



Birchensale Middle School

Curriculum Statement 2025/26

Our curriculum is underpinned by our 3 core values which are:

- To belong
- To motivate
- To succeed
- To be resilient

Impact

At Birchensale Middle School, we provide a climate of academic rigour and pastoral care, giving children the skills, knowledge and values, they need to be ready and successful in their next stage of education, develop into responsible human beings and become good citizens. Our values of belong, motivate, succeed and resilient are central to everything we do.

Skills and knowledge are mapped progressively so that pupils can build upon prior learning and our teachers make adaptations to their teaching to meet the needs of all students and give every student an equal opportunity to learn, discover and achieve. Our curriculum promotes fluency and accuracy, connects learning and is enabling and deep.

The impact of the school's curriculum is measured and validated through several means. These can be seen below and throughout individual subject areas.

- Outcomes for students at Year 6 SATS.
- Internal progress and attainment data for current year groups.
- PiXL testing for KS2
- End of year formal exams for KS3
- Attendance data.
- Behaviour data.
- Engagement in enrichment activities.
- Student voice.

Intent

At Birchensale Middle School, we are privileged to be able to make a difference to the lives of our children and the choices they make about their future. Our children have an entitlement to the powerful knowledge and skills that will enable them to lead purposeful, successful lives and make a positive contribution to society.

We will achieve this through a well-sequenced, coherent curriculum which:

- Promotes a love of reading
- Embeds the powerful knowledge, skills progression and vocabulary development
- Promotes and provides rich cultural capital and excitement for learning
- Ensures that every experience and interaction models the positive behaviours we expect to see

Our curriculum is designed to give every student an equal opportunity to learn, discover and achieve a broad range of areas across both KS2 and KS3. We aim to guide their learning and personal development through the following areas:

Preparation:

We strive to prepare students for "life beyond Birchensale". We do this by:

- providing challenges that aim to motivate and inspire, which will lead onto a lifelong interest in learning.

- preparing students for further education, whether this is academic or vocational; ensuring our pupils have the right skill set to enter the world of work.

Community:

We encourage our pupils in active community involvement. We do this by:

- ensuring students are fully prepared for life in modern Britain.
- involving our pupils with the wider community. Encouraging them to work within the community to promote local, national and global awareness.

Development and Achievement:

We want to promote a secure understanding of each individual pupil's development and their own personal achievements. We do this by:

- providing extensive opportunities for students' personal development both inside and outside of the classroom.
- empowering students to achieve their personal best.
- offering a broad range of quality extra-curricular opportunities for personal development.

Implementation

All lessons follow the 'BMS Learning Model' which is designed around Rosenshine's Principles of Instruction.

Concepts build and become more complex as we progress through our curriculum, ensuring that children are constantly building upon, embedding and applying their mental models. Children have an understanding and appreciation of what is needed to improve and they produce quality pieces of work of which they are very proud.

Lessons comprise of distinct sections which support the learning outcomes for our pupils.

- Retrieve and Recall
- Prepare for Learning
- Present New Material
- Developing Understanding
- Apply to Demonstrate
- Review

From the moment parents choose our school to the day pupils leave, our curriculum delivers the support, knowledge and skills that means pupils feel they belong and are motivated to succeed.

Transition

Strong links with our partner schools provide our pupils with an effective learning journey through all three phases of their education. Liaison between schools takes place throughout the year with departments working together, sharing good practice and ensuring a broad and balanced curriculum coverage for our pupils as they transition from phase to phase. Staff work together across the phases to share curriculum expertise and develop relationships with pupils prior to transition.

Curriculum Model by Year Group

- **Year 5 and 6** – All lessons are taught in a mixed ability primary model with pupils spending most lessons with their main class teacher but still having the opportunity to access specialist staff and facilities in subjects such as Spanish, Music, Computing and PE.

- **Years 7 and 8** - All lessons are taught in mixed ability groups by subject specialist teachers throughout the school. Pupils with specific needs are supported by the learning support team throughout the school day.

Personal Development and Wellbeing

- **Pastoral welfare and support:** We work within a clearly set out pastoral structure ensuring all staff support the emotional welfare of students, developing resilience and high standards of behaviour. This is supported through close links with outside agencies and on-site support staff.
- **Safeguarding:** We ensure that our curriculum provides a safe learning environment where pupils feel safe and supported. All our staff are trained to recognise any safeguarding concerns that our pupils have and our dedicated safeguarding team have enhanced training to support our pupils, families and liaise with external agencies if required.

SEND Provision

Our curriculum is fully inclusive and offers all pupils the support, intervention and personalised provision needed to enable them to reach their full potential. This includes additional class-based support, adapted curriculum provision, specialist advice and recommendations from external agencies, 1:1 and small group intervention and access to pastoral support with our Learning Mentor. Our aim is to provide the personalised programme needed to remove any barriers to learning that pupils may have.

Quality Teaching and Assessment

Our extra-curricular and class-based curricular are carefully balanced to ensure that all students develop their literacy and numeracy skills and explore practical skills, across a wide range of areas. Pupils are also given opportunities to take part in competitions, discover new interests and to work collaboratively as well as independently.

At the heart of our design process is our community. Our curriculum is tailored to suit the diverse backgrounds and needs of our pupils and their families. We aim to support and provide guidance to our school community, by providing them with a platform to meet their future education and career aspirations.

Our assessment framework is designed to suit a range of abilities and needs, with less emphasis on testing to measure progress and more on assessing pupils within lessons. This is to allow for a more targeted and personalised support and intervention across all subjects.

Our curriculum structure is intended to be simple, but effective. There are clear differences between KS2 and KS3 to support and challenge all learners appropriately. We aim to do this through strong and sustainable support, which encourages our pupils to develop to their individual potential.

Homework

Homework enhances student learning, improves achievement and develops pupils' study skills; as such it is an integral part of the curriculum.

Homework is work that is set to take place outside the timetabled curriculum. It contains an element of independent study and is important in raising student achievement. Not all homework takes place at home; in fact, for some pupils who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it can be completed in school. There are homework clubs and the library, all of which enable the pupil to complete the homework set with support if needed.

Homework enables students to:

- Consolidate and extend work covered in class or prepare for new learning activities.

- Develop research skills.
- Have an opportunity for independent work.
- Show progress and understanding.
- Provide feedback in the evaluation of teaching.
- Enhance their study skills e.g. planning, time management and self-discipline.
- Take ownership and responsibility for learning

Enrichment

Our extra-curricular clubs are the heart and soul of the school, providing a wide range of enriching activities including Sports, The Expressive Arts, Science, Community and Environmental Projects. These clubs provide a unique opportunity to develop positive links for staff and students. All children can learn outside the classroom during our extensive range of school trips and during our off-timetable project days.

Subject Hours Allocation

Subject	Lessons Per Week			
	Year 5	Year 6	Year 7	Year 8
Reading	5	5	4	4
Writing	5	5	5	5
Maths	6	6	5	5
Science (Forest School)	3 (1)	3 (1)	3	3
RE	1	1	1	1
PSHE&C	1	1	1	1
PE	2	2	2	2
Computing	1	1	1	1
History	1	1	2	2
Geography	1	1	2	2
DT	1	1	1	1
Art			1	1
Music	1	1	1	1
Spanish	1	1	2	2