



“Most students come to school ready to learn. Others come to learn how to be learners. Some come to school to be cared for and loved.”

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The Instinctual Brain

The primitive part of the brain that is concerned with our **physical systems**. During traumatic events (or when memories are triggered) this part of the brain takes over to keep us safe.

The Emotional Brain

Concerned with emotions such as sadness, joy, anger and anxiety. When using this part of the brain we can only think of ourselves and need to defend ourselves. Leads to a fight, fright or freeze.

The Thinking Brain

Enables us to develop new skills and problem solve. The thinking brain is used when developing relationships and when looking ahead to the future.



Our curriculum model

Our curriculum is developmental not chronological: it is based on where a child is in their development, not which year group they are in. Pupils are assessed on entry in a range of ways, and their work is tailored to their current stage of academic learning and SEMH development. For many of our pupils their personal development and SEMH needs mean that work in this area has to be prioritised, as a vital first building block in their learning journey. Our curriculum model also recognises the importance of having a strong academic core: for us, this means focusing on literacy, including spoken language, reading and writing, as one of the primary tools through which all other learning is accessed.

The Core Curriculum

Enabling students to engage and enjoy a broad and balanced curriculum

Personal Development

Developing pupils' social, emotional and mental health

Literacy

Ensuring pupils make progress in spoken language, reading and writing

Intent

Our Primary curriculum is designed to:

- Engage all pupils in learning
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupil's social, emotional and mental health
- Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics
- Support all pupils to make healthy and safe choices
- Support all pupils to move into, and be successful in, their next phase of education



Primary Curriculum

Primary Curriculum Intent

Enable all
pupils to make
progress from
starting points

Support pupils
to make
healthy & safe
choices

Focus on
developing
pupils Social,
emotional and
mental health

Engage all
pupils in
learning

Allow pupils
to explore
subjects through
a thematic
Enquiry
approach

Support
pupils to be
successful in
their next
phase of
education

Strong
curriculum
focus on
English &
Maths

Enable all
pupils to
experience
success



Implementation

At Springwell we use an enquiry based curriculum, this is a form of active learning that starts by posing the big question. The learning journey is explicitly shared with children in order to ensure they connect to the big picture of their learning. This approach encourages children to take ownership of their learning and become engaged, independent and motivated.

Pupils in Primary explore the following subjects, using the following curricular programmes as the base of medium term planning:

<p>Spiritual, Moral, Social and Cultural (SMSC) development</p>	<ul style="list-style-type: none"> • We have put SMSC 'at the heart' of our curriculum. It is the over-arching umbrella that encompasses personal development across the whole curriculum. Our enquiry approach is based on a 'big question' to be considered over a term with each subject hooked onto it. Feeding into this big question are smaller enquiry questions based on the SMSC strands.
<p>Literacy & English Core Curriculum Literacy</p>	<ul style="list-style-type: none"> • Our literacy learning journey is based on the National Curriculum and expectations for pupils at the end of key stages 1 and 2. • We use Read, Write, Inc as our phonics programme, along with a wide range of other work designed to allow pupils to develop a love for as well as proficiency in reading. • Our enquiry based learning allows us to link our literacy work to our class topic. Our learning journey allows us to meet challenge and develop skills across reading, writing and spoken language. • We offer a wide range of literacy interventions as part of our intervention menu, so that pupils with significant gaps in learning can receive personalised support. • As well as working towards literacy objectives in literacy lessons, teachers ensure that literacy (including reading, writing, and spoken English) permeates all other lessons, and social time, at school. • We are involved in an oracy project with Voice 21 to develop all children's oracy skills. All KS zones have their own comfortable library area and children's reading and reading comprehension is supported by a reading buddy system to complement interventions.
<p>Maths Core Curriculum</p>	<ul style="list-style-type: none"> • Our maths learning journey, is based on the national curriculum skills and those skills which feature the Numicon programme. This supports teacher delivery of different challenge and allows for progression in mathematical skills. • We use Oxford's Numicon programme to ensure that we are developing strong mathematical processing and reasoning skills as well as providing children with the opportunity to develop maths skills in a concrete pictorial and abstract manner (CPA). • The CPA approach builds on children's existing knowledge by introducing abstract concepts in a concrete and tangible way. It involves moving from concrete materials, to pictorial representations, to abstract symbols and problems. • Our intervention menu includes a range of Mathematics and numeracy interventions so that pupils with significant gaps in learning can receive personalised support.



<p>Topic Core Curriculum Personal Development</p>	<ul style="list-style-type: none"> • We use Cornerstones as the basis of our enquiry topic work. This programme allows teachers to explore learning objectives from humanities, sciences and the creative arts, so that students experience breadth in the curriculum. Teachers are free to choose a topic from Cornerstones that will suit the developmental age, needs and interests of the students in their class. • Cornerstones provides a good foundation for our enquiry based learning, however, we encourage teacher to 'make topics their own', 'give the topics life' and develop them in such a way that 'hooks' the children into their learning. • Enquiry based learning allows our class teachers to be responsive and adaptive to the needs and interest of the children in their class. Through this approach children are encouraged to research, investigate and problem solve to inform their learning. This approach encourages children to take ownership of their learning and become engaged, independent and motivated. • We have developed our own SMSC and BV enquiry questions for each topic so as to ensure this learning is explored, embedded and assessed throughout an enquiry. • Teachers complete a curriculum coverage sheet for every student in their class, which is passed on to their next school as part of transition. • Teachers ensure that topic work makes PSHE and SEMH learning explicit, and can also make use of the PSHE Association's programme and resources. • So that we are able to offer the breadth in the curriculum, children are offered the opportunity to explore most subject areas. The depth that we offer will be appropriate to each learner.
<p>IT Core Curriculum</p>	<ul style="list-style-type: none"> • All children are taught applied IT skills including the use of Microsoft Office programmes via other subjects as appropriate.
<p>Physical activity</p>	<ul style="list-style-type: none"> • All students have access to physical activity every week • All students also have regular opportunities throughout the week for physical activity including through structured activities at break and lunch time and use of the Gym and enrichment time • Our intervention menu includes Sports intervention and the use of sensory circuits
<p>Off Site Learning Personal Development</p>	<ul style="list-style-type: none"> • Pupils may have the opportunity to take part in other activities to enhance the curriculum and provide opportunities for further personal and social development.



<p>Back on Track Personal Development</p> <p>Progress measured through Boxall profile and Doyle's reintegration scale</p>	<ul style="list-style-type: none">• Our student's social and emotional development is a key priority for us. Teachers ensure that themes around wellbeing and relationships permeate through all lessons. Classroom staff and the Care Team support all pupils to begin to recognise their feelings and emotions and understand the concept of 'flipping your lid' using Siegel's Hand Model of the Brain (at an age appropriate level). Where needed staff use co-regulation to support pupils in crisis, with the aim for pupils to become more able to self-regulate over time. Pupils learn about what happens to their body when they are anxious and the intention is that they are able to recognise these signs and explore strategies to help them regulate big feelings and emotions.• We also offer a wide range of 1:1 SEMH interventions as part of our intervention menu, so that pupils with significant development needs identified on their Boxall profile can receive personalised support.
<p>Enrichment Core Curriculum</p>	<ul style="list-style-type: none">• Our curriculum model reflects the importance of enrichment in our children's school lives. We have dedicated curriculum time for enrichment, ensuring our students experience success through a range of activities and learning experiences. This may take place in classes, in key stages or across key stages in 'families'. We work on developing relationships and building cultural capital in our young people. Activities are tailored to our students and may include but are not limited to climbing, equine intervention programmes, sports, yoga, music and bushcraft.

Impact

We will measure the impact of the curriculum in the following ways:

- Observations of learning
- Student voice
- Attendance
- Analysis of student progress data
- Qualitative data on student progress (e.g. through pupil learning journal)
- Quality assurance of PSHE curriculum
- Observations of learning in PSHE lessons
- Analysis of behaviour data
- Analysis of progress in reading and maths standard scores
- Number of students successfully reintegrated to the next phase of their education