

Bratton Primary School

Curriculum Information
Evening

A school at the heart of its
community which inspires
and encourages our children
to learn, have fun and
thrive.

Ofsted November 2022

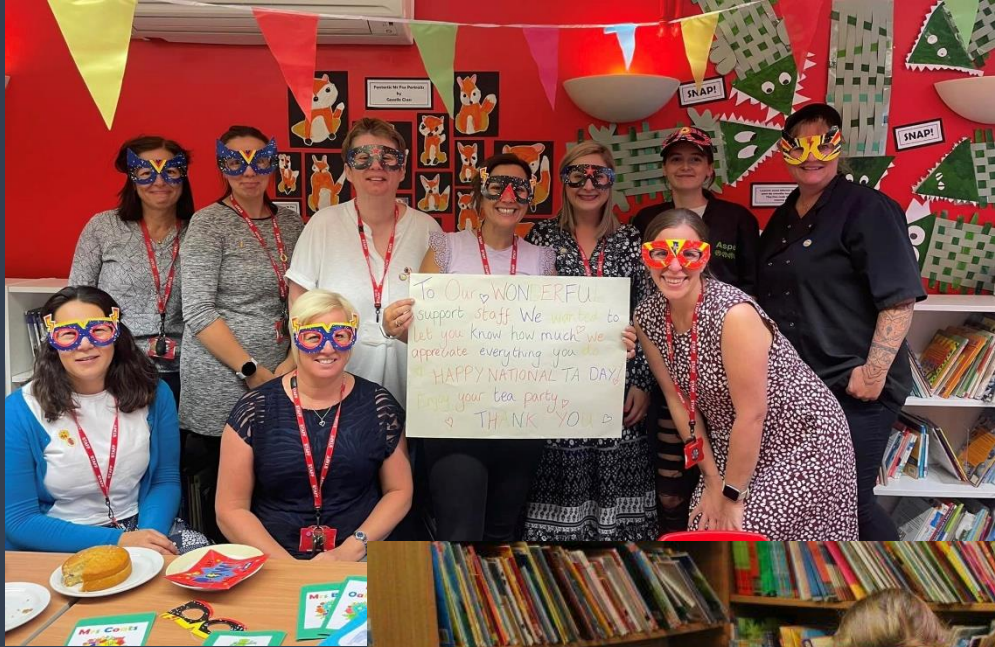
Most pupils enjoy coming to school and feel safe. They are welcoming and friendly. Pupils are proud to take on roles of responsibility, such as librarians. Pupils like the rewards they receive, for example marbles in the jar to encourage collective responsibility. This promotes a sense of community and pride.

Leaders place a high priority on pupils' personal development. Adults know each pupil well. They are quick to spot any changes in their well-being and take rapid action. Pupils are safe and well looked after.

Pupils know how the school's values help guide them to make the right choices. For example, they learn to 'respect' differences and show 'empathy' towards others. Pupils behave sensibly in lessons and around the school. Bullying is uncommon. Staff sort out any issues quickly.



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Adults love working at Bratton. They appreciate the training leaders provide to develop their knowledge and skills.

There is now a systematic approach to the teaching of reading. Phonics is taught effectively. Recent work to improve the reading environment and culture of reading is evident. Classrooms and the library are now full of interesting books for pupils to enjoy. Story time is an important part of the day.

Pupils with special educational needs and/or disabilities (SEND) get the help they need. Leaders support staff to adapt learning to meet the needs of pupils.

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Staff provide high-quality pastoral care. Pupils value the chance to discuss any worries or concerns. Pupils understand the importance of behaving well. They follow the rules and routines. As a result, behaviour in lessons and throughout school is typically calm.

The arrangements for safeguarding are effective. Leaders create a strong safeguarding culture. They ensure that keeping pupils safe is everyone's responsibility. Pupils learn how to keep themselves safe. Pupils know that adults will listen to them if they have any concerns and will help.

School leaders and subject leaders work closely with staff. They provide training and guidance to ensure staff have the necessary knowledge and expertise to support pupils' learning. Governors know what is working well and what needs to improve. They hold leaders to account for the quality of education.

Most parents would recommend the school to others. They comment that their children are safe, well looked after and enjoy school.

Leaders provide a range of experiences beyond the academic curriculum. Pupils enjoy a wide range of range of clubs, including sports, dance and music.



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What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum has not been fully implemented across the school. As a result, pupils do not gain the knowledge they need to achieve well across the curriculum. Leaders need to complete the process of implementing the planned curriculum effectively in all subjects.
- Writing is not well developed. As a result, pupils do not demonstrate what they have learned in their written work. Leaders should ensure that pupils develop their writing across all areas of the curriculum.
- Teachers do not have high enough expectations for pupils' presentation of work. This means that some pupils make errors and work is poorly presented. Leaders should ensure that teachers consistently have high expectations for how pupils present their work in all subjects.
- Some parents expressed concerns about the number of staffing changes and the impact this has had on their child's education. Some parents do not think their child is achieving as well as they should. Leaders need to build on the work that has already started to strengthen links with parents so that any concerns raised are dealt with quickly.

“The curriculum has not been fully implemented across the school. As a result, pupils do not gain the knowledge they need to achieve well across the curriculum. Leaders need to complete the process of implementing the planned curriculum effectively in all subjects.”

Year Group	Pupil Numbers
R	14
1	24
2	22
3	14
4	23
5	26
6	16
TOTAL	139



Maintaining 6 classes with current numbers

2022 - 2023			
CLASS			TOTAL
Meerkat	Y6 16	Y5 11	27
Antelope	Y5 15	Y4 12	27
Leopard	Y3 14	Y4 11	25
Giraffe	22		22
Gazelle	24		24
Zebra	14		14

2023 - 2024			
CLASS			TOTAL
Meerkat	Y6 26		26
Antelope	Y5 25	Y4 6	31
Leopard	Y3 22	Y4 8	30
Giraffe	24		24
Gazelle	14		14
Zebra	??		??

2024 - 2025			
CLASS			TOTAL
Meerkat	Y6 25		25
Antelope	Y5 14	Y4 16	30
Leopard	Y3 22	Y4 6	30
Giraffe	14		14
Gazelle	??		??
Zebra	??		??

2025 - 2026			
CLASS			TOTAL
Meerkat	Y6 14	Y5 11	25
Antelope	Y5 11	Y4 14	25
Leopard	Y3 14	Y4 10	24
Giraffe	??		??
Gazelle	??		??
Zebra	??		??

1. Year Group set up looks different every year depending on cohort numbers.
2. The curriculum then needs re-planning every year so as children don't repeat learning.
3. Risk of children having gaps in their knowledge and learning due to year groups being split over two classes and changing yearly.
4. Risk of children having different primary school experiences and lack of consistency.

So how do we embed an ambitious curriculum, which is well sequenced and ensures ALL children have equal access and full coverage of the National Curriculum before they leave Bratton Primary School?

Bratton Primary School Dream Curriculum

Exciting, Engaging, Enjoyable and Enriching
Child led, meaningful, purposeful and thought provoking
Fun, Vibrant, Creative and Imaginative
Challenging and Knowledge Building
Practical, Skill Building and Interactive
Experiences and Outdoor Learning
Holistic and Nurturing

Children who Learn, Have Fun and Thrive!



Year A

Meerkat class will learn about the Stone Age to Iron Age in Summer 1 and The Romans in Summer 2 as they have already covered Ancient Egypt.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Would you rather be an Athenian or a Spartan?	What makes the Earth Angry?	Why is the world melting and what can I do?	Where in the world is my home town?	Who were the Egyptians?	
Theme focus	Ancient Greece	Disaster! Volcanoes and Earthquakes	Frozen Kingdom	The United Kingdom	Ancient Egypt	
Key Texts						
Experiences	Visiting History Workshop			Science Workshop – Bath University Link	Trip to The British Museum (London)	

Year B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	What if the Mayans Never Existed?	What wonders does the world behold?	Does being powerful make you right?		Inequality – Is it fair to be rich?	Can what's been done be undone?
Theme focus	The Maya	The World	WW2		Brazil	Rainforests
Key Texts						
Experiences			WW2 drama workshop	WW2 tea dance		Trip to The Eden Project – rainforest explorers

Year C

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	How Did the Stone Age Survive?	The Tudors – Who, What, When?	How can we live more sustainably?	How does time change things?	What makes our local area so special?	Home or Away – where would you stay?
Theme focus	Stone Age to Iron Age	Britain over time - The Tudors	Recycling and Sustainability	Understand how land use changes over time	The White Horse – A local Area Study	Comparison of UK with a European Country
Key Texts	   	   	   	   	  	   
Experiences	The Wiltshire Museum Ancient Technology Centre or Stone Henge	Tudor Christmas Celebration			History Walk around Bratton Village	Bratton European Tour

Year D

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Was Rome Built in a Day?	Would you like to be a Roman Gladiator?	Will I ever see the water I drink again?	How are mountains and rivers formed?	Where did the Anglo-Saxons come from?	Were the Vikings raiders or traders?
Theme focus	The Roman Empire	Romans in Britain	The Water Cycle	Rivers and Mountains	The Anglo Saxons & Scots	The Vikings
Key Texts	   	   	   	   	   	   
Experiences	Trip to the Roman Baths		Trip to Wessex Water Trowbridge Education Centre.		Saxon and Viking History Workshops in school.	

Knowledge Organisers



A knowledge organiser is a set of key facts or information that pupils need to know and recall to be able master a unit or topic. Knowledge organisers usually fit on to 1 or 2 sides of A4.

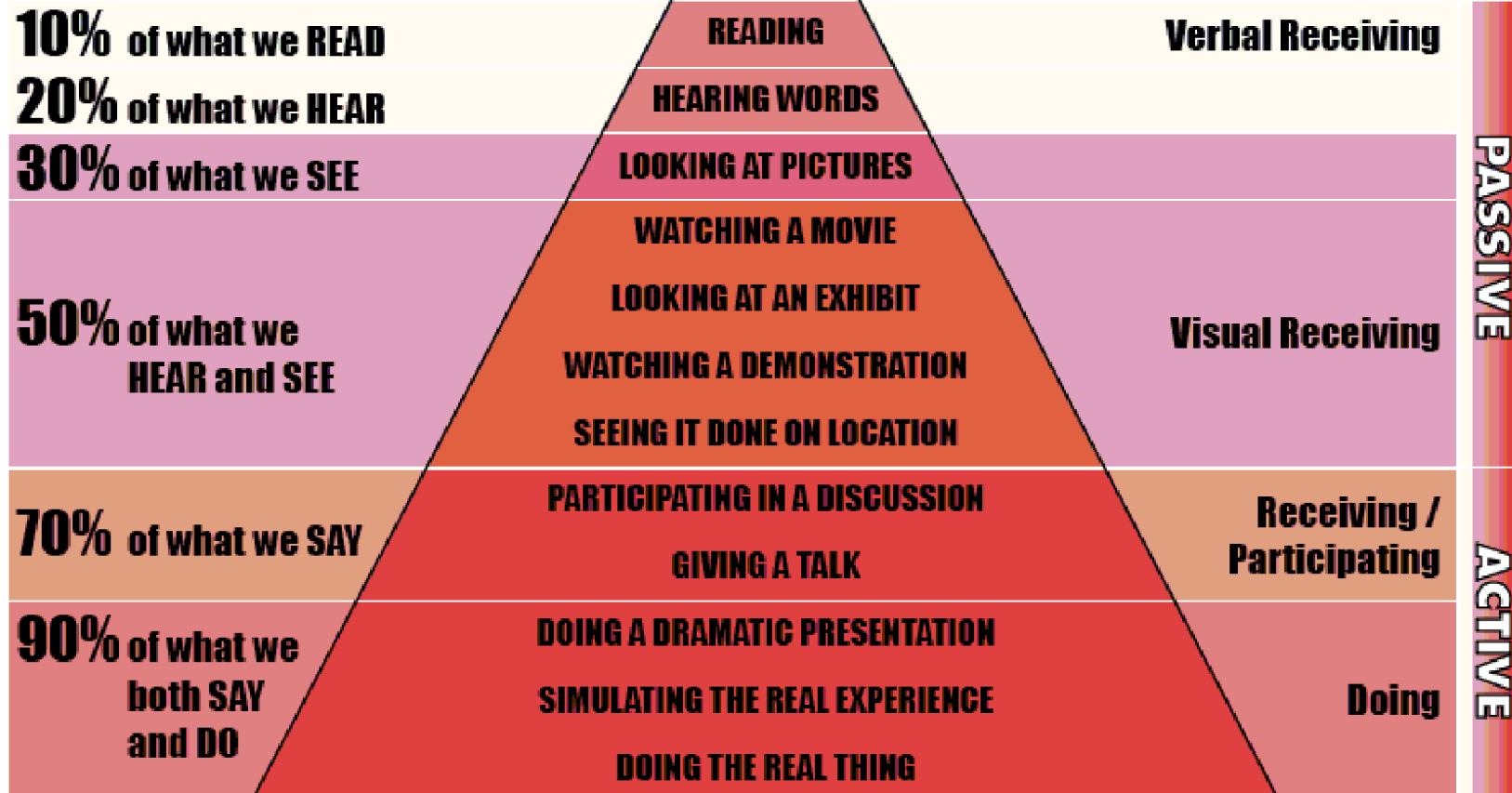
Children will be given their knowledge organiser at the start of each unit to help them with their learning journey.

The knowledge organisers will also be used to inform an assessment piece to see what the children can recall. This could be a poster, a quiz, an essay, participating in group discussion in answer to an enquiry question – we will be trailing a range of approaches to see what works best for us.

Cone of Learning (Edgar Dale)

**After 2 weeks
we tend to remember...**

**Nature of
Involvement**



Edgar Dale, *Audio-Visual Methods in Technology*, Holt, Rinehart and Winston.

How do we
help the
sticky
knowledge
stick?

Benefits of the New Curriculum Design!

CONSISTENCY for the children with **NO GAPS** in National Curriculum Coverage.

An **AMBITIOUS** curriculum which is **KNOWLEDGE RICH** and can be embedded.

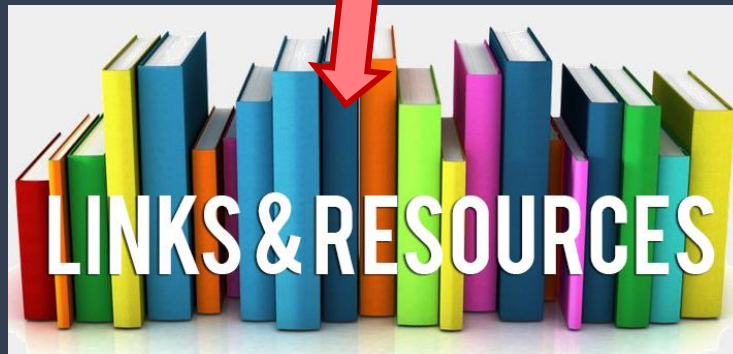
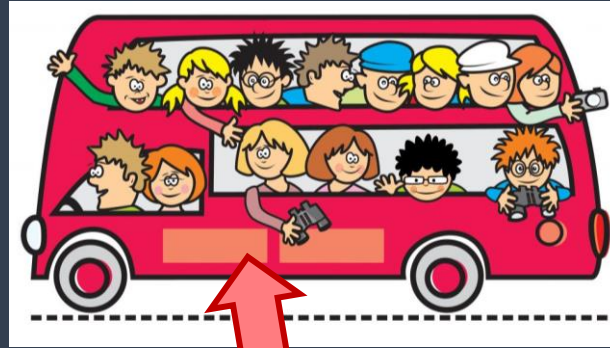
Better **TRIPS/EXPERIENCES** due to shared cost between larger numbers of pupils (e.g. trip to The British Museum in London planned for Summer 2023)

Shared planning opportunities for teachers. This reduces teacher workload and therefore more time can be spent planning **HIGH QUALITY LEARNING OPPORTUNITIES**.

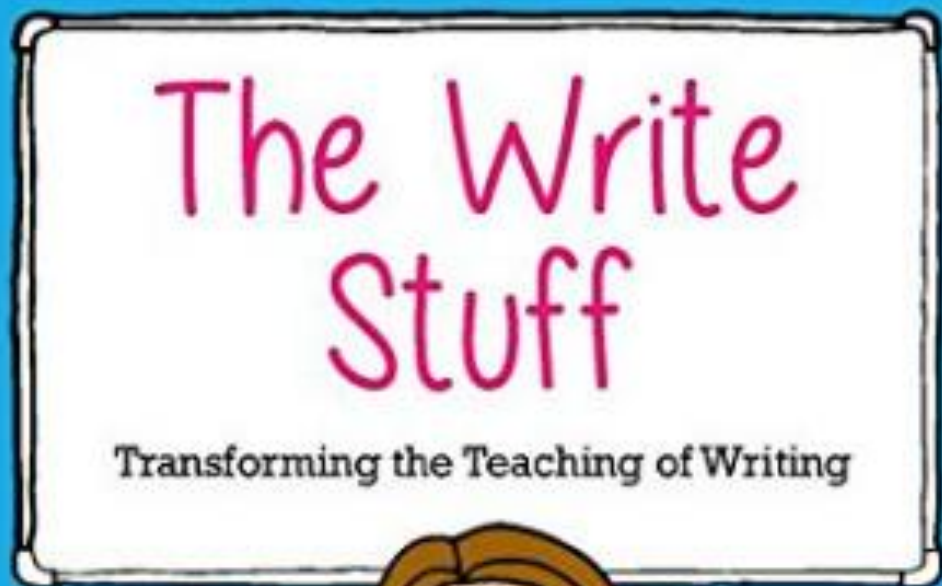
Opportunities for pupils to **WORK TOGETHER** in a range of subjects.



How you can get involved!







Why?

Writing was immediately identified by the new leadership team as a priority. This observation and plans to improve writing as a priority shaped the objectives in our school development plan.

OFSTED and our SIP (school improvement partner) agreed with our observation, they are very supportive of the plans that we outlined to overhaul the teaching and learning of writing at Bratton.

One of our few points for development from OFSTED report supports our observation for the need for change in the standard of writing at Bratton.

“Writing is not well developed. As a result, pupils do not demonstrate what they have learned in their written work. Leaders should ensure that pupils develop their writing across all areas of the curriculum.”

Our Journey to this new Scheme of Learning.



- Knowing our challenges.
- Trial and consultation.
- Knowing our strengths.
- Research and seeing it in action.
- Training.

What does the learning look like?

- Sentence stacking
- Experience days
- Independent Writing

Character Highs

Narrative Map

This is a blank planning grid for you to plan your character and plot point sequence. (Please decide how many plot points are needed before asking children to start planning.)

Character Highs (Scale 1-10)

Character Lows (Scale 1-10)

To understand how to use this map, please read the page titled 'Narrative Journey'.

	Initiate	Model	Enable
Learning chunk 1	<p>Precise verbs</p> <ul style="list-style-type: none"> Share the image of the plane spluttering to a halt and play a soundtrack of a crash. Gather a bank of actions words for 'crashing' onto the moon – banging, thudding, smashing, clanging, clattering. 	<p>Precise verbs</p> <p>Teacher model: Crash! Bang! Thud! A spaceship crashed onto the moon.</p>	<p>Precise verbs</p> <p>Pupils to repeat the three onomatopoeic words used at the start of their stories (the toy cupboard) and choose an ambitious word for 'crashed'. HA: Deepen the moment.</p>
Learning chunk 2	<p>Simile</p> <ul style="list-style-type: none"> Bring six green objects into the classroom – peas, herbs, leaf, grass, sprouts, cabbage. Compile a bank of adjectives related to these objects – peas [shiny]; herbs [fragrant]; leaf [smooth]; grass [soft]; sprouts [hard]; cabbage [bumpy]. 	<p>Simile</p> <p>Teacher model: The alien was as green as a shiny pea.</p>	<p>Simile</p> <p>Create your own 'green' simile, using an adjective before the object. HA: Deepen the moment.</p>
Learning chunk 3	<p>Question</p> <ul style="list-style-type: none"> Share the picture of the alien's spaceship landing. Using an enormous 'thinking bubble', brainstorm some internal thoughts questions for the boy – Who is this? What has happened? Why are we here? Where has that alien come from? Will he be my friend? 	<p>Question</p> <p>Teacher model: 'Who is this?' the boy thought.</p>	<p>Question</p> <p>Include an internal thought for the boy. HA: Deepen the moment.</p>

***HA - Higher Attainers**

DAY 9

Drama-working together

INDEPENDENT WRITING

Words you might hear...

- Chotting
- Kind Calling Out
- Fantastics,
Gramatastics,
Boomtatstics
- Plot points



Our Journey so far ...

"I'm loving The Write Stuff. I like the fact that it's pacy and the children seem to get so much done! I like the gathering of ideas and the modelling as it provides plenty of scaffolding for those that need it. I also like the fact that we are talking about SPAG elements in context."

"It's providing children with the opportunity to think about their writing in smaller, more focused, chunks which is enabling them to explore vocabulary and grammar within context. Importantly, the children appear to enjoy their writing sessions as it is allowing them to be even more creative and independent in their learning. I have been blown away by some of our writing this term!"

"I love the clear structure, my children respond well to that. But it's dispersed nicely with the fun experience days so it always feels exciting and relevant."

"In Zebra Class, we are in the early stages of introducing the scheme. The children have really enjoyed learning about the Fantastics and this is giving us lots of different ways to explore stories. They have also loved 'kind calling out' and all the children are really keen to join in with this rather than the most confident few being the only ones to put their hand up."

"The children are enjoying write stuff and creating some amazing ideas. They enjoy CHOTing and collaboratively bouncing ideas around the room to produce their plot points. Having the modelling stage within each chunk allows all abilities to understand the process of writing, and discussing SPaG elements in context has really helped their knowledge and understanding. Having a more structured and pacy lesson means children are fully engaged throughout and wanting to produce the best writing they can."

Staff Voice January 2023

Our Journey so far ...

The lessons go so quickly, it is not long and boring. – Yr 2 child

We are teaching each other new descriptive words, We feel more involved the lesson because we get time to chat and then our ideas are used and shared. We aren't just watching the teacher. – x2 Yr 6

I like the chotting, sometimes when you don't have ideas your partner can help or you can give them your good words and it feels nice when they use your ideas. – Yr 1 child

My writing feels more organised and my descriptive writing is better. – Yr 5 child

I like the fact we get a different plot point each day it keeps it exciting. – Yr 4 child

The proof is in the pudding!



Monday 9th January

Plot point 4

Chotting Page.

Ideas for our sentences.



- Bad engine
- crashed
- landing, dropped



- yellow
- Big rocky
- gold huge



What shall I do?
Why am I here?



Sentence stacking Yr 1

suddenly the plane
dropped. It had run out
of petrol.

He landed on the huge,
golden moon.

Why am I here The boy
thought ^{anxiously}

Thursday 5th January, 2022

Plot Point 1 - Paradise

Marine, bright, tranquil, glistening, mesmerising, beautiful, light, sunny, magical, picturesque, light, blinding, lush.

Waving, dancing, floating, swimming, gliding, shimmering, gliding, swaying, pirouetting, swirling, bounding, etc.

grass, leaves, trees	birds
Scattering, rustling, waving, swaying, blowing, crunching, whistling, swishing, swooshing, clapping, creaking of branches.	Twittering, chirping, singing, whistling, twittering, cheeping, gliding, muttering, clapping, feathers rustling.

Marty stared up at glistening, lush clouds that danced across the marine, water-like sky like as gracefully as ballerinas. His attention was drawn to the sweet singing of the birds high above him in the trees. He closed his eyes as the bees zipped and zoomed around him weaving through his arms and legs. Marty, who loved his plants like family, observed his poppies carefully.

who loved little shop of horror
who ~~to~~ was a big fan of all plants
of size

who was only eleven years old
who was one with the plants
who was a nature nerd

Marty, who loved his plants like family, watered the myriad of flowers with the bees flying around his head.



“Teachers do not have high enough expectations for pupils’ presentation of work. This means that some pupils make errors and work is poorly presented. Leaders should ensure that teachers consistently have high expectations for how pupils present their work in all subjects.”

Letter-join

EARLY YEARS



In EYFS children will be taught handwriting using printed letters, before moving on to cursive handwriting.

Letter-join’s animations model pre-cursive patterns with fun sounds that can be copied by air-writing or by tracing on IWBs, tablets and, most importantly, by practising with a pencil on printed worksheets.

This naturally leads on to the introduction of real letters.

Watching and copying the shapes of letters and the various joining techniques will enable pupils to learn to write simple words in a cursive style at this early stage

KS1



Handwriting can be fun and using Letter-join can help reinforce handwriting with a variety of fresh activities.

To support handwriting at school, pupils can also log into Letter-join at home, accessing all the resources including the touch-screen activities on iPads and tablets.

KS1 is the time to introduce new letterforms (capital letters, numbers, the uses of printed letters and punctuation).

Pupils should also be looking to produce neater handwriting with consistent spacing and letter sizes as well as developing 'speedy handwriting'

KS2



In KS2 we want pupils to master the handwriting patterns to become true handwriting champions!

Building on KS1 skills, pupils will be writing passages of text neatly and speedily, labelling diagrams using printed letters appropriately and filling in forms using legible writing.

Letter-join's resources will help pupils acquire a feel for neatness and quality in their final handwritten work.

The dictation resources will help to develop handwriting stamina when writing.

Pupils will cover all the criteria necessary by the end of Year 6 to reach the standards set out in the 2014 National Curriculum for handwriting.

“Some parents expressed concerns about the number of staffing changes and the impact this has had on their child’s education. Some parents do not think their child is achieving as well as they should. Leaders need to build on the work that has already started to strengthen links with parents so that any concerns raised are dealt with quickly.”





Thank you for coming.