



**Barnfields Primary School
Curriculum Policy**

Date Approved: September 2026	Print Name: Sue Francis
Date to be Reviewed: September 2027	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 Mathematics and Calculations Policy EYFS Policy Marking and Feedback Policy Handwriting Policy Homework Policy 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 SESAT 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.	



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- 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 demonstrate the successful implementation of the intended curriculum and provide evidence of pupils’ developing knowledge, skills and understanding over time.

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.



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- 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 Intention Themes

**BELIEVE
AND
ACHIEVE**

Barnfields Curriculum Drivers

At Barnfields, our curriculum is centred around five drivers:

**Ambition
Relevant
Inclusive
Knowledge
Retrieval**



Knowledge-Engaged

Our bespoke and enriched knowledge-engaged curriculum recognises that knowledge and skills are the two core components to learning.

Subjects are taught 'true to their discipline', guided by our quests and concepts.



Robustly Assessed

Assessment is continuous and purposeful, focusing on both knowledge and disciplinary understanding. Pupils are given opportunities to demonstrate what they know and can do through a range of formative and summative strategies, enabling teachers to identify misconceptions and adapt teaching.



Progressive and Sequenced

Lessons are progressively planned through robust and detailed curriculum mapping. The sequence of learning is carefully considered so that knowledge and skills are built upon year-on-year.



Depth of Learning

Children receive Quality First Teaching where their needs are met through varied pedagogical approaches.

'Deepen the moment' tasks are used across subjects to further challenge our learners.

Retrieval practice forms a key pedagogical approach at Barnfields.



Inclusive

Scaffolding and adaptive teaching provides the structure to attain and to build confidence. We ensure that the curriculum is delivered at the appropriate challenge for all learners.



Cultural Capital

Through carefully chosen experiences, resources, and texts, pupils are introduced to the wider world beyond their immediate community. This builds curiosity, broadens horizons, and prepares them for life in modern Britain.



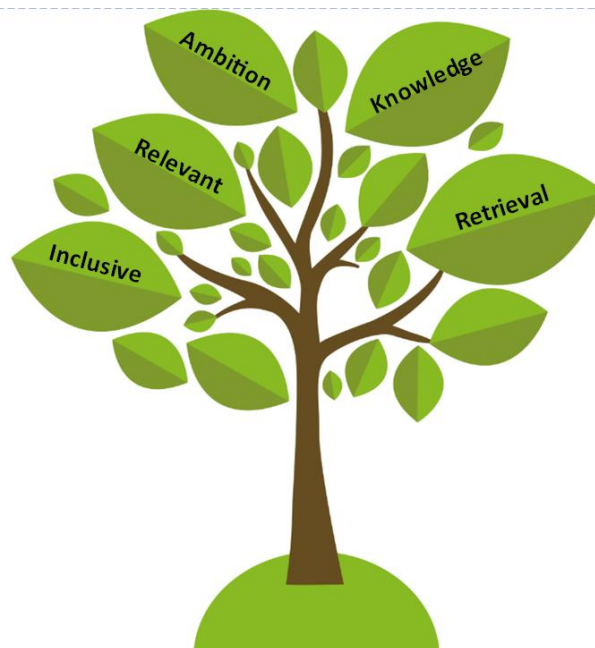
True to Discipline

Teaching reflects the authentic nature of each subject, ensuring pupils understand not just what we know, but how we know it. This equips them to think critically, ask meaningful questions, and approach learning with rigour.

Curriculum Drivers

Our curriculum is underpinned by five 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.





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AMBITION

At Barnfields, high aspirations underpin our approach to learning. Pupils are encouraged to aim high, embrace challenge and live out our ethos of Believe and Achieve. By promoting positive role models across the school, we broaden children's experiences and inspire them to see what is possible for themselves as learners and individuals. A strong understanding that attitude, effort, belief and continuous improvement lead to success is embedded throughout school life. Carefully designed learning experiences are rich, varied and ambitious, ensuring appropriate challenge for all pupils. We actively broaden horizons by nurturing children's interests and developing their awareness of the wider world, reflecting the inclusive nature and high expectations 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.

INCLUSIVE

At Barnfields, inclusion underpins curriculum design and daily practice. We recognise that pupils learn and progress at different rates and are committed to providing a curriculum that offers appropriate challenge for all. Teaching and learning is carefully planned and adapted to remove barriers, ensuring that every child—regardless of background, need or starting point—has equitable access to learning and opportunities to achieve well. We respond effectively to pupils' diverse needs through quality-first teaching, adaptive approaches and timely, targeted support. This includes pupils with SEND, EAL, those who are disadvantaged and others who may be vulnerable. Strong partnerships with families and external professionals ensure provision is well-matched and responsive. Through consistently high expectations, we foster a safe and inclusive environment where all pupils develop confidence and are enabled to Believe and Achieve.

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. 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 subject progression grids.

RETRIEVAL

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



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Curriculum Design

At Barnfields Primary School, our broad, balanced and ambitious curriculum provides every pupil with a rich curriculum entitlement. It has been carefully designed, coherently sequenced and progressively structured to ensure that pupils acquire the knowledge, skills and vocabulary they need to thrive academically, socially and personally. Underpinned by evidence-informed curriculum design and shaped by the needs, context and aspirations of our pupils, the curriculum identifies the essential knowledge, skills and vocabulary that pupils must learn and remember. Learning is sequenced to develop secure understanding, build increasingly sophisticated schema and enable meaningful connections within and across subjects over time. Through a cumulative model of curriculum design, pupils develop the secure foundations required for future learning, employment and active participation in society.

Curriculum Outlines have been produced for each year group, providing a clear overview of the content taught within each subject from Reception to Year 6. These documents ensure full compliance with the EYFS Framework and National Curriculum whilst supporting leaders and teachers in maintaining curriculum breadth, depth and progression. Leaders have carefully considered both the content pupils need to learn and the order in which it is taught. Clear end points have been identified within subjects, ensuring progression from the Early Years through to Year 6. New learning deliberately draws upon prior knowledge, strengthening pupils' schema and enabling increasingly complex connections between concepts, ideas and disciplines.

 Barnfields Primary School Year 5 Curriculum Outline 2026-2027 Curriculum Drivers: Ambition, Relevant, Knowledge, Inclusive, Retrieval	Mathematics White Rose	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division A Number: Fractions A	Number: Multiplication and Division B Number: Fractions B	Number: Decimals and Percentages Measurement: Perimeter and Area Statistics	Geometry: Shape Geometry: Position and Direction Number: Decimals	Number: Decimals Number: Negative Numbers Measurement: Converting Units Measurement: Volume
	Science	Living things and their habitats 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. Properties and Changes of Materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.		Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the Solar System. Describe the movement of the moon relative to the Earth.		Animals including Humans Describe the changes as humans develop to old age. Use a timeline to indicate stages in the growth and development of humans. Learn about the changes experienced in puberty. Research the gestation periods of other animals and compare them with humans, finding out and recording the length and mass of a baby as it grows.	

Leaders at Barnfields are passionate about ensuring that the planning and teaching of each subject remains true to its discipline. Knowledge and skills are central to curriculum design (knowledge-engaged), enabling pupils to develop both a secure body of subject-specific knowledge and an understanding of how knowledge is generated, tested, interpreted and applied within different disciplines. Whilst meaningful connections are made between subjects where appropriate, where links are not as clear, subjects are taught discretely to ensure that pupils develop a deep understanding of the unique concepts, methods and processes associated with each discipline.

Subjects such as Computing, French, Physical Education, Religious Education, PSHE and Music are scheme-assisted. Carefully selected programmes, including Jigsaw PSHE, support the delivery of a coherent and progressive curriculum, ensuring that pupils systematically acquire the substantive and disciplinary knowledge necessary for future success. Where appropriate, schemes are adapted to reflect the specific needs, context and aspirations of Barnfields pupils whilst remaining aligned with the school's wider curriculum principles.

High-quality literature enhances and enriches our curriculum, broadening pupils' knowledge of the world whilst developing vocabulary, comprehension and a love of reading. Leaders foster a culture of reading by immersing pupils in carefully selected texts that inspire curiosity, challenge thinking and promote discussion. Reading is recognised as a powerful vehicle for learning, enabling pupils to access increasingly complex knowledge across the curriculum. Through exposure to rich and varied vocabulary, pupils develop the language they need to articulate their thinking, engage critically with new ideas and access ambitious learning.

In English, writing is taught through carefully sequenced lessons that incorporate evidence-informed strategies to develop language, grammar, composition and authorial craft. Opportunities for independent application ensure that pupils can utilise and demonstrate their learning in meaningful contexts. Pupils are supported to evaluate, edit and improve their work, developing resilience, independence and an increasingly sophisticated understanding of the writing process. **For more information, see our English Policy.**

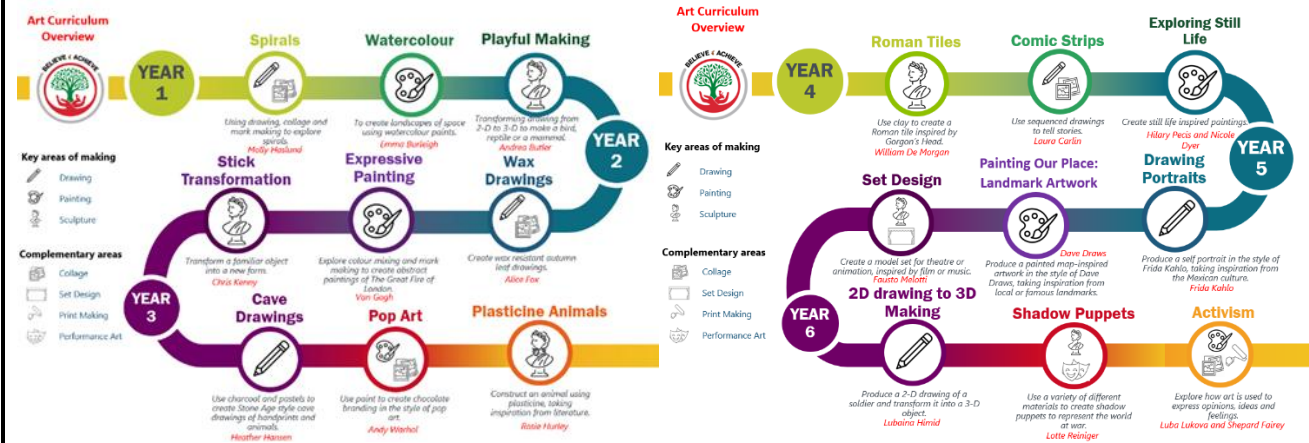
In Mathematics, we utilise the White Rose Scheme of Learning to support teaching and pedagogy from Reception to Year 6. Mathematical concepts are carefully sequenced to develop conceptual understanding, procedural fluency, mathematical reasoning and problem-solving. Particular emphasis is placed upon developing secure number sense, recognising that strong foundations in number underpin future mathematical success. Learning is broken down into small, manageable steps to ensure that all pupils can access new concepts whilst being appropriately challenged. Prior learning is revisited regularly and connected to new knowledge, enabling pupils to develop increasingly sophisticated mathematical schemas and secure understanding over time. **For more information, see our Mathematics Policy.**

Each subject taught at Barnfields Primary School is underpinned by a detailed Subject Rationale. These documents articulate the purpose, intent and design of each subject, outlining the unique contribution it makes to pupils' academic, personal, social and cultural development. They identify the essential concepts, knowledge and skills that pupils will acquire whilst ensuring that learning is coherently sequenced and progressively developed. Subject Rationales are informed by current educational research, including the Ofsted Research Reviews, and provide the foundation for curriculum design, implementation and evaluation.

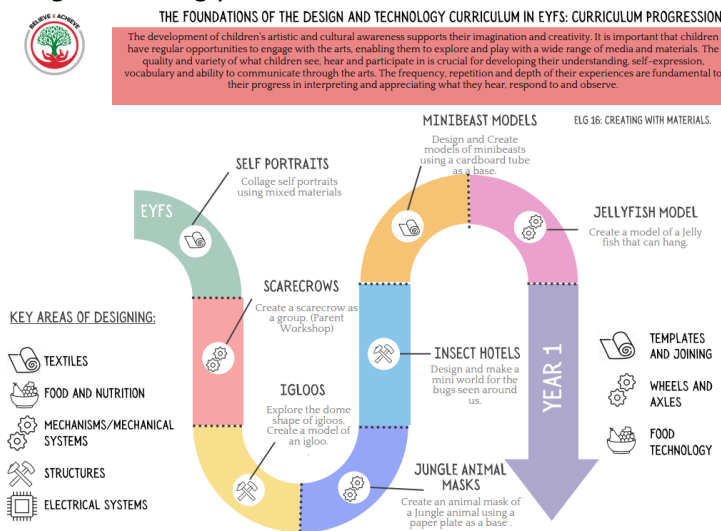
History Subject Rationale	
History Subject Quest at Barnfields: To develop a better understanding of the world in which we live by studying historical events and trends, allowing us to develop a much greater appreciation for current events today.	
Knowledge Types in History	
Substantive 	Disciplinary 
History Intention At Barnfields, we are committed to providing a rich and engaging history curriculum that fosters a deep chronological understanding of Britain and the wider world. Through the study of local, national, and internationally significant events and individuals, pupils develop important evaluative skills by considering fact and opinion from multiple perspectives. They investigate and interpret the past through the critical assessment of historical sources and artefacts, weighing evidence, sifting arguments, and forming well-informed opinions about life in the past. By exploring key events, periods, and concepts, our curriculum cultivates curiosity and critical thinking, encouraging pupils to ask meaningful questions and reflect on the relevance of the past to the present. We believe that developing a strong sense of time enables pupils to understand how the past has shaped the present and continues to influence the future. Our curriculum is thoughtfully designed to build connected and substantive knowledge over time, enabling children to study a broad and ambitious range of historical periods. Substantive concepts such as monarchy and power, invasion and conflict, settlement and community, economic systems, and culture and civilisation are revisited throughout the curriculum to deepen understanding. In tandem, pupils develop disciplinary knowledge by learning how historians construct interpretations, evaluate evidence, and form historical arguments. We strive to inspire a lifelong passion for history, fostering inquisitive minds capable of thinking critically and drawing meaningful connections between past events and contemporary issues. Through rich encounters with the past, every child has the opportunity to engage deeply with history and develop a nuanced understanding of the world.	
Provision, Planning and Delivery At Barnfields Primary School, history is delivered through a carefully sequenced and knowledge-rich curriculum that balances both substantive and disciplinary knowledge. Pupils build deep chronological understanding through repeated encounters with key concepts such as monarchy and power, invasion and conflict, culture and civilisation, economic systems, and settlement and community. These substantive concepts are developed across year groups with increasing complexity, enabling pupils to construct a coherent understanding of the past. Disciplinary knowledge—how historians investigate and interpret the past—is taught through focused enquiry questions that drive each unit, allowing children to critically engage with sources, interpretations, and evidence. The curriculum is underpinned by clearly defined progression, vocabulary development, and local, national, and global historical contexts. Lessons are enquiry-led, fostering curiosity and critical thinking while encouraging pupils to make connections between historical events and contemporary life, thereby inspiring a lifelong interest in history.	

Planning Following the History Subject Road Map, pupils at Barnfields access a carefully sequenced, balanced, and ambitious curriculum that builds knowledge and understanding year on year. From Year 1 onwards, children engage with key substantive concepts including monarchy and power, invasion and conflict, culture and civilisation, economic systems, and settlement and community. These concepts are revisited throughout the curriculum in increasingly complex contexts to help pupils build coherent historical understanding. Alongside this, children develop disciplinary knowledge by answering enquiry questions framed around second-order concepts such as cause and consequence, change and continuity, similarity and difference, significance, evidence, and interpretations. Teachers use the Barnfields Knowledge Progression Grid, which outlines both the substantive and disciplinary content for each year group, to inform their Medium-Term Plans (MTPs) and ensure progression across units and key stages. Delivery The History curriculum in Key Stage 1 and Key Stage 2 is delivered every term during discrete History lessons. To enable the children to be immersed in their study, lessons are organised into one lesson per week for the term. Assessment At Barnfields, we ensure progression in history by delivering a carefully sequenced curriculum that systematically builds pupils' knowledge over time. We understand that progression means children knowing more, remembering more, and being able to do more with their historical knowledge. To achieve this, we have designed a curriculum that develops both substantive knowledge—the key concepts, people, places, and events of the past—and disciplinary knowledge—the methods historians use to construct and interpret the past.  Progression begins in the Early Years, where children develop an understanding of the past and present through meaningful experiences, stories, and discussions. This lays the foundation for future historical learning by introducing vocabulary and concepts that support early chronological thinking. In Key Stage 1, pupils begin to build their understanding of time, change, and continuity through the study of significant individuals, events, and local history. This stage focuses on helping children develop a secure chronological framework and a sense of how the past relates to the present. In Key Stage 2, children revisit and deepen their understanding of substantive concepts such as monarchy and power, invasion and conflict, culture and civilisation, economic systems, and settlement and community. They study a wider range of historical periods and civilisations, both British and global, and are encouraged to make connections across time and place to develop a more coherent and nuanced understanding of the past. Throughout their journey, pupils are guided by enquiry questions that frame each unit and provide opportunities to apply disciplinary concepts such as cause and consequence, change and continuity, similarity and difference, historical	significance, sources and evidence, and interpretations. This approach enables pupils to think critically, analyse historical evidence, and form well-reasoned conclusions, supporting their development as young historians. Disciplinary Enquiry At Barnfields Primary School, history is an enquiry-led subject, and enquiry is fundamental to its study. Talk is used as a tool for thinking, enabling children to explore the past, question evidence and communicate interpretations with clarity. Historical vocabulary is introduced explicitly and revisited throughout each lesson so that pupils can use key terms confidently when discussing people, events and changes over time. Carefully chosen sentence stems support pupils in forming coherent explanations, expressing viewpoints and responding to historical questions with precision. In the EYF5, children develop early historical thought through clear teacher modelling and interactive routines such as 'my turn, your turn'. New vocabulary and simple historical ideas are introduced orally, giving pupils the chance to rehearse language aloud before applying it independently. Children are encouraged to explain their thinking, answer questions verbally and justify simple ideas about the past, building confidence and laying strong foundations for later historical enquiry. As pupils move through Key Stage 1, talk becomes more purposeful and structured. Sentence stems help children describe events, discuss significant individuals and talk about how things have changed over time. Pupils engage in guided discussions around historical sources, describing what they notice and beginning to infer what these sources reveal about life in the past. These routines support children in forming clear, well-reasoned responses and using historical vocabulary accurately. Across Key Stage 2, enquiry supports deeper historical thinking as the enquiry questions continue to guide discussion. Pupils take part in discussions that require them to compare interpretations, evaluate evidence and consider the reliability of different sources. Teachers model the language of historical reasoning, helping pupils articulate cause and consequence, continuity and change, and similarities and differences. Structured partner and group talk enables pupils to test ideas, refine explanations and build more sophisticated arguments. Assessment, Planning and Learning Assessment Assessment in History at Barnfields is guided by the school's five core principles for foundation subject assessment: purposeful, cumulative, aligned, reliable, and manageable. Teachers assess pupils' historical understanding through an ongoing, formative process that includes observing engagement in lessons, evaluating written outcomes, and listening to pupil voice through learning conversations. Assessment strategies include questioning, discussion, self and peer assessment, marking, and the use of retrieval practice to check for long-term retention of key knowledge. These approaches support teachers in identifying gaps or misconceptions and provide valuable insights into pupils' grasp of both substantive and disciplinary knowledge. This continuous assessment informs planning and allows teachers to adapt the learning sequence to meet the needs of individuals and classes. As a result, teachers make informed decisions about when to revisit, consolidate, or extend learning within and across units to ensure progression and secure understanding over time. In addition, each unit concludes with a carefully designed enquiry task, which provides pupils with the opportunity to apply their knowledge and historical thinking to a meaningful question. These summative tasks reflect the core knowledge and skills developed throughout the unit and allow teachers to assess pupils' ability to draw on evidence, explain significance, make comparisons, or evaluate change over time. Knowledge Organisers are used throughout each unit to support pupils in building and retaining 'fingerstick knowledge', develop key vocabulary, and foster greater independence in enquiry and discussion.
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Across the foundation subjects, bespoke Road Maps provide a strategic overview of the curriculum and its intended progression from Year 1 to Year 6. They make explicit how learning progresses within individual disciplines and identify meaningful horizontal connections across the wider curriculum.



Leaders have also carefully identified the foundations of each foundation subject within the Early Years Foundation Stage. Each subject has been mapped against the most relevant area of learning to ensure a coherent progression pathway from the EYFS into Key Stage 1 and beyond. For example, the Art curriculum builds directly upon learning within Expressive Arts and Design (Creating with Materials and Being Imaginative and Expressive), whilst Geography draws upon Understanding the World (People, Culture and Communities and The Natural World). These carefully considered links provide staff with a clear understanding of how early learning prepares children for the demands of the National Curriculum. By explicitly identifying the knowledge, skills, vocabulary and experiences that underpin future subject learning, leaders ensure continuity and progression across all phases of the school. This supports a seamless transition from Reception into Year 1, where prior learning is recognised, built upon and extended through increasingly ambitious curriculum content.



Across the curriculum, knowledge is carefully sequenced to help pupils build secure and connected understanding over time. Knowledge-engaged progression grids, unique to Barnfields, have been designed by subject leaders to identify the essential knowledge structures within each discipline and support high-quality curriculum planning. Drawing upon educational research and the Ofsted Research Reviews, our curriculum is underpinned by substantive knowledge, disciplinary knowledge and subject-specific knowledge structures. Subject leaders have identified the most important component knowledge within each discipline and have carefully sequenced this knowledge to reduce cognitive load, maximise understanding and ensure that pupils gain access to the powerful knowledge that enables success within each subject. This carefully considered curriculum architecture enables pupils to connect new learning to existing knowledge, develop increasingly sophisticated understanding and gain access to the powerful knowledge that underpins success within each discipline.



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Understanding Different Types of Knowledge in History: Substantive Knowledge

This is factual knowledge of the past – key events, place, people etc – and includes two types – ‘generative knowledge’ and ‘fingertip knowledge’:

- Generative knowledge is the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to generate more knowledge. Generative knowledge can be categorised into ‘**substantive concepts**’ (abstract concepts such as invasion, tax, trade, monarch or empire) and chronological knowledge (knowledge relating to broader developments and the features of historical periods).
 - Substantive Concepts** are concepts concerned with the subject matter of history, such as rights, peace, invasion, trade, war, empire and monarchy. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. Substantive concepts are classed as generative knowledge because they support the learning of new material. For example, understanding the concept of invasion from an earlier topic supports understanding of the next topic which involves invasion.
 - Chronological knowledge** is also generative knowledge. This is the specific knowledge of the broad characteristics of historical periods and supports pupils to build coherent schema for particular topics.
- Fingertip knowledge** is the knowledge of the key facts and dates which pupils need in their minds, or at their fingertips, whilst undertaking historical enquiries, without which they would be incapable of constructing answers. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries, and it is thus useful to have this fingertip knowledge in knowledge organisers. Fingertip knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic.

Substantive Concepts (First Order)

Substantive knowledge is crucial in shaping how our children perceive the world around them, allowing them to construct a comprehensive understanding of the past that seamlessly integrates new historical information. This foundation of substantive knowledge not only aids in their understanding of historical events but also helps them interpret contemporary issues. Key terms such as ‘conquest’, ‘settlement’, and ‘monarchy’ frequently arise throughout our curriculum, providing opportunities for our children to deepen their understanding over time. As they build increasingly complex schemata around these concepts, they become better equipped to tackle more challenging material across various subjects, enhancing their overall learning and retention.

By the end of Key Stage 2, we aim for our pupils to have a solid grasp of **9 essential** substantive concepts. These are categorised into the following areas:

- Monarchy and Power
- Invasion and Conflict
- Culture and Civilisation
- Economic
- Settlement and Community

They will encounter these concepts repeatedly, supported by meaningful examples that evolve in depth and complexity as they progress through the years.

Substantive Concepts	KS1 Progressive Vocabulary	LKS2 Progressive Vocabulary	UKS2 Progressive Vocabulary
Monarchy and Power	King, Queen, Monarch, Crown, Rule, Coronation, Heir, Kingdom	Reign, Succession, Emperor	Pharaoh, Democracy, Nobles, Dictator, Parliament
Invasion and Conflict	Battle, War, Army, Soldier, Conflict	Empire, Voyage, Barbarian	Conquest, Colonist, Resistance, Invade
Culture and Civilisation	Church, Landmark, Discrimination	Age, Period, Reform	Philosophy, Religious Diversity, Morale
Economic	Buy, Sell, Market, Goods, Invention	Employment, Innovation, Industry, Industrialisation, Trade	Marketplace, Merchant, Workforce
Settlement and Community	Town, City, School, Castle	Archaeology, Archaeologist, Agriculture, Hunter-Gathering, Urbanisation	Territories, Architecture, Colonies, Commonwealth, Dominion

Learning is deliberately cumulative, enabling pupils to integrate new knowledge into their existing understanding and develop secure conceptual understanding over time. Curriculum planning ensures that key knowledge is revisited at carefully planned intervals so that learning is viewed as part of a connected journey towards clearly identified end points.

To support long-term retention, Knowledge Organisers have been developed across a range of subjects to identify the core knowledge, concepts and vocabulary that pupils need to learn and remember. Learning is intentionally designed to support retention through regular retrieval practice, purposeful revisiting and cumulative review. These approaches strengthen understanding and enable pupils to recall previously taught content with increasing fluency and confidence. Vocabulary development is given significant prominence across the curriculum through our Oracy work, recognising the fundamental role that language plays in learning, understanding and future academic success.

In Science, History, Geography, Design Technology, Physical Education and Art, curriculum implementation is further strengthened through detailed medium-term planning documents. These identify key vocabulary, important individuals, disciplinary concepts, lesson sequences and links to prior and future learning. They ensure that teaching is coherent, progressive and focused upon securing both substantive and disciplinary knowledge. Through carefully considered sequencing, teachers support pupils in building increasingly complex understanding and a deeper appreciation of the distinctive nature of each subject.

Assessment is integral to curriculum implementation. Teachers routinely check pupils' understanding, identify misconceptions and adapt teaching to ensure that learning is secure before moving on. Assessment is used diagnostically to determine what pupils know, remember and can do, informing future teaching whilst maintaining high expectations and curriculum ambition for all learners. This ensures that curriculum delivery remains responsive without compromising the intended curriculum.

The curriculum is further strengthened through a rich programme of educational visits, visitors, performances, competitions and first-hand experiences. These opportunities broaden pupils' horizons, strengthen cultural capital and provide memorable contexts through which knowledge can be applied and deepened. Such experiences



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enrich the taught curriculum and support pupils in making meaningful connections between their learning and the wider world.

As part of a carefully considered programme of professional development, curriculum-focused staff development meetings strengthen teachers' subject knowledge, pedagogical expertise and understanding of progression. This enables staff to deliver the curriculum with confidence and fidelity, ensuring that the intended curriculum is consistently enacted across the school. Subject leaders maintain strategic oversight of curriculum implementation and impact. Through learning walks, work sampling, pupil discussion, subject reviews and assessment analysis, leaders evaluate the extent to which the intended curriculum is being consistently realised in classrooms. Findings from monitoring activities inform ongoing curriculum refinement, ensuring that the curriculum remains ambitious, relevant and effective for all learners.

Barnfields is committed to curriculum equity. All pupils, including disadvantaged pupils and those with SEND, access the same ambitious curriculum as their peers. Where adaptations are required, these are made through intelligent adaptation, scaffolding and targeted support rather than curriculum dilution. This ensures that pupils are supported to achieve the same ambitious end points wherever possible whilst developing increasing independence, resilience and confidence as learners.

Through this carefully designed curriculum, pupils acquire the substantive knowledge, disciplinary understanding and learning behaviours necessary for future success. They become knowledgeable, articulate and thoughtful learners who think critically, communicate effectively and apply their learning in a range of contexts.

Foundation Subject Quests and Knowledge Structures

True to Discipline:

Subject	Quest	Knowledge Types
Science (Core Subject)	Predict and explain the behaviour of the natural world by observing and testing in a controlled manner.	<i>Substantive, Disciplinary</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>Substantive, Disciplinary</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>Substantive, Core, Disciplinary</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 in our local and wider community.	<i>Substantive, Ways of Knowing, Personal</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>Procedural, Practical, Disciplinary</i>



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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>Conceptual, Procedural, Metacognitive</i>
Art	Encourages self-expression and creativity whilst also building confidence as well as a sense of individual identity.	<i>Practical, Theoretical, Disciplinary</i>
MFL (French)	Teaches and encourages respect for other peoples: it fosters an understanding of the interrelation of language and human nature.	<i>Vocabulary, Grammar, Phonics</i>
Music	Experience and engage in the joy of making music, listening to music and appreciating it in its many forms, whilst also learning to understand its value to the individual and within the world.	<i>Appraising, Experimental and 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>Declarative, Procedural, Conditional</i>
Computing	To develop a range of digital skills using a variety of computing technology safely and creatively.	<i>Computer Science, Information Technology, Digital Literacy</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.

Equity and Inclusion

At Barnfields Primary School, equity is achieved through ambitious curriculum design, responsive teaching, effective adaptation and the strategic deployment of support. By identifying, reducing and removing barriers to learning, we ensure that all pupils can access, participate in and achieve success within the full curriculum and wider life of the school.

Ambitious Curriculum Design

- Our curriculum is carefully sequenced to ensure that knowledge and skills build progressively over time, enabling pupils to develop secure understanding before moving on to more complex concepts.
- Curriculum content has been mapped from the Early Years Foundation Stage through to Year 6, ensuring strong foundations and clear progression across all subjects.
- Subject Road Maps, progression documents and Knowledge Organisers clearly identify the key knowledge, vocabulary and concepts that pupils are expected to learn and retain.
- Vocabulary is explicitly identified, taught, revisited and applied to ensure all pupils can confidently access disciplinary language across the curriculum.
- Retrieval practice is strategically built into teaching to strengthen long-term memory and support knowledge retention.
- Knowledge is carefully selected, sequenced and revisited to reduce cognitive load and support successful learning for all pupils.

Responsive Teaching and Adaptive Practice

- Teachers maintain consistently high expectations for all pupils and adapt their teaching without lowering curriculum expectations.
- Learning is broken down into manageable steps, enabling pupils to secure understanding before moving on to more complex application.
- Teachers use formative assessment throughout lessons to identify misconceptions and adapt teaching responsively.
- Scaffolding is strategically planned and identified within lessons to support pupils who require additional structure, modelling or guidance.
- Barnfields' adaptive teaching approach uses clearly identified scaffolded support to remove barriers to learning whilst maintaining challenge and ambition.
- Opportunities to extend and deepen learning are planned within lessons through carefully designed "Deepen the Moment" activities, enabling pupils to reason, explain, apply and think at greater depth.
- Flexible grouping and targeted support ensure pupils receive the right level of challenge and support at the right time.
- Adaptations focus on enabling access to learning rather than reducing expectations or limiting curriculum entitlement.
- Pupils with SEND, disadvantaged pupils and those requiring additional support access the same ambitious curriculum as their peers.

High-Quality Adult Support

- Teachers and teaching assistants work collaboratively to ensure all adults understand lesson objectives, key learning and intended outcomes.
- Additional adults are deployed strategically in line with Education Endowment Foundation (EEF) guidance on the effective deployment of teaching assistants.
- Teaching assistants supplement rather than replace teacher instruction, ensuring pupils continue to access high-quality teaching and classroom dialogue.
- Additional adults support learning through targeted questioning, pre-teaching, guided practice, feedback and the development of pupil independence.



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- Teaching assistants are included in planning discussions and are clear about the knowledge, vocabulary and learning outcomes pupils are expected to achieve.
- Adult support is planned to maximise participation, engagement and independence rather than creating reliance.

Developing Independence and Successful Learners

- Pupils are supported to become increasingly independent learners through modelling, guided practice and opportunities for independent application.
- Teachers use explicit instruction and carefully structured practice to develop confidence and secure understanding.
- Opportunities for discussion, collaborative learning and partner talk enable pupils to rehearse, refine and articulate their thinking.
- Consistent classroom routines reduce cognitive demand and maximise learning time.
- Calm, purposeful learning environments enable pupils to feel safe, confident and ready to learn.

Removing Barriers to Learning

- Early identification of need enables support to be implemented promptly and effectively.
- Pre-teaching is used where appropriate to secure essential vocabulary, concepts and background knowledge before new learning is introduced.
- Reading, vocabulary development and oracy are prioritised to ensure pupils can access increasingly complex content.
- Reasonable adjustments, adapted resources and assistive technologies are utilised where appropriate to improve access and participation.
- Targeted interventions complement, rather than replace, high-quality classroom teaching.
- Intervention programmes are carefully selected, monitored and evaluated to ensure they effectively address identified barriers to learning.
- Teachers retain responsibility for the learning and progress of all pupils, including those receiving additional support.

Personal Development, Representation and Belonging

- Every child is recognised, valued and supported to contribute to school life.
- Diversity, representation and belonging are thoughtfully woven throughout the curriculum so that pupils see themselves, others and the wider world reflected positively in their learning.
- Curriculum content promotes respect, inclusion, equality and social responsibility.
- Pupils are encouraged to take on leadership responsibilities and contribute to the development of the school community.
- Educational visits, enrichment opportunities, performances, clubs and wider experiences are carefully planned to ensure all pupils can participate and develop cultural capital.
- A broad and ambitious curriculum enables every pupil to experience success, develop their strengths and discover new interests and talents.

Supporting Disadvantaged Pupils

At Barnfields Primary School, leaders are committed to ensuring that disadvantage does not become a barrier to achievement, participation or future success. Disadvantaged pupils are supported through a carefully planned combination of high-quality teaching, precise assessment, targeted intervention and effective pastoral support, enabling them to access the full breadth of the curriculum and achieve well from their individual starting points.

High-quality teaching forms the foundation of our approach. Teachers use ongoing assessment, NTS assessments and Sonar tracking to identify barriers to learning, monitor progress and adapt provision accordingly. The attainment, progress and wider development of disadvantaged pupils are reviewed regularly by class teachers, the Pupil Premium Lead and the SENCO to ensure that support remains responsive and effective.

Reading is prioritised as a gateway to learning. Disadvantaged pupils benefit from the systematic delivery of the Little Wandle phonics programme, targeted Rapid Catch-Up provision and additional reading support where



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required. Investment in high-quality texts, reading resources and spelling provision further strengthens literacy outcomes and enables pupils to access the wider curriculum successfully.

Where additional academic support is required, interventions are carefully matched to identified need. Morning Club (known as SPARK) provides targeted pre-teaching, retrieval practice and consolidation activities in reading, writing and mathematics, enabling pupils to secure key knowledge, address misconceptions and access classroom learning with confidence.

Leaders recognise that some disadvantaged pupils may face additional barriers beyond the classroom. Through close collaboration between the Pupil Premium Lead, SENDCo and teaching staff, support is coordinated effectively and personalised to individual need. This ensures that pupils who are disadvantaged and have SEND receive appropriate provision to enable them to make strong progress.

The school places equal importance on pupils' personal development and wellbeing. Through the NEST (Nurturing Emotional Support Time) programme, targeted pastoral support is provided for pupils who require additional emotional support. This helps pupils develop resilience, emotional regulation and positive attitudes towards learning, ensuring they are ready to engage successfully with school life.

Financial barriers are also addressed through the strategic use of Pupil Premium funding. This enables disadvantaged pupils to participate fully in educational visits, residential experiences, music tuition, clubs, sporting activities and wider enrichment opportunities. As a result, pupils benefit from the same rich experiences as their peers and develop the cultural capital, confidence and aspirations needed for future success.

Through this carefully planned approach, leaders ensure that disadvantaged pupils are fully included in all aspects of school life, achieve well academically and are exceptionally well prepared for the next stage of their education.

For further information, see **Barnfields Pupil Premium Strategy**.

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, Mrs Emily Chesworth-Hull, 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



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from the SENDCo. Where appropriate, a Teaching Assistant (TA) may be assigned to support the child individually or in a small group.

Class teacher input, through targeted classroom teaching (High Quality 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.

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.

The DfE describes 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

My Happy Mind

As part of our commitment to supporting pupils' personal development, wellbeing and mental health, we implement the myHappyMind programme across all year groups from Reception to Year 6. myHappyMind is a structured programme informed by neuroscience, positive psychology and child development research. It supports pupils in developing an understanding of how their brains work and equips them with strategies to promote emotional wellbeing, resilience, self-esteem and positive relationships. The programme encourages children to develop the knowledge, skills and attitudes needed to manage emotions, build confidence and achieve their full potential. The programme is delivered through short weekly lessons led by class teachers. Pupils are encouraged to apply their learning across the curriculum, within the wider life of the school and beyond. The programme is organised into five core modules: Meet Your Brain, Celebrate, Appreciate, Relate and Engage.

Rights Respecting School

At Barnfields Primary School, we are committed to ensuring that every child understands, values and can confidently articulate their rights as outlined in the United Nations Convention on the Rights of the Child (UNCRC). Through our curriculum, assemblies, collective worship, enrichment opportunities and daily interactions, children develop an understanding of both their rights and the responsibilities that accompany them.

Beginning in the Early Years, children are introduced to key principles of respect, fairness, inclusion and belonging. As they progress through the school, their understanding is systematically developed through the curriculum, enabling them to make meaningful connections between children's rights, British values and their role within society.



We are proud to be a *Silver Rights Respecting School* and continue to build a culture where children's voices are valued, respected and acted upon. Our commitment to the Rights Respecting Schools Award supports the development of confident, compassionate and socially responsible young people who understand how they can positively contribute to their local community and the wider world.

Through this work, Barnfields provides a safe, inclusive and nurturing environment where every child is encouraged to thrive academically, socially and emotionally. Children develop a strong sense of justice, equality



and respect for others, preparing them to become active citizens who recognise the importance of upholding the rights of all people. As we continue our Rights Respecting Schools journey, we strive to ensure that children's rights are not only taught, but lived and embedded throughout every aspect of school life.

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.



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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.

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.

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 (End of KS2 Yr6); Reception Baseline Assessment, EYFS Profile, 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

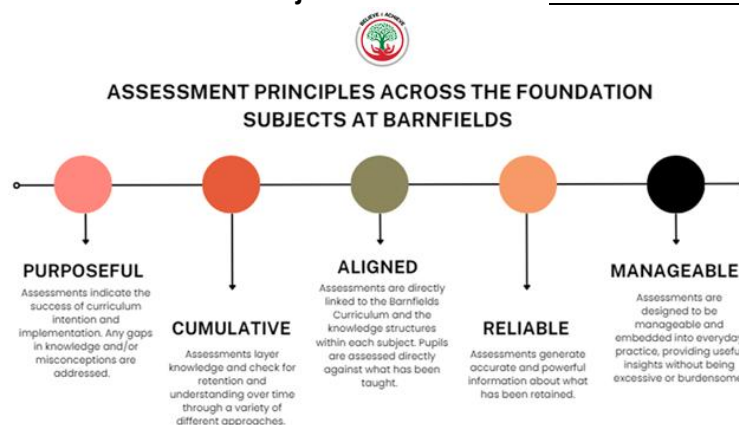
In Early Years children are continuously assessed against the Development Matters Curriculum (2020). We use Tapestry to record attainment against the Development Matters assessment criteria. This allows parents and carers to be part of the assessment process. Teachers use their own professional judgements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



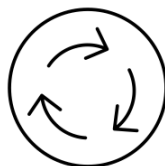
Assessment in Core Subjects vs. Foundation Subjects

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.*

	Unit of Work	Concluding Enquiry (incorporated into the assessment piece)
Year 1	The History of Barnfields and its Community	Would you prefer to be at school now or in the past, and why?
	Kings and Queens	Why do we celebrate the King?
	Fantastic Females	How did Florence Nightingale and Mary Seacole help make nursing better for people today?
Year 2	The Great Fire of London	Was the Great Fire of London a blessing or a disaster?
	George Stephenson and the Invention of the Railway	Was George Stephenson all that significant?
	The History of Stafford	How has Stafford changed over time?
Year 3	History of the Black Country and Cadburys	How did the Industrial Revolution change life for people in the Black Country, and how did Cadbury's try to make life better?
	Stone Age to Iron Age	How did life in Britain change from the beginning of the Stone Age to the arrival of the Romans, and what do you think was the most important turning point?
Year 4	Roman Britain	How did the Roman invasion change life in Britain, and was this change more helpful or harmful to the people living here at the time?
	Anglo Saxons, Vikings and Scots Settlement in Britain	What do the Anglo Saxons and Vikings tell us about life in the past?
Year 5	The Maya	How advanced was the civilisation of the Mayans?
	Ancient Egyptians	What can the way the Ancient Egyptians lived and believed tell us about what was important to them?
Year 6	The Blitz and World War II	How did the experiences of different groups, such as evacuees and women, shape our understanding of the significance and impact of the Blitz during World War II?
	Ancient Greece	What can we learn from the successes and divisions of the Ancient Greeks that still matters today?

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.



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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 educational research, including findings from the Ofsted Subject Research Reviews and wider curriculum literature, 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):

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.

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.

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



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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.