



BIRKLANDS
PRIMARY SCHOOL

Birklands' Curriculum Intent Statement 2021-2022



Curriculum Intent

The staff at Birklands Primary School designed the school curriculum with the aim of making a positive difference to the life chances of each of our pupils. Through our curriculum, we want to immerse children in new knowledge and experiences that raise aspirations, develops social responsibility and global awareness.

The rationale behind this is the need to improve social-mobility in areas of high deprivation. Latest figures indicate:

- The Midlands is the worst region for social mobility for those from a disadvantaged background
- Coastal and older industrial areas (including Derby and Nottingham) are becoming entrenched social mobility hotspots.
- At the age of five a child from a disadvantaged background is 14% less likely to be school ready.

As a school, we believe that developing:

- Independent learners
- Creative thinkers
- Socially confident and responsible citizens
- Cultural and Global knowledge

will provide our pupils with the positive powers to make a difference in their lives and break the cycle of deprivation.

Embedding our student charter is key to developing independent learners. Through the implementation of all aspects of our student charter pupils develop the capacity to understand how to learn and learn from mistakes. We anticipate that all of our learners are able to identify how to improve their learning and reflect on next steps.

Our student charter enables all of our pupils to develop an outstanding attitude to learning during all aspects of a learning experience.

All members of the school community refer to the vocabulary associated with our charter.

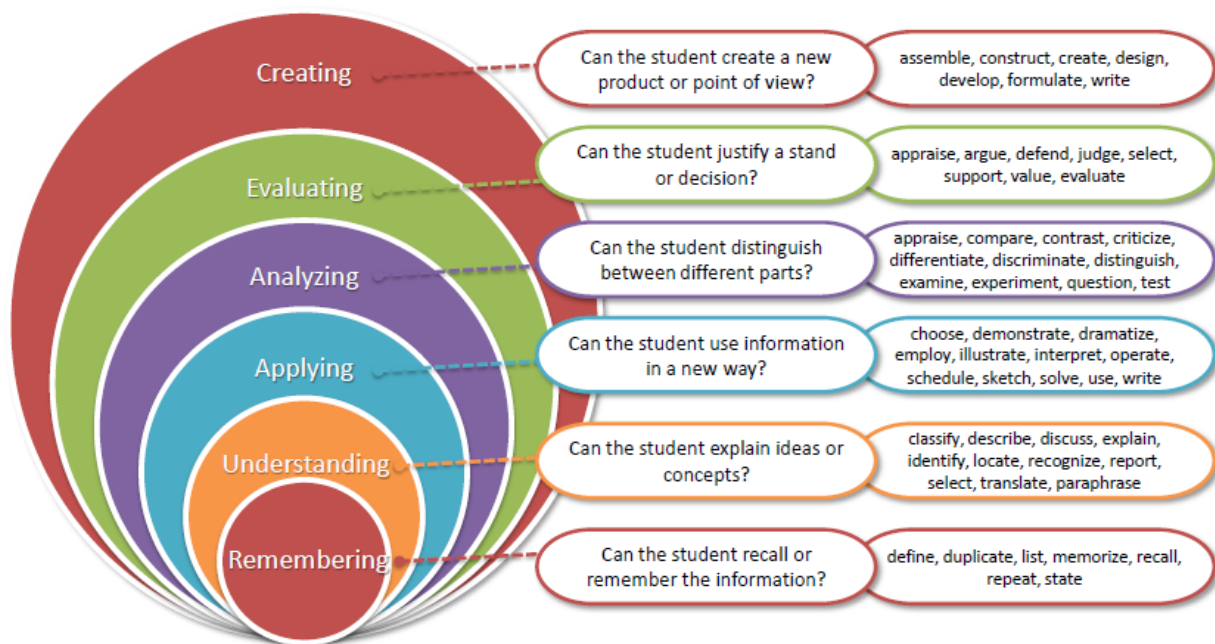


Alongside the student charter to develop independent learners Birklands has implemented the Take 5-One amazing Breath initiative, with the intention of building resilience, self-awareness and improving academic outcomes.

This daily initiative is designed to develop self-awareness around well-being and mood. An evaluation of the programme has found participating in daily breathing exercises has a positive effect on children’s behaviours, attitudes and relationships both in the home and at school. It has shown to have improvements in levels of stress, time pressure and an increased ability to cope with challenges in their lives. This reflects increased attendance at school, an increase in focus and concentration, on their ability to learn and their academic achievement.

As a school, we understand that creative thinkers are successful learners. Staff shape sequences of learning to ensure understanding, recall and retrieval of key knowledge will enable pupils to be analytical and evaluative.

We believe that Bloom’s Taxonomy is central to pupils using and applying their age-related learning. Staff use this particular taxonomy to challenge pupils through questioning, feedback, generating learning objectives and success criteria.



At the core of our curriculum is the need to develop socially confident, responsible culturally knowledgeable global citizens, that embrace British values.

Socially confident and responsible citizens are able to interact with others, work collaboratively, be confident to speak out and maintain views (where appropriate), act upon concerns and take actions. As socially confident citizens, they will learn the importance of democracy, respect for individual liberty and rule of law.

It is our intention to provide a wide range of opportunities for these key social skills to develop and be enhanced, on a daily basis, as well as through focused themes, charity events etc.

In our opinion, the key to creating a successful socially confident and responsible citizen is for this to be consistently modelled by all of Birklands' staff.

As a school in a predominately white-British area we are aware that our pupils need to be exposed to the cultural diversity of our society and develop global awareness. One of our curriculum priorities is to develop this cultural and global knowledge. The intent is that through a variety of curriculum areas and partnerships with schools across the world our pupils will develop knowledge, understanding and mutual respect for the diverse society and world they are part of and how to show respect and tolerance of cultural and religious beliefs

We want our pupils to develop an understanding that actions and/or words along with working together and respect can have an impact on society/industry/people, whether positive or negative. The intent is that this will empower them-as citizens of our society- to use actions/ words to make a positive difference and that their actions/words do count.

Our approach and themes enable us as a school to provide a curriculum relevant to the needs of our children and community, that incorporates experiences involving their immediate locality and beyond.

As a school, we want our children to understand that knowledge can be powerful and this can be used in the application and development of skills. We encourage our pupils to make connections within and across subjects through our cross-curricular approach. They are able to do this, through the cohesive way the school has planned curriculum coverage.

In addition to this, all staff apply Rosenshine's ten principles of instruction when planning and delivering sequences of learning/ daily lessons. Application of these principles can avoid cognitive overload and free up the working memory.

Through the implementation of the key principles of intent, along with the challenge interwoven into sequences of learning it is anticipated that pupils will leave us having developed strong character education ensuring they continue to build on the knowledge and skills not only during the next stage of the learning journey but throughout life.

Our curriculum intent not only embraces our Trust mantra but our school ethos too:

WORK HARD. BE KIND. TOGETHER THESE MAKE SUCCESS (mantra)

WORKING TOGETHER TO BE THE BEST VERSIONS OF OURSELVES (ethos)