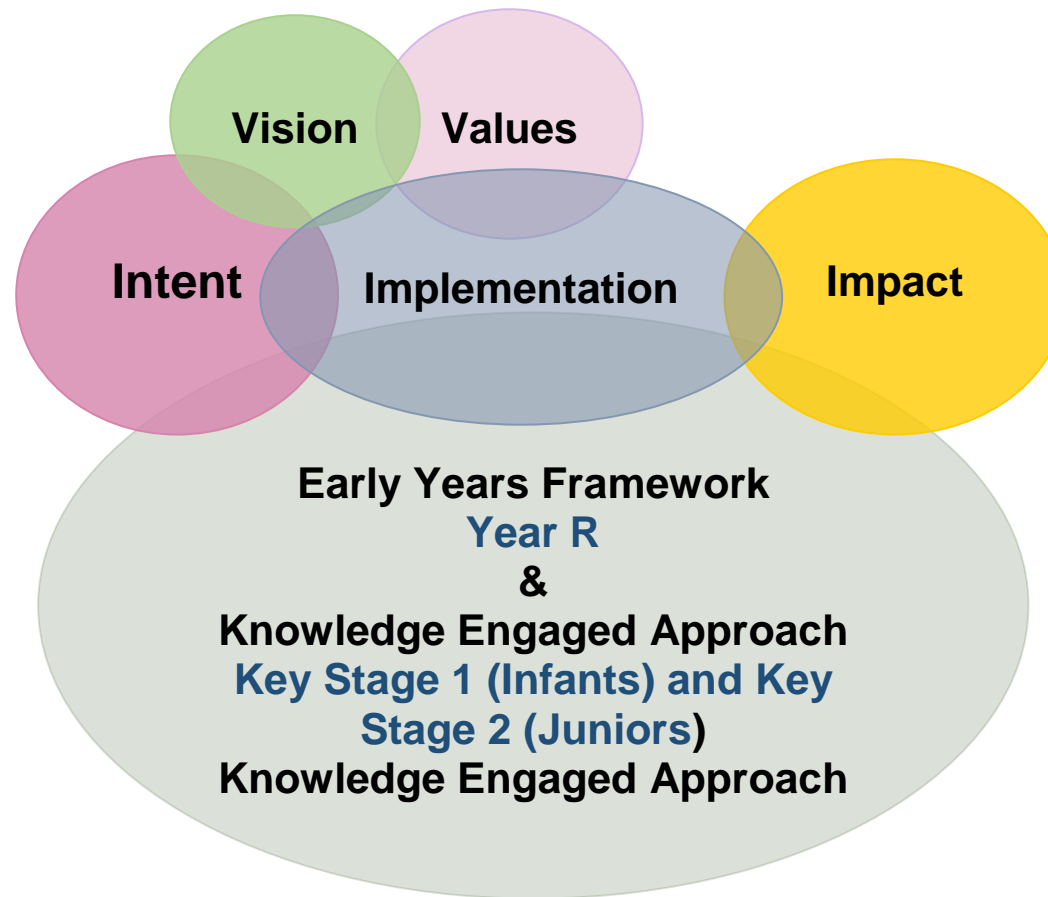


# Balksbury Federation Curriculum Model



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# Balksbury Federation's Ethos and Culture

## Vision

At Balksbury Federation, we believe that education is a powerful gift and is ours to give. We are committed to delivering inspirational teaching that develops well rounded and responsible individuals who aspire to achieve their full potential. Throughout the federation, we respect and value each child. Providing a safe, secure and welcoming learning environment, we will ensure that children gain a wealth of educational experiences as they move on their journey from Year R to Year 6.

## Values

### Perseverance

Within our learning environment we teach our children to persevere in doing something, despite difficulty or delay in achieving success. In the words of Stephen Hawking, we want our children to:

*'Remember to look up at the stars and not down at your feet.'*

Our children are encouraged to welcome challenge and have self-belief. We want them to say:

*'I may not be there yet but I am closer than I was yesterday.'*

### Respect

We strongly believe that respect is a two way process and this is built into our Code of Conduct. It is vital that our children embrace respect of differences and, other people's views and opinions. It is our belief that respect distinguishes from right and wrong, values all, and is a vital moral component of our federated community.

### Collaboration

We strongly believe that by working together with others, children are enabled to solve future problems. Our curriculum fosters opportunities for children to collaborate. Through this, children build self esteem, positive attitudes and see others' point of view

## Phonics

Balksbury Federation uses Little Wandle Letters and Sounds to teach phonics. This is a complete systematic synthetic phonics programme (SSP) developed by schools for schools. Direct teaching is frequent and consistent in its approach both across Year R, Key Stage 1, and where necessary, into Key Stage 2. The programme provides high quality engaging resources that entail repeated practise to build working memory. Children are provided with decodable reading books that match the phonic programme.

## Early Years (Year R) Curriculum

### Intent

At Balksbury Federation, we ensure that every child achieves the best possible start to their educational life. The core aim is to create a learning environment both indoors and outdoors and build relationships that support, enhance and invite a child's curiosity and confidence to flourish, regardless of background, circumstances or needs.

By working collaboratively with families, the federation will encourage independent, enthusiastic and happy learners who thrive and reach their full potential. It is the intent of the federation that children begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding the federation's positive behaviour and attitudes to school and a love of learning. Throughout Year R, parents and carers are encouraged to take part in their children's learning. This will be through:

- Contributing to Tapestry with achievements, triumphs and events at home
- Sending in Wow moments to share
- Discussions with the class teacher at Parents' Evening
- Snippets of news at the classroom door

### Implementation

Throughout a child's first year, Year R, the federation follows the Early Years Foundation Stage Framework which leads to Early Years Foundation Stage Profile for the end of Year R. This is a statutory handbook for schools from the Department for Education, and is made up of an assessment of a child in relation to 17 Early Learning Goals (ELGs). This profile provides a reliable, valid and accurate assessment of a child ready for the next stage in their education – Key Stage 1, into Year 1 and then later, into Year 2 for the National Curriculum. The implementation of this Early Years Profile ensures that there is a supporting system that can help children reach their full potential.

At the end of Year R, the profile defines children as having reached a Good Level of Development (GLD) if they have achieved the expected level for the ELGs in the prime areas of learning and the specific areas of **Mathematics and Literacy**. This will help teachers in Year 1, and families to understand what a child can do in relation to national expectations. Parents will be sent an end of final year report that summarises the results of the Early Years Profile.

The assessment of GLD is a build up of day to day informal checking of what children have learnt and informs the Year R Team on an ongoing basis to plan opportunities. This will identify areas where children may be falling behind, due to absence or special educational needs so that the team can provide a 'keep up, not catch up' approach for effective support.

Where a child has Special Educational Needs (SEND), the Year R Team will work with the federation's SENDCo to establish needs and ensure that the child can make progress from relative starting points.

The federation celebrates linguistic diversity and is inclusive of children whose home language is not English and will work with families to seek their input so that they can be confident about what the child knows and understands.

## The Seven Areas of the Early Years Profile and Early Learning Goals (ELGs)

### Area 1 - Communication and Language

Enabling children to develop their language and communication skills is an essential early learning goal that forms the foundation of learning both indoors and outdoors. The federation's Year R Team will provide an environment that encourages quality conversation to build a language-rich childhood. For example, the team will talk about the child's interests or repeating what the child has said back to them with new words. Other activities will include reading to children and storytelling. All of these activities will empower children to learn new sentence structures, vocabulary and ideas in a supportive learning atmosphere.

#### ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

#### ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher

## **Area 2 - Personal, Social and Emotional Development**

Personal, social and emotional development, also known as PSED, is an essential part of children's social skills, mental health and cognitive development. The federation's Year R Team will support children to identify and understand their different feelings, which is an important skill that shapes their social world. For example, the team will guide children to manage their emotions, set goals and build confidence in their own abilities. They will also support children's social skills through interactions with other children in order to form positive relationships. The federation's *Code of Conduct* highlights and underpins how adults will support children in knowing right from wrong. This is also embedded in our Health and Wellbeing Curriculum.

### **ELG: Self Regulation**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

### **ELG: Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing going to the toilet, and understanding the importance of healthy food choices

### **ELG: Building Relationships**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

### **Area 3 – Physical Development**

Children have a lot of energy, so the federation recognises that being active is important to children maintaining a healthy and active lifestyle right from the start of their education. Gross and fine motor skills are crucial to being active as they develop slowly and begin with sensory and strength activities that lead to coordination, positional awareness and play movement. The federation's Year R Team plan for many physical opportunities both indoors and outdoors in order to utilise the enormous federation grounds. For example, indoor dance, gardening, wellie walks, exploring outdoors apparatus, alongside physical activities in the outdoor area.

#### **ELG: Gross Motor Skills**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

#### **ELG: Fine Motor Skills**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.



## Area 4 – Literacy

Literacy covers two main learning objectives: language comprehension and word reading. At Balksbury Federation, we strongly believe that it is crucial children are introduced to new words, stories, and, reading and writing opportunities from the time children start in Year R; this sets a solid foundation for future learning and ensures children are ready for the next stage in their education, Key Stage 1 – Year 1. The Year R Team will read to children every day both fiction and non-fiction, and teach them new rhymes, songs and poems. The federation's Year R Team teach children to read through the *Little Wandle* phonics programme. Children learn phonic sounds as soon as they start school and will take home a reading book matched to the sounds they are learning. Learning to write starts with mark making and the team will provide lots of opportunities for children both indoors and outdoors. Children are taught how to formulate printed letters that support the Little Wandle programme (and will be taught to join up in Key Stage 2).

### ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

### ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

### ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

## **Area 5 – Mathematics**

Maths is an important part of learning for children in Year R, and the federation recognises that Maths provides vital life skills. Throughout Year R, children learn to investigate, explore, talk, problem solve and 'do things' with numbers. The Year R Team will plan opportunities such as counting, organising and subitising to develop a strong grounding in number which is an essential building block ready for Key Stage 1, Year 1. Each day, children are offered a positive environment both indoors and outdoors where Maths learning can take place with confidence.

### **ELG: Number**

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

### **ELG: Number Patterns**

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

## **Area 6 – Understanding the World**

Throughout Year R, children will build an understanding of community, and the physical world around them. Children will be presented with ideas, new situations and technology to increase their awareness and knowledge beyond their home. For example, children will use the library on a weekly basis and begin to make visits off site. The Year R Team will also share stories for a broad range of perspectives and places.

### **ELG: Past and Present**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

### **ELG: People, Culture and Communities**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps

### **ELG: The Natural World**

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

## **Area 7 – Expressive Arts and Design**

Children need to develop their awareness of art and culture to fuel creativity and imagination. Therefore, the Year R Team will encourage children's artistic sides by helping them to engage with new activities that feature a variety of media and materials. From drawing to painting to playing instruments, children will be able to express themselves both indoors and outdoors to communicate through art in positive developmental activities.

### **ELG: Creating with Materials**

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

### **ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.

## **Impact**

Through the Year R curriculum, educational experiences are deeply engaged in play. Children will grow to be confident, competent lifelong learners and good citizens. Effective communication and collaboration ensure that Year R children move into Year 1 ready for the next stage in their education with a solid foundation of learning on which to build. The Year R Team, will carry out regular internal assessment of practice sessions to ensure that the federation is providing a broad range of opportunities for children.

Assessments carried out by the Year R Team start with careful observations of children which are used to inform planning. This leads to assessments being made for all seven areas of the Early Years Foundation Stage Profile. The team carry out a statutory Reception Baseline Assessment (RBA) at the beginning of the academic year. This assessment focuses on 'Language, Communication and, Literacy and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of Key Stage 2 (Year 6), and provides a relative starting point for all children. Learning and teaching is therefore effective when children feel a sense of belonging, curiosity and competence to create high levels of resilience and perseverance.

## Key Stage 1 & Key Stage 2

### Intent

Balksbury Federation's Key Stage 1 and Key Stage 2 bespoke curriculum model sets out the core aims for the education offered within both schools in the federation. This is underpinned by our Vision and Values, as set out on page 2, and the National Curriculum. In addition, it provides a *framework* for setting out how our children will gain the core aims of subjects' Progression of Knowledge and Skills. By framework, we mean '*a personalised and clearly set out journey from a starting point, through to a visible endpoint.*' The federation will provide children with a *Knowledge-engaged curriculum approach* in order to immerse children in an exciting and empowering curriculum that equips them for today and tomorrow.

The first priority for both schools within the federation is to ensure that children are safe and secure, therefore, safety is paramount for the curriculum. This will support:

- Promoting achievement, confidence and good behaviour
- Allowing children to enjoy learning and thrive
- The provision of an environment where high quality activities take place

Leaders will ensure that children's voices support change within the future curriculum in order to drive change and create a Balksbury Citizen who is ready for the next stage in their education.



*The Balksbury Citizen*

## Implementation

In implementing a bespoke curriculum at Balksbury Federation, all our subjects:

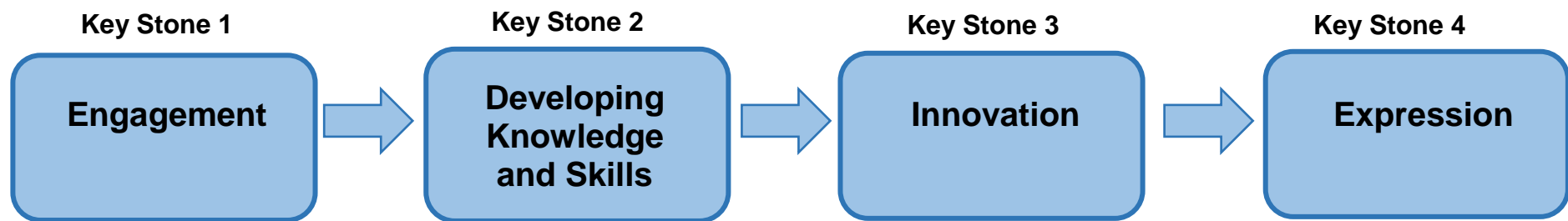
- Are designed to create a balance between the National Curriculum statutory requirements, and a range of experiences which provide cultural capital for children
- Provide enriched memorable experiences from which children can learn and develop transferrable knowledge and skills
- Provide opportunities for shared commonalities
- Meet individual needs of the children
- Provide a safe environment which is embedded by positive behaviours and attitudes
- Expect children to work hard and foster high expectations for achievement
- Engender a sense of personal pride in achievement
- Are bound by our Vision, Values and Code of Conduct

Subject Leaders play an important part in the success of the curriculum by leading a programme of subject development, monitoring, evaluation and review, alongside celebrating good practice that contributes to the ongoing commitment of evolution and improvement. Fundamentally, Subject Leaders will:

- Set subject outcomes, objectives, standards and expectations that define what needs to be achieved
- Set out a subject curriculum that has been sequenced to demonstrate how new knowledge and skills build on what has been taught so that children *'know more, remember more, and are able to do more'*
- Set out subject specific endpoints that are clear and measurable so that staff know what learners need to know and are able to do to reach those endpoints

## Key Stones

Our **Knowledge-engaged** curriculum is built up of four core Key Stones. These provide: *‘rich and varied learning experiences as children move on their journey from Year R to Year 6’*. For example, the curriculum is not confined to classrooms and ensures that children’s imagination is extended to promote learning without barriers and offers endless possibilities.



### Key Stone 1 - Engagement

Engagement as a Key Stone means that all children have a good start to what they are learning so it is important for the federation to use hooks, real life experiences, creativity and enriched texts. The federation will aim to provide memorable moments and experiences to allow creativity for our children to reach their full potential.

### Key Stone 2 - Developing Knowledge and Skills

Children gain valuable knowledge about the area they are learning coupled with relevant skills to develop a deep understanding. Through this Key Stone children will:

Make	Do	Create	Calculate	Solve	Draw/paint
Compose	Build	Investigate	Explore	Write	Research own questions

### Key Stone 3 – Innovation

The federation's curriculum offers creative experiences that allow children to apply their knowledge, skills and understanding. Children will:

- Apply knowledge and skills in real life contexts
- Solve problems
- Experience creative activities

### Key Stone 4 – Expression

The federation will provide the time within the curriculum for children to celebrate learning, reflect and evaluate. It is important that children become experts and informers of what they have learnt, so opportunities are provided to share and reflect. For example, becoming:

<i>Artists</i>	<i>Scientists</i>	<i>Historians</i>	<i>Mathematicians</i>	<i>Engineers</i>	<i>Archaeologists</i>
<i>Authors</i>	<i>Musicians</i>	<i>Architects</i>	<i>Digital Developers</i>	<i>Geographers</i>	<i>Athletes</i>

### Impact

From relative starting points, children as Barksbury Citizens will make progress academically, socially, emotionally, physically and creatively. Children know more, remember more and are able to do more across all areas of the curriculum.

Children transfer successfully into the next phase of their education with confidence. Learning values will be embedded and underpin all that children do, providing them the necessary attributes to tackle new challenges. Children will communicate with clarity, confidence and conviction in all the curriculum subjects they learn. Through the bespoke curriculum, all children will have had the opportunity to communicate respectful, inclusive attitudes and behaviours towards others.

Empowerment of children's voices will influence different aspects of the curriculum and lead to children knowing they can play a pivotal role in their own and others' future. As children move to their next stage in their education, they will have a love for learning and a thirst for knowledge; they are a Barksbury Citizen who is prepared for their future.