

FIRST BASE IPSWICH & BURY ST EDMUNDS ACADEMY

Curriculum Policy



Pupils attend First Base on a dual placement for 19-weeks. The placement is split between 3 days at First Base and 2 days at the pupil's mainstream setting, for the first 12 weeks. Pupils then access a further 7 weeks, 2 days a week at First Base and 3 days at mainstream. The timetable is structured to allow the third day of each week to stand alone. This ensures that when pupil's placements decrease to 2 days a week, their learning sequences on those days are not impacted. Pupil's days at mainstream may initially be accessing a part-time timetable, however this should increase throughout the placement.

Throughout their placement, pupils access a bespoke curriculum. First Base curriculum aims to deliver fundamental knowledge and skills in key areas. The curriculum is derived directly from the EYFS profile, the National Curriculum and government guidance. It is designed as a concentric curriculum where learning is revisited to enable progression and long-term knowledge and skill acquisition. Subject-specific programmes of study span from EYFS to Year 2 and greater depth. Units of learning last for 3 weeks, focus on a key text and are led by a driving question posed to pupils. The curriculum is experiential and each unit has a trip, visitor or experience linked to the locality.

Core Subjects

During a morning session at First Base pupils engage in a Phonics session, English lesson and Maths lesson. Phonics is taught through the Read Write Inc. programme. Children's phonic knowledge and subsequent application is regularly assessed. Having a strong foundation in Phonics is key for our young learners in securing reading and writing skills.

English lessons focus equally on the importance of oracy and writing skills. Pupils are encouraged to develop their thinking and understanding through sustained and productive dialogue with their peers and with adults. The writing programme of study covers transcription, composition and vocabulary, grammar and punctuation. On the Springboard pathway, units of learning are delivered through focus on narrative, instructional and report writing. The English curriculum is supported by a strong and diverse literature spine including traditional tales, heritage texts, fiction and non-fiction texts. High quality focus texts are used to engage pupils in topic themes and supported by a wide variety of additional texts. Learning displays and word walls further support English engagement and progression.

All pupils read 1:1 with an adult every morning, this enables support at each pupil's individual level of word reading and comprehension. In addition to this, a focused 20-minute reading lesson is delivered three times a week. The Readers for Life Reading curriculum is a bespoke Reading curriculum which supports excellent progress and ensures a diverse and aspirational diet of reading experiences. Reading areas are available during settling and choosing sessions. A story speaker is shared between the classes and is available in the book area to further enable pupils to engage with and enjoy books independently. During daily story time, a specifically selected text is shared with the children. The choice of text is deliberately planned to raise cultural capital and ensure coverage of world issues, festivals and celebrations, heritage texts and significant individuals.

The Maths Curriculum focuses on the key areas of number and place value, addition and subtraction and measurement. Teaching of Maths is through the concrete-pictorial-abstract (CPA) modelling approach. This encourages a deep and sustainable understanding of Maths in pupils. Pupils are given opportunity to apply their skills and knowledge through real life contexts and problem solving.

Pupils engage in a Science lesson once a week, during the first 12 weeks of their placement. These sessions cover objectives from Materials and Animals including Humans topics.

Wider Curriculum and Character Education

First Base Curriculum does not aim to cover all subjects. There is a focus on key areas and on pupils securing fundamental skills in core subject areas. In addition to this, pupils access one sport-session a week. Whilst pupils are attending 3 days a week they also access; Science, Art and PSHE&RSE (personal, social, health, citizenship and relationship & sex education). Focused intervention sessions are delivered each week, according to individual need and can include; Thrive activities, speech and language, Draw and Talk, Lego Therapy.

Where meaningful cross-curricular learning opportunities are identified within key studies at First Base, these are shared with mainstream schools weekly to enable them to capitalise on these opportunities.

Character Education was a key influence in the development of the curriculum. Children have the opportunity to engage in sport weekly and performance and creative projects across the curriculum. They experience 'The World of Work' through visitors and experiences where they meet role-models from a variety of occupations. Each term the children make a product to sell at parent share afternoon. As a class, children vote for a charity to donate their profits to. All of these opportunities give our pupils the chance to develop their character, relationships and citizenship.

Core Values

Our core values of Kindness, Curiosity, Resilience and Reflection are at the heart of our curriculum. Children have an absolute understanding of these values and are encouraged at all times to demonstrate them. All staff model these values and support children to recognise and develop them in themselves. Children earn stickers for showing these values and are supported to reflect on how they have "grown their character" at the end of each day.

Thrive

At First Base we believe that children's personal, social and emotional development (PSED) is paramount to their success as learners. Thrive sessions are delivered to support and track this development. The SEAL profile is also utilised to track development and to support adults in planning and striving for exceptional progress in this area.

Challenge

First Base Curriculum is aspirational regarding pupils learning and endeavors not to put a ceiling on attainment whilst engaging pupils in progressively securing an excellent foundation of skills and knowledge. Teachers plan personalized learning for pupils, beginning at their individual entry point which is identified in collaboration with their mainstream setting during induction. Challenge cards are available at all times and pupils are encouraged to extend their thinking and to apply their knowledge and skills. Challenge cards can be requested by pupils or given by adults.

Assessment

First Base assess and measure progress on objectives taught through a RAG rating system. Learning objectives are RAG rated each lesson by the pupil and the adult supporting their learning. Concluding a 3-week unit of work, the class teacher reviews the pupil's progress towards objectives covered and records current attainment on learning objectives. This data is used to inform planning and learning for the next unit of work.

Timetable

	Monday	Tuesday	Wednesday
09:00 – 09:15	Settling and 1:1 reading	Settling and 1:1 reading	Settling and 1:1 reading
09:15 – 09:20	Visual timetable	Visual timetable	Visual timetable
09:20 – 09:40	Snack	Snack	Snack
09:40 – 10:00	Phonics	Phonics	PSHC & RE
10:00 – 10:15	Playtime	Playtime	Playtime
10:15 – 10:55	Literacy	Literacy	Science
10:55 – 11:10	Choosing	Choosing	Choosing
11:10 – 11:50	Maths	Maths	Art
11:50 – 12:00	Choosing	Choosing	Choosing
12:00 – 13:00	Lunch	Lunch	Lunch
13:00 – 13:10	Settling	Reading PE	Settling
13:10 – 13:30	Reading		Reading for pleasure
13:30 – 14:20	Thrive		Thrive
14:20 – 14:30	Story time		Story time
14:30 – 14:45	Choosing & today books	Choosing & today books	Choosing & today books

Mainstream School Responsibilities

Placements at First Base are fractional and time limited, therefore the full National Curriculum will not be delivered by First Base during a placement. Individual subject policies detail which elements of a subject will be delivered and those that remain the responsibility of the mainstream setting. Springboard pathway does not include teaching or assessment of the following subjects and full responsibility for delivery therefore lies with the pupil's mainstream setting:

- History
- Geography
- Computing
- Design & Technology
- Religious Education

Policy reviewed: September 2023

Reviewed by: Stacey Laws