focus on subjects such as racism, tolerance, equality, British values • Zero tolerance for bullying, racism and homophobic incidents 	<p>children's parliament and in their own learning</p> <ul style="list-style-type: none"> • Opportunities to learn about key historical figures (e.g. Martin Luther King) and study classic texts (e.g. Journey to the Centre of the Earth) • Subject specialists deliver PE and music wider opportunities • Extra-curricular activities including a range of after-school clubs, such as choir and sports • Opportunity to be involved in Trust awards and be nominated • Opportunity to be involved in <ul style="list-style-type: none"> ○ School trips ○ Residentials ○ End of year and Christmas performances ○ Children's Parliament ○ Sports teams ○ Trust Sports events ○ Music tuition 	<ul style="list-style-type: none"> • High quality early reading interventions • Talk opportunities as part of the writing sequence. • A reading culture evident throughout school 	<ul style="list-style-type: none"> • Learning journeys on display in all classrooms through working walls • Knowledge organisers in place • Leitner model used in classrooms to help children remember sticky knowledge • A lesson design with clear 'reactivation' and 'reflection' parts to lessons.
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