

Braywick Court School



Curriculum Policy

This policy applies all pupils in the school, including in the EYFS

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Chair of Local Advisory Board:	S.Baker
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Curriculum Intent

We provide an ambitious, coherent and rich curriculum which gives every pupil the knowledge and skills they need to succeed in life. Our curriculum is intended to nurture and enhance the individuality of each child. We enable our pupils to become confident and independent learners with a passion to succeed and a curiosity for the world around them.

Our inquiry-based approach encourages pupils to explore key concepts as threads throughout all areas of the curriculum, building on and making connections to prior learning. Engaging content ensures that our curriculum is knowledge rich whilst interweaving key skills that allow pupils the opportunity to make sense of the changing world around them.

Maximising our unique setting allows us to take learning outside as much as possible. An understanding, respect and passion for the natural world is a thread throughout our curriculum offer.

Our aim is for all pupils to become empowered activists for change, creative problem solvers and ambitious individuals who confidently excel in all they do.

Rationale

Our curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

The curriculum at Braywick Court school follows the principles of constructivist theory, *“human learning is constructed, that learners build new knowledge upon the foundation of previous learning. This prior knowledge influences what new or modified knowledge an individual will construct from new learning experiences”* (Phillips, 1995).

We believe that learning is an active rather than a passive process. Our curriculum ensures that learners construct meaning through active engagement with the world and through gaining agency over their learning. For learning to be fully understood and embedded, our curriculum ensures that meaningful connections between prior knowledge, new knowledge and the processes involved in learning are made.

Pupils are prepared well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. Pupils are able to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 2 and 11. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS). Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific,

technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we provide them with everything they need to succeed. Our curriculum offers a robust understanding of safeguarding through the comprehensive PSHCE and e-safety programmes.

The curriculum at Braywick Court School is developed in consultation with a range of stakeholders. Staff, pupils, parents, LAB Advisors and local industry representatives have all had the opportunity to give insight and input into our curriculum design. These collaborative partnerships are continually fostered to ensure that our curriculum does not stagnate, and always fulfils the ambitions of the community we serve.

Meeting the needs of our Pupils

The majority of pupils enter Braywick Court School having attended preschool in the local area. Most pupils are happy and secure, kind, compliant and are motivated to learn. Our curriculum intends to build upon pupils' early life experiences and to provide them with a learning experience that develops their empathy, understanding of the wider world, to create responsible risk takers, ambitious scholars and individuals who feel empowered to be activists for change. We plan curriculum enhancements, extra-curricular activities and community partnerships which enhance and extend the life experiences of our pupils.

All pupils, regardless of their ability, learning needs or background are able to access our fully inclusive curriculum. Pupils are given agency and ownership over their learning, this allows them the opportunity to present work in a preferred way or to access high levels of adult support should they require it.

Community Collaboration

'It takes a village to raise a child,' is very much the driving force behind the collaboration between Braywick Court School and our stakeholders. By collaborating with the local community, business leaders and elected officials, we can be safe in the knowledge that we offer a varied, rich and relevant curriculum to all of our children, who will leave our surrounding's well rounded, well-educated global citizens.

Curriculum Coherence

Our inquiry-based approach uses the National Curriculum as a benchmark for defining the desired knowledge and skills for each year group or phase. The National Curriculum is a starting point and spring board for our teaching and learning. Subject leadership teams have established and embedded progression frameworks for their subject which ensure cohesive sequencing and opportunities for consolidation of related concepts and skills from EYFS to Year 6.

The curriculum is organised into termly foci: Create, Discover & Explore. Some subject such as art, geography and STEM are taught in this immersive way. This ensures that all areas of the National Curriculum are covered, and allows for in depth exploration of a focus subject area across a term.

Inquiry Based Learning

Our curriculum is based upon an Inquiry Based Learning model. Inquiry-based learning is an approach that emphasises the student's role in the learning process. Units of Inquiry begin with a key question, created in partnership between teachers and pupils. Teachers facilitate pupils to explore this question and work towards an end of unit celebration or presentation. Teachers plan units of inquiry skilfully to ensure that all elements of the national curriculum are covered, whilst fulfilling pupils' interests and curiosities.

At Braywick Court School, our curriculum offer goes beyond the scope of the National Curriculum, providing opportunities for all pupils to inquire into a range of key and broader related concepts during each unit of inquiry. Learning through concepts enables pupils to dig deeper into each theme, exploring its wider significance and relevance on a human level.

Our Inquiry-based approach to learning empowers pupils to confidently deconstruct complex ideas through the key concepts. These concepts are revisited throughout the school to ensure a progressive understanding and exploration.

Exemplar Key Concepts:

Adversity	Consequences	Freedom	Oppression	Service
Beauty	Courage	Friendship	Passion	Spirituality
Belief	Creatvity	happiness	Peace	Strength
Belonging	Democracy	Identity	Poverty	Sustainability
Care	Diversity	Individuality	Power	Tradition
Change	Dreams	Influence	Prejudice	Transformation
Choice	Duty	Integration	Pride	Trust
Class	Equality	Judgement	Protest	Truth
Cohesion	Failure	Justice	Reform	Value
Common good	Fairness	Kindness	Resilience	Virtue
Community	Faith	Love	Responsibility	Weakness
Compassion	Fear	Loyalty	Rights	Wealth
Conflict	Forgiveness	Media	Sacrifice	Well-being
Consent	Free Will	Morality	Segregation	Wisdom

Thinking Matters

Braywick Court school is proud to call itself a Thinking School. We embrace the 'Thinking Matters' philosophy, *"an educational community in which all members share a common commitment to giving regular, careful thought to everything that takes place"*. We ensure that our pedagogy and curriculum is child-centred, inclusive, informed by evidence and research and is progress focused.

Our staff are trained in implementing metacognitive tools and strategies throughout their teaching. Thinking and learning are a core focus throughout our curriculum. Teachers ensure that lessons encourage pupils to explicitly explore how they think. Thinking processes are explicitly taught to pupils and they are able to develop a range of metacognitive strategies to aid them in planning, monitoring and evaluating their own learning.

Dynamic and purposeful dialogue is key feature of our pedagogy. Through focused and guided discussions, pupils are able to articulate their thinking processes. This empowers our pupils to understand themselves as a learner and to maximise the opportunities they are given within school.

Curriculum Implementation

Our curriculum organisation is intended to be flexible, ensuring that staff and pupils can take full advantage of the local area, community partnerships and school resources to maximise the impact of their learning.

Teachers carefully plan their curriculum to meet the needs of all pupils, considering the varied starting points of each cohort.

Some subjects, such as maths, are taught discretely. In addition, specialist teaching is used to provide high quality teaching of PE, music and Spanish.

Our inquiry based learning approach ensures that teachers plan component tasks, intended as key milestones throughout the unit. The pathways to these component tasks are guided by the pupils themselves. Each unit culminates in a composite task, which often takes the form of a public celebration or presentation of pupil's work.

Green Schools

Since the opening of Braywick Court in 2014, it has always been our intention to enhance our inquiry curriculum by utilizing the environment with which we are situated, Braywick Nature Reserve. In collaboration with the Braywick Nature Centre and the Green Schools Project, we provide our children with the knowledge and skills required to become all round, responsible global citizens. Throughout their time at Braywick, each child has the opportunity to increase their awareness of both their local and global environment through regular lessons and workshops held both on and off site. We feel that educating children so that they understand and acknowledge the role they play in enhancing and preserving the Earth is now more critical than ever before.

Braywick Court School has signed up to the Zero Carbon Schools initiative. This supports our teachers and pupils to learn more about climate change, to calculate our current school carbon footprint and raise awareness of the measures we can and are already taking to reduce it. As a school, we are committed to significantly reducing our carbon footprint with the aim to be carbon zero by 2030.

Teaching and learning of Green Schools at Braywick

Alongside Braywick Nature Centre and the Green Schools project, we have created an in –depth, age appropriate, formal education programme, which allows each of our children to learn, enjoy and succeed in becoming ambassadors for the environment. In our school, we have an Eco-Team who hold regular meetings, where areas of focus and development are highlighted and action plans agreed.

Each child’s Green Schools journey begins in our preschool. Here they begin to gain familiarity with their local surroundings and are taught how to respect and care for the environment. As the children move into EYFS and KS1, they begin to learn to identify local trees, insects and birds and are taught the importance of how their everyday actions impact the environment; through food waste, saving energy and litter.

As they move into KS2, children are made more formally aware of the negative impact humans can have and have had on our planet, and ways in which these can be reduced or eliminated. They spend time in the outside classroom learning how to build dens, light fires and cook and in Y6, spend a term focussing on climate change and important role models within this sector.

Why is this important?

As many studies have shown, teaching outdoors increases students' interest in a subject and intrinsic motivation to learn, and may help them to retain information longer than regular indoor classes. In addition, playing and learning outside also helps children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles.

Giving children the opportunity to explore, investigate and become familiar with the outdoors is essential in them taking responsibility for their actions. It is our hope that Braywick children inspire others to protect the planet and lead the way in becoming a greener, global citizens.

Early Years Foundation Stage (Age 2 – 5 yrs)

Pupils have a broad programme of study, based on the revised EYFS Framework (April 2017), which ensures:

- **quality and consistency** in provision across preschool and reception class so that every child makes good progress and no child gets left behind
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly

- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS curriculum is carefully planned to provide:

- Three prime areas of learning most essential for children’s readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the Braywick Court EYFS setting works to ensure that:

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors.

The EYFS curriculum is planned to ensure the needs and interests of each pupil are met. Skilled staff carefully observe and interact with pupils to assess their development, progress and engagement with learning and plan for their next steps of learning. This ongoing observation and assessment cycle is used to inform curriculum planning.

The EYFS provision is carefully mapped to ensure progression of knowledge and skills with the curriculum in Key Stages One and Two.

Key Stages One and Two

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Careful and considered curriculum planning and organisation ensures that topics are inquiry led and emphasise key concepts throughout.

During each inquiry cycle, both teachers and pupils use Kath Murdoch’s model (pictured below). It contains seven non-linear phases that support each stage of the inquiry.

These are:

- **Framing the inquiry** - teachers give students agency in designing their inquiry. They ask questions to find out what students know, what students want to know, and how they want to learn
- **Tuning in** - students begin to form early opinions and ideas about the topic as they explore their own thinking. Teachers also participate as inquirers by focusing on students’ visible thinking. This stage allows collaboration, where students can share their initial thoughts about the inquiry with others.
- **Finding out** - students need to find new information to support their inquiry. Again, they are collaborating with their peers through *“some shared experiences that will allow us to talk and share our thinking with others”* (Murdoch, 2015).

- **Sorting out** - students analyse these findings and teachers can assess their understanding. Here, students use collaboration to interpret their findings and communicate their ideas. They are analyzing, answering questions, reviewing, and revising.
- **Going further** - allows students the opportunity to independently explore questions that arose during their inquiry journey. This phase doesn't emphasize collaboration as much as the others, but it exercises the choice and ownership aspects of student agency.
- **Reflecting and acting** - in these phases, students reflect on their learning.
- **Evaluating** - the teacher must review student learning and determine strengths and weaknesses. They have to evaluate the effectiveness of the inquiry journey and reflect for future inquiries. Students have a voice in this stage, where they can share their own reflections.



Subject specific knowledge and skills are taught throughout each unit. Our carefully designed progression maps outline the progression of knowledge, skills and vocabulary from EYFS to Year 6. They also reference the substantive (transferrable) and disciplinary (subject specific) knowledge children need for each subject.

These cover a range of curriculum areas:

- Academic - English, Mathematics, Science,
- Linguistic - Spanish
- Human and Social - History, Geography, Religious Education
- Expressive arts - Art, Music, Dance, Drama
- Life Skills – Relationships Education, PSHCE, Thinking Skills, Philosophy for Children, cookery, RSE.
- Physical – Individual and Team Sports, Gymnastics, Clubs
- Technological - Computing, Design and Technology, STEM

Our extensive enrichment and extra-curricular programme ensures that all pupils are able to access a broad range of experiences during their time at Braywick Court School. In addition, subject specialists are utilised throughout the school to deliver expert tuition.

Our curriculum subjects are divided into 3 areas:

1. Specialist teaching – PE, Spanish & Music
2. Discrete teaching – Mathematics, Science, RSE, PSHCE, RE, Computing, Phonics
3. IBL teaching – split into our three curriculum domains

Create: Art & Design, Dance, Performing Arts

Discover: History

Explore: Geography, DT, STEM,

Curriculum Impact

The curriculum at Braywick Court School will ensure that all children reach the highest levels of achievement and personal development across the curriculum. All children are nurtured and encouraged to be the best that they can be. Our engaging curriculum inspires children to develop a love of learning and a passion to succeed.

Our inquiry-based approach equips our community for success in their future education, the world of work and in society.

Pupil Progress and Assessment

Assessment for Learning is a key approach that all staff include within their teaching. Daily assessment of pupils allows for pertinent feedback, support and challenge. Our staff work dynamically to ensure that every child reaches their full potential.

Pupil progress meetings are held termly to determine if pupils are reaching the required

milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. An intervention flow chart provides clear guidance to staff on how to ensure pupils receive the correct support. If it is determined that the children are still not making adequate progress they may be referred to the school's SENDCo for further investigation into their needs.

Standardised testing is used termly to track pupils progress over time. This information is analysed at pupil progress meetings.

Equal Opportunities and Safeguarding:

The curriculum at Braywick Court School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we ensure the needs of all learners are met. Our non-teaching SENDCO ensures that all requirements of the SEN Code of Practice are met and works with teachers and support staff to ensure that all pupils with specific learning needs can participate fully, learn and succeed.

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. Our PSHCE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Sex and relationships education is provided as appropriate for the pupils' ages and stages of development. Further details can be found in the Sex and Relationships Education Policy.

In EYFS the school will assess according to the statutory Early Years Profile. Results of the Early Years Profile are provided to parents and the Royal Borough of Windsor and Maidenhead.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Additional Policies:

We have a range of other policies that contribute to our curriculum policy. These are the Homework policy, Behavior policy and English policy. Curriculum progression maps and long term

planning also support the implementation of this policy.

Further Information:

Further detailed information on the subjects taught and curriculum mapping is available from the School Office upon request.