



# Curriculum Policy

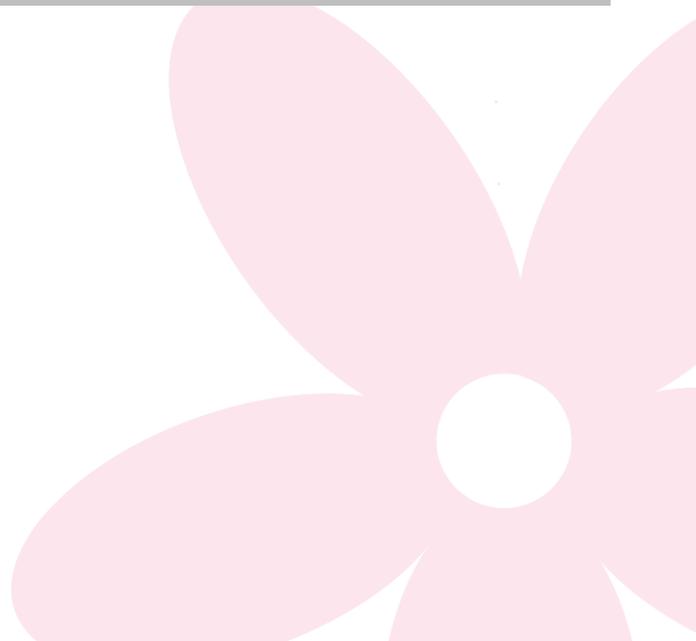
St Barnabas CofE Primary School

<b>Approved by:</b>	LGB
<b>Last reviewed on:</b>	September 2025
<b>Next review due by:</b>	September 2026

This policy supersedes all previous Curriculum policies



**Curriculum Mission Statement**



At St Barnabas, our children are at the heart of everything we do. We pride ourselves on offering an inclusive curriculum which is in accordance with our school motto and core values.

*Our school motto: 'At St Barnabas, we encourage one another and build each other up'. Our school values: Friendship, Kindness, Determination, Co-operation and Honesty.*

As a Church of England School, Christianity underpins everything that we do. Opportunities for spiritual, moral, social and cultural development are carefully interleaved within our curriculum and are central to our children's outcomes.

In addition to our strong Christian ethos, we are passionate about ensuring that all children leave our school being avid readers who are well prepared for further stages of their education. Reading is a thread which runs through all curriculum areas, allowing our curriculum to be rich in both vocabulary and knowledge alongside developing a love of reading for all pupils.

### **Roles and Responsibilities**

All staff are responsible for the delivery of the curriculum within their classrooms. Each subject within the curriculum is led by someone who oversees long term overviews, progression across school, pedagogy within their focus curriculum area and the future vision of the subject. Governors will ensure enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.

### **Curriculum Lead**

The Assistant Headteacher is responsible for maintaining a strong and strategic vision for the St Barnabas curriculum in its entirety.

As part of their role, they will:

- Oversee all curriculum areas to ensure fidelity is given to current schemes in place
- Provide support for subject leaders to implement and embed key pedagogical approaches across school
- Monitor the quality of teaching and learning across school, acknowledging good practice and reporting any concerns to the Headteacher
- Work with the SENCO to look for ways to enhance curriculum provision for SEND children
- Liaise with the EAL lead to ensure there is a consistent approach across school for EAL learners, ensuring the curriculum is inclusive and accessible for all
- Monitor standards of teaching and learning across different curriculum areas
- Consult with external agencies in a bid to strengthen the curriculum provision
- Support subject leaders to enhance provision of their subject beyond the classroom

- Contribute to the school improvement plan, in the areas of responsibility, to identify
- Development points and arrange for improved provision through carefully planned work with middle leaders

### **Intent**

We have extremely high expectations of each and every one of our students, here at St Barnabas. It is our firm belief that every person who comes through our door can grow spiritually and succeed academically. With that in mind, our curriculum is designed to develop pupil's spiritual, moral, social and cultural development. We are very explicit about the core knowledge we want our children to know and what we want them to learn.

The curriculum ensures careful progression of both knowledge and skills from each year group and across both key stages. Staff provide children with regular and carefully sequenced opportunities to retrieve knowledge from previous learning as well as providing opportunities to transfer skills from one curriculum area to another. This makes our curriculum purposeful and allows children to build connections and schemas from one subject to another, thus developing lifelong learners.

### **Implementation**

All curriculum initiatives have been well informed by educational research. Progressive and aspiring schemes are well established in most curriculum areas with the exception of Art, where a bespoke curriculum has been designed by the Art lead. Learning schemes in place provide staff with a detailed summary of the core knowledge and skills pupils will ascertain as they progress through school.

Specific schemes have been carefully selected to drive standards forward and provide enjoyment for our pupils, allowing them to build on things they already know and have learnt previously. Our approach towards curriculum design also aims to reduce teacher workload whilst still ensuring teachers are using high quality texts and purposeful resources. The well-being of our teachers is paramount to ensuring they are delivering the very best lessons they can be and that our strong family ethos and joyous morale remains. With progressive schemes embedded, it is our vision that teachers are able to spend time crafting and refining lessons in order to ensure good outcomes for children, capitalizing on learner's strengths and areas for development.

### **Impact**

- Children's time at St Barnabas will allow them to develop both spiritually and academically, allowing them to flourish and be ready for learning beyond the Primary phase

- Children will be able to build links across curriculum areas, thus deepening their knowledge and building strong schemas in which to attach new learning to
- The curriculum lead and subject leaders can track pupils' progress through book looks, drop ins, planning looks, end of unit reflection pages and pupil voice
- Participation and academic success of SEND children can be tracked by subject leaders liaising with the SENCO
- All children are able to access a well-rounded curriculum which provides them with essential academic skills and core knowledge to be successful in the future
- Children will be able to showcase their learning through verbal and written responses, capitalising on key knowledge they have learnt
- Application of skills will be evident in all curriculum areas and will be progressively taught from year to year
- Children and families will value and see the importance of becoming lifelong learners
- Children will develop a love of learning and be inquisitive about the world in which they live; seeing themselves as respected members of society and valued global citizens

#### **Personalisation of learning to meet the needs of SEND learners**

- Adaptations are made to ensure SEND learners can access all curriculum areas
- Pre-teach sessions are carefully planned to support children with accessing the reading ahead of a session
- SEND learners are scaffolded in order to be successful and supported at the point of learning where appropriate
- Challenge is provided at an appropriate level which takes into consideration personal targets which are being focused upon within intervention sessions
- Word banks and teacher models are provided to ensure SEND learners can work independently and achieve positive outcomes
  
- Closed procedure is used to remove secretarial barriers some children may have. In some cases technology is used to allow children to who struggle with writing to showcase their knowledge within a particular curriculum area

#### **Personalisation of learning to meet the needs of EAL learners**

- The EAL lead provides support for subject leads to ensure all curriculum areas are inclusive and cater for EAL learners
- Word banks are constructed for children to use at the point of learning
- Working walls are vocabulary rich and provide visual clues/models and images to enhance understanding for EAL learners

- Widget symbols are used where appropriate to make curriculum areas inclusive for all

### **Parent Partnership**

Our school recognises the key importance of the partnership with parents and carers. We aim to:

- Use knowledge organisers to share key knowledge and skills with parents to make them aware of curriculum areas their child is learning about
- Capitalise on the heritage and backgrounds of our families; this could be inviting parents to talk about their home country or share experiences linked to their culture or faith
- Create strong links between home and school in the celebration of children's work and outcomes

### **Wider curriculum provision**

At St Barnabas we have worked hard to ensure opportunities outside of the classroom are inviting and inclusive. We have an extensive club provision which caters for all tastes and talents. This provision allows children to broaden their experiences and gain an insight into activities they may be able to flourish in both during their time at St Barnabas and beyond. Examples of these consist of tri-golf, athletics, Rugby, knitting and learning how to play the Indian drums.

In addition to high quality learning within the classroom, we also aim to provide our children with memorable experiences which will remain with them forever. From the Year 6 residential, to whole school trips to the Symphony Hall and local theatres we aim to give children rich experience which will further enhance their learning within a curriculum area. Workshops centred around Music and sport are carefully planned to inspire pupils and bring their learning alive. Being a Christian school, we offer experiences aimed to enhance personal development and social skills; Gospel choirs, worship groups and religious people from within our local community are some of the ways in which we do this.

### **Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

*“Through Jesus we encourage one another and build each other up,  
to be our best selves”*

