

<b>Brunswick Park Curriculum Intent, Implementation and Impact</b>		
<b><u>Intent</u></b>		
<p><b>Learning for Living:</b> At Brunswick Park, we reflect continuously upon which skills and knowledge our children will need for life both in the present day and in the future. We aim to equip all our children with the cultural capital they need in order to participate fully in society as responsible adult citizens of good character and to be successful in future employment. Our curriculum is designed to expose children to high-quality literature and a broad curriculum, which is carefully sequenced to build upon previous knowledge learned and skills acquired, to prepare them for their next steps. Our curriculum is enhanced with regular educational visits and extra-curricular clubs and activities.</p>	<p><b>Respect:</b> The value of respect is at the heart of everything we do: children must know that respect is earned and that it is mutual. We want our children to respect other people, their lives, their families, their cultures, and their languages. We celebrate the diversity of our community, and we teach children to value the contributions their peers make. We want to build in our children the confidence to challenge ideas respectfully, to be able to consider other people's points of view and to have an interest in and curiosity about people who are different from them. Our curriculum aims to build respect in children through the choice of texts and topics we teach and the lessons we plan.</p>	<p><b>Support and Challenge:</b> At Brunswick Park, we have a very wide range of abilities among our children, and our Resource Base is specialist provision in a mainstream setting. It is important to us that there is an element of challenge in all lessons, and that no child is held back. We want our children to develop a thirst for learning, so teachers are careful to ensure the right level of challenge and support for every child in every lesson. Deployment of strategies such as differentiation, intervention, pre-teaching and the use of visuals mean that learning can be tailored to each child's needs, enabling us to reach our aim that all children fulfil their potential.</p>
<b><u>Implementation</u></b>		
<p><b>EYFS</b> Children in Nursery and Reception access free flow learning. Aside from a few short carpet sessions, children spend the majority of their time choosing their own learning from a range of well-planned independent learning opportunities. Practitioners are expected to spend their days engaging with children at their levels in the setting and joining in with their play rather than encouraging children to engage in adult-led tasks. Activities follow a topic theme, but also reflect children's interests.</p>	<p><b>KEY STAGE 1</b> In Year 1, children experience a play-based transition period of at least one half-term. During this time, learning in Year 1 is a mix of adult-led and child-initiated. When children are ready, they are taught as a whole class, similar to teaching in Year 2 and above. Key Stage 1 children enjoy lots of practical opportunities for learning and educational visits, as well as more formal lessons. Children in Key Stage 1 study the same range of subjects as they do in Key Stage 2, except for Spanish, which begins in Year 3.</p>	<p><b>KEY STAGE 2</b> While there are fewer play-based learning opportunities in Key Stage 2, teachers plan many practical activities. They also consider different ways for children to present work, including using digital platforms. Across the school, teachers use differentiation to make sure every child makes progress, with targeted interventions taking place where needed.</p>
<b><u>Impact</u></b>		
<p><b>EYFS</b> In EYFS, practitioners observe children's play and learning and record these observations on Tapestry, an online platform to which parents are encouraged to contribute. Data are collected regularly across the year and used to inform and plan next steps. We report attainment and progress data to parents at the end of the year and update them informally at parents' evenings. At the end of the Reception year, the number of children reaching the GLD (Good Level of Development) is reported to the Local Authority.</p>	<p><b>KEY STAGE 1</b> In Years 1 and 2, teachers use Assessment for Learning strategies to monitor children's progress continually in lessons and across sequences of learning. Daily feedback is expected for all children's work, and this can be written or verbal. Progress and attainment data are collected at four points across the year, and the outcomes are used in Pupil Progress Meetings to ensure teachers are confident about children's attainment and that all children are making progress. The results of the Year 1 Phonics Screening Check are collected nationally and children's levels in all subjects are recorded and tracked internally; they are then shared with parents at the end of the year. All subject leaders are expected to track progress and attainment in their subjects.</p>	<p><b>KEY STAGE 2</b> In Years 3-6, teachers use Assessment for Learning strategies to monitor children's progress in lessons and across sequences of learning continually. Daily feedback is expected for all children's work, and this can be written or verbal. Progress and attainment data are collected at four points across the year, and the outcomes are used in Pupil Progress Meetings to ensure teachers are confident about children's attainment and that all children are making progress. The results of the Year 4 Multiplication Tables Check and the Year 6 SATs are collected nationally and children's levels in all subjects are recorded and tracked internally; they are then shared with parents at the end of the year. All subject leaders are expected to track progress and attainment in their subjects.</p>