



Curriculum Intent Statement 2020-21

Curriculum Intent

The aim at Firbeck Academy is to raise the aspirations of all children and provide opportunities for them to develop positive lifelong attitudes to learning. Through our curriculum we aim to promote a strong moral compass, enabling children to engage actively with their community and the wider world.

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

- Based upon the indices of deprivations, our local community is within the 10% most deprived area in the country (1745/32,844).
- Social and economic circumstances constitute 86% of factors explaining disadvantaged pupils' educational results.
- 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:

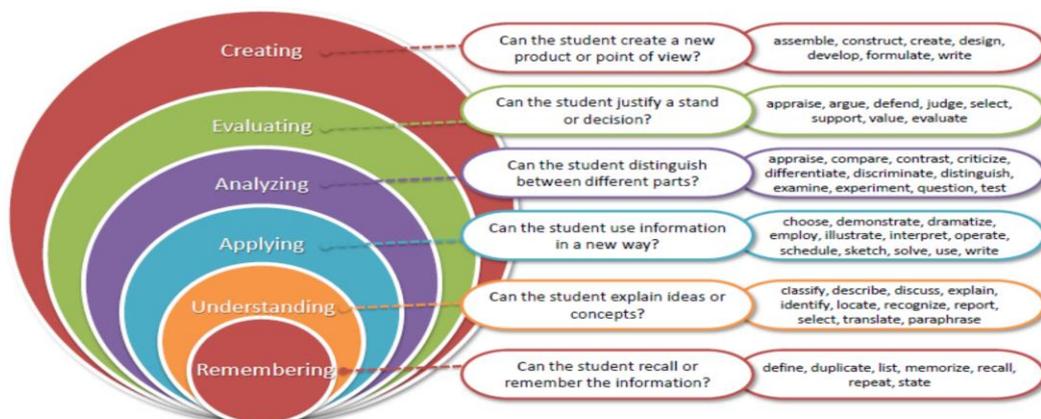
- Early reading and mathematics
- Independent learners
- Resilience and aspiration
- Creative thinkers and instilling ambition
- Cultural knowledge

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

Embedding our core values of **'work hard, be kind'** and our pupil charter linked to attitudes to learning is a critical part of developing independent learners. Our attitudes to learning enables all of our pupils to develop outstanding attitudes to learning during all aspects of school life.

As a school, we understand that creative learners are successful learners. Staff shape sequences of learning to ensure that knowledge is remembered and that skills are progressive.

At Firbeck, we believe that Bloom's Taxonomy is central to pupils applying their age-related learning. Staff use this to challenge pupils through questioning, feedback, generating learning objectives and success criteria.



In order to enable each child to reach their potential academically, physically and creatively, our curriculum will:

Ensure children are fluent in Early Reading and Maths and are exposed to a rich vocabulary

As a school our core purpose is to ensure that our children are fluent in early Reading and Maths- the pinnacle for future success. Through our daily teaching of phonics we ensure that children can decode speedily and accurately. This is taught alongside a curriculum where reading is at the heart and promoted across a variety of subjects. We provide children with ambitious texts and challenge children to incorporate ambitious vocabulary into their work. Texts match the sounds taught in early years and in key stage 1.

We embrace the Mastery approach to teaching mathematics. We explicitly model, systematically teach and expect pupils to use a rich, varied and specialist mathematical vocabulary.

Develop resilience and high aspirations in all children

The centre of our curriculum is the need for children to have outstanding attitudes to learning. We aim to instil a sense of curiosity, ambition and resilience when children approach their learning. Our curriculum enables pupils to reflect on their own learning processes through our work on attitudes to learning and teach them to have:

- High expectations
- Determination to succeed
- Opportunities to learn from mistakes
- Chance to take responsibility for their actions

At Firbeck, children will be taught how to value themselves and others through our PSHE curriculum, British values and RSE.

Be ambitious and creative, which over time increases each child's cultural capital

Our curriculum is built upon the careful sequencing of lessons that allows children to build upon prior and essential knowledge that children need to prepare them to become active citizens. Through our curriculum we provide meaningful experiences to extend their learning that are relevant to the needs in our community.

Additional opportunities outside of the curriculum are provided and incorporate opportunities to develop cultural capital, such as forest schools, area band and our signing choir.

Be accessible for all children regardless of their background, needs or abilities

At Firbeck Academy School it is our underlying belief that every child should feel valued and experience the feeling of success in a wide range of curriculum areas. We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development, which means

in practice our curriculum places equal importance on core and foundation subjects.

We embrace Firbeck's diversity through ensuring our Focused Provision unit is fully integrated within our school community. Through allowing flexibility within our curriculum, we ensure we are responding to each child's need, providing additional challenge and support where needed.

How do pupils progress and achieve within our curriculum?

At Firbeck Academy, our definition of progress is: the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We designed, organised and planned our curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum. Our careful curriculum design and planning means that we build in many opportunities for repetition and practice for essential skills, knowledge and understanding in every subject. This ensures that children can revisit previous learning, which allows them to gradually develop a deeper understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child.

How will we evaluate our curriculum?

We pride ourselves in constantly improving our school and value feedback from all stakeholders. We give our parents and governors many opportunities to share and celebrate the outcomes of our curriculum. Year group pages on the school website will also inform parents of the termly topic for their class.

Research Base:**Vocabulary & Reading:**

- Oxford Language Report – Why Closing the Word Gap Matters
- Cognitive Load Theory (John Sweller)
- Closing the Vocabulary Gap (Alex Quigley)
- Closing the Reading Gap (Alex Quigley)

Quality First Teaching:

- Bloom's Taxonomy
- Teach like a champion (Doug Lemov)
- Rosenshine's Principles of Instruction (Tom Sherington)
- The Curriculum: From Gallimaufry to coherence (Mary Myatt)

Working Memory:

- Cognitive Load Theory (John Sweller)
- Make it Stick – The Science of Successful Learning (Brown, Roediger, McDaniel)