

**Brookland School**  
**CURRICULUM, TEACHING AND LEARNING POLICY**

**This Policy, which applies to the whole school is publicly available on the school website and on request a copy may be obtained from the school Office.**

**Legal Status:**

- Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations, 2014.

**Applies to:**

- the whole school including activities inclusive of those outside of the normal school hours.
- all staff (teaching and support staff), the proprietors and volunteers working in the school

**Related Documents:**

- Special Educational Needs and Disability Policy (SEND) Policy, English as an Additional Language Policy, Educational Visits and Off-Site Activities Policy, Behaviour Management Policy, Assessment Policy, Marking Policy, Gifted and Talented, Social, Moral, Spiritual and Cultural Policy, Preventing Extremism and Tackling Radicalisation Policy.
- Subject Policies including, where relevant, Schemes of Work (Programmes of study).

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement, and audit by the Head of Education, who is responsible for the day-to-day organisation of the curriculum. The Head of Education monitors and reviews the planning for all teachers, ensuring that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives and teaching strategies.
- The Proprietor undertakes an annual formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than August 2023, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements, or best practice guidelines so require.



James Docherty  
Head of Education



Dominic Macauley  
Proprietor

Signed Date: 1<sup>st</sup> September 2022

Above all, we believe in engendering in young people a love of lifelong learning. Brookland School ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human, and social, physical, and aesthetic and creative education.

**Linguistic** (including English, French and Spanish) this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading, and writing. English is taught across all Key Stages.

In KS4 pupils will have opportunity to gain various qualifications within English. Pupils will begin with a focus on functional skills qualifications with the aim to achieve a GCSE in English Language.

Modern foreign language is taught at KS2 and 3.

**Mathematical** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration, and discussion. Mathematics is taught across all key stages with provisions to offer a BTEC in Engineering at KS4.

**Scientific** This area is concerned with increasing pupils' knowledge and understanding of nature, materials, and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments, and recording their findings. Science is taught in all Key Stages. Animal care and horticulture are taught as a vocational option at KS4.

**Technological** skills can include information and communication technology (ICT); developing, planning, and communicating ideas; working with tools, equipment, materials, and components to produce good quality products; and evaluating processes and products. Food Technology is taught as a weekly subject throughout all Key Stages. At KS4 pupils will have options to gain qualifications in food technology and/or hospitality.

**Human and Social** This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. Humanities at KS2 and KS3 is taught. At KS4 pupils will have options to gain an Entry Level Qualification in History and Geography.

**Physical** This area aims to develop the pupils; physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. The school provides a range of activities both on and offsite. All pupils have regular opportunities throughout the week for physical exercise through walking and two hours each week of Outdoor Education at KS2 Forest School is delivered. At KS4 pupils will have opportunity to complete a BTEC in Sports Studies.

**Aesthetic and Creative** this area is concerned with the processes of making, composing, and inventing. There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils are encouraged to demonstrate their learning in a variety of ways. Creative Arts is taught at Key Stage 2 and 3 with the option to undertake an Entry Level Qualification at KS4.

The timetable is constantly under review and is subject to changes in staff and in staff responsibility. The aims of our timetabling procedure are to ensure that every pupil has access to all areas of the timetable.

When allocating lesson times, we acknowledge current best practice for pupils within our age range.

The time allocation for ICT is incorporated into the planning for other areas of the curriculum.

#### **Values and Purposes Underpinning the Curriculum**

- At Brookland School we believe education is about developing the 'whole child', by encouraging everyone's intellectual, social, cultural, emotional, spiritual, moral, and physical growth
- We believe that children's full potential will only be realised when their sense of well-being and belonging is at its optimum.
- We believe in giving children the opportunities to enable them to become independent learners with the confidence, knowledge, and skills to be prepared for life in a rapidly changing and challenging world.

## **Aims of the School Curriculum**

- The curriculum offers pupils a thorough, fun, and practical vehicle through which they develop a joy of learning and a sense of achievement and pride. To achieve this, it is essential to make use of the child's natural skills and talents and take account of the unique nature of each child.
- We work with each child's strengths, interests, and experiences to develop their self-confidence, their ability for self-exploration and their effectiveness at collaborative exploration.
- Our fundamental aim is to help each child to think independently, to be able to read between the lines, to question, to enquire, to see the bigger picture and to make connections with their own lives and the wider world.
- The curriculum is modern and holistic in content within a humanist moral framework.
- The curriculum is taught in an active rather than passive fashion, using the outdoor environment, cookery, music, and drama to bring the subjects to life and make them meaningful
- All subjects and topic areas of the curriculum are treated as inter-connected, as well as being connected to everyday life.
- The curriculum offers an education 'in context'; helping the child to also understand the context and history of each topic area.
- The curriculum is designed to be flexible and ever changing, operating within a flexible timetable.
- The curriculum is set up to consider the individual and unique needs of each child.
- Assessment procedures within the curriculum are designed for the children and are therefore fun as well as challenging.
- The school curriculum is also designed to develop the pupil's sense of identity through knowledge and understanding of the social, cultural, moral, and spiritual heritages of Britain's multicultural society and of the local, national, European, and global dimensions of their lives.
- By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, our curriculum enables pupils to think creatively and critically, to solve problems and to make a difference for the better.
- The curriculum provides each child with the opportunity to become creative, innovative, enterprising, and capable of working independently and collaboratively thus equipping each child with the skills and confidence, which will underpin both their success in, and enjoyment of life
- The curriculum also develops their physical skills and encourages them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.
- The school curriculum promotes pupils' spiritual, moral, social, and cultural development and develops principles for negotiating the boundaries between appropriate and inappropriate behaviour choices as well as understanding the many different cultural, historical, and social nuances which make up those boundaries.
- We aim to develop the child's knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.

- The school curriculum aims to develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society.
- The curriculum promotes equal opportunities and enables pupils to challenge discrimination and stereotyping.
- The curriculum aims to develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national, and global level. It also helps to equip pupils as consumers to make informed judgments and independent decisions and the understand their responsibilities and rights.
- The school curriculum promotes pupils' self-esteem and emotional wellbeing and helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- The curriculum aims to develop each child's ability to relate to, and empathise with, others.
- The curriculum is designed to effectively enable pupils to respond positively to opportunities, challenges, and responsibilities, to manage risk and to cope with change and adversity.
- We aim to prepare pupils for the next steps in their education, training, employment, and life and equip them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.
- To effectively achieve these aims of our curriculum we always try to work in collaboration with the individual needs of each child, with families and the local and global community.
- We believe that the essential prerequisite for effectively achieving these aims is to deliver our curriculum within a small scale, child centred educational environment, which is best suited to ensuring that every child has a genuine opportunity to fulfil their full intellectual, social, moral, creative, spiritual, and physical potential.

### **Main Purposes of the School Curriculum**

#### **To establish an entitlement**

- The School Curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to several areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible global citizens.

#### **To establish standards**

- The School Curriculum makes expectations for learning and attainment explicit to pupils, parents, and teachers, and establishes fundamental standards for the performance of all pupils in the subjects it includes. These standards can be used to set targets for improvement, measure progress towards those targets, and monitor and compare performance between individuals, groups, and schools. However, these standards are not rigidly imposed but take careful consideration of the particular and unique needs and history of each child.

#### **To promote continuity and coherence**

- The School Curriculum contributes to a coherent framework that promotes curriculum continuity and is sufficiently flexible to ensure progression in pupils' learning. It facilitates the transition of pupils between schools and phases of education and provides a foundation for lifelong learning.

### **To establish an education for all**

- To ensure entitlement for all pupils to a broad, balanced, modern, and holistic curriculum that offers continuity and coherence and secures high standards.

### **To raise attainment**

- To raise attainment in all subjects, through careful consideration and understanding of each child's needs and learning methods.

### **To provide a thorough curriculum**

- To induct pupils into the essential knowledge, skills, and discourse of subject disciplines and to develop specialisms appropriate to aptitude.

### **To prepare pupils for their future**

- To equip children with the essential social, intellectual, and moral awareness that will prepare them for the further and higher education, for the world of employment and for their future self-confidence and well-being.

### **To increase awareness of community**

- To help pupils become more aware of, and engaged with, their local, national, and global communities. The School Curriculum helps children become fully aware of both the differences and similarities of their communities within a fundamental framework of empathy, tolerance and understanding.

### **To encourage self-responsibility**

- The School Curriculum aims to encourage pupils to develop a strong sense of self responsibility, to take responsibility for their actions, their emotions and their own health and safety, by being able to make informed choices based on an appreciation of the benefits and risks inherent in the choices they make.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

In our school we plan and provide effectively to develop pupils' spiritual, moral, social, and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. Brookland builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how our school promotes SMSC and prevent extremism, please see our: 'SMSC' and 'Preventing Extremism and Radicalisation' Policies.

### **Personal Social, Health and Economic Education (PSHEE) and Citizenship. (Also please refer to our PSHEE policy)**

Each child's Personal, Social, Health, and Citizenship education informs all aspects of the school day. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society.

### **Children with Special Educational Needs and Disabilities (SEND) including Pupils with a Statement of Special Educational Needs (More details are found in our SEND Policy):**

Our curriculum is designed to provide access and opportunity for all children in the school. If we think it necessary

to adapt the curriculum to meet the needs of individual children, then we do so only after parents have been consulted. If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher assesses this need and in most instances can provide resources and educational opportunities, which meets the child's needs within the teaching group. If a child's need is more severe, consideration is given to involving appropriate external agencies. We always provide additional resources and support for children with learning difficulties and/or disabilities.

### **English as an Additional Language (EAL)**

We are committed to providing students with the necessary support and teaching who require English as an additional language. Where this is required, an appropriate programme will be implemented.

### **Expectations of Staff**

Staff are expected to actively promote the curriculum aims by: -

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- delivering lessons which build upon previous experience, providing continuity and progression.
- providing learning opportunities which offer depth and challenge and motivate and inspire children.
- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets, and encouraging children to evaluate their personal achievements.
- developing pupil's skills to become independent learners.
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- working in partnership with children, staff, and parents to achieve shared goals.
- keeping parents/carers regularly and fully informed about the progress and achievements of their children through reports and parents' evenings.

### **Auditing our curriculum: teaching and learning**

When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities, and experiences of adult life.
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being.
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience, and plans for progression.
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils.
- the views of our pupils, parents, and staff.

### **Sex and Relationships Education**

The school provides Sex and Relationships education in the basic curriculum in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the School's Sex and Relationships Education is available to parents. It forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*. In accordance with the law the biological aspects of human reproduction remain compulsory for all

pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons. This is delivered as a specialist study day as well as in Formation Lessons.

### **Political education**

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in several courses and are presented in a balanced manner.

### **On-going Development of the School Curriculum**

The School Curriculum is specifically designed to remain flexible whilst retaining its core values. This flexibility is essential to allow the school to respond to topical issues and changes in society and the world at large. As a school, which prides itself on its ability to meet the individual needs of each child, the curriculum itself can also be adapted to the changing needs of our pupils.

- The curriculum is used as a thorough, academic guide, which nevertheless allows for due flexibility and the ability to change and adapt. It is not inviolable.
- The teacher may adapt the curriculum to meet the children's needs, interests, and abilities at the time, whilst always ensuring that key areas are covered.
- The curriculum is loosely attached to a term-by-term framework. However, if the class is particularly engrossed in a specific topic area, it will be given more time. This allows the children to experience the rewarding nature of 'in depth learning'.
- Similarly, the curriculum operates within a flexible, daily timetable, which allows the teacher to spend if feels appropriate and necessary on each subject. The time spent on a lesson is once again governed by the needs and interest of each class.
- Interesting topical issues are always given space within the curriculum, whether they are issues raised by the class, the media or world events. Consequently, the curriculum is ever changing.
- When certain topic areas within a subject are taught in depth or when new, topical areas are added to the curriculum, it can mean that other, less important, or relevant areas receive less treatment or are not studied. However, it is to be understood that the fundamental purpose of the school's curriculum is to provide an education based on quality rather than quantity.

ALL PUPILS

### **Addressing Individual Needs**

- As a small school with small classes, we are in an excellent position to address the unique needs of each child. With a flexible curriculum we can tailor the curriculum for the benefit of everyone.
- The first part of the school day is a personalized learning period. This allows the teacher to offer individual tuition to pupils who, for whatever reason, are struggling with certain aspects of the curriculum.
- The composition of classes is based on ability in each subject. Pupils who have advanced ability in certain subjects can fulfil their potential in an 'older' class, whereas pupils who are struggling in certain subjects are able to shine in 'younger' classes more suited to their needs and ability at the time. As a small school, the children all mix freely between the ages, so there is no stigma attached to a pupil attending a 'younger' class in certain subjects. 'Stages not ages' is our mantra.
- Where there is a broad mixture of ages and abilities in certain classes and subjects the teacher divides the class into appropriate groups during 'small group work' midway through the lesson. When the range of abilities is impossible to bridge the teacher will divide the class into two groups, setting work for group A whilst teaching group B. Midway through the lesson the teacher will then set work for group B and work with group A.

### **Setting suitable learning challenges**

- We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The school curriculum programmes of study set out what most pupils should be taught at each key stage – but we teach the knowledge, skills and understanding in ways that suit our pupils' abilities at any given time. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to

make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach is applied to take account of any gaps in pupils' learning resulting from missed or interrupted schooling.

- For pupils who have been traumatised by previous experiences or schooling and need to follow a gentler pace provision is made to ensure these pupils receive time in the school day to rebuild their confidence and enthusiasm for learning.
- For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation is necessary. In these circumstances, teachers may need to use the content of programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.
- For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers plan suitably challenging work. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work that draws on the content of different subjects.

### **Responding to pupil's diverse learning needs**

- When planning, teachers set high expectations and provide opportunities for all pupils to achieve. We are aware that pupils bring to the school different experiences, interests, and strengths, which will influence the way in which they learn. Teachers plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.
- To ensure that we meet the full range of pupils' needs, teachers are aware of the requirements of the equal opportunities legislation that covers race, gender, sexual orientation, and disability.
- Teachers take specific action to respond to pupils' diverse needs by creating effective learning environments, securing pupil's motivation and concentration, providing equality of opportunity through teaching approaches, using appropriate assessment approaches and by setting flexible targets for learning.
- We also trust that if all the above is set in place individual children will invariably begin to fulfil their potential. Targets for learning are not written in stone and take into consideration that each child learns at a different pace.

### **Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

A minority of pupils will have learning and assessment requirements which go beyond the provisions described above and, if not addressed, can create barriers to learning. These requirements are likely to arise because of a pupil having a special educational need or disability.

### **Pupils with special educational needs**

- Curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil. Teachers encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access is met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice or, in exceptional circumstances, with a statement of special educational need. Teachers, where appropriate, work closely with representatives of other agencies who may be supporting the pupil. We provide access to learning for pupils with special educational needs by:
  - a. Providing for pupils who need help with communication. Language and literacy
  - b. Planning, where necessary, to develop pupils' understanding using all available senses and experiences



- c. Planning for pupils' full participation in learning and in physical and practical activities
- d. Helping pupils to manage their behaviour effectively and safely and, at key stage 3 and 4, to prepare for adult life
- e. Helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning

### **Pupils with disabilities**

- Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids, which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers act, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the school curriculum. Potential areas of difficulty are identified and addressed at the outset of work, without recourse to formal provisions for disapplication.
- The school takes specific action to enable effective participation of pupils with disabilities by:
  - a. Planning appropriate amounts of time to allow for the satisfactory completion of tasks
  - b. Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
  - c. Identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

### **Pupils who are learning English as an additional language**

- Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning takes account of such factors as the pupil's age, length of time in the country, previous educational experience, and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding is necessary to confirm that no learning difficulties are present.
- The ability of pupils for whom English is an additional language to take part in the curriculum may be ahead of their communication skills in English. Consequently, teachers plan learning opportunities to help pupils develop their English and aim to provide the support pupils need to take part in all subject areas.
- The school takes specific action to help pupils who are learning English as an additional language by:
  - a. Developing their spoken and written language
  - b. Ensuring access to curriculum and to assessment

### **Inclusion in all subjects**

To overcome any potential barriers to learning in all subjects, some pupils may require:

- Support to access text, such as through prepared recordings, particularly when working with significant quantities of written materials or at speed.
- Help to communicate their detailed ideas in tasks that require extended writing, through alternative communication methods such as the use of ICT or speech, to allow them to demonstrate their understanding and to maintain their concentration and motivation.
- Non-visual means to access sources of information when undertaking enquiries into each subject.

### **Building personal development into the curriculum**

Personal development is an essential aspect of Brookland School's curriculum. The Schemes of Work provide opportunities to plan sequences of work, learning outcomes and teaching approaches that support personal development. The Curriculum provides pupils with a broad range of opportunities for developing different skills important for learning and for life beyond the classroom. Pupils are encouraged to apply their different skills in everyday situations as they spend time planning and developing their work, make choices and decisions, and think creatively and independently.

- The curriculum incorporates the development of many cross-curricular skills including skills essential to English, History, ICT, Geography, Science, Religious Education, Maths, PSHE and Art and Design. Although cross-curricular activities take place in each lesson, time is also given in the timetable for thematic days and activity weeks.

Cross-curriculum dimensions provide important unifying areas of learning that help young people make sense of the world and give education relevance and authenticity. They reflect the major ideas and challenges that face individuals and society. Subjects and topics are not taught in isolation but with constant reference to other subjects in the curriculum or other topics areas. At all times children are encouraged to see and investigate the connections between different disciplines as well as the connections with their own lives. Cross-curriculum dimensions include the key areas of identity and cultural diversity, healthy lifestyles, social participation, enterprise, global dimension and sustainable development, technology and the media, and creative and critical thinking.

- One of the fundamental aims of the curriculum is to allow the pupil to see and be able to make connections between their everyday, real lives and the occasional abstract nature of academic learning. To this purpose, pupils are assisted in all subjects, to see how a subject area, whether a mathematical problem or a passage of literature relates to and mirrors their everyday lives.
- This is firstly achieved through teacher led discussions at the beginning and throughout each lesson, involving every child and thus ensuring that each pupil has a concrete understanding of the topic area.
- Secondly, everyday life connections are made through field trips related to each subject. The school's location in A rural town is an invaluable and much used resource in this respect.
- All subjects in the curriculum are taught in an inclusive manner, which makes links between other subjects.
- Literacy is a cornerstone of all subjects and is applied in most lessons with reference to, and often in conjunction with, the literacy lessons taught at the time.
- Where applicable numeracy skills are also accessed in a variety of lessons, from collecting data in subjects such as Geography and Science to assisting in the understanding of Music.
- IT skills are used in all subjects, from Internet research to recorded work.
- Drama is used in all subjects to help illustrate a topic area, from enacting an historical event to acting out the behaviour of atoms in different states.
- The pupils are always made aware of the crossover points between the Sciences, Design and Technology, Music, and Geography, which usually cover similar topic areas in the same year.
- Educational visits and the use of experts from outside of the school further broadens the pupil's perspective and understanding. The curriculum offers a series of educational visits that deepen the pupils' understanding of the world around them. Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows because of sharing the experiences. These include both day and residential visits which within our curriculum planning. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/guardians are informed, and their permission obtained before the visit takes place.
- As well as making connections between other subjects and with the pupil's everyday lives, the curriculum is also designed to help the child understand each subject in its own context.
- The pupils use their knowledge acquired from everyday life, from other subjects and from previous topic areas within the subject studied to hypothesise and answer questions for themselves.
- All levels of assessment are designed to be fun and without pressure, but nevertheless challenging.
- All assessment procedures are used to help the child, not to set them up for failure. Children are encouraged to learn from their mistakes rather than see them as an indication of failure.
- Assessment procedures vary according to the children's age and, to a certain extent, ability.
- Children are assessed on an informal, daily basis. Assessment is also carried out by the teacher in the extensive class discussions that form an integral part of each lesson, as well as in individual tuition sessions. The children also do regular fun quizzes and academic based 'challenges'.

- In the Secondary classes assessment is on-going through observation, through class discussion input, through group and individual activities, through regular homework and through more formalised tests
- The children are principally assessed on project work carried out throughout the year.

The school will monitor the curriculum, external visitors, extra-curricular provision etc. to ensure that the children receive a balanced view and are not being exposed to extreme views or ideas.

### **Communication with Parents and Guardians**

We believe that parents and guardians have a fundamental role to play in helping pupils to learn. The Staff Team at Brookland School provides advice to parents about the progress of pupils in their studies at this school and choices made for the next school. We do all we can to inform parents and guardians about what and how their children are learning by:

- holding parents' evenings to explain our school strategies.
- sending information to parents and guardians at the start of each term in which we outline the topics that the pupils will be studying during that term at school.
- sending regular reports to parents and guardians in which we explain the progress made by each child and indicate how the child can improve further.
- explaining to parents and guardians how they can support their pupils with homework. We suggest support for older pupils with their projects and investigative work.
- posting information on the parent and public pages of the school website.
- being available - we have an open-door policy.
- strong lines of communication with parents living overseas.
- regular, available email correspondence and telephone communication

We believe that parents and guardians have the responsibility to support their pupils and the school in implementing school policies. We expect parents and guardians to:

- ensure that their child has the best attendance and punctuality record possible.
- do their best to keep their child healthy and fit to attend school.
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school, staff and learning in general.
- fulfil the requirements set out in the homework agreement.

Brookland School is a school characterised by, expert pastoral care, behaviour modification and inspiring education. We enable children at a formative stage in their development to experience the joy and excitement of learning in an environment, which celebrates individual strengths and talents and allow pupils to develop the confidence, motivation and ambition that are the hallmarks of our school.