

Brookside Primary School



Curriculum Statement

'Learn Together, Achieve Together'

At Brookside Primary School we are proud to be a welcoming, inclusive, collaborative school where every child is seen as an individual.

Our Vision is to prepare our children to be ready for the challenges of the future: to be able work both collaboratively and independently; to have respect and empathy towards others; to develop a lifelong love of learning; and to have the confidence to achieve their goals.

We adopt a creative approach to the planning and delivery of the curriculum, ensuring that all our children receive their entitlement of a broad and balanced education. We endeavour to create an open and friendly environment where individual children's needs are met. This will enable them to flourish in our School and achieve their full potential.



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‘Learn Together, Achieve Together’

Our curriculum gives opportunity for the cross-curricular, cooperative learning that we embrace at Brookside Primary School. We always ensure that children can see the connection between subjects within a relevant and exciting context. This approach to teaching provides opportunities for real, hands-on experiences to excite and engage. Furthermore, it allows us to continue to place emphasis on creativity and immersive learning experiences.

The key curriculum drivers (values) for our school, cooperation, empathy for others, and enquiry, thread through our planning, teaching, and learning across the whole school. This ensures that our ethos is consistent and progressive from Reception to Year 6. These values prepare our pupils for modern Britain and as such, we feel that they play an integral role in shaping our curriculum and approach to life at Brookside Primary School.



Co-operation

Co-operative learning is a form of collaborative learning, in which the group works together to maximise their own and each other's learning. In co-operative learning, the development of social skills is very important. The groups are formally structured, and each person in the group is assigned a certain role.



Enquiry

We plan for our children to learn through being actively involved in their learning through investigation of key questions and lines of enquiry.



Empathy for others

We aim to nurture confident, independent children who are able to make responsible choices, understand and maintain positive relationships and have the ability to show empathy and compassion towards others.

Topics or themes are organised into 3 blocks approximately 11 weeks long. The timings of these may vary. The remaining weeks of the year will include whole school topics on 'All about Me', Faith Week, and Maths Week. There are also 3 termly assessment weeks.

Our curriculum Reading Spine allows model-reading of classic and essential reads. Model-reading of literature is powerful because it serves so many instructional purposes; to motivate, encourage,

excite, build background, develop comprehension, assist children in making connections, and serve as a model of what fluent reading sounds like. Studies show having a teacher read aloud to students helps increase their reading level, because it models fluent reading for students. By following along and seeing how the teacher emphasises different words, pauses at commas and full stops, and pronounces difficult words, students can increase their own reading fluency.

Our structured learning approach, appeals to children and excites their interests. Each year group teaches through a number of termly topics which acts as a stimulus for other curriculum areas. Where learning is more suited to discrete teaching (e.g the teaching of phonics, PSHE, Maths and Science) the learners will be taught in this way.

Throughout our curriculum we place a huge importance on providing long term opportunities for children to be outside, connecting with nature and themselves. The children direct their own learning in each session, truly supporting their individual needs, wellbeing and risk awareness as well developing a deep sense of self. Every child in our school has Forest School for half a day every week. During this time, they learn personal skills such as resilience, problem-solving and relationship centred social development. They also learn skills such as fire building, cooking, den building and stick whittling.

Along with Forest School we seek to create opportunities for children to experience and excel in a range of activities that enhance and extend the Curriculum. All children learn at least two instruments as part of their music curriculum. Children have opportunities both inside and outside the classroom e.g. Nurture Groups, Motorskills groups, Residential trips, Zones of regulation, visiting theatre companies and art projects. We use our local area to enhance our curriculum, each class visits Lyme Park each year. The visits to Lyme Park are themed and linked to our topics. As a school we are known as 'The Guardians of Lyme Park'.

We also recognise gaps in pupil's knowledge and skills, based on the local context. Through our work on Faith, pupils develop a good understanding of their own and other's cultures, developing positive attitudes to a wide range of different ethnic and faith groups including those not represented in the wider community. We hold a Faith week each year where each class focuses on a different religion. During this week we have guest speakers from each of the six main religions come into school to speak to the children. During their time at Brookside the children have the opportunity to link with another class in another school with a differing set of demographics.

We enhance our curriculum through circles work which happens weekly in each class. This, along with restorative and cooperative approaches to learning, helps to develop pupil's voice with regards all aspects of their curriculum.

At the beginning of each topic we share the topic Knowledge Organiser. This explains the key information the children will learn in each topic, and the relevant links to previous learning, and future learning opportunities.

Our progression ladders show how the work children do in each class links to previous learning and future learning and make clear the end points the curriculum is building towards.

Pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events

involving other schools. All our class assemblies are mini shows linked to the theme or topic the children are learning. This gives them the opportunity to share their learning in an exciting, dramatic and creative way. We believe Oracy, the ability to speak well, is one of the biggest indicators of a child's success later in life. Our Knowledge Organisers have assessment questions based on the Topic or Themes of the class. The children have the opportunity to choose a question and prepare an assessed presentation for the last week of term. The sharing of their understanding through presentations will deepen the children's learning and share their ability to apply their knowledge as skills.

Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. When children leave Brookside Primary School at the end of Year 6, they should be equipped with the full range of skills that enables them to become lifelong learners.