

The Federation of Bedenham and Holbrook Primary Schools. Curriculum Statement



At the Federation of Bedenham and Holbrook Primary Schools our vision is that children:

will become confident, independent and self-assured learners who excel across the whole curriculum and will achieve at least national standards or better;

will have excellent attitudes to learning which have a positive impact on their progress;

will learn about the world, it's people and have a regard for history and tradition;

will be proud of their achievements, their school and the Federation,

so that when they leave us, they will have experienced a rich and varied curriculum to enable them to become lifelong learners with high aspirations for the future and are ready to face the challenges ahead.

**Learning together and achieving together,
our children will be enthusiastic learners,
excellent communicators,
at the heart of our community and active and healthy.**

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Curriculum Intentions and Implementation

Our Intentions	<p>At the Federation of Bedenham and Holbrook Primary Schools our vision is that our children: will become confident, independent and self-assured learners who excel across the whole curriculum and will achieve at least national standards or better; will have excellent attitudes to learning which have a positive impact on their progress; will learn about the world, it's people and have a regard for history and tradition; will be proud of their achievements, their school and the Federation, so that when they leave us, they will have experienced a rich and varied curriculum to enable them to become lifelong learners with high aspirations for the future and are ready to face the challenges ahead.</p>											<p>We aim to do this by: 1. Having aspirational expectations in all areas of school life 2. Delivering outstanding teaching every day to ensure that all pupils make good progress 3. Teaching a curriculum with growth mind-sets for learning, learning skills and values education 4. Delivering a relevant, inspiring and demanding curriculum which embeds core skills and knowledge, develops personal, social and health understanding and allows for individual talents to grow</p>				
	Learning values		Enthusiastic learners			Excellent communicators			At the heart of our community		Active and healthy					
	Learning skills		Resilience			Enquiring			Respectful		Looking after self					
	Strong teaching and metacognition underpins learning process			Secure better outcomes for all including vulnerable children			Inspire children's curiosity so they love learning			Develop children's own identity and interests						
Curriculum Drivers	Challenge and quality outcomes for all		Develop of a rich vocabulary		Create memorable and relevant connections		Enquiry fuels curiosity		Progression of knowledge into application through taught skills		Personal development and making sense of their world		Curriculum is responsive			
Implementation	English	Maths	Science	Computing	DT	RE	Geography	Music	History	Spanish	Art	PDL	PE			
	SLT			Curriculum Leader				Phase Leaders			Subject Leaders					
	Experiences in class-hook and outcomes.		Trips and visits Residential Experiences		Outdoor Learning Visitors		Class and Celebration assemblies		Events Performances		Newsround		Post cards Wrist bands House Points		Young Governors Librarians House Captains Sports Leaders	
	Curriculum Policy		Behaviour for learning Policy		Assessment Policy		Home learning policy		Clear Progression in key vocabulary and knowledge							
Impact	Challenge and quality outcomes for all		Develop a rich vocabulary		Create memorable and relevant connections		Enquiry fuels curiosity		Progression of knowledge into application through taught skills		Personal development and making sense of their world		Curriculum is responsive			

Impact is systematically monitored, evaluated and reviewed by pupils, parents, leaders and governors.

The review of curriculum drivers are used to refine or modify the curriculum to secure successful outcomes and high standards of all learners.

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Curriculum Intention:

We are a truly inclusive Federation community where the needs of all learners are met within a caring and stimulating environment. We aim to inspire all staff and children to be lifelong learners and prepare our children for the future. Our curriculum, underpinned by our aims, aspirations and the National Curriculum, is engaging and exciting. Within the Federation, there is a purposeful approach to learning, with clear expectations.

Our Federation's curriculum promotes high achievement for all pupils, irrespective of background and starting points. We are committed to tackling disadvantage and creating an inclusive culture through whole school culture and engagement, ensuring fair access and equity, providing accurate pitch and progression, and supporting metacognition, growth mind-set, reflection and motivation. Our curriculum enables development of knowledge and skills. Progression of learning is visible through overviews and sequences of illustrated learning journeys which are exemplified within subject leaders' portfolios. Approaches to learning consider the needs of all learners. Parents and carers are challenged and supported to play a full role in learning.

Our provision is underpinned by research in effective teaching practices, metacognition, self-regulated learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our school curriculum.

Helping children develop their knowledge into long term memory

Children need to practise both skills and knowledge in order to remember, automate, refine and ultimately master them. This includes regular retrieval and application helping them store and recall from the long-term memory and involves routinely practising and refining. We aim to design learning that helps children acquire the knowledge they need and then give them opportunities to apply this knowledge in new, meaningful and purposeful ways.

Sequencing concepts and modelling	Questioning	Reviewing material	Stages of practice
Present new material using small steps. Provide models. Provide scaffolds for difficult tasks.	Ask questions. Check for understanding.	Daily review. Weekly and monthly review.	Guide pupil practice. Obtain a high success rate. Independent practice.

(Rosenshines principles of instruction 2012)

Implementation

We have 7 curriculum intentions which will drive the development of our curriculum provision. These are that our curriculum should:

- Provide challenge for all, alongside quality outcomes for all
- Develop a rich vocabulary
- Create memorable and relevant connections
- Be enquiry based to inspire curiosity
- Progression of knowledge into application through taught skills
- Support personal development and make sense of the world
- Be responsive to change

What makes great teaching at our Federation?

Integral to this policy are our "essentials" documents for reading, writing and maths (**Annex A**) and individual subject statements found in Annex B. These documents are underpinned by the following components of great teaching:

- a deep knowledge of the subjects taught. This includes an understanding of the way that children think about the content, being able to evaluate the thinking behind children's methods and identifying common misconceptions;

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- effective questioning and use of assessment which includes providing WAGOLs (What A Good One Looks Like) and allowing time for skills to embed alongside a clear progression in new knowledge;
- use of flexible and responsive teaching strategies, flexible pupil groupings not solely driven by perceived ability or prior attainment;
- a classroom climate created by teachers which inspires and motivates all pupils and supports metacognition and self-regulated learning. Teachers incorporate metacognition within planning class inputs, guided groups and flexible groupings.
- teachers **activate prior knowledge, give explicit instruction, model learned strategies, memorisation of strategies, guided practice, independent practice, structured reflection;**
- classroom management which enables effective use of resources and clear behaviour for learning strategies in line with Federation policy;
- use of skilful instruction, coaching and facilitating through varied activities such as enquiry, instruction, active, practical and theoretical.
- use of strategies for effective learning; spaced, retrieval, interleaving, elaboration, concrete examples and dual coding.

(Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major October 2014, John Hattie, 2012, Six Strategies for Effective Learning by Yana Weinstein, Megan Smith, & Oliver Caviglioli 2019 Metacognition and Self-Regulated Learning Guidance Report EEF 2020)

The learning Journey through a topic

Our children are taught key skills and knowledge through enquiry where this is relevant using the “Enthusiastic Learner’s Enquiry wheel. (**Annex B**) which also supports metacognition. Each year group starts their journey with a “hook” and will undertake a visit or have a speaker to support their learning.

The enquiry allows children to generate knowledge, ask questions and gather information. Analysis, sorting and comparing work enables the children to deepen their understanding and knowledge. All of our journeys end with an exciting purposeful outcome, allowing our children to share their learning with others.

For all subjects, year teams plan learning journeys together ensuring the same rich opportunities are provided for all. The learning journey sequence is illustrated through the topic enquiry wheel (**Annex B**) alongside “What I need to know” knowledge organisers. Effective cross-curricular links are made, where relevant, to show our children how the subjects are related and opportunities are taken to learn maths and English in a real life context. Vocabulary progression is clear within a subject.

Children are taught to work both collaboratively and independently in order to secure high quality work. We share child-friendly learning objectives in all lessons with the children and clear “steps for success” which show the children what they need to do in lessons in order to be successful. These also support self and peer-evaluation and provide a framework for teachers’ feedback. Our Federation curriculum includes engaging planned educational experiences and gives opportunity for real world learning where appropriate.

As part of the learning journey we revisit and review previous knowledge in context: What of the previous units can the children recall and use to support their understanding in this journey? What is the new knowledge that they will learn? What skills will they be focusing on developing over this unit of work? What do they already know?

New knowledge is presented in a small steps approach, ensuring that previous learning is linked and made explicit to the children. Guided Practice provides opportunities for the application of new, and previous, knowledge within the context of the age related expectations. Independent application allows for application and overlearning of the newly acquired knowledge. Children also have the opportunity to evaluate and assess throughout.

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Our progressive vocabulary ladders identify key vocabulary to be taught from EYFS to year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these. Beyond this, we know that, ultimately, the most powerful method of broadening and deepening the vocabulary of our children is to get them reading.

We provide:

- Enjoyable learning experiences; Golden lunch, trips, visitors, residential etc **Annex C**
- A stimulating, challenging and up-to-date curriculum
- An understanding of fundamental British Values
- Encouragement and support for children to be enthusiastic learners and excellent communicators who make excellent progress
- Support to enable children to be at the heart of our community and active and healthy

A high quality learning environment is important to us and we will achieve this by:

- Using high quality resources and experiences
- Having clear and consistent high expectations of behaviour for learning as reflected within the Federation policy
- Respecting the rights of every member of the school
- Developing strong relationships with families and the wider community
- Using the local environment as a rich and relevant resource
- Exploring key ideas through purposeful discussion

We will develop lifelong learning by:

- Encouraging children to persevere when faced with new and challenging experiences using a Growth Mindset approach.
- Involving families in the education of their children
- Encouraging children to take an active role in the decisions made about their learning
- Developing each child's personality, talent and capabilities to the fullest.

Effective teaching will be achieved by:

- Reflecting collaboratively on our practice
- Judging the quality of our teaching by the impact on pupil's learning
- Providing a consistent framework for teaching and learning, encouraging teachers to be creative and innovative to achieve the best possible outcomes
- Adapting our teaching to meet the needs of each group of learners and where needed, individual provision.

We will utilise the skills of our support staff by:

- Providing support staff with the planning process
- Identifying key questions when planning
- Giving and involving in a clear role during whole class input
- Modelling how to promote independent and resilient learners
- Liaising during and at the end of lessons to gain feedback regarding children's learning
- Team teaching during whole class inputs.

Evaluation

Evaluation of our curriculum is through whole Federation analysis, led by the Curriculum Leaders and involving all subject leaders, teachers, governors, parents/carers and Young Governors. It will be planned through the School Improvement Plan. Evaluation will ask the following questions:

- Are the children connecting, developing and deepening knowledge and skills?
- Does progression build on knowledge between Key Stage 1 and Key Stage 2?
- Are there secure pathways?
- Does the pathway and task design allow for progression from shallow to deep thinking?
- Is curriculum content responsive and relevant to today's world?
- Does it inspire curiosity by being enquiry based?
- Does it create memorable moments and enough opportunities for Awe and Wonder?
- Are children's personal identities and their relationship with the world sufficiently explored?

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Evaluation is conducted at the end of each term with the children giving their feedback on each topic through Young Governors. Subject leaders also review outcomes in books, through pupil conferencing, displays and through analysis of assessment data.

Impact

The impact of our curriculum on learning is systematically monitored, evaluated and reviewed, through planned activities linked to School Improvement Plans (e.g. pupil progress meetings, book and planning scrutiny, lesson observations and pupil conferencing). This monitoring and evaluation serves to adapt and improve provision to meet aspirations and drive continuous improvement of the curriculum therefore achieving successful outcomes for all.

Each national curriculum subject has a leader responsible for ensuring that the requirements of the national curriculum are covered within each year group, so that as a child moves through the school they build their subject specific knowledge, skills and understanding. Each subject leader has worked on a progression of skills and knowledge linked to the 2 year rolling programme for their subject.

Individual subject leaders monitor impact through illustrated learning journeys and subject specific assessment. We closely monitor pupil progress within lessons and over the course of a learning journey, adjusting lessons and units based on continuous feedback and assessment.

Assessment grids enable challenge for children with higher attainment and supports learning for vulnerable children. Assessment is led by Dylan William's Formative Assessment Strategies (see assessment for learning policy).

Home learning

Activity	Online Resource	Expected amount
Reading	Home reading book and journal	5 times a week
Times tables practice	Times Tables Rockstar	3 times a week
Maths	My Maths	Each fortnight
Spellings	Spelling Frame	Every week

In addition, each term there will be a reading challenge and an optional competition. Completion of the reading challenge involves reading a total of....books.

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What good teaching and learning looks like in writing

Possessing the ability to successfully write provides the writer with the power to communicate; it offers them the opportunity to entertain, inform, persuade and inspire others.

Intent	Implementation	Impact
<p>Clear learning journeys with progression of skills and opportunities for talk for writing, development of vocabulary, SPAG and reading.</p> <p>Children:</p> <ul style="list-style-type: none"> can write for a range of purposes, audiences and across different genres. have a good stamina for writing. can communicate clearly and can select the appropriate skills for the correct genre. apply their phonic skills. can evaluate the effectiveness of their writing. are provided with opportunities to hear and read texts which enrich their vocabulary and cultural experiences <p>Children's attainment for writing is consistent across the curriculum.</p> <p>All staff subject knowledge is secure and they are able to move children forward in learning.</p> <p>High expectations are consistent.</p> <p>The writing curriculum is aspirational and responsive to the children's needs.</p> <p>Learning journeys for units of work are planned in a sequence to develop prior knowledge and ensure there is a clear progression of skills.</p> <p>Age appropriate, rich texts drivers provide good models of vocabulary and a range of themes.</p> <p>Handwriting is clear and letters are correctly formed.</p> <p>The curriculum is planned from the National Curriculum and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points.</p> <p>The Hampshire Assessment Model is used to plan and the SEND planning tool.</p> <p>Terminology: GDS, ARE, SEN, WTS (working towards)</p>	<p>Planning:</p> <ul style="list-style-type: none"> Task design provides challenge and allow children to work independently. Opportunities for SOA writes across the curriculum to check for application of skills. Children are given opportunities to choose the form, purpose and audience. Learning journeys follow the three phase model and are evident within the environment. Rich text drivers enhance children's general knowledge of the world and are linked to the curriculum when appropriate. Hook days/experiences engage and excite the children's interests. Teachers follow the HAM phases to ensure progression of skills and increase complexity in learning over the year but are responsive to children's needs. Be shared with all teaching and support staff prior to the lesson and contain a sufficient level of detail to make them effective. Be supported by the use of the SEN planning tool where appropriate. <p>Teaching:</p> <ul style="list-style-type: none"> Explicit teaching of skills and use of WAGOLLS to model writing. Use a range of appropriate pedagogies, including: model and shared writing, group work, peel away groups, split inputs, peer response partners. Pre-teaching of vocabulary. Environments are rich with models of writing and vocabulary and hands-on opportunities for exploring writing and language. Working walls include photos, vocabulary, Task Audience and Purpose, children's responses, WAGOLLS and models. Learning journeys follow the three phase model and are be evident within the environment. Writing scaffolds are available to the children and show variation in task design and need. Drama is used to provide children with first-hand experiences and develop vocabulary and orally rehearse ideas. <p>Assessment:</p> <ul style="list-style-type: none"> Diagnostic feedback is appropriate to phonic phase. Marking is at the point of learning, where possible. Pupils are given time to edit and respond to their marking. AFL at point of learning to re-assess lessons. Assessment helps pupils to embed knowledge and use it fluently and assist teachers in using clear next steps for pupils. Children use talk about skills and knowledge and can explain the learning journey <p>Parental engagement:</p> <ul style="list-style-type: none"> Parents are encouraged to support children with their phonic and spelling development. 	<ul style="list-style-type: none"> Application of phonics and spelling strategies in writing. End of key stage result meet or are better than National. Children have pride in their writing. Children can write across the curriculum in a variety of forms and for different purposes. Children select their word choices using the modelling and rich vocabulary. Progression is evident. Writing outcomes progress in lessons and over time. Learners are prepared for their next stage of education. The school environment reflects a love of writing. Children are confident and competent writers with increased stamina. Staff have a clear understanding of their children's writing attainment and are confident to plan lessons to move their learning on. Writing opportunities are fully embedded in every opportunity across the curriculum.

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What good teaching and learning looks like in Handwriting

Intent	Implementation	Impact
<p>The curriculum is planned from the National Curriculum and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined ends.</p> <p>To use the Hampshire Assessment Model to plan and the Kinetic Letters Handwriting.</p> <p>Learning journeys for units of work are planned in a sequence to develop prior knowledge and ensure there is a clear progression of skills.</p> <p>Teacher subject knowledge is secure.</p> <p>Children's handwriting is in line with the end of year expectations.</p> <p>Children will develop strength in their core and shoulders, in order to hold sit at a table correctly.</p> <p>They will develop fore-arm and wrist strength to enable them to hold and utilise a pencil correctly.</p> <p>High expectations.</p> <p>Write legibly, fluently and with increasing speed, choosing the writing implement that is best suited for a task.</p> <p>Children are provided with opportunities to practice the programme for at least four sessions a week.</p> <p>Opportunities to write for a variety of purposes using the apply section of the handwriting programme.</p> <p>Terminology: (push, pull, down, bump, flick, slide, spacing between words, snuggle letters, brave monkey and scared monkey, letter family names, body holds – strong Lizard, strong Lion, Strong Gorilla, Strong Meercat, strong penguin)</p>	<p>Planning will: X4 / X5 sessions of 20 minutes a week. It will follow the 'Kinetic Letters Scheme'. Provide opportunities to use the Kinetic Letters display to reinforce the teaching of each letter. Opportunities for cross-curricular writing. Resources to allow for accurate delivery of the programme. Be shared with all teaching and support staff prior to the lesson and contain a sufficient level of detail to make them effective. Identify children who are left/ right handed and tasks will be adapted for this e.g. direction of the paper, curly caterpillar, where the pencil is held.</p> <p>Teaching will: Develop the children's core, shoulder and wrist strength to enable them to sit at a table and hold a pencil effectively. Expectations about body positions will be high. Language used to teach the sequence of movements for each letter, is that of the Kinetic Letter Scheme. Lessons will follow the move it, say it and write it approach of the Kinetic Handwriting scheme. Lessons will be pacy and will include AFL (teacher, self-assessment and peer-assessment) Lessons will begin with body strengthening exercises, followed by a revisit of letters already taught. Letters and numbers will be taught as part of their Kinetic Letter Families. Opportunities are provided throughout the day to practice the Strong Body Holds. Environment will reflect the Kinetic Letters Programme. The Kinetic Letters Programme will run across the school. Children in Upper Key Stage 2 will be taught as an intervention if required. Fonts on worksheets, books and displays will be Kinetic, for those classes who are being taught the whole programme. Children will be in lines on the carpet, with resources prepared and ready at the front.</p> <p>Assessment will: Teachers will assess throughout the lesson and children who are struggling may be encouraged to use sand, glitter etc. to help them secure the sequence of movements. Children should be positioned according to their ability e.g. less able on the front carpet line, most able at the back.</p> <p>Parent engagement: Parental engagement is encouraged through helping their children with the Kinetic Letter sheet for that week at home. Workshop for parents will be delivered throughout the year to develop parents understanding of terminology and the programme.</p>	<p>Children will be able to sit at a table and hold a pencil correctly, to enable stamina and fluency in writing.</p> <p>Children use the language of Kinetic Letters when they are discussing their handwriting.</p> <p>The environment around the school models and demonstrates high expectations for handwriting.</p> <p>All staff use the Kinetic Letter terminology for handwriting.</p> <p>Children who are fluent and accurate in the sequence of movements for each letter, will begin to join the correct letters.</p> <p>Children's handwriting will be inline or above End of Year Expectations.</p> <p>Children will have pride in their handwriting.</p>

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What good teaching and learning looks like in Spelling

Intent	Implementation	Impact
<p><i>High expectations are consistent.</i> The curriculum is planned from the National Curriculum, Letters and Sounds and The No Nonsense Spelling programme. It is sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points. The Hampshire Assessment Model is used to support assessment along with the SEND planning tool.</p> <p>The spelling curriculum is aspirational and responsive to the children's needs.</p> <p><i>Children develop increased fluency in writing because they can spell accurately, all the common exception words for expected for their age/level and apply previously taught spelling rules at the point of writing.</i></p> <p><i>Children's attainment for spelling is consistent across the curriculum.</i></p> <p><i>Children use the correct phonological terminology e.g. split diagraph.</i></p> <p>Spelling and phonics lessons will be fun and engaging for the children and promote and include a range of multi-sensory activities.</p> <p><i>Children can use the scaffolds and marking prompts available to edit their spellings.</i></p> <p><i>Children in all year groups, are secure in all the sounds up to phase 6 Letters and Sounds, and use them accurately in their writing.</i></p> <p><i>All staff subject knowledge in phonics and spelling is secure and they are able to move children forward in learning.</i></p>	<p>Planning: No-Nonsense Spelling Programme and termly diagnostics for half termly medium term overviews and sequences of lessons. <i>Clear learning journeys with progression of skills.</i> 'Review-Teach-Practise – Apply' model (within / over a series of lessons) using the Harry Potter/ Magic theme and the environments will reflect this. The 'Apply' phase of the lesson is varied to ensure challenge for all. All children are exposed to all the spellings for their year group and any spellings not secure from previous year groups, are taught as a catch up. Meet the needs of all learners, ensuring that for those children with Dyslexia, activities are multi-sensory. Additional (daily) phonics lessons for KS2 children who are not secure. Common exception words are matched to texts being read and topics being taught across the year so they have a context e.g. when teaching money in Maths, Yr 2 children would be taught to accurately spell Yr 2 CEW 'money'.</p> <p>Teaching: Spelling lessons across the school, revisit of phase 5 phonics sounds. Explicit teaching of spellings and strategies. Use investigative approaches for exploring spelling and phonics in the classroom Use a range of appropriate pedagogies, including: model and shared writing, group work, peel away groups, split inputs, individual practice, peer response partners for editing and proof reading. Learning environments clearly display examples of spellings/phonics sounds previously and currently being taught. Adults frequently model referring to the word rich environment and resources and expect the children to become increasingly independent in this themselves to improve accuracy of spelling. Phonemes are clearly articulated and pronounced accurately by all staff and children (Cues articulation actions). The correct terminology for phonics and spelling is used during the lesson by adults and children. When appropriate, sound buttons are used to show phonemes within words. Previously taught spellings become non-negotiables as part of marking during all lessons with high expectations for children accurately spelling. Feedback marking and scaffolds are used to support children in choosing the correct spellings of words e.g. cloud marking offers 2 options for a spelling/diagraph. Word banks include key spellings taught and / or topic / themed vocabulary needed. Spelling journals reflect high expectations and are marked in line with the marking policy. <i>Spelling homework is completed online using 'Spelling Frame' each week and recorded in 'Homework Journals'.</i></p> <p>Assessment: Half termly spelling diagnostics with diagnostic feedback appropriate to phonic phase. AfL and marking for spelling is at the point of learning, where possible. Pupils are given options for spellings/sounds and time to edit and respond to their marking. Pupils are expected to self-check and proof read their own writing for spelling and make changes. Assessment helps pupils to embed knowledge and use it fluently and assist teachers in identifying and planning clear next steps for pupils.</p> <p>Parental engagement: Parents support children with their phonic and spelling development through weekly spelling homework. Parents will be regularly invited in for phonics and spellings workshops alongside their children to provide strategies for support spellings and phonics at home.</p>	<p>Children can spell all the words appropriate to their age/level. Application of phonics and spelling strategies in writing. End of key stage result meet or are better than National. Year 1 phonics screening will be in line or better than National. Children are confident and competent spellers and use the scaffolds and environment independently to support them. Progression is evident in lessons and over time. Learners are prepared for their next stage of education. School environment reflects high expectations for spellings. Staff have a clear understanding of their children's spelling attainment and are confident to plan lessons to move their learning on. Staff and children are confident in using the terminology for phonics and spelling.</p>

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What good teaching and learning in maths

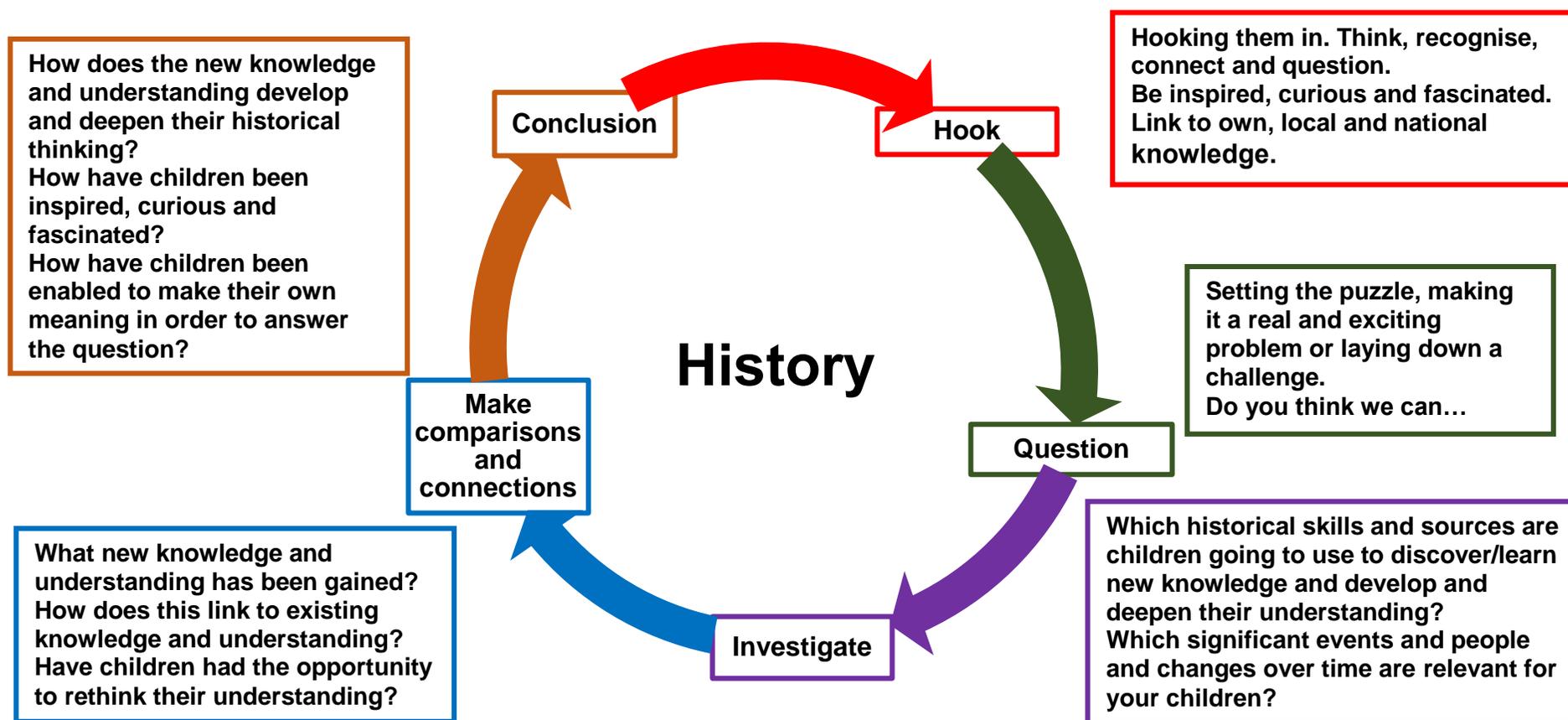
The essence of maths is not to make simple things complicated but to make complicated things simple. S Gudder

Intent	Implementation	Impact
<p>To have a clear picture of the National Curriculum, Hampshire Assessment Model and Statements (Year 2).</p> <p>To become fluent in the basics of maths through varied teaching so children develop their conceptual understanding.</p> <p>To be able to reason, justify and generalise using mathematical language across domains and build an interleaving knowledge of maths.</p> <p>To be able to solve a problem with increasing confidence by breaking it down into a series of simpler steps (using jottings and multi-representations) and persevering in seeking solutions.</p> <p>To raise the profile of maths throughout the school.</p> <p>Terminology: GDS, ARE, SEN, WTS (working towards).</p>	<p>Planning: Follow a long term overview which will ensure domain coverage before milestone data drops. Ensure explicit domain links where appropriate e.g. addition and subtraction and measure. Have a clear learning journey that shows a sequence of lessons which builds on prior knowledge and identifies different starting points. Have clear learning objectives which progress towards end of year objectives through timely milestones. Include variations of task so all children achieve the objective even though their journey to the end point may differ. Include rich tasks that deepen understanding through: fluency, reasoning and problem solving in cross-curricular real-life contexts - where appropriate. Timetable opportunities for spaced learning (reviewing previously taught content) so that knowledge is retained. Be shared with all teaching and support staff prior to the lesson and contain a sufficient level of detail to make them effective. Be supported by the use of the SEN planning tool where appropriate.</p> <p>Teaching: Encourage children to choose the most appropriate and efficient strategy when solving problems or calculations. Ensure that skills and strategies being taught are appropriate for the child's attainment; that they progress in line with the National Curriculum throughout the school. Use concrete, pictorial and abstract (CPA) representations for all children to sustain a deeper understanding of maths mastery. These are to be used in parallel with each other rather than used in hierarchal order e.g. CPA – not C followed by P, followed by A. Use suitable, accessible resources which have been modelled correctly by the teacher. Ensure that all children will make progress in every lesson by utilising time effectively through split inputs and flexible grouping. Allow time for teachers to model thinking (meta-cognition) using varied mathematical vocabulary.</p> <p>Assessment: Ensure that teachers use the 'Snapshot Grids' to track and identify key groups based on previous Key Stage and year attainment. Utilise a range of AfL strategies (e.g. questioning, flexible groupings, immediate feedback) so that teachers know where the children are in their learning, where they need to go and how best to get them there. Provide opportunities to close gaps and accelerate progress through interventions, pre-teaching and surgeries.</p> <p>Parental engagement: Run termly workshops to support parents in the methods and strategies taught in school. Give opportunities and activities which will support their child's learning at home.</p>	<p>Children are able to transition between year groups and key stages effectively.</p> <p>Gaps in learning have been addressed before moving on to new learning and progress is accelerated.</p> <p>End of year data will be in line with or above national.</p> <p>Children can retain prior knowledge and independently apply to a variety of situations.</p> <p>Tracking of progress, including groups of children, is robust across year groups and school so that all children make the expected progress.</p> <p>Children will become more fluent and master a conceptual understanding of maths. are able to speak confidently using accurate mathematical vocabulary to explain their reasoning. will become confident, competent and resilient learners who are willing and able to tackle challenges.</p> <p>Parents will be aware of strategies taught a school and so more able to support their children at home.</p>



Annex B Enquiry wheels

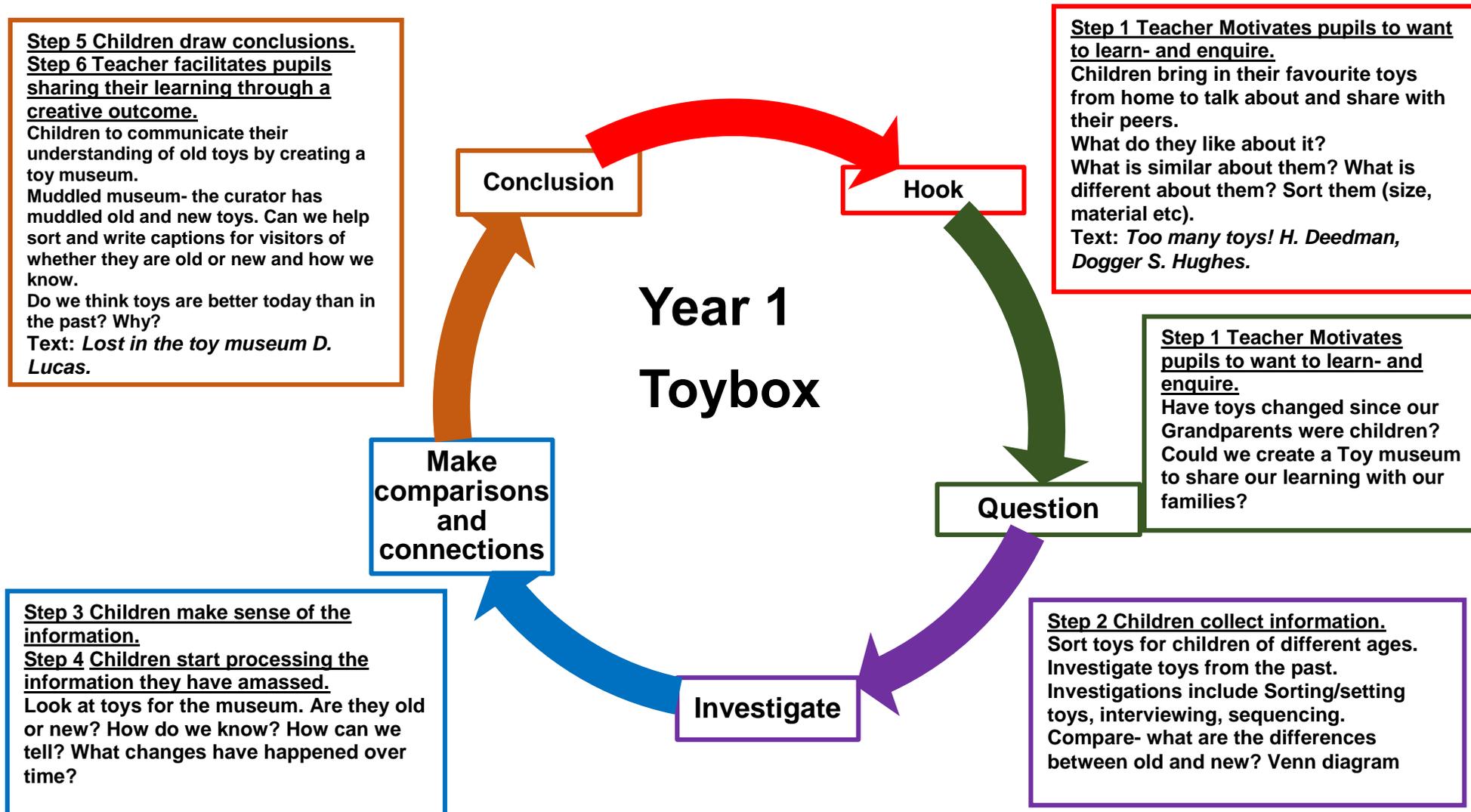
Showing the progression from subject lead to child





Annex B Enquiry wheels

Showing the progression from subject lead to child





Annex B Enquiry wheels

Showing the progression from subject lead to child

Enthusiastic Learners' Enquiry Wheel.

Enthusiastic learners 	Excellent Communicators 
<ul style="list-style-type: none"> Try new things and challenge myself. Show resilience by never giving up. Learn from mistakes. Can work independently and with others. Be the best I can be and take pride in my work. Take risks in learning. Solve problems. Make each day count. 	<ul style="list-style-type: none"> Be a good listener. Offer my own ideas. Add to, build on and challenge the ideas of others. Be curious and ask questions. Tell the truth and accept the consequences. Talk about my feelings. Ask for help from others when I need it. Use kind words.



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Annex C experiences

All year groups will grow their own plants, cook, lay a table and invite parents to share.

Open afternoons for parents occur at the end of each term where children display their learning and teach parents.

Team events happen each term across the Federation.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Effective transition to school	Nativity performance Local library walk Walk to post box- letter to Santa	Trip to Staunton Country Park	Ducks and Chicks - experience new life and life cycles Mother's Day tea	Police visit Keeping safe	Picnic at the park with parents
Year 1	Visitors from our community Call from the Natural History Museum – Dr Button	Nativity performance Walk to post box- letter to Santa Reading Café	Y1 Hampshire Illustrated Book Award	Ducklings and chicks – experience of life cycles Local library walk Marwell Zoo – animals	Fireman visit Fire Safety	Beach trip Gosport Ferry
Year 2	Garden Centre and Visit a local shop	Nativity performance Portchester Castle Walk to post box- letter TBC	Church	Ducklings and chicks Search Marwell Zoo Local library walk Visitor in (CO-OP) How a supermarket works	Fireman visit Fire Safety	Beach trip Gosport Ferry
Year 3	The Solent (Study of UK region) Trip to the beach	Anglo-Saxons Butser Hill Walk to the library	Bologna Make the hall an Italian café/ restaurant Walk to post box- letter to Author	Rainforest Newbury Performance to parents	Year 3 sleepover – inside Vikings Portal to the Past	RE – Place of worship
Year 4	The Solent (Study of UK region) Trip to the beach	Anglo-Saxons Butser Hill Walk to the library	Bologna Make the hall an Italian café/ restaurant Walk to post box- letter to Author	Rainforest– Newbury Performance to parents	Vikings Portal to the Past	NATWEST money sense visitor RE – Place of worship Year 4 sleepover - outside
Year 5	Walk to the library Harvest Festival lead	Visit from a Christian Walk to post box- letter TBC	Visit from the 'Explorer Dome'	Gateway- Passport to Europe Beach Study	Trip to London Museum (bus/train/tube)	Residential To Fort Purbrook
Year 6	Runway's End Residential	Walk to post box- letter to local Councillor	Visit by an artist or visit to art gallery.	Local library walk	Bank (Barclays) Workshop	Paulton's Park End of Year Performance