



**Barnfields Primary School
Curriculum Policy**

Date Approved: September 2025	Print Name: Sue Francis
Date to be Reviewed: September 2026	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 (2025) 'Statutory framework for the early years foundation stage'
- DfE (2024) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- English Policy
- Maths and Calculations Policy
- EYFS Policy
- Marking and Feedback Policy
- Handwriting and Presentation Policy
- Home Learning Policy (Homework)
- Equality Information and Objectives Policy
- Acceptable Use Policy
- Online Safety Policy
- Behaviour Policy
- SESAT Relationships, Sex and Health Education Policy
- SESAT Educational Visits Policy
- SESAT Health and Wellbeing Policy
- SESAT Assessment Policy
- SEN Policy
- SEN Information Report
- Relationship and Sex Education
- Remote Learning 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.
- Approving this policy.
- Ensuring the school is complying with its funding agreement and teaching a “broad and balanced” curriculum.
- Proper provision is made for pupils with different abilities and needs, including children with SEND.

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.
- 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 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.

KNOWLEDGE



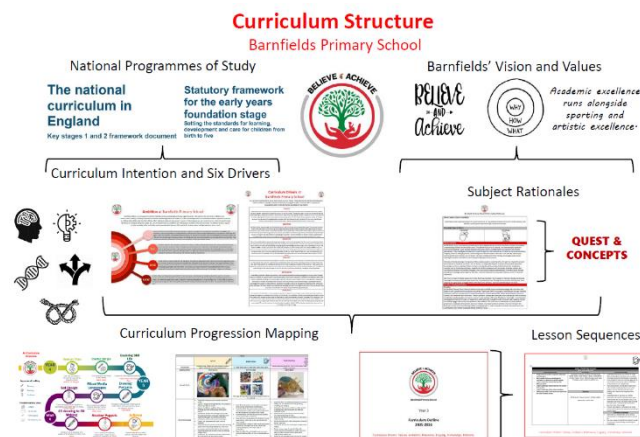
At Barnfields, pupils are exposed to a carefully constructed and sequenced knowledge-engaged curriculum, which has been rigorously designed to support children's learning throughout their primary education. Substantive knowledge has been deliberately considered according to its cultural capital value and relevance to our children's lives. It is progressively sequenced, allowing for cumulative knowledge to be built upon. We recognise this as powerful knowledge. Supporting disciplinary knowledge allows pupils to understand how substantive knowledge comes to be accepted and rejected as truth within a particular discipline. Curriculum leaders have specified the knowledge and skills to be taught in each unit of work within each subject; these are outlined in our unique and personalised progression grids.

RETRIEVAL

Our approach within Barnfields' curriculum design ensures that all subjects are true to discipline and are delivered through carefully sequenced and progressive knowledge and skills content, so that learning is truly embedded. Vertical links are deliberately mapped out across the subjects so that concepts are encountered multiple times to support the embedment of powerful knowledge. Within year groups, horizontal links are also made to provide children with opportunities to apply their learning from one subject area to another. Diagonal links within our curriculum design enable children to utilise their prior learning, to think deeply and to make connections across year groups and across subjects. Our consistent approach to retrieval practice strengthens children's ability to develop understanding and connect new knowledge with existing knowledge.

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. Subjects such as Computing, MFL (French), PE, RSHE, RE, and Music are all scheme-assisted subjects. These carefully selected schemes, such as Jigsaw PSHE, ensure that pupils develop the specific skills and knowledge required in each subject through a structured and progressive approach.

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. Writing is taught through a carefully sequenced series of lessons that incorporate a range of effective teaching strategies to develop



language, structure, and creativity. Opportunities are provided for learners to enrich and extend their writing independently, enabling them to apply key skills in meaningful contexts. At the end of each unit, pupils plan, write, and edit a piece of independent work, with the editing process encouraging reflection and supporting them in improving the quality of their writing.

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

The image displays four pages from the 'Barnfields Primary School French Subject Rationale'. The pages contain detailed information about the school's French curriculum, including its purpose, structure, and assessment principles. Key elements include:

- Page 1:** Introduction to the French Subject Rationale, stating the school's aim to provide a quality French education for all children. It lists 'Knowledge Types in French' (Vocabulary, Grammar, Phonics) and 'Assessment Principles' (Formative, Summative, Diagnostic).
- Page 2:** 'Delivery' section, explaining how French is taught in a structured way across the school, with a focus on 'Progression' and 'Assessment'.
- Page 3:** 'Assessment Principles Across the Foundation Subjects at Barnfields', featuring a diagram with four pillars: 'APPROPRIATE', 'CUMULATIVE', 'ALIGNED', and 'MANAGEABLE'.
- Page 4:** 'Reporting' section, detailing how French learning is documented in children's exercise books and how progress is communicated to parents through end-of-year reports.

scheme interleaves prior content with new concepts. This helps children make links between topics and understand them more deeply.

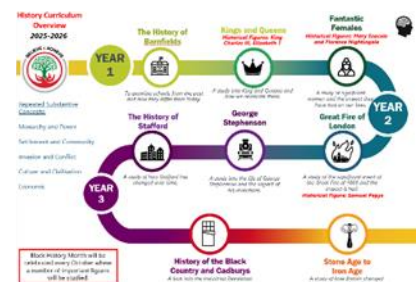
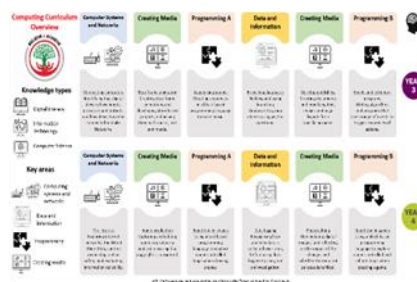
Each subject taught at Barnfields Primary School has a Subject Rationale which explains the purpose, intent, and guiding principles behind each subject within our curriculum. They outline the subject's quest and concepts, the subject intent and design, how it contributes to pupils' overall development, and how it connects to the school's wider vision and values. The rationale sets out what the subject aims to achieve, the knowledge and skills pupils will gain, and how learning is structured to ensure progression over time. It serves as a foundation for curriculum design, teaching, and assessment, ensuring that all pupils receive a coherent, meaningful, and ambitious learning experience. Each rationale is underpinned by the most recent educational research, such as the Ofsted Research Reviews.

Across the foundation subjects, our bespoke Road Maps provide a strategic overview of the learning progression within a subject. They clearly outline: what is taught and when it is taught; how knowledge, skills, and concepts build over time; the links between units and year groups, and the end goals of the curriculum. They underpin the progressive and sequential curriculum mapping of each foundation subject.



Year 5			
	Drawing Portraits	Mixed Media Landscapes	Set Design
End outcome:	Produce a self-portrait in the style of Frida Kahlo, taking inspiration from the Mexican culture.	Use a variety of media to capture the spirit of the landscape in 'Survivors'.	Create a model set for theatre or animation, inspired by film or music.
Inspiring Artists:	Frida Kahlo	Kittie Jones	Fausto Melotti
Example work:		 (Picture to be updated with 'Survivors' theme)	
Practical Knowledge	<ul style="list-style-type: none"> Understand the similarities and differences between portraits and self-portraits. Use portraits of peers, completed during varying time periods, to explore the genre, focusing on facial features. Explore how proportion and facial features can affect the overall outcome. Explore a variety of materials, such as HB and 2B pencils to sketch and colouring pencils. Explore how identity and personality can be portrayed within portraits, by exploring the work of artists. Explore the aspects of their own identity and personality they would like to convey in their work. Understand that artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. Understand that people are the sum of lots of different experiences, and that through art we can explore our identity. Know that as viewers we can then "read" imagery made by other people, unpicking imagery, line. 	<ul style="list-style-type: none"> Understand that artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of landscapes or cityscapes. Know that artists often work outside (plein air) so that all their senses can be used to inform the work and that we can replicate this. Know that as artists, we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong". Understand that we can share our artistic discoveries with, and be inspired by each other. Know that we can use sketchbooks to focus this exploration and we do not always need to create an "end result" – sometimes the exploratory journey is more than enough. Discover that different combinations of media can be used to capture the energy and spirit of an outdoor space. 	<ul style="list-style-type: none"> Know that designers and makers design "sets" which form the backdrop/props to give context to drama (theatre, film or animation). Understand that we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. Know that we can create our own "sets" to create models for theatre design, or backgrounds for an animation. Understand that we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama. Know that work can be displayed in a gallery style to allow us to see what we like about our own and others work.

Across the primary curriculum, knowledge is carefully sequenced to help pupils build secure and connected understanding over time; knowledge-engaged progression grids (unique to Barnfields) have been carefully designed by subject leaders to outline each subject's unique knowledge structures which support the planning process. Drawing on Ofsted's research reviews, our curriculum is underpinned by two main forms of knowledge: substantive knowledge (the key facts, concepts and content within each subject) and disciplinary knowledge (how knowledge is established and used within the subject, such as enquiry, analysis or evaluation) alongside knowledge structures pertinent to a specific subject; for example practical knowledge in art. Learning is designed cumulatively so that new knowledge builds on prior learning, enabling pupils to have rich and meaningful learning experiences. These documents outline the knowledge that must be taught in each unit, ensuring that lessons are coherently built across the school and vertical links made to support remembering.



In Science, History, Geography, Design Technology, Physical Education, and Art, this is further supported through detailed medium-term planning documents. These outline the key vocabulary, significant individuals (such as scientists, historical figures, or artists), lesson sequences, and links to prior and future learning. Together, these documents ensure that teaching is coherent and progressive, enabling staff to plan well-structured lessons that purposefully embed retrieval practice and build upon pupils' existing knowledge.



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.

Human Nutrition Year 4		
<p>Sequential Learning (I can statements)</p> <ul style="list-style-type: none"> I can identify basic parts of the digestive system in humans. I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can understand the importance of dental hygiene. I can construct a food chain. I can integrate a variety of food chains, identifying producers, omnivores and prey. 	<p>Practical</p> <p>Janine, omnivore, consumers, diagrams, digestive system, food chain, functions, herbivore, humans, insect, large intestine, liver, mouth, oesophagus, predator, prey, producers, small intestine, stomach, teeth, tongue</p> <p>Key Individuals</p> <p>Marie M. Daly (Biochemist) Piers Fouchard (Physician)</p>	<p>Subjective Knowledge</p> <ul style="list-style-type: none"> The basic parts of the digestive system in humans. The different types of teeth in humans and their simple functions. Which organisms are producers, predators and prey and apply to the construction and interpretation of food chains. The teeth of animals (including humans) are designed to eat different foods depending on the diet of the animal. Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood; the blood takes nutrients around the body. Nutrients produced by plants move to primary consumers then to secondary consumers through food chains; this flow of energy is shown in a food chain. <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey. Can create food chains based on <i>prey-predator</i>. Identifies differences, and similarities of different types of teeth according to herbivore, omnivore and carnivore. Can recite the teeth in their mouth (make a dental record). Recreate the human stomach and observe representation of his food (breaks down).

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.

Prior Learning	Future Learning	Key Questions
<p>In Year 3 children should:</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat. Know how nutrients, water and oxygen are transported within animals and humans. Know about the importance of a nutritious, balanced diet. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>In Year 4 children will:</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> What different types of food are there? Why do we need a variety of different foods? Do all organisms eat the same things? Why do some people need different diets? (vegetarian vs omnivore vs carnivore) Why are teeth important? What happens to our food? What is our digestive system? How does our food turn into faeces and urine?
<p>Suggested enquiries:</p> <ul style="list-style-type: none"> Are omnivores better than vegetarians? 	<ul style="list-style-type: none"> What are the names for all the organs involved in the digestive system? How does an egg shell change when it is left in cold, milk, water, vinegar? 	<ul style="list-style-type: none"> Are foods that are high in energy always high in sugar? How do dentists fix broken teeth?

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.

Subject Questions 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 Senior Leadership Team (SLT) and subject leaders at Barnfields carefully monitor the impact of both the intended and implemented curriculum to ensure that it is delivered effectively and achieves its intended outcomes. This monitoring is carried out through a triangulated approach using multiple complementary methods:

Book Sampling: Leaders review pupils' books to evaluate progression, the implementation of the intended curriculum, and its impact on learning. This enables the identification of strengths, gaps, and opportunities for further support.

Learning Walks and Lesson Observations: Regular observations allow leaders to assess the quality of teaching and learning, ensuring that staff demonstrate secure subject knowledge and implement best practice. Observations also focus on opportunities for pupils to engage in retrieval practice and reinforce prior learning.

Staff Feedback and Questionnaires: Staff are consulted on their understanding of subject expectations, non-negotiables, and curriculum intent. Feedback helps to identify professional development needs and ensures that all staff are confident in delivering a high-quality, consistent curriculum.

Pupil Voice: Pupils are engaged to assess their understanding and experience of each subject. Leaders evaluate whether pupils can confidently articulate what they have learned, demonstrate positive attitudes towards learning, and recall key knowledge and skills.

Data Assessment: Leaders analyse assessment data to monitor attainment and progress, identify trends or anomalies, and ensure that all pupils are on track to achieve expected outcomes.

In addition to these ongoing monitoring strategies, SLT also organise termly Learning Conferences, during which phase teams participate in a day of quality assurance. These conferences provide an opportunity for collaborative reflection, moderation, and discussion of teaching and learning, supporting continuous curriculum improvement across the school. Through this rigorous and multi-faceted approach, Barnfields ensures that the curriculum is effective, ambitious, and impactful for all pupils.

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.

Personal Development

Personal development at Barnfields Primary School is built upon the foundations of our school values: Responsibility, Respect, Resilience, Reflection and Positivity- and our motto 'Believe and Achieve'. These values underpin our school culture and every pupil's daily school life.

We also actively promote and develop pupil's understanding and appreciation for Fundamental British Values- Rule of Law, Democracy, Individual Liberty, Mutual Respect and Tolerance.

Our personal development curriculum goes beyond the EYFS Framework and National Curriculum. It offers unique learning experiences which provide learners with enriched cultural capital. By offering a varied and diverse set of experiences, we help to prepare them for life in modern day Britain.

Our personal development curriculum provides significant opportunities for pupils to engage in the following key areas:

- SMSC Development
- PSHE, RSHE and RE
- Character Development
- Pupil Voice and Peer Leadership
- Careers and Enterprise
- Physical and Mental Health

Home/School Partnerships

Home/school partnerships are central to the effective delivery of the curriculum. At Barnfields, we recognise that learning is most successful when there is open communication and collaboration between school and home. Parents and carers are kept informed about what their children are learning through the bulletin, curriculum overviews, Parents' Evening, and regular updates on progress. Families are encouraged to support learning at home, reinforcing skills and knowledge introduced in school. In turn, the school values and responds to the insights and contributions of parents and carers, working together to ensure that all pupils can achieve their full potential and enjoy a positive, engaging educational experience.

Throughout the year, Barnfields provides opportunities for family members to engage with their children's learning in school. For example, in Year 1, parents and carers are invited to a 'Learning Together' session at the conclusion of the Design and Technology unit on sewing hand puppets. During this session, families work alongside their children to complete their designs, experiencing first-hand the skills and knowledge pupils have developed throughout the project. These sessions allow families to gain a deeper understanding of the curriculum, celebrate



pupils' achievements, and strengthen the connection between home and school learning. These experiences are offered twice a year throughout the school from Reception to Year 6.

Safeguarding and the Curriculum

At **Barnfields Primary School**, safety always comes first. We know that safeguarding is multi-faceted, and our curriculum is designed to give children the knowledge, skills and confidence they need to keep themselves and others safe in a wide range of contexts.

Our ethos is rooted in care and trust. As Ofsted noted, *"Staff take time to notice the things that matter to pupils. Adults take care to listen to their questions, comments or worries."* Children know that if they have a concern, they will always be listened to, respected, and supported by staff who know them well.

Values and Behaviour

Our five core values – Respect, Resilience, Responsibility, Reflection and Positivity – are at the heart of school life. These values, together with our behaviour policy and code of conduct, help children understand how to look after themselves and each other. As inspectors recognised, *"The school's five core values... are woven throughout its work."*

On the playground, children are reminded to follow these values outside the classroom, ensuring playtimes are safe, respectful and enjoyable for all. This creates an environment where pupils can thrive in their learning (Article 28 – the right to education) while also enjoying their right to relax and play (Article 31).

Assemblies and Curriculum

Our school assemblies focus on our values while also addressing wider issues such as anti-bullying, child-on-child abuse, online safety and respect for others (all at an age-appropriate level). Assemblies link directly to British Values and the UN Convention on the Rights of the Child. Through our Rights Respecting Schools approach, children explore important safeguarding issues such as protection from harm (Article 19), the right to a good standard of living (Article 27), and protection from exploitation (Articles 34–36).

Fortnightly First News assemblies give children opportunities to discuss national and global current affairs linked to safety and wellbeing. These have included conversations about children's health and world events such as the conflict in Ukraine.

Our PSHE curriculum, taught through the Jigsaw programme, follows six themes: *Being Me, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships, and Changing Me*. This supports children in developing confidence, resilience and empathy, while learning about staying safe in relation to mental health, relationships, consent and bullying. We also take part in the NSPCC Speak Out Stay Safe programme to reinforce safeguarding messages.

Health, Wellbeing and Physical Safety

At Barnfields, we teach children that staying safe also means staying healthy – physically, mentally and emotionally. This is supported through both our PE and PSHE curriculum (Article 24) and enhanced by our after-school sporting opportunities, enjoyed by a high proportion of pupils.

Online Safety

In today's world, online safety is a priority. As part of our Teach Computing curriculum, every year group takes part in regular lessons covering areas such as online identity, relationships, cyberbullying, managing information, privacy, security and digital rights. Each February, we celebrate **Safer Internet Day** as a whole school, reinforcing these messages in fun and practical ways.



Enrichment and Wider Curriculum

Our wider curriculum builds safety skills into real-life contexts. Children benefit from enrichment activities such as local area walks, swimming lessons, and Bikeability training to help them become “road safe” and confident in the wider world. Health and safety are also integral to subjects such as Design & Technology (e.g. food preparation) and Science (e.g. safe work with electricity).

We are proud of our pupil leadership roles (including our Junior Leadership Team, Ambassadors, Health and Safety Team and the Eco Committee) which give children the chance to take responsibility and influence decisions about health, safety and wellbeing across the school.

Partnership and Safeguarding

Sometimes, to keep children safe, we may need to work in partnership with other agencies. Wherever possible, concerns are shared with parents and carers first, unless doing so would place the child at further risk.

We also actively support the Government’s Prevent Strategy, helping children to recognise and resist radicalisation or extremism.

Barnfields has a number of policies and procedures in place to support our safeguarding commitment, all of which can be found in the [policies section](#) of our website. As Ofsted summed up: *“From early years through to Year 6, staff are attentive to children’s interests, welfare and learning.”* This reflects the heart of Barnfields – a school where safety, care and opportunity are at the centre of everything we do.

Reporting and Assessment

At Barnfields, assessment is an ongoing process that we believe is fundamental to effective teaching and learning.

Teachers have a bank of assessment tools that they can use to accurately assess attainment and progress. These cover a range of techniques including low-stake testing (retrieval practice), feedback (verbal, written) and planned, informal assessment tasks. Assessment is closely linked to and informs delivery of the curriculum.

Formative Assessment practices (‘assessment for learning’) are part of everyday classroom routines in lessons through:

- Retrieval practice
- Marking and Feedback
- Learning Conversations
- Teacher-Pupil Interactions
- Self-assessment
- Questioning
- Peer and group work is also used as formative assessment opportunities.

Summative assessment (‘assessment of learning’):

- Statutory Assessments: SATs (Yr2 and Yr6); Yr1 Phonics Screening Check; Yr4 Multiplication Tables Check, Early Years Framework
- Little Wandle Phonics Assessment
- NTS Assessments (Reading and Mathematics)
- Writing Assessments (End of Unit)
- End of Unit Assessments (Science, Geography, French)
- Final Pieces/Performances
- Multiple Choice Questionnaires/Rubrics
- Assessment Grids



- Concluding Enquiries

In Early Years children are continuously assessed against the Development Matters Curriculum (2020). We use Tapestry to record attainment against the Development Matters assessment criteria. This allows parents and carers to be part of the assessment process.

Teachers use their own professional judgements to make regular (formative) assessments and one of three summative judgements at the end of each term on Sonar:

- Working below the expected standard
- Working at the expected standard
- Working above the expected standard

These are recorded on Sonar and used by leaders at all levels to gain an overview of pupil performance.

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 **SESAT Assessment Policy**.

Assessment Across the Foundation Subjects

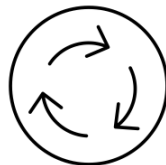
At Barnfields we believe that assessment is not just about numbers. It's about informing teaching.

Assessment in Core Subjects vs. Foundation Subjects

In core subjects, assessment often guides interventions and establishes expectations for progress and achievement. In contrast, assessment in foundation subjects tends to be more nuanced and less dependent on quantitative data. It emphasises understanding whether children are grasping the broader concepts or knowledge outlined, rather than just recalling specific facts.

Supporting Children's Understanding at Barnfields

When a child struggles to understand content, teachers at Barnfields review their planning, make adjustments, and explore new strategies to support comprehension. This continuous cycle of planning, teaching, assessing, and refining helps ensure children develop meaningful knowledge and skills.



Purpose of Assessment in Foundation Subjects

At Barnfields, foundation subjects are intentionally assessed differently from core subjects because their purpose is distinct. They aim to enrich learning experiences and complement the development of reading, writing, and mathematics. These subjects help children connect with the world around them, offering valuable experiences that enhance literacy and numeracy skills and contribute to overall growth, fostering a well-rounded and engaging education.



The knowledge structures underpinning each subject area have been carefully analysed and thoroughly considered to ensure that assessment methods align with the specific nature and aims of each discipline. This subject-specific approach to assessment ensures that pupils are given appropriate and meaningful opportunities to demonstrate their understanding, knowledge, and skills in ways that are true to each subject's intent and pedagogy.

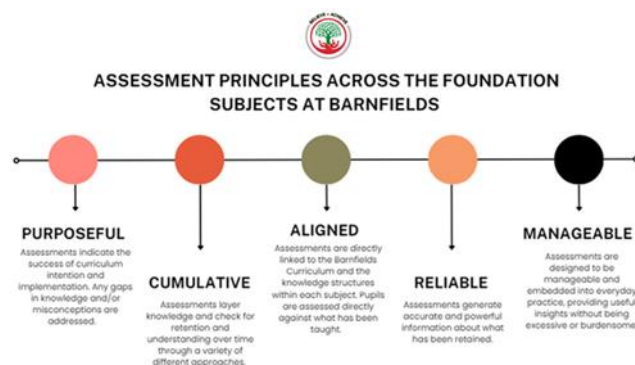
In **History**, for instance, pupils are assessed through enquiry-based tasks that require them to draw conclusions. These assessments are deliberately designed to allow pupils to showcase both substantive knowledge (including factual content, chronological understanding, and historical concepts such as civilisation) and disciplinary knowledge (such as the ability to interpret sources, evaluate evidence, and construct arguments). *This approach mirrors the work of historians and helps students to develop critical thinking and analytical skills.*

In **Computing**, pupils complete multiple-choice questionnaires, which are strategically used to reinforce key content and assess understanding of core concepts such as algorithms, programming logic, and digital literacy. These assessments allow for immediate feedback, helping both pupils and teachers to identify misconceptions and gaps in knowledge. The format also supports retrieval practice, which is widely recognised in cognitive science as a powerful tool for strengthening long-term memory.

In **Religious Education (RE)**, assessment is woven throughout each unit of work. Teachers create a range of tasks that enable them to assess pupils across the three dimensions of RE: personal resonance (how pupils relate personally to the material and its meaning), subject knowledge (understanding of beliefs, teachings, and practices across various religions and worldviews), and critical evaluation (the ability to analyse differing perspectives and make reasoned, reflective judgments). *This multidimensional approach reflects the complexity of RE and supports pupils in developing both empathy and critical awareness.*

These assessment decisions are also informed by current, high-quality educational research, which highlights the importance of aligning assessment with disciplinary knowledge, cognitive development, and the specific learning goals of each subject.

While school leaders have worked to establish a coherent and consistent assessment framework across the curriculum, they have also ensured that each subject retains its unique disciplinary identity (e.g true to discipline). As a result, assessment practices are not uniform, but rather tailored to reflect the traditions and educational purposes of each subject. **This ensures that assessment is meaningful, valid, and enhances the overall quality of teaching and learning.**





Barnfields' curriculum is planned so that pupils make connections between new learning and what has already been learned. Pupils acquire knowledge and skills through a carefully planned, progressive curriculum. Across the subject areas, opportunities for assessment are built into the learning sequence. This is noted through the use of the following symbol (e.g. such as its use on the end of unit assessments):

These assessment strategies are, but not limited to:

Knowledge Organisers: The Knowledge Organiser is used (subject specific content for each curriculum area covered in Science, History, Geography, Art and Design Technology) to reflect on the degree to which children have demonstrated and applied their knowledge, concepts, skills and vocabulary throughout the unit of study. These detail the learning objectives that are taught within each given unit and subject. These objectives show what pupils must know, remember and be able to do to meet the expected standard in each unit. Key vocabulary relevant to each unit is also included in order to promote the use of Tier 3 vocabulary across the curriculum. After analysing results, teachers use this data to inform and adapt their teaching and lesson content as required should misconceptions/lack of understanding be evident.

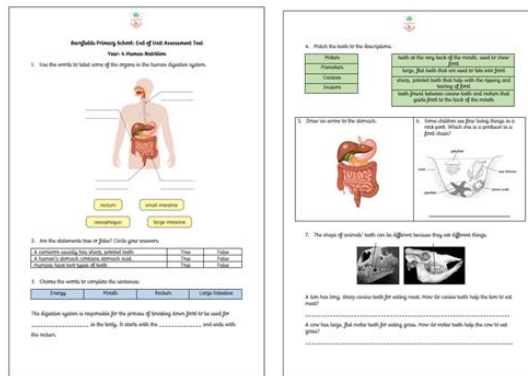
Barnfields Primary School: Knowledge Organiser																
Year 4	Animals: Including Humans	Biology: the study of living things.														
Learning Objectives:		<p>Digestion</p> <p>Animals cannot create their own food; they must eat to get nutrition. Animals and humans need the right type and amount of nutrients to stay healthy. Nutrients are the things we get from food that we need to help us live and grow. To get the nutrients from the food we eat we need a digestive system.</p> <p>Food Chains</p>														
I can identify basic parts of the digestive system in humans.																
I can describe the simple functions of the basic parts of the digestive system in humans.																
I can identify the different types of teeth in humans and their simple functions.																
I understand the importance of dental hygiene.																
I can construct a food chain.																
I can interpret a variety of food chains, identifying producers, predators and prey.		<p>Key Vocabulary</p> <table border="1"> <tr> <td>Digestive System</td> <td>The organs responsible for getting food into and out of the body while making use of nutrients</td> </tr> <tr> <td>Saliva</td> <td>The watery liquid that forms in your mouth and helps you to chew and digest food.</td> </tr> <tr> <td>Intestine</td> <td>Tubes in the body through which food passes when it has left the stomach. There are two parts: the small and the large.</td> </tr> <tr> <td>Rectum</td> <td>The straight section of the large intestine connected to the anus</td> </tr> <tr> <td>Oesophagus</td> <td>Carries food from the throat to the stomach</td> </tr> <tr> <td>Stomach Acid</td> <td>A watery, colourless fluid that's produced by your stomach's lining. It's highly acidic and helps to break down food for easier digestion.</td> </tr> <tr> <td>Stomach</td> <td>The stomach is a muscular organ that helps digest food and protects us from harmful microbes</td> </tr> </table>	Digestive System	The organs responsible for getting food into and out of the body while making use of nutrients	Saliva	The watery liquid that forms in your mouth and helps you to chew and digest food.	Intestine	Tubes in the body through which food passes when it has left the stomach. There are two parts: the small and the large.	Rectum	The straight section of the large intestine connected to the anus	Oesophagus	Carries food from the throat to the stomach	Stomach Acid	A watery, colourless fluid that's produced by your stomach's lining. It's highly acidic and helps to break down food for easier digestion.	Stomach	The stomach is a muscular organ that helps digest food and protects us from harmful microbes
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The Digestive System																
<p>There are 3 main stages of the digestive system:</p> <p>Ingestion</p> <p>The food is taken in by the mouth, and broken down by teeth and saliva.</p> <p>Absorption</p> <p>Food is further broken down in the stomach and intestines. Nutrients are absorbed into our bodies through our blood. The liver and pancreas produce bile and enzymes to help digestion along.</p> <p>Excretion</p> <p>Waste food that the body doesn't need is sent to the anus for excretion. Digesting food takes many hours</p>																
<p>Humans adults have up to 32 adult teeth, made up of four different types that each have an important job:</p> <p>Incisors—used for cutting Canines—used to tear food. Pre-molars—used to crush food. Molars—used to grind food.</p>																

Knowledge Organisers contain essential, fundamental knowledge that pupils MUST know in order to be successful and progress in their learning. They will help the pupils to recap, revisit and revise what they have learnt in lessons, enabling them to move the knowledge from their short-term memory to their long-term memory.

Each Knowledge Organiser contains the following: learning objectives for the unit, diagrams, subject specific vocabulary and its meaning. They are all linked to the agreed statements outlined in the Barnfields Knowledge Progression Grids.



End of Unit Assessments: These assessments take place in the penultimate or last lesson of each unit. They are based on the knowledge provided in the lessons. End of Unit Assessments are a form of written test that include a range of open and closed question types (multiple choice, matching, missing word problems, single word or paragraphs required etc.). The End of Unit Assessments have questions that are based on the core knowledge that pupils need to be secure to enable success in future units of learning. These are written by teachers at Barnfields and quality assured by Curriculum Leaders.



Each subject has specific assessment strategies which support the design of that specific curriculum. These strategies are outlined in the following table:

Subject Specific Assessment Practices: Overview

Subject	Summative Assessment Method / Notes
◆ Academic Subjects	
Science	Knowledge Organiser, Barnfields End of Unit Assessment and ASE Moderation Materials
History	Knowledge Organiser and Concluding Enquiry Task (see History MTP for enquiry questions)
Geography	Knowledge Organiser and Barnfields End of Unit Assessment
◆ Creative Arts	
Art	Knowledge Organiser and Final Practical Piece
Design Technology	Knowledge Organiser and Final Practical Piece
Computing	Multiple Choice Questionnaire or Rubric (depending on the unit)
Music	Charanga Assessment Documentation and Practical Final Piece
◆ Physical Education	
PE	Barnfields' Assessment Grids (also completed by the Sports Coach)
◆ Personal Development	
PSHE	End of Unit Question and Scenario, Jigsaw PSHE Summative Assessment Tracking Pupil Progress Document.
RE	Jigsaw RE Assessment Documentation
FR French	Knowledge Organiser, Adapted Language Angels End of Unit Assessment and Barnfields' Assessment Document

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

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014**

The Code of Practice 2014 identifies four areas of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

The SENDCo, Miss Emily Chesworth, oversees all support for pupils requiring additional help and monitors their progress across the school. If it is determined that a pupil should be placed on the SEN Awareness or SEN Support register, a meeting with parents is held and consent is obtained. Pupils on SEN Support have a Personal Learning Plan (PLP) containing SMART targets (example below), which are reviewed at least termly or in line with any professional reports. For children who are unable to access the curriculum due to significant needs, further professional assessments and support may be requested, and an Education, Health and Care Plan (EHCP) may be considered. Class teachers plan and work with each child with SEND to ensure progress in all areas, with oversight from the SENDCo. Where appropriate, a Teaching Assistant (TA) may be assigned to support the child individually or in a small group.



Barnfields PLP

PUP Photo here	Name: DOB:	Term: Date:	Special Term: February 2020	Teacher: TA:
Assess	End of year assess	Autumn assess	Spring assess	Summer assess
Reading	3a	3b		Target by end of Ass
Spelling	3a	3b		Ass
Writing	3a	3b		Ass
Maths	3a	3b		Ass
Area of Need:				
• Cognition and Learning				
• Learning below the expected standard in reading, writing and maths				
SMART Targets for Summer				
<p>1) Secure a reliable method for short division with no remainders, 2-3 digits + 1 digit e.g. 32 : 4 or 120 : 5. Achieved when I can solve 100/200 on my own when the division isn't in the times table. Review, test and achieved. I have had a developing reliable method for this very difficult as she does not know her times tables without a prompt or a dot from an adult. Academic assessments show my independence in this area as calculations will remain a target for L1.</p> <p>Child's view: I think I am much better at this and can do it mostly on my own. I know my tables but the 6 seconds is too fast.</p> <p>2) Continue securing a reliable method of subtraction (up to 3 digits - 3 digits) with exchange. To be achieved when she can successfully exchange when subtracting both 2 and 3 digit numbers from a 3 digit number independently on three separate occasions. Review. Partly achieved. When writing examples on grid, I can complete subtraction problems but when working independently, will often resort to adding or reversing the digits. Looking forward, we will introduce some work on estimating to support with spacing this.</p> <p>Child's view: I think I am much better at this and can do it mostly on my own. I know my tables but the 6 seconds is too fast.</p> <p>3) Readily recites times table facts for the 2s, 5s, 10 times tables, out of order. Achieved when I is able to recall 90% of these in an informal assessment on three consecutive occasions. Review. Partly achieved. When given a card to transfer, I can count to 2s, 5s and 10s but needs counting sheet e.g. covering 10s to support her to do this. I do not reliably know the patterns within numbers e.g. that 7 x 50 is related to 20.</p> <p>Child's view: I think I am good at this but I can't remember by 10's table. I know my tables but the 6 seconds is too fast.</p> <p>4) Background target: 1 to develop strategies for organisation of work, ensuring she does not miss pages out in her book etc. Review. Achieved. I has not made any errors in presentation this half term in any book.</p> <p>Child's view: I think I am good at this.</p>				
Next Steps				
• Cognition support using Let's Knowledge of numbers				
• Simple number work - bonds to ten, awareness of odd and even, doubling and halving to support her access in maths across the curriculum.				
Parent View				
Shared with parent Date: Signed:				

Class teacher input, through targeted classroom teaching (Quality First Teaching), ensures that teachers set the highest possible expectations for all pupils and build learning on what each pupil already knows, can do, and understands. Teaching is adapted to ensure all pupils are fully engaged, which may include practical approaches



or, for pupils with disabilities, “reasonable adjustments” to increase access to the curriculum. Specific strategies, sometimes suggested by the SENDCo, are implemented to support pupils’ learning. Teachers carefully monitor progress and identify any gaps in understanding, providing additional support to help pupils make the best possible progress. This support may include specific group work or interventions, which can take place in the classroom or a separate intervention room, and may be led by either a teacher or a Teaching Assistant (TA). Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.