



Barnfields Primary School Curriculum Policy

Date Approved: September 2022	Print Name: Sue Francis
Date to be Reviewed: September 2024	Signed: Sue Francis

Statement of Intent

At Barnfields Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Assessment Policy
- PSHE Policy
- Relationships and Health Education Policy
- SEND Policy

Roles and Responsibilities

The Governing Board is responsible for:

- Liaising with the headteacher, senior leaders, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The Headteacher is responsible for:

- Communicating the agreed curriculum to the Governing Board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the Governing Board.
- Making any necessary adjustments to the curriculum where required.



- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring that planning, teaching and learning is of a high standard and is reflective of the school's curriculum intention, design and drivers.
- Ensuring that the curriculum is ambitious and relevant.
- Teaching and learning in each subject is rigorous, allowing children to study high-quality content in depth from local and global contexts.
- Creating medium-term plans for the curriculum with fellow colleagues.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Planning coherent and progressive lesson sequences that carefully develop knowledge acquisition and skill development.
- Promotes cultural capital.
- The intended curriculum is implemented, ensuring full coverage of the National Curriculum, and that of the Curriculum Outlines, Progression Grids, Road Maps and agreed schemes of work.
- Collaborating with senior leaders and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to senior leaders
- Working to close the attainment gap between academically more and less able pupils.
- **Outcomes are evident in pupil book**

Subject Leaders are responsible for:

- Providing strategic leadership for their subject.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the Curriculum Leader.
- Providing efficient resource management.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Collaborating with the Headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Curriculum Intention

At Barnfields Primary School, our intent is to promote a lifelong love of learning by delivering a meaningful education that ignites and stimulates children's minds, alongside nurturing their talents and interests. Our



bespoke and enriched knowledge-engaged curriculum recognises that knowledge and skills are the two core components to learning. It is designed with great thought and care, recognising the school's unique characteristics and the needs of the children that it serves.

Our curriculum encompasses not only the statutory requirements of the Early Years Foundation Stage and the National Curriculum, but also a rich variety of learning intentions that engage the children in thinking and learning beyond our statutory obligation. We offer a broad curriculum that values the discipline and importance of each subject. Coherently planned lesson sequences ensure progression of knowledge and skills within the year and throughout the years. Meaningful links are made within and across subjects, enabling them to embed prior learning, think more deeply and make connections. Where possible we will utilise opportunities for cross-curricular learning; however, some subjects may be taught in discrete blocks if that is more appropriate.

Opportunities are created for children to thrive in different subject areas through a balance of written and practical activities, enabling them to develop interpersonal skills, take risks, problem solve, build resilience and become creative, critical thinkers. Reading is at the heart of the curriculum. High-quality texts are used to ignite the children's imagination and passion for literature. This captures the inclusive nature and high aspirations of our school.

We understand that children learn and progress at different rates. We ensure that the curriculum is taught at the appropriate level and challenge for the stage of the child's development. If required, adaptations are made to the content to ensure that it is accessible for all children at Barnfields irrespective of any educational needs or disability.

Throughout our curriculum, we prepare the children with the skills and understanding needed for later life. We aim to promote an understanding of our local community, and this is frequently used to inspire children by drawing upon the rich resources in Staffordshire. Local history is valued and studied, along with other heritage, geographical, creative and business links. Children are encouraged to compare and contrast their local area with other parts of the country/world to develop a greater understanding of social and cultural diversity. Wider global issues are also studied (especially in KS2) in order to prepare children with the skills and understanding needed for later life.

Children leave the school with a sense of belonging to a tightly-knit community where they have the confidence and skills to become responsible, respectful and active citizens who can contribute positively to society in the 21st Century.

Curriculum Drivers

Our curriculum is underpinned by six key themes which we call our 'drivers'. These determine the direction and development of the work that we undertake in all areas of school life, ensuring that we offer a curriculum that it is enriched and personalised in order to meet the interests and ambitions of our children.

Our curriculum drivers are factors that we value as a school, alongside our ethos of Believe and Achieve.

VALUES

At Barnfields Primary School, adults act as positive role models, actively teaching the children the five embedded school values (respect, resilience, reflection, responsibility and positivity) and how we can live by these. Character education is valued, ensuring that children are fostering life-long learning behaviours that will allow them to succeed in their next stage of education and beyond. Nurture is at the heart of the school, enabling children to take risks, problem solve and to become free-thinkers. As part of this, physical and mental well-being is paramount and we believe that a good education promotes health and happiness as well as academia. Our



curriculum also develops children's understanding of diversity as they to gain a deeper understanding of the world in which we live.

AMBITION

Barnfields children are encouraged to be the best that they can be by aiming high and having aspirational goals. They embrace the school ethos of 'Believe and Achieve' and are willing to challenge themselves as learners. Establishing positive role models across the school is important to us and enables children's experiences to broaden. Children at Barnfields understand that attitude, effort, belief and continuous improvement are part of the learning process and a route to success. Rich and varied learning experiences are designed with great thought and care, ensuring that they are ambitious and challenging for all children. We work to broaden our children's horizons, expanding their knowledge of the world of work by nurturing their interests. This captures the inclusive nature and high aspirations of our school.

RELEVANT

The curriculum at Barnfields is relevant and responsive to the age in which we live, educating for life. Our curriculum provides the children with meaningful experiences, engendering significant and purposeful learning opportunities. They learn skills that they can develop as they mature, whilst at the same time understanding the key age-appropriate knowledge from every subject within the National Curriculum. We believe that PSHE is vital for pupils to learn how to keep safe and healthy in an ever-changing world. Our progressive PSHE curriculum is relevant to the lives that children live today and prepares them for the future. Wider global issues are also studied (especially in KS2) in order to prepare children with the skills and understanding needed for later life. Children leave Barnfields with a well-rounded education that equips them with the knowledge, skills and attributes needed to be active citizens who can contribute positively to society in the 21st century.

ENQUIRY

We believe that choosing the right context to engage our children in their learning is vital in fostering a love of learning and also maintaining our high standards. Our curriculum is planned around the distinctive needs of our children, promoting curiosity and interest. Within each topic, open-ended questions to investigate are presented to the children, engaging and motivating them as learners. These questions are designed to provide the context for learning in most subject areas, enabling the children to further develop and deepen their knowledge and understanding. Children are encouraged to drive their own learning forward by questioning, investigating and solving problems.

CREATIVITY

We like our children to engage and express their ideas in a variety of creative forms. Our curriculum enables this as we believe in providing them with opportunities to be imaginative and to use experiences and observations to make connections in their learning. Children are able to use their critical thinking skills to create new and meaningful forms of ideas where they can take risks, be independent and flexible. Children thrive by advancing their knowledge and understanding through a wide range of creative, physical and expressive activities, nurturing their skills and talents while broadening their horizons and enriching their experiences of life.

COMMUNITY

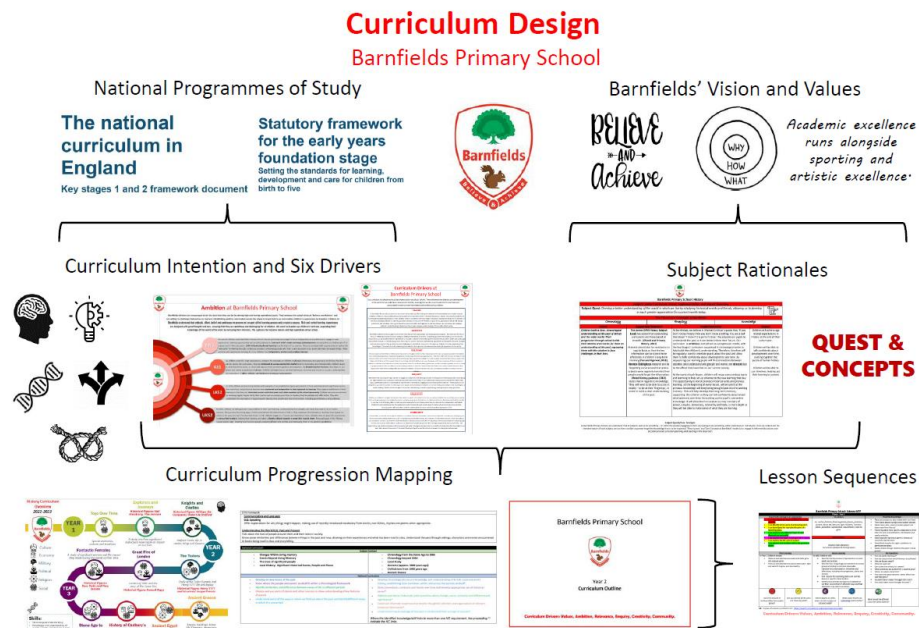
At Barnfields, we actively encourage the children to establish a sense of themselves within their local/wider community by developing the emotional understanding necessary in order to experience positive relationships and a respect of themselves and each other. Throughout our curriculum, we aim to promote an understanding of our local community and this is frequently used to inspire children by drawing upon the rich resources in Staffordshire. Local history is valued and studied, along with other heritage, geographical and business links. We explore how our school community, local community and wider community are important to us and the



contributions that they make to our lives. We believe in the power of the parent/family participation and the school community to change and enhance lives.

Curriculum Design

At Barnfields, the broad and balanced curriculum is coherently and progressively planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Curriculum Outlines have been produced for each year group, providing an overview of the content that is being taught in each topic, in each subject, from Yr1-6. These ensure full compliance with the KS1 and KS2 National Curriculum.



Leaders at Barnfields are passionate about ensuring that the planning and teaching of each subject remains 'true to discipline'. Knowledge and skills (knowledge-engaged) are two core components of the design, enabling learners to build upon what they have learnt. We teach through a topic-based approach, but, where links cannot be made or are tenuous, subjects are taught on a stand-alone basis. The following subjects are not taught through the 'topic-based' curriculum: computing, MFL (French), PE, RSHE, RE and Music. Instead, quality teaching schemes have been purchased (such as Jigsaw PSHE) so that specific skills and knowledge are taught.

In English, leaders foster a love of reading and language by immersing learners in high-quality texts, providing them with the confidence to explore their imagination through our literature-led curriculum. With modelling at the heart of them, the Writing Rainbow is used as a tool to structure a series of progressive writing lessons that include a number of teaching strategies, such as sentence stacking and paragraph piling. 'Deepen the moment' tasks feature within the curriculum, whereby learners enrich a given plot point/writing focus independently by showcasing one of the writing lenses. At the end of each unit, learners apply their learning to an independent piece of writing where they plan, write and then edit their work. The editing process allows children to reflect on their writing and consider how they can improve it.

In Mathematics, we use the White Rose Scheme of Learning to future guide and support teaching practice and pedagogy from Reception to Year 6, which carefully sequences concepts and procedures to build mathematical knowledge and skills systematically over time. There is a distinct focus on number work. Children who have an excellent grasp of number make better mathematicians. Spending longer on mastering key topics will build a child's confidence and help secure understanding. The scheme breaks the curriculum down into small, manageable steps that all children work on in a daily lesson together. Those that need a bit more support are



provided with extra scaffolding through the use of modelling, resources and adult support. Those that require more challenge are given complex tasks and deeper problems to build a more profound understanding. The scheme interleaves prior content with new concepts. This helps children make links between topics and understand them more deeply.

Across the foundation subjects, Road Maps outline the units taught within each subject, demonstrating a balance of each aspect studied (e.g. mechanisms, food and nutrition, textiles in Design Technology). Knowledge-engaged progression grids (unique to Barnfields) are in place to support the planning process. These documents outline the powerful knowledge that must be taught in each unit, ensuring that lessons are coherently built across the school and vertical links made to support remembering.

EYFS Framework Communication and Language ELG: Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	
Understanding the World ELG: Past and Present Talk about the lives of people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books being read in class and storytelling.	
National Curriculum	
Subject Content	
<ul style="list-style-type: none"> Changes Within Living memory Events Beyond Living Memory The Lives of significant people Local History: Significant Historical Events, People and Places 	<ul style="list-style-type: none"> Chronology from the Stone Age to 1066 Chronology beyond 1066 Local Study Ancients (approx. 3000 years ago) Civilizations from 1000 years ago Ancient Greece
National Curriculum	
<ul style="list-style-type: none"> Develop an awareness of the past Know where the people and events studied fit within a chronological framework Identify similarities and differences between ways of life in different periods Choose and use parts of stories and other sources to show understanding of key features of events Understand some of the ways in which we find out about the past and identify different ways in which it is presented 	<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied* Note connections, contrasts and trends over time and develop appropriate use of historical terms* Address and devise historically valid questions about change, cause, similarity and difference and significance* Construct informed responses that involve thoughtful selection and organisation of relevant historical information* Understand how knowledge of the past is constructed from a range of sources*
<small>Where the identified knowledge/skill links to more than one NC requirement, the proceeding ** indicate the NC links.</small>	

In Science, History, Geography, Design Technology and Art, this is further supplemented through the medium-term planning documents, which outline: key vocabulary, scientists/significant individuals/artists studied, lesson sequences, prior and future knowledge. These documents work in tandem with each other, enabling the staff to plan progressive and well-considered lesson that thoughtfully incorporate retrieval practice.

As part of a well-considered and strategically planned CPD cycle, staff development meetings build teachers' knowledge and understanding of the curriculum, enabling them to develop a deeper understanding of how to plan and deliver lessons that are coherently planned and sequenced.

Subject Quests and Concepts

True to discipline:		
Subject	Quest	Concepts
Writing	To communicate with others, to stimulate interest or action from the reader.	<i>Sentence Stacking, Modelling, Vocabulary, Spelling, Grammar, Audience and Purpose.</i>
Reading	To expand their understanding of the world around them	<i>Fluency, Phonics, Quality Texts, Speaking and Listening, Reading Response and Culture.</i>



Mathematics	Discover the properties of different relationships and to explain universal truths from a very basic set of commonly accepted belief system of numbers and symbols.	<i>Varied Fluency, Reasoning, Problem Solving, Mastery, Modelling, Retrieval</i>
Science	Predict and explain the behaviour of the natural world by observing and testing in a controlled manner.	<i>Investigation, Observation, Explanation</i>
History	Develop a better understanding of the world in which we live by studying historical events and trends, allowing us to develop a much greater appreciation for current events today.	<i>Chronology, Enquiry, Knowledge</i>
Geography	To inspire a curiosity and fascination about the complexity of the world in which we live, developing a deeper understanding of diversity, people, resources, natural environments and the Earth's physical and human processes.	<i>Location, Processes, Fieldwork</i>
Religious Education	Explores issues of faith and belief (both religious and non-religious) and encourages respect for the cultural and life experiences of others.	<i>Symbolism, Culture, Tolerance</i>
Design Technology	Design and make products that solve real and relevant problems within a variety of contexts for the express purpose of communicating product design intent and constructability.	<i>Design, Make, Evaluate</i>
PSHE	To acquire knowledge, understanding and skills needed to develop physically, mentally and emotionally, creating healthy individuals who can make informed decisions about their lives and their future.	<i>Responsibility, Choices, Identify</i>
Art	Encourages self-expression and creativity whilst also building confidence as well as a sense of individual identity.	<i>Inspiration, Culture, Expression</i>
MFL (French)	Teaches and encourages respect for other peoples: it fosters an understanding of the interrelation of language and human nature.	<i>Curiosity, Fluency, Understanding</i>
Music	Create pieces in sound that are simply beautiful or prove a particular response or emotion	<i>Appraising, Experimentation, Performance</i>
Physical Education	Develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.	<i>Collaboration, Challenge, Performance</i>
Computing	Study the design, development and analysis of software and hardware used to solve problems in a variety of contexts.	<i>Coding, Design, E-Safety</i>

Curriculum Implementation

At Barnfields, we are fully committed to all teaching being excellent by developing our pedagogy on teaching strategies that can enhance teaching and learning across the curriculum. Our pupils enjoy coming to school and are happy in their learning, they are encouraged to ask questions and teachers continually strive to stretch their thinking in order for pupils to achieve their potential in a supportive learning environment. We recognise the importance of lessons being engaging and stimulating, where pupils receive high-quality teaching and responsive



feedback for improvement. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long term memory, which will drive progress and raise standards across the curriculum.

Principles for Teaching and Learning at Barnfields:

- Effective planning and preparation using strong subject knowledge.
- Clear rationale for learning
- Clear lesson objectives that are subject specific
- Being appropriately and readily resourced to minimise slippage and maximise learning time.
- Mini-plenaries to review learning during the lesson and to address any misconceptions.
- Remind pupils how the learning in the lesson relates to previous learning
- Links made between previous and future learning across the curriculum
- Explicitly model outcomes and processes to ensure pupils know what excellence looks like
- Instil in pupils a strong desire to learn – ‘Ready to Listen, Ready to Learn’.
- Appropriate challenge is planned for all learners
- Guided/supported group teaching
- Opportunities for independent learning
- Give responsive and immediate feedback throughout lessons (including live marking using red pen) to ensure pupils are understanding and improving their learning
- Identify and plan for misconceptions
- Identify gaps and misconceptions to inform next lesson
- Create structured opportunities for ‘learning conversations’ in lessons.
- Consistently ask pupils to improve and develop their own answers to drive improvement and enable pupils to take ownership of their learning
- A learning environment which supports pupils through resourcing, prompts and displays.

Monitoring

The SLT and subject leaders monitor the impact of the intended and implemented curriculum using a triangulation of the following methods:

- **Book Sampling:** Do books show progression? Is the intended curriculum being implemented? What impact is it having?
- **Learning Walks and Lesson Observations:** Do staff evidence secure subject knowledge? What is the quality of teaching and learning like? Are children given the opportunity for retrieval?
- **Staff feedback/Questionnaires:** Do staff know the expectations in each subject? What are the non-negotiables? Do staff need further CPD?
- **Pupil Voice:** Can pupils talk confidently about the subject? Do they have positive views? Can they recall, with confidence, what they have learnt?
- **Data Assessment:** What does the data tell us? Are pupils on track (attainment/progress)? Are there any patterns/anomalies?

In addition to the above, SLT also conduct termly **Learning Conferences** where phase teams take part in a day of quality assurance.

Cultural Capital

At Barnfields Primary School, we recognise that every child and family who joins our school will have their own unique set of experiences that reflect their family and the culture in which they live. Each child begins school with their own cultural capital and at Barnfields, we strive to build on that.



Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon which demonstrates their cultural awareness and competence. It is one of the key ingredients that determines their success in society, their career and the world of work. It is a complex theory that comes originally from the field of sociology, which involves the study of society, including relationships, social interactions and culture. It is important to recognise that everyone has cultural capital – knowledge, skills and behaviours – and these accumulate over a lifetime through many different experiences and opportunities.

Ofsted define cultural capital as...

'...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (DfE, 2013)

Our children at Barnfields Primary School benefit from a carefully planned, progressive and coherent curriculum that builds on what they understand and know already. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes. In each subject, we promote cultural capital as well as experiences to enhance these opportunities.

Gradually widening children's experiences as they progress through school is an important step in providing rich, varied and engaging learning across the curriculum in all year groups. These include visits to places which enhance the children's cultural capital such as: visits to Stafford Castle, the local farm, Warner Bros. Studio Tour London – The Making of Harry Potter, and The Black Country Museum to name a few. At Barnfields, we seize opportunities possible to increase the cultural capital of our learners enabling them to flourish in society.

Reporting and Assessment

Informal assessments will be carried out half-termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the senior leadership team, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the Headteacher, pupils and their parents.

Assessment of pupils with EAL will consider the pupils age, length of time in UK, previous education and ability in other languages.

Special requirements will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the **Barnfields Assessment Policy**.

Equal Opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their age, disability, gender, marriage, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies. The school's curriculum celebrates diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil **Equality, Equity, Diversity and Inclusion Policy** at all times when planning and implementing the curriculum.



Supporting Pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.