



Banks Lane Junior School

Communication, Collaboration, Curiosity, Resilience, Reflection



Curriculum Intent

Our ambitious, tailored curriculum extends beyond the classroom and the requirements of the National Curriculum, enabling our learners to develop skills and character that will help them succeed in life. Communication, collaboration, curiosity, resilience and reflection form the bedrock of this curriculum, equipping future citizens to contribute positively to society.

Communication

- We want our children to communicate in a variety of ways; to be confident with sharing their ideas, thoughts and feelings; to be excellent listeners who are able to empathise with others; children who understand how to debate, how to disagree and how challenge respectfully.

Collaboration

- We want our children to be open to new ways of learning, to learn from others and to actively contribute as part of a team. We want our children to recognise that we need one another in our communities if we are to be happy, successful and healthy - we can't do it all alone.

Curiosity

- We want our children to be engaged, motivated learners, who have a strong desire to keep learning even after the school day has finished. We want our children to keep asking questions both big and small - to challenge existing thinking and to positively influence society.

Resilience

- We want our children to face new challenges enthusiastically; to never give up when things get hard; to try again after receiving setbacks; to take risks and to be supportive and encouraging of others; to recognise their incredible strengths and potential.

Reflection

- We want our children to reflect on their strengths to build a healthy positive mindset. We want our children to learn from both their successes and failures as real learning often happens through our mistakes.

Implementation

Everything we do at Banks Lane Junior School is designed to facilitate, promote and educate our children with the skills and attributes they will require to be well rounded citizens in a constantly changing world. Our curriculum is designed and implemented with these 'Learning Powers' at the forefront. Our children designed superheroes for each Learning Power which were then professionally drawn. These characters are displayed around school and throughout our books - drawing constant attention to these Learning Powers.

Our curriculum is carefully sequenced using progression models in each subject area. Carefully constructed medium term plans are reviewed termly by subject leaders to ensure they are ambitious and cover all of the National Curriculum. Our 5 Learning Powers underpin everything we do. Some of the ways we implement our Curriculum can be seen below.

Implementation – Pedagogy and Curriculum

Communication Wizard

- Higher order thinking questioning and sentence stems
- Drama engagement in active learning (DEAL) strategies used by teachers
- Kagan structures used daily in class
- Residential trips and sports teams
- Weekly Keyboard lessons for all pupils
- Fast track music programmes and additional music tuition of violin, accordion and ukulele
- Specialist Spanish tuition for all pupils
- Blogging, emails, websites and word processing
- Debating, balanced arguments, contributing to weekly newsletter

Captain Collaboration

- Kagan structures used daily in class
- Collaborative learning used in all lessons
- Peer assessment used in Learning Logs and Maths
- Drama engagement in active learning (DEAL) strategies used by teachers
- School teams - Brownlee, Kenney, Storey, Whitlock - team treat rewards
- Marble treats - class rewards for teamwork
- Residential trips and sports teams
- Forest Schools, gardening, cookery

Cosmic Curiosity

- Linked Medium term planning enabling humanities and writing to be closely linked
- Exciting topics
- Curriculum engagement days and carefully planned educational visits
- Drama engagement in active learning (DEAL) strategies used by teachers
- Exciting range of home learning providing a choice of activities to completed by families
- Knowledge organisers - child topic reflection
- Extensive range of extra-curricular activities including Fosbrooks, music lessons and a wide range of sports activities
- RE taught through singing and music - many bespoke songs written for purpose by Music Lead
- Thought provoking topics in RE and PSHE as well as addressing global issues through English, History and Geography

Resilient Ruby

- Ambitious and challenging curriculum
- Mastery approach to Maths, developing fluency, reasoning and problem solving
- High expectations across the curriculum recorded in books
- Residential trips from Years 4 - 6
- Mindfulness for Year 6 pupils
- Sports teams and competitions
- Forest Schools, gardening, cookery
- Extensive swimming tuition for two year groups

Reflection Rose

- Traffic light self-assessments used daily so pupils can share their perception of their understanding
- Reflection comments in books
- R+R (read and respond) tasks which ask children to reflect on mistakes or take learning deeper
- Higher order thinking questioning and sentence stems used in daily lessons
- Restorative approach to behavior and behavior reflection sheets
- Knowledge organisers in History and Geography - child topic reflection promoting knowledge retention
- Mindfulness sessions for children

Implementation – Behaviour and Attitude

Communication

- Restorative approaches lead school
- Pupil Restorative Champions in each year group
- Circle times
- Learning mentor with open door policy
- Wellbeing toolkit trained staff delivering weekly sessions to identified children
- Teacher 'active listening' trained by learning mentor
- Communication rewarded in celebration assemblies
- Communication rewarded by Communication Wizard stickers

Collaboration

- Kagan structures used daily in class
- All staff RA trained, our focus is to, 'do with' (social discipline window)
- Captain Collaboration stickers celebrate collaborative work
- Collaboration rewarded in celebration assemblies
- Circle times build community

Curiosity

- Cosmic Curiosity stickers celebrate questioning
- 'Seek first to understand' Learning mentor approach
- Tailored PSHCE curriculum with 'no wrong answer' approach
- Restorative approaches lead school
- Pupil Restorative Champions in each year group
- Curiosity rewarded in celebration assemblies

Resilience

- Mindfulness sessions for Year 6 pupils
- Resilient Ruby Learning Powers Sticker celebrates resilience
- Resilience rewarded in celebration assemblies
- Comprehensive suite of transition activities for Year 2 and Year 6 pupils

Reflection

- Restorative approach to behavior and behavior reflection sheets
- Restorative approaches lead school
- Pupil Restorative Champions in each year group
- Wellbeing toolkit trained staff with weekly sessions
- Behaviour consequence chart facilitates reflection
- Reflection rewarded in celebration assemblies
- Reflection Rose stickers reward excellent reflection

