

Blossom Federation

Daubeney, Sebright and Lauriston



Our Curriculum

2022 - 2023



Lauriston School



Curriculum Development

The development of the Curriculum has been a School Development Focus both before and since the pandemic.

Across the Blossom Federation, we are committed to providing a holistic curriculum which maximises opportunities for creative, innovative meaningful cross-curricular links and learning experiences. Our existing curriculum has been planned to enable such links to be developed and exploited. We place great value on the development of children as individuals and providing our children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals. Our aim is to build on children's skills and experiences so they gain a rich diet of learning throughout their time at the school. Social, moral and emotional issues are given a high profile in the school. We place emphasis on diversity and tolerance, embracing the community, recognising and celebrating our children's diverse backgrounds and experiences.

Our aim as a school is to give children the skills and knowledge they need to be confident, independent and curious learners. This is beyond just learning reading, writing and Maths but a huge focus on creativity. Through investment of specialist teachers – Music, PE and Spanish – means the children consistently receive quality learning.



Our curriculum needs to meet the needs of our children, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Our monitoring of teaching and learning always includes tailoring our staff CPD to developing knowledge and skills in delivering the curriculum towards achieving our School Development Plan objectives. Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well.

Over the past three years the curriculum has changed through four main measures:

1. A shared approach to curriculum planning across the Federation, focusing on the acquisition of knowledge and skills and knowing more and remembering more.
2. The creation of new, and then, continually updated Curriculum Maps across the school and the development of subject leader skills through shared working and understanding
3. The implementation of a new approach to assessment.
4. We have a variety of themed days/weeks based on curriculum subjects such as RE and STEM, which allow classes to focus on key aspects in depth and Integrated Learning in Y1 which builds on good early years practice to support children's development and interests.

We believe our high standards are due to the rich and broad experiences the children have as they move through the school including visits and trips and extra-curricular clubs. In addition to this, we have outside classrooms in Early Years, Nurture Classes and Forest Schools – a rich diet of learning experiences is undoubtedly the best way to develop happy, curious children.

We aim to showcase our curriculum and the experiences the children have in a variety of ways. This includes parent drop ins, formal consultation meetings, workshops, displays, ensuring our learning environments reflect the current topics and aims, our new school websites and 'news' stories within, newsletter, twitter, instagram as well as promoting our work to other Hackney and London schools.



CURRICULUM VISION OVERVIEW

At the Blossom Federation, we are committed to providing a broad, balanced, holistic and creative curriculum which develops knowledge and skills, maximises opportunities for meaningful topic based cross-curricular links and purposeful learning experiences. Those learning experiences, starting with our Children's Centres and Early Years through to our 11 year olds (with a view to Secondary and beyond), aim to introduce and motivate our children to a breadth and wealth of subject specific knowledge, and to develop the cognitive skills and expertise required to map out, manipulate and extend that knowledge in an ever-changing world. Through investment of specialist teachers – Music, PE, Nurture Group, Spanish – and of specialist Subject Leaders, as well as exploitation of local facilities, we aim to provide the children with a high quality of learning.

We place great value on the development of children as well-rounded, informed individuals, with an emphasis on emotional wellbeing and social and moral development. Central to our ethos is an emphasis on diversity and tolerance, learning about and celebrating our amazing community and beyond, drawing on personal, local and global issues to develop a strong moral compass. We aim to develop independent, confident, curious learners, who are able to self-regulate their learning behavior and collaborative learning skills. We do this through explicit teaching of PSHE through the Jigsaw programme, opportunities for children to independently steer and evaluate their learning, whole school Mental Health/Wellbeing events, the involvement of children in leading aspects of the school - Junior Mental Health Teams, Peer Mediators, Prefects & Ambassadors and School Council, and a transparent and consistent behaviour system underpinned by positive reinforcement and restorative justice. We see children holistically, with an emphasis on family and community. We pride ourselves on being an inclusive school, catering for every child in our community.

EYFS

In the EYFS we follow the 'Early Years Foundation Stage Curriculum' document. Across the Blossom Federation, we believe:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

The children's learning experiences are planned to enable them to develop and achieve in the early learning areas through play and investigative learning experiences. The two-year EYFS curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. Many of the activities are based on using an approach called *Colourful Semantics*.

INTEGRATED LEARNING - HOW WE WORK IN KEY STAGE 1

At the Blossom Federation, we are committed to ensuring that children have access to a broad and balanced curriculum. We give a high priority to their development and achievement in the Foundation Subjects and the Arts. It is intended that children will have daily experiences of learning through an Integrated Curriculum which was newly introduced in 2021. At the Blossom Federation the curriculum has been designed to enable teachers and children to develop links between different areas of the curriculum. We have developed our Integrated Curriculum through a topic based approach intended to build upon children's interests and stimulate a love of learning.

Integrated Learning is good practice for young children and ensures the transition from Reception to Y1 is smooth and the play element remains a prominent feature for their provision.



Class groups can, however, follow topics that are more suitable to their cohorts or that the children themselves show an enthusiasm and fascination in. Teachers ensure that there is an equal balance across the areas of learning. The EYFS teaching staff share a weekly PPA session where learning pathways can be discussed and modified as required. The *characteristics of effective learning* are viewed as an integral part to all areas of learning and are reflected in our observations of children. The half termly topics are also enriched through the following of whole school initiatives such as 'Big Draw' events and Anti-Bullying Week as they occur during the academic year.

It is our vision to include Y1 more in the EYFS Phase, especially around outdoor learning.



In Key Stage 1, we introduced an integrated and creative approach to planning the curriculum, as we understand that young children learn best through experiencing a curriculum which is relevant and meaningful to them. This is based on good early years practice and in encompassing the National Curriculum requirements. There are whole class English and Maths sessions which continue to include recommendations of the strategies. The children will be involved in directed and independent cross curricular activities related to the week's learning objectives, throughout the day, either with an adult or independently. The learning is planned to meet the weekly learning objectives. It is expected that each child will carry out an independent Maths and English task each day. Many of the activities are based on using an approach called *Colourful Semantics*. This should be cross-curricular wherever possible, and differentiated as appropriate to meet the children's individual learning needs.



Our Key Stage 1 topics include - Plants, Living Things, Animals and the Environment, Seasonal changes, materials, scientists and inventors, Great Fire of London, Dreams and Goals and Celebrating difference. Subjects are woven into these topics to make meaningful links.



PHONICS & THE READING PROCESS

At the Blossom Federation we have devised our own phonics programme based upon the principles of Letters and Sounds. We use a range of resources, phase linked books and strategies to tailor the phonics provision to meet the needs of our pupils. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. By creating a system which works for our children, we can teach phonics creatively, provide opportunities for our children to enjoy learning and feel successful that the provision is delivering what our children need. This has been a successful approach leading to excellent outcomes for our children.



We use Daily Supported Reading as well ensuring that children are taught in small daily groups. Whole Class reading is introduced in Key Stage 2.

Throughout the year, we hold regular reading workshops so each year group can demonstrate their skills with their parents and carers, as well as provide help with how to effectively read and support children at home.

Whole class Phonics is taught in Nursery, Reception and Key Stage 1 every day (until the children move into a Spelling programme in

Y2). We follow *Letters and Sounds* as a basis for our teaching. This promotes a fun, pacey, multi sensory, rigorous and systematic approach to teaching phonics and the reading strands focused on. Each school has a *Daubeney / Sebright* or *Lauriston loves reading* model which is a talk based approach. We use a range of high quality texts which will consolidate the many reading skills needed to achieve well and to be a confident and successful reader. By the end of Reception children are expected to be secure in Phase Three, secure in Phase Five by the end of Y1 and secure in Phase Six at the end of Key Stage 1. We have intervention staff who lead phonics interventions in Y2 and beyond.



KEY STAGE 2

This way of teaching evolves in Key Stage 2. We continue to follow a topic based approach in Key Stage 2, making links between subjects, being more creative with topic choices, following children's interests or events which are happening locally, nationally and globally; and further developing work on oracy and speaking and listening. We diversify the curriculum through studying Black & African History and making things relevant for our children and communities.



In Key Stage 2, we enrich children's reading range and vocabulary across the curriculum subjects, Maths challenges to accelerate children's mental recall, as well as having a greater focus on home

learning and in celebrating children's achievements. The pace and challenge increases as children move up the school.

We have made links with some local facilities such as the Hackney Skateboard and BMX Parks and Show & Tell Photography Movement. These organisations help us develop rich and exciting learning experiences. The learning is also supported by trips to places such as the Natural History Museum, Science Museum and the Palace of Westminster, a range of religious buildings such as St Paul's Cathedral, local churches, mosques and Gurdwaras and the Buddhist Centre. In Y6, the children have the opportunity to experience a residential trip which builds on their humanities skills.

Across the school we hold additional curriculum events annually as well as other special themed activities linked to children's current topics. These include Big Draw Art Days, mapping skills days, and Wow days linked to our topics and workshops run by external organisations. We also pride ourselves in offering lots of enrichment opportunities and visits to provide a hook for learning.

Our Key Stage 2 topics include Brazil, Stone Age to Iron Age, Electricity, Japan, Barbara Hepworth, Antony Gormley, Monarchs, World War Two and all religions.



ASSESSMENT

We have a clear assessment and monitoring cycle which begins in September with a clear and concise analysis of the previous cohort's data by individuals and groups. This is done over the summer so our data direction is clear to inform our school improvement priorities. Early in the term the Senior Leadership Team meet with Year Group Teams to discuss the 'pupil landscapes' and their priorities for improvement. This includes analysis of key groups e.g. SEN, Disadvantaged Pupils, ethnicities etc. EYFS will complete their statutory baseline assessment.



Following our termly monitoring of teaching and learning, the Assessment Leads ate a summary analysis of data by class, gender, group and looking at trends as well as a focus on children with attendance issues and for those where there are child protection issues. Teachers will have Pre-Pupil Progress Meetings where they moderate and discuss children's learning through their books and teacher assessments. We will also moderate across our schools. Following this, the Pupil Progress Meetings will focus on target groups identified by data indicators. These can be attended by our Hackney Education School Improvement Advisor and / or a Governor. Any actions from these are the responsibility of the teaching teams themselves. This process repeats termly.

OUR NEXT STEPS

Our School Development Plans for 2022 - 2023 are available on the website below.



For more information visit
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