St Barnabas C of E First and Middle School

'Let all that you do be done in love' 1 Corinthians ch16 v14

Curriculum Handbook

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Reviewed: September 2026

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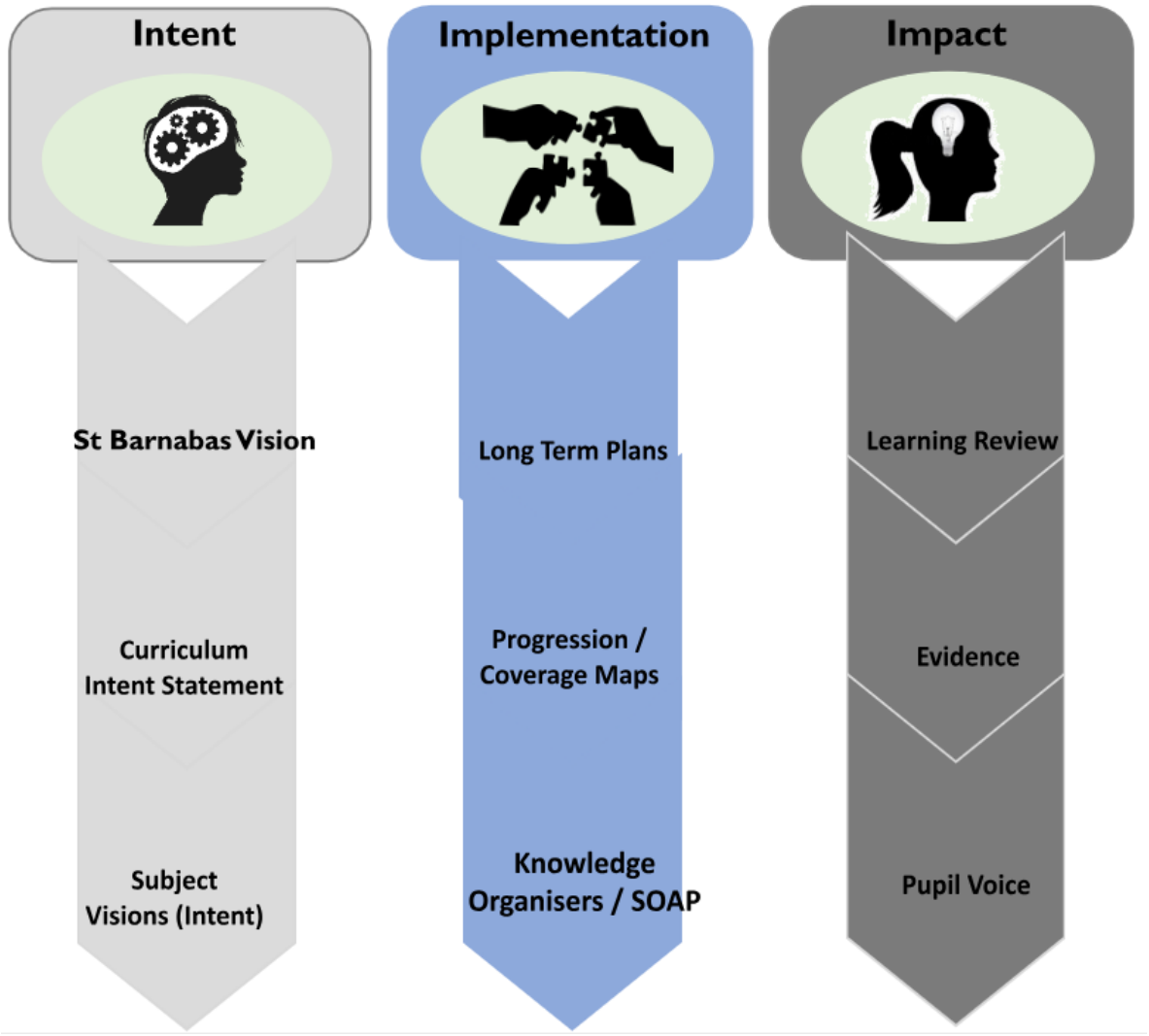
NB: Curriculum information linked to subject leadership can be found in a separate handbook: Subject Leader Handbook 2026

St Barnabas CE First & Middle School

Curriculum Handbook

Vision

We are an inclusive Church School with a commitment to providing quality education that meets the needs of all. We aim to create successful learners, confident individuals and responsible citizens through our Christian approach of love and cooperation. 'Let all that you do be done in love' encourages us to have a lifelong love of learning so we flourish as human beings.



Aims for our children

- To develop inquisitive minds, a spirit of curiosity and a passion for knowledge.
- To be respectful and caring members of the community.
- To have high aspirations for themselves and a self-belief to enable them to succeed.
- To uphold the Christian vision of the school and respect and understand their own cultures and beliefs and those of other people.
- To develop a positive attitude to learning and build up their own resilience.
- To prepare children for life in modern Britain.
- To promote and develop a healthy lifestyle both physically and mentally.

Curriculum Intent

Our ambitious Curriculum has been designed to ensure each, and every, child can succeed by offering **knowledge rich** and **exciting learning experiences** with Christian values at the heart.

The curriculum ensures that academic success, creativity and problem solving, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child to promote a positive attitude to learning. **High expectations** are channelled for all children with **equitable challenge** supported by **high quality resources**. The curriculum celebrates the diversity and utilises the **skills**, knowledge and cultural wealth of both local Worcestershire community, and **global** community, while supporting the children's spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.

Owning our Curriculum

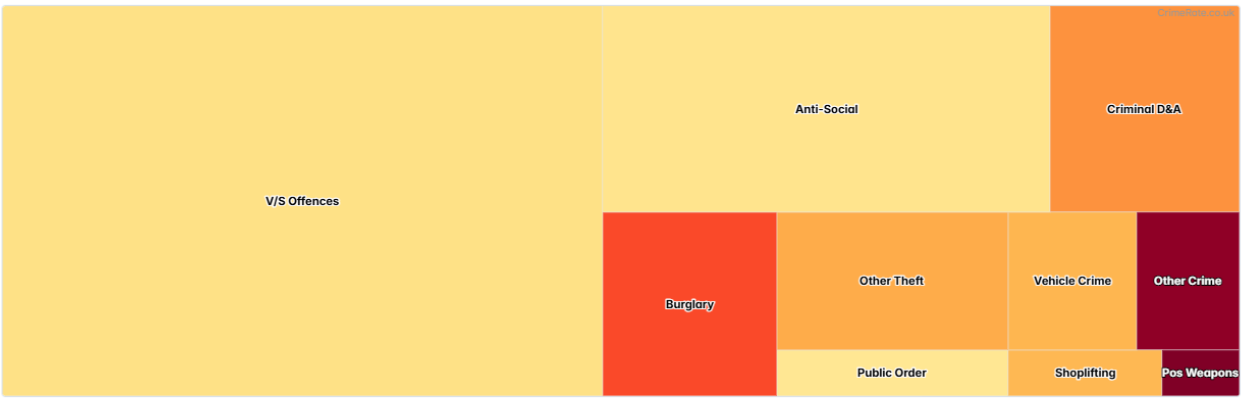
When designing and personalising our curriculum, we thought carefully about the context of our school; using key research, particularly in the Drakes Broughton area, our curriculum was planned to meet the needs of our children and the community.

- Unemployment levels are low
- The 2021 Census showed: 95.9% were born in the UK; 60.3% are Christian; 34.5% have no religion; 36.1% of households are deprived in one dimension
- We are a varied semi-rural community: children from farming families, traveller heritage and some areas of deprivation.
- A small number of children travel by school coach (up to forty minutes each way per day)
- IDACI 0.061 (6% of children aged 0 to 15 live in income-deprived families)
- The overall crime rate in Drakes Broughton and Wadborough in 2026 is 44 crimes per 1,000 people. In February 2021, Drakes Broughton and Wadborough had the worst crime rate in Worcestershire for possession of weapons, with 1 crime reported and a crime rate of 0.47 per 1,000 daytime population. August 2021 was also a bad month for Drakes Broughton and Wadborough residents, when it was Worcestershire's most dangerous area for robbery, recording 1 crime at a rate of 0.47 per 1,000 daytime population. The most common crimes in Drakes Broughton and Wadborough are violence and sexual offences, with 66 offences during 2026, giving a crime rate of 26. This is 10% higher than 2025's figure of 60 offences and a difference of 2.11 from 2025's crime rate of 24. Drakes Broughton and Wadborough's least common crime is bicycle theft, with 0 offences recorded in 2026 (Drakes Broughton and Wadborough Crime and Safety Statistics | CrimeRate)

Crime Type Breakdown & Heat Map

Drakes Broughton and Wadborough • 12 Months Ending April 2026

Size and colour reflect the CrimeRate Index figures for each type of crime.



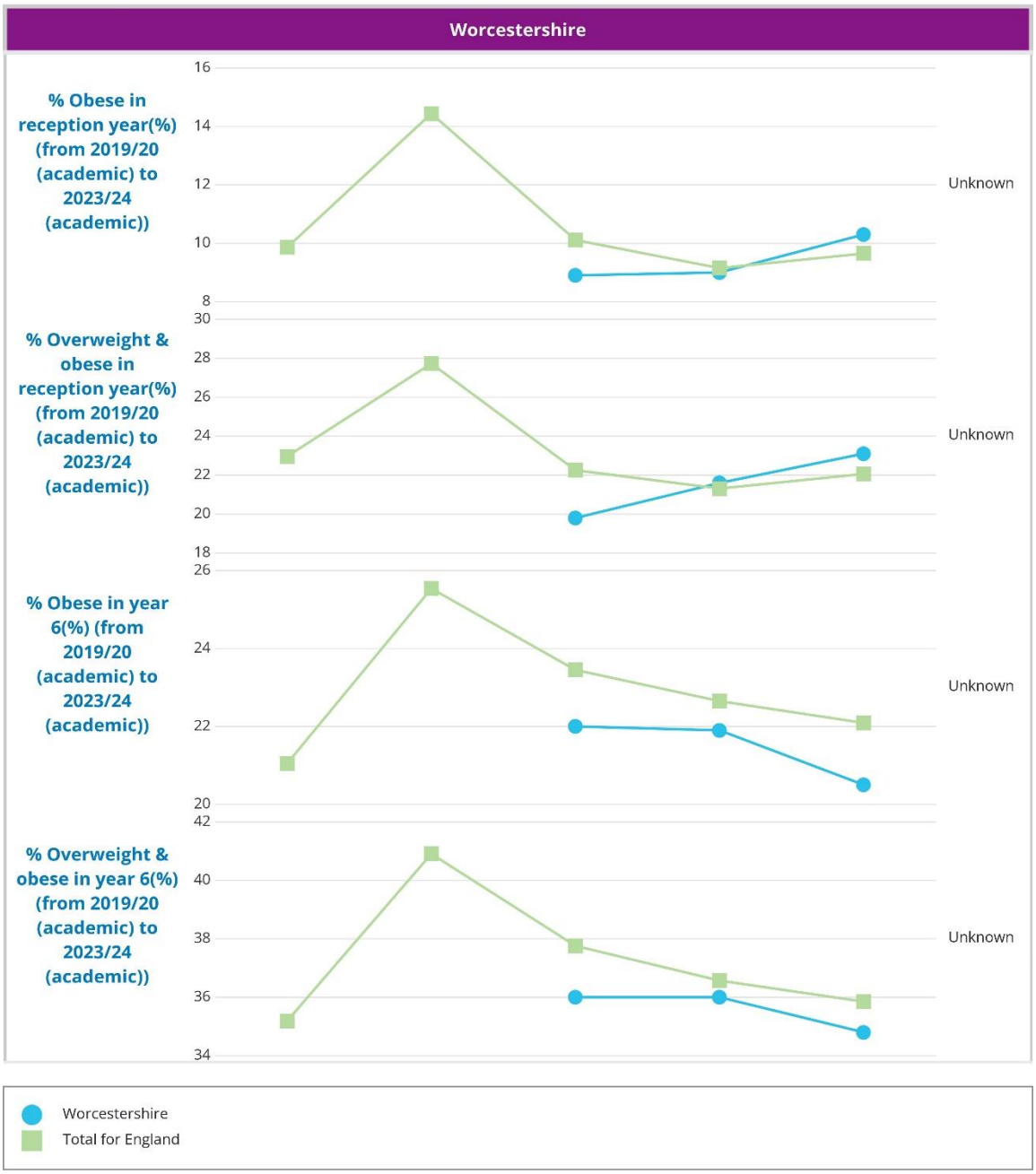
Our children:

- SEND – 31% (EHCP – 13%)
- PP – 20%
- A significant number of children have recognised adverse childhood experiences/ trauma, e.g. bereavement, parent in prison, parent with diagnosed mental health illness, siblings with EHCP

What do we offer our children?

- School vision and values at the heart of the school
- Pastoral provision and mental health/ wellbeing are priorities
- PSHE and personal development form the foundations for our school culture
- Visits/ trips/ residentials to further enrich students' learning experiences by providing real-world connections, specialised expertise, and opportunities for personal and social development
- Enrichment weeks expose children to new experiences, broaden students' horizons, develop essential life skills, and foster a stronger sense of community
- English curriculum includes a range of themes and authors from diverse backgrounds to develop children's understanding of other cultures, faiths and backgrounds
- Maths curriculum has growth mindset at its heart to instil resilience
- Science curriculum and school food policies includes a focus on healthy lifestyles due to Public Health England figures (it is expected 10% children would be overweight and a further 5% obese)
- Geography curriculum includes links to the local community through regular fieldwork e.g. litter survey
- History curriculum includes links to local heritage, e.g. use of the census, how the school has changed over time
- Art, DT and Science curriculum includes the recognition of the achievements of local artists, designers and engineers, e.g. Worcester Bosch.
- We are raising aspirations for opportunities in education and the world by providing Cultural Capital. We do this by providing a mirror to children's own heritage and a window into other cultures.

Living with obesity and excess weight in primary school age children for Worcestershire compared with England



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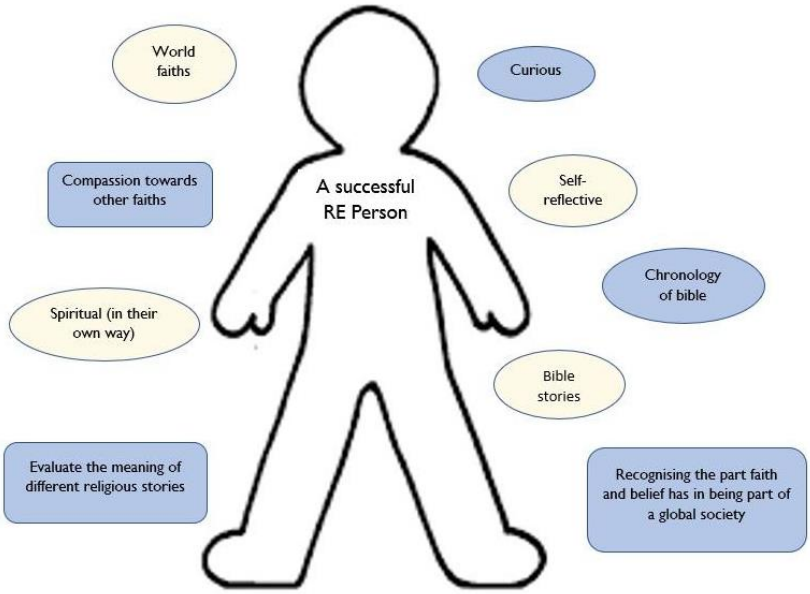
Subject Intent Statements

Religious Education

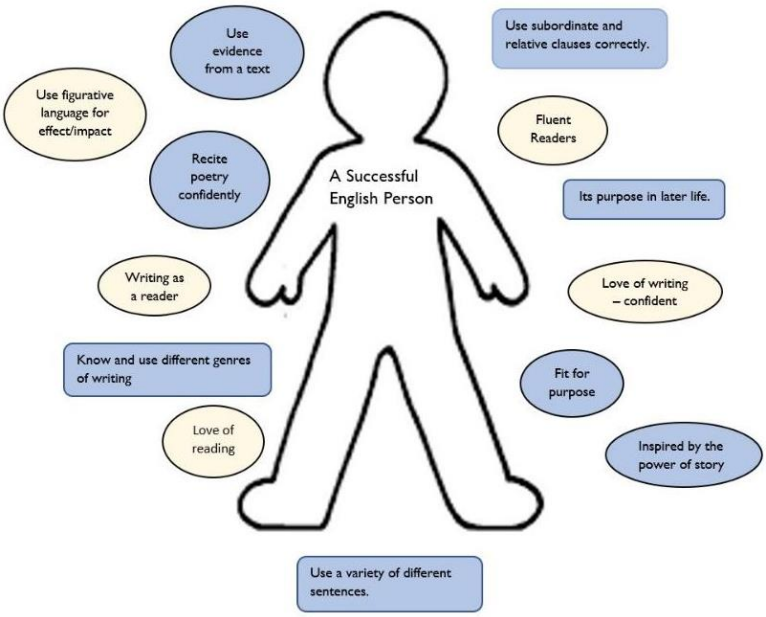
Religious education is to help develop pupils 'knowledge of the world's principal religious traditions, worldviews and promote tolerance and understanding towards others.



At St Barnabas our Christian vision 'Let all that you do be in love' Corinthians 16:14 can be felt from the moment you walk through our school gates. Adults and children at St. Barnabas flourish, even through times of adversity with our strong focus on mental health and wellbeing for all. Our school's associated values are lived out day-to-day and have a strong impact on our school life and we hope that the values they have through the school will live with them when they have left. RE lessons engage pupils in systematic inquiry into significant human questions which religion and worldviews are addressed. Pupils have the opportunity to think about those big questions through 'I wonder…' statements and are encouraged to reflect on their own views and to respect the views of others. Our strong link with our local church is extremely important to us as a school and pupils speak lovingly of the members of the church who share worship with them.

English

English at St Barnabas is taught through the power of text and teaches us how to communicate effectively through listening, speaking, reading and writing.



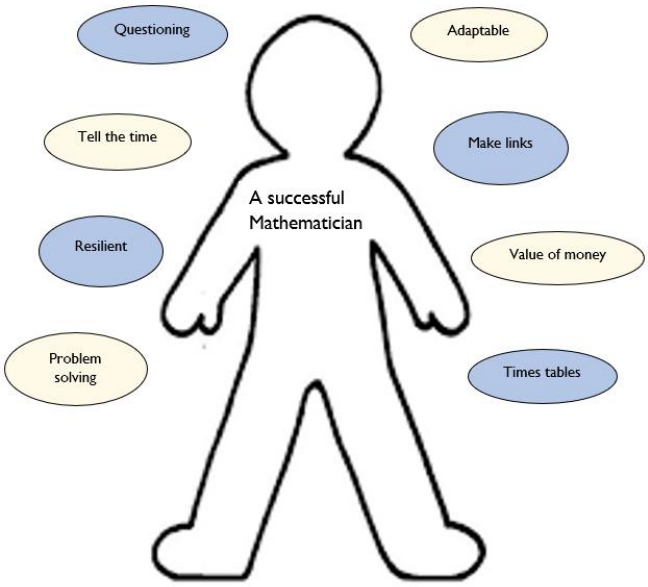
At St Barnabas, reading underpins everything we do in our English curriculum. Our aim is for our children and staff to talk with knowledge and passion about books and authors; to feel that reading is like dreaming with your eyes open. Our curriculum helps to develop the children's skills in crucial building blocks of spelling, punctuation and grammar and allows children to experience writing as an exploration and a craft, all whilst stimulating curiosity, awe and wonder.

At St Barnabas, we recognise that parental engagement and reading at home with children is a challenge. Our children will experience a text-rich environment, with high quality texts from a diverse selection of authors and from a wide range of genres. The texts will reflect the experiences of our children, as well as providing a window into other cultures and communities so that children know about their own heritage and the world around them. We want our children to become lifelong readers, to enjoy 'reading for pleasure' and have a drive for the love of reading.

In the early stages of reading, there is a cohesive reading strategy which includes a clear systematic planning for progression and a systematic approach to early reading and the teaching of phonics. There is a consistent approach to the teaching of reading across the school and the use of quality texts lead into quality writing. Year 7 children will leave St Barnabas C of E First and Middle School as confident, skilled readers able to access information, ideas and knowledge, ready for secondary school.

Maths

Maths is learning to become creative, thinking critically and solve intriguing problems through explanations. Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. Essential to everyday life, Maths is critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.



At St Barnabas, our children are enthusiastic learners who love to learn maths. We aim for all children to be resilient mathematicians, who do not give up when faced with obstacles and to always remember that it's not that they can't do it, they just can't do it…**yet**!

Our cohesive curriculum is designed using a mastery approach to teaching and learning. Through carefully sequenced manageable steps, we ensure our children have deep conceptual understanding of the maths they are learning and this is supported through the use of mathematical representations such as concrete resources and models/images. We are passionate about children not learning tips and tricks, ensuring their learning is sustainable and that all have firm foundations of knowing how and why the maths they are learning works. Children at St Barnabas thrive on being challenged and our lesson design ensures all children have access to fluency, reasoning and problem solving tasks.

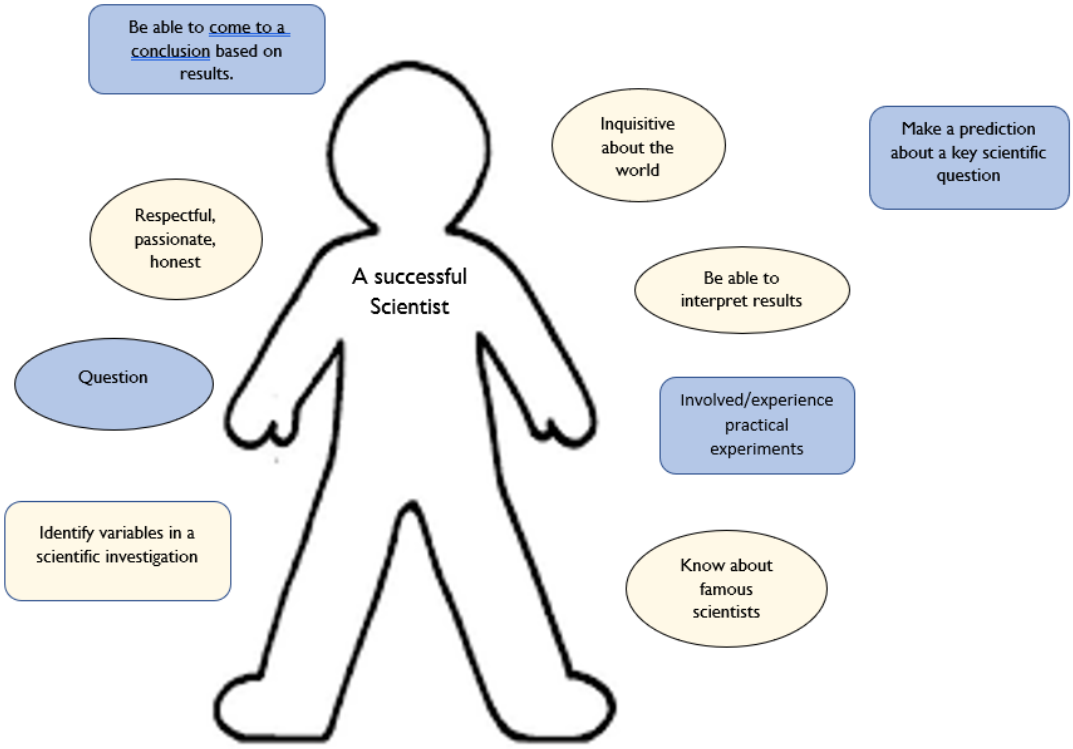
We want our children to be able to explain their mathematical thinking verbally and through written responses with clear reasoning, and therefore we expose them to a wealth of mathematical vocabulary, which is modelled by adults to support them in using this language themselves. We believe it is crucial that our children have strong number sense and are fluent with number facts. Our additional daily Mini Maths session focuses on retrieval practice, as we recognise the importance that all children have the opportunity to expand upon and develop their mental maths skills, which will in turn, support their written methods as they progress through the primary education and beyond.

At the heart of the teaching of mathematics at St Barnabas, is the belief that each and every child can succeed in maths. We endeavour to not only develop the mathematics skills and understanding required for later life, but also an enthusiasm and fascination about maths itself.

We are continually aiming to raise the standards of achievement of all children. This has been developed through our engagement with our local Maths Hub, GLOW, and with the CanDoMaths team, which gives all staff access to cutting edge CPD, as well as being involved in Working Groups with other schools.

Science

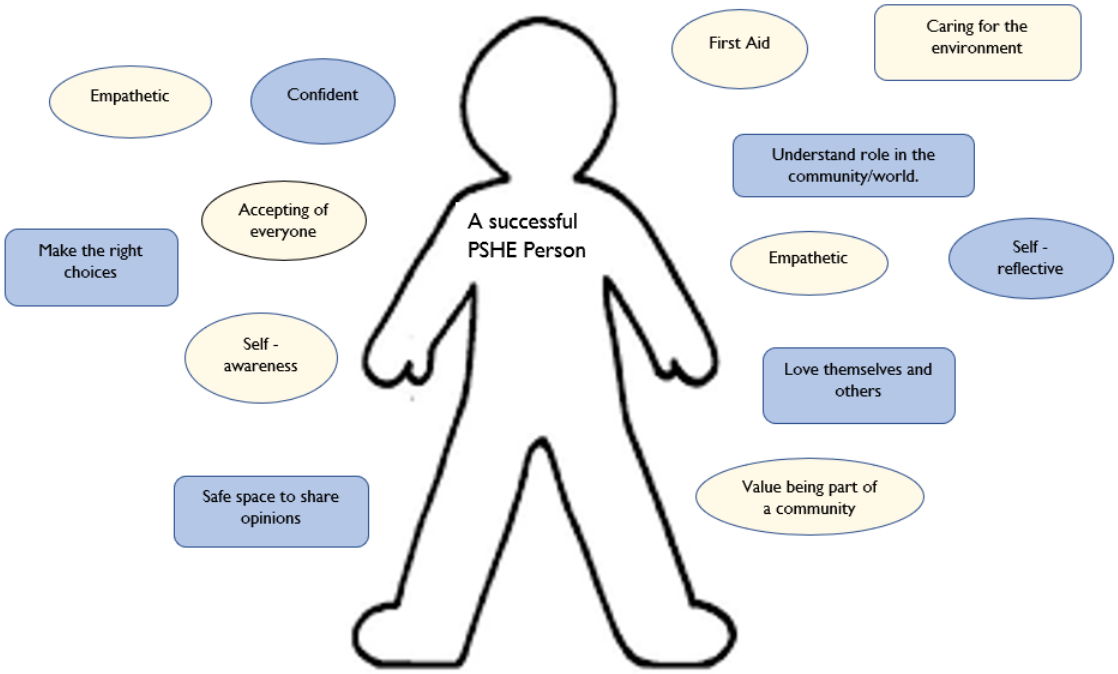
Science is explaining how the world/universe works and changes.



At St Barnabas, we nurture young scientists through encouraging their curiosity and developing their understanding of how the world works. We aim to expand their confidence to work scientifically and think critically. We want children to gain substantive and disciplinary knowledge (science knowledge and working scientifically skills). We want them to be able to explain the material world based on concepts, laws, theories, and models that become established through scientific enquiry. We want children to be able to make scientific observations but also be able to explain their observations based on scientific facts. As well as this, we want to empower our children to lead a healthy, active lifestyle and make informed decisions about their future.

PSHE

PHSE is learning about staying healthy, safe and prepared for life and work in modern Britain.



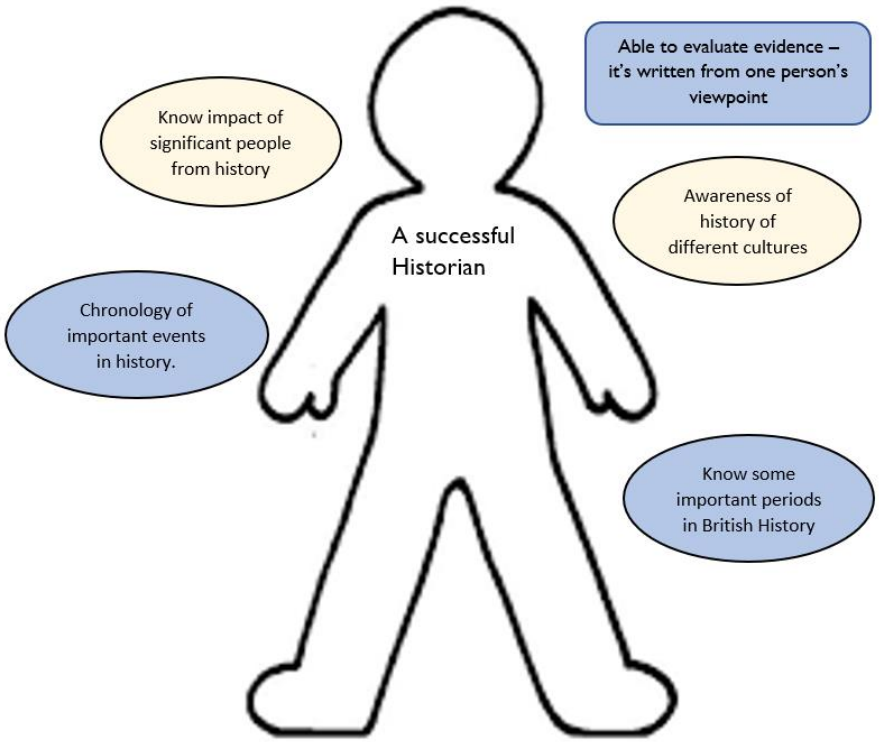
At St Barnabas CE First & Middle School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Our pupils are part of a rural village school and therefore not exposed to as many different cultures and beliefs without our own population as more urban schools. To that end our intention is that pupils at St Barnabas CE First & Middle school have the opportunity through PSHE and personal development to explore a wide range of different backgrounds, beliefs and abilities. When children leave St Barnabas they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever–changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

History

History is the study of past - specifically the people, civilisations and the events as well as our attempts to understand them.



At St Barnabas History is taught at a personal, national and global level. For example, on a personal level, in Year 1 children compare today's toys with those of their grandparents and in Year 4, our children learn how children's lives have changed over time.

On a national scale, our school became the home of evacuees in World War Two so the children in Year 6 learn about the impact the war had on the lives of British citizens.

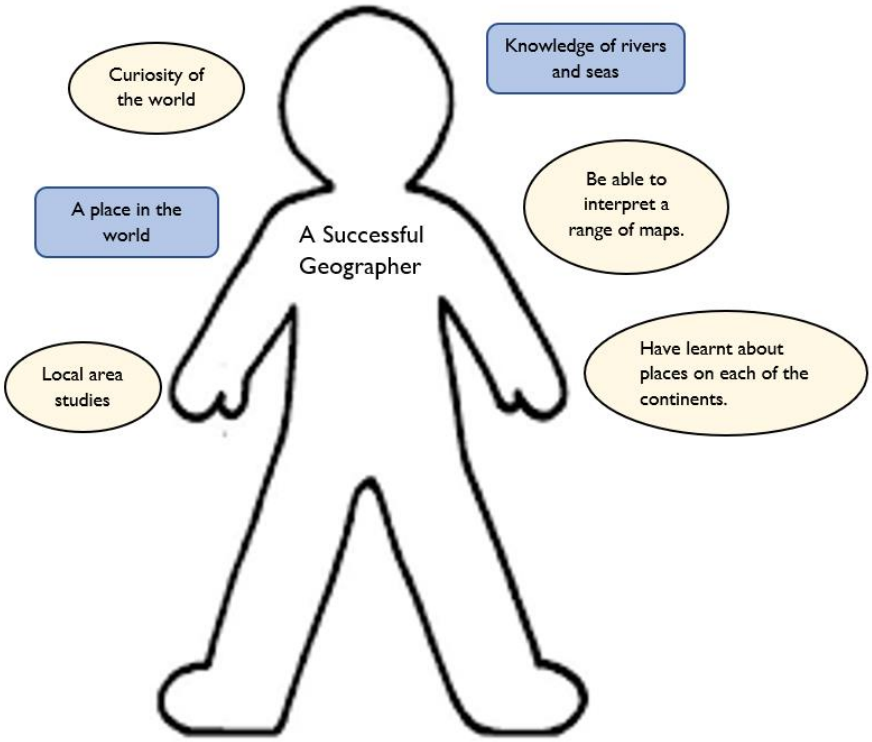
Britain's role globally, in an historic sense, is valuable to our children as we are situated in a predominantly white, British area. Therefore, our curriculum allows children to learn about empires at an age-appropriate level in Years 4 and 5 when they deepen their learning through units about the Maya and Greek civilisations.

Our curriculum is aspirational allowing the acquisition of long-lasting knowledge and enabling our children to develop an understanding and mastery of core historical skills. It is progressive with increasingly challenging objectives, complexity of subject knowledge and critical thinking skills as children progress through the school. Previous knowledge and understanding are carefully sequenced within and across key stages. For example, children in Year 2 are introduced to monarchy, through learning about The Battle of Hastings and the significance of the coronation ceremony. This is then developed further when they reach Year 5 when they discuss whether the Vikings were invaders, settlers or something else.

The curriculum is designed to be broad and balanced, building on the provision established in EYFS where personal history is utilised. Our inclusive curriculum and adaptive teaching styles allows all pupils irrespective of specific learning needs or disabilities to achieve. We aim to develop young historians who are inquisitive, learn from the past in order to become responsible citizens of the future.

Geography

Geography is our understanding of the human and physical nature of our planet.



At St Barnabas, we believe our role is to provide our children with opportunities to understand the world on both a local and global scale, to take them beyond their limited experiences and inspire them to develop an interest in the world around them. While some of our children travel widely, others have limited experiences of outside Worcestershire.

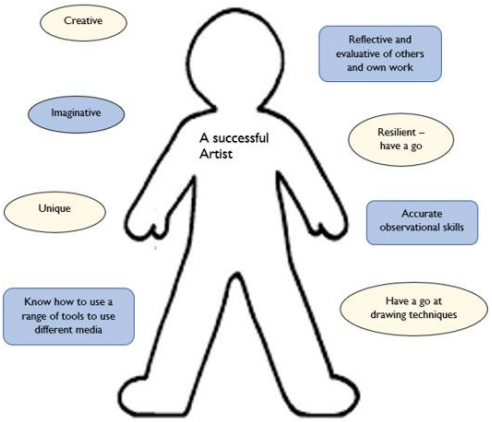
Teaching will stimulate our children's curiosity in both the human and physical environments and deepen their understanding of the connections between the two. Through the geography classroom, we will create global citizens who see their value and responsibility to the planet as a whole. For example, in Year 5 they learn about how the plastic they throw away at home can end up in the oceans on the other side of the world.

By developing an understanding of the people, places and processes, our children will be able to think both critically and creatively about the future of their amazing planet and their role in sustaining it. They will explore the unbelievable variety in the physical landscape as well as the incredible diversity of its inhabitants.

Our curriculum is aimed at our pupils and begins by equipping them with the geographical skills to understand their immediate world before taking them beyond it and out into the wider one. EYFS through to Year 3 spend time exploring Drakes Broughton with age-appropriate foci. At each point we aim to advance our children's horizons and create geographers who possess the key geographical skills to take them forwards in life including online maps. Through taking our teaching outside of the classroom during each unit of work, our children will be given experiences that will enable them to become open minded and resilient learners. We aim to develop young geographers who appreciate the interaction between people and places and value the world they grow up in.

Art

Art is about expressing yourself through imagination and observation using different mediums.



At St. Barnabas CE First and Middle School, we believe that teaching and learning in art is extremely important because the subject: **promotes creativity; encourages neural connections; builds fine and motor skills; develops problem-solving skills, helps children understand themselves and the world around them; encourages connections with people, ideas and nature.** The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

"*Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality*,"
Quentin Blake, Children's Laureate.

Our Art curriculum aims to provide our children with opportunities to develop their skills using a range of media and materials in every year group. Our children develop skills in Drawing Painting Printing Textiles 3D Art and Technology.

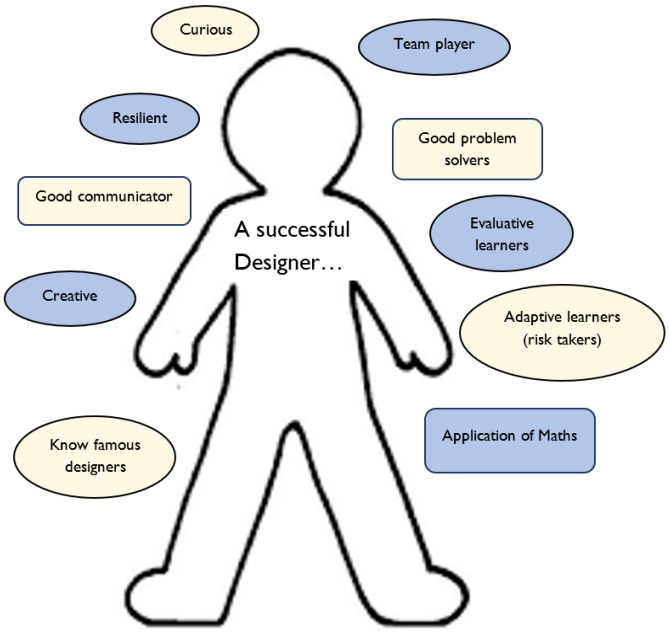
Our children are encouraged to take risks and experiment with techniques. Our ethos in Art is based upon the concept that **true artists create; they do not just replicate.**

Our teachers provide opportunities to explore and evaluate different creative ideas. Our children are introduced to a range of artists and art movements, learn to develop knowledge of artistic styles and are exposed to challenging vocabulary throughout.

In Art, our children are expected to be reflective and evaluate their own work also: thinking about how they can make changes to keep improving their practical art skills and awareness of other artists too.

Design Technology

DT is using different materials and processes to design, make and evaluate a range of useful, interesting products.

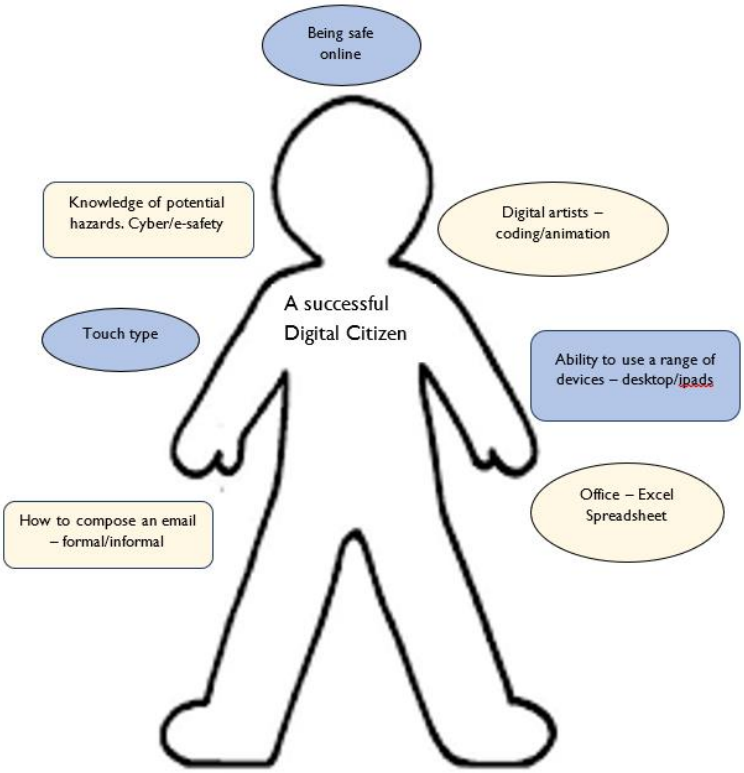


At St. Barnabas C.E First and Middle School we want our children to exercise their creativity through designing and making. D.T is an opportunity for children to learn new skills, become innovative designers and build resilience. At St. Barnabas we know we're building the future, architects, designers, chefs, engineers especially as Worcester is home to some of the UK's leading manufacturers including Worcester Bosch and Mazak. Therefore, we know the importance design technology has on our children to enable them to be employed by these larger companies in their future.

The children will be taught how to work towards end goals to make a product, for someone (user) and for a purpose. During these lessons, children will be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose. The skills learnt in D&T also help with learning across the curriculum for example – knowledge about the properties of materials helps in Science and the practice of measuring accurately helps in Mathematics.

Computing

With technology playing such a significant role in society today, we believe 'Computational thinking' is a skill that children must learn if they are to be able to participate effectively and safely in this digital world.

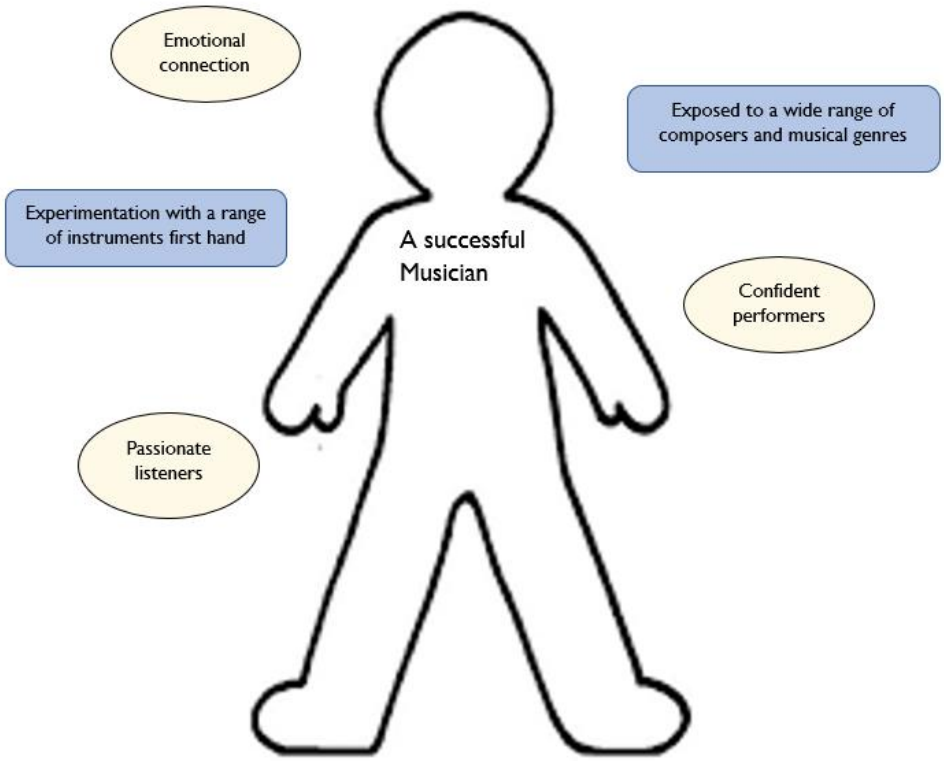


All pupils at St Barnabas CE First and Middle school have the right to have rich, deep learning experiences that balance all the aspects of computing. With technology playing such a significant role in society today, we believe 'Computational thinking' is a skill that children must learn if they are to be able to participate effectively and safely in this digital world. A high-quality computing education equips pupils to use creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. At St Barnabas, the core of computing is Computer Science in which pupils are introduced to a wide range of technology, including laptops, Chrome books, Chrome bases, iPads and interactive whiteboards, allowing them to continually practise and improve the skills they learn. This ensures they become digitally literate so that they are able to express themselves and develop their ideas through information and computer technology– at a level suitable for the future workplace and as active participants in a digital world. We teach a curriculum that enables children to become effective users of technology who can:

- Understand and apply the essential principles and concepts of Computer Science, including logic, algorithms and data representation;
- Analyse problems in computational term, and have repeated practical experience of writing computer programs in order to solve such problems;
- Evaluate and apply information technology analytically to solve problems;
- Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum.

Music

Music is about being creative, expressing ourselves and learning about the world through music.

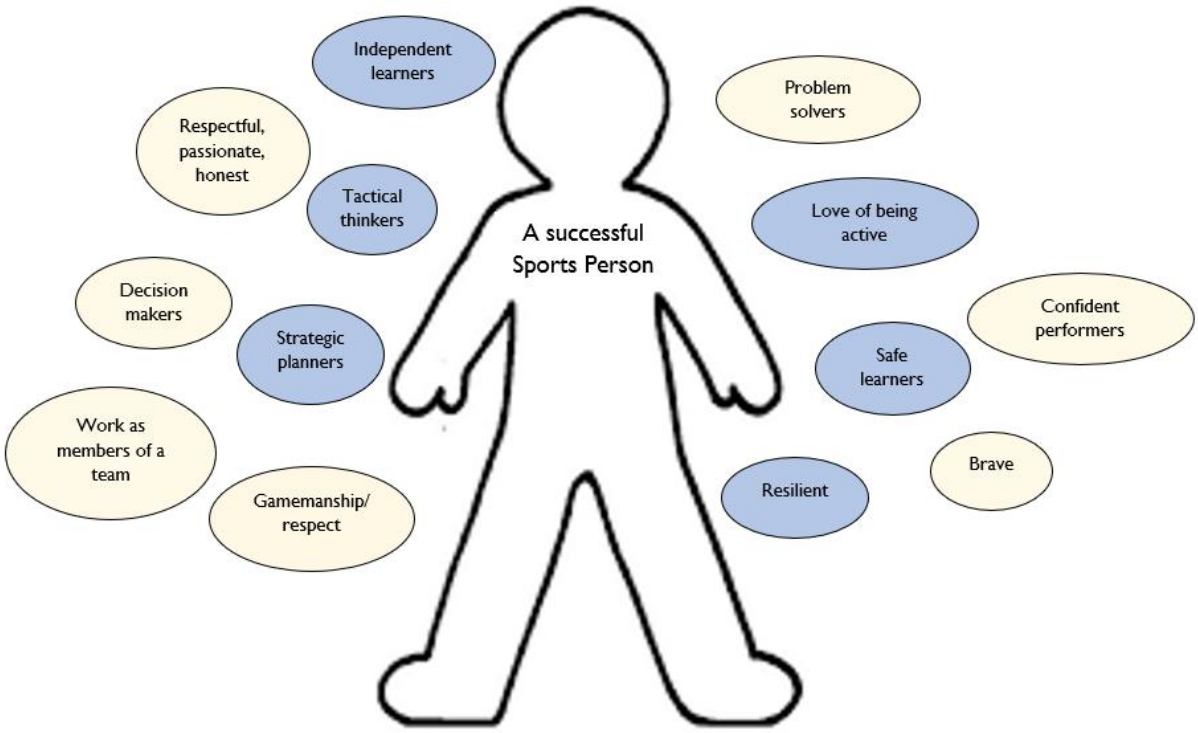


Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.
(Model Music Curriculum March 2021)

The above statement encompasses all that we believe about the importance of music in our school. This is reflected in the children's enthusiasm and participation in weekly music lessons. We have a large number of children who choose to take part in additional music activities. Currently 25 children take part in Peripatetic lesson. Some children are members of a band with Rock Steady,others learn drums, guitar, piano, flute and saxophone. In addition, our school singing club, Sing Thing, meets once a week during a Friday lunchtime. Between 40 and 50 children attend this every week.

PE

Physical Education is how to stay fit, active and healthy both in mind and body.

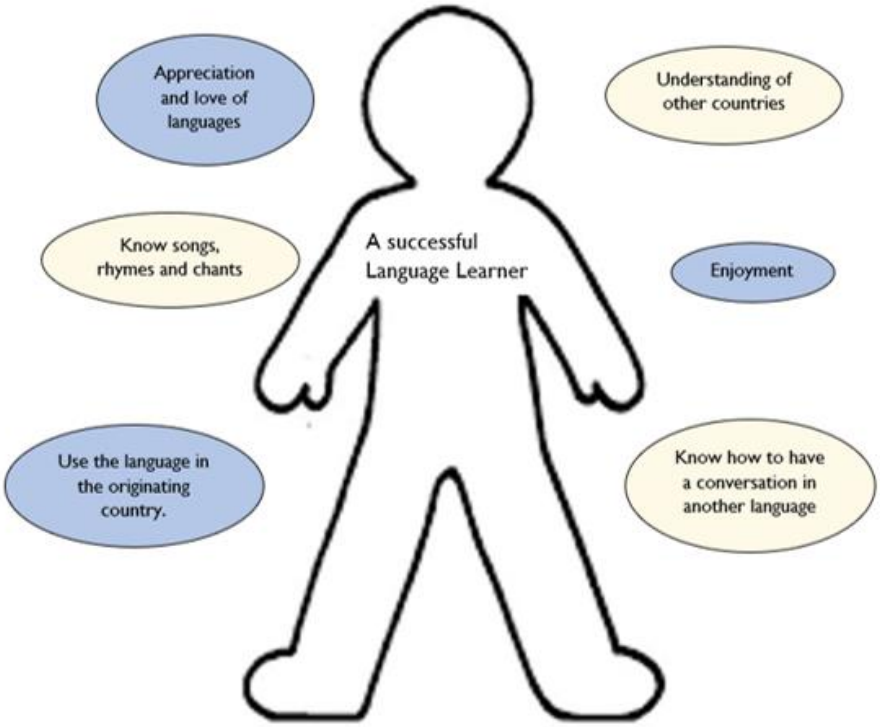


Physical Education at St Barnabas CE First and Middle School aims to support the development of healthy active lifestyles and promote independence and leadership by offering a range of problem solving and creative activities for learning both inside and outside, on and off site. These opportunities for physical activity can be seen through our offer of residential visits, forest school, cross curricular orienteering challenges, our Young Leader (Sports Crew & Play Leaders) Programme and the variety of other learning opportunities within our curriculum. At school the range of activities we provide at each key stage aims to promote fundamental movement skills, skills of independence, cooperation and a sense of well being.

Our intention is that the children's knowledge, skills and understanding will develop and thrive in a safe and secure environment so that they can perform with increasing enjoyment, competence and confidence in a range of physical activities. Through providing a progressive range of collaborative and competitive individual, paired and group challenges we aim to cater for the preferences, strengths and needs of every pupil. We actively encourage the children to respond appropriately and sympathetically to others, using focused language to further develop their work and the work of others. We aim to promote enjoyment and challenge through a range of physical, creative and expressive activities and opportunities in the hope that this will lead to a lifelong enjoyment of physical activity and positive attitudes towards maintaining a healthy active lifestyle.

MFL - French

French is reading, writing and speaking another language.



At St. Barnabas C.E First and Middle School, we aim to inspire our budding linguists to have the courage to communicate in another language. The core language taught to our KS2/ 3 pupils is French and we use Language Angels to lead all planning, progression, resources and assessment for learning. The three pillars of learning to ensure substantial progress in a foreign language by the end of the primary phase are: phonics, vocabulary and grammar. Therefore St. Barnabas is committed to our three-year unit planner which incorporates a tailored programme of progression in all three areas. We are embedding our new language and supporting our pupils to grow in their cognitive ability and flourish in their linguistic knowledge and competency. At St. Barnabas, we want our pupils to exercise, and be resilient with, their language skills through high-quality learning opportunities within and beyond their French lessons. As a result, we value the links between our local town of Pershore and Plouay in Brittany, North-West France and encourage various opportunities to advocate the French language and the culture of France around school and across other areas of the curriculum.

Implementation

The curriculum has been designed to deliver teaching and learning experiences that ensure coverage and progression of key skills and knowledge. High quality visits and visitors are also chosen to enhance the curriculum and provide children with memorable experiences from which they can learn and develop a range of transferable skills. Subject leaders lead a regular programme of monitoring, evaluation, review. This celebration of good practice contributes to the ongoing commitment to improve children's outcomes.

St Barnabas curriculum is delivered through discrete subject objectives through single subject focus lessons. Teachers make links between objectives and key areas and deliver through an integrated lesson where appropriate. 'Topics' are not taught where there are tenuous links with activities are made to 'fit' into an topic. Key learning objectives with activities which children can show progress are planned and delivered.

There are policies/ subject documents for all curriculum areas which are written in a similar format. They each recognise the importance of maintaining a safe environment for our children. Staff and pupils are aware of the Health and Safety issues associated with the different curriculum areas. All children have equal access to the different curriculum areas and all policies are assessed for Equality Impact.

Each policy is formally reviewed on a biannual basis (except for Computing which is done annually). However, Subject leaders annually review the progress and the needs of their subject to ensure the further development of their subject.

Organisation

Subjects are taught in themes in the Early Years and the curriculum covers the seven areas of the Development Matters document.

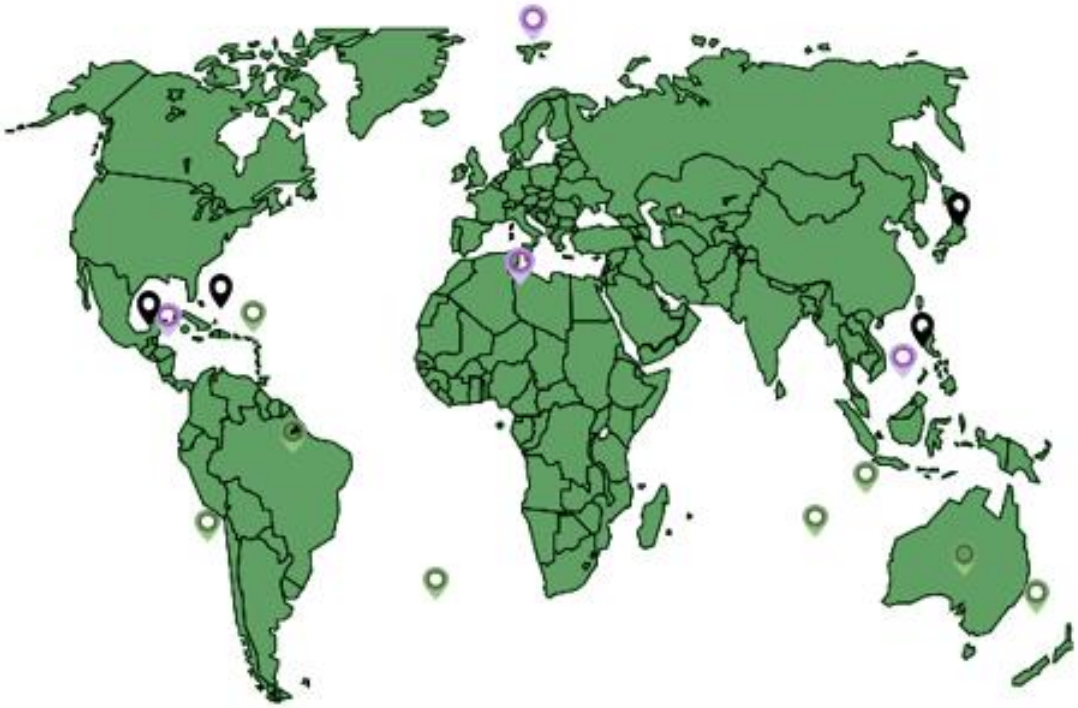
At St Barnabas C E First & Middle School we teach the requirements as set out in the National Curriculum for all curriculum areas (Local Agreed Syllabus RE / Model Music Curriculum)

Each subject is taught as a distinct area in its own right. Learning is sequential and progressive in knowledge, skills and understanding. Cross-curricular links are only formed when it is deemed beneficial to the learning.				
English	**Maths**	**Science**	**RE**	**Other curricular subjects**
Whole-class feedback for assessed pieces of writing	Pre-learning and post-learning assessments	St. Barnabas curriculum maps (NC coverage; Switched on Science 2nd edition; Activate)	Agreed RE Syllabus & Understanding Christianity	St. Barnabas curriculum maps (NC coverage)
The English teaching sequence	The Maths teaching sequence	Science Lab - specialist teaching facility	Christian Values incorporated	Skills progression
Progression maps	Progression maps	Working Scientifically, Skills and Knowledge Progression maps	Daily Collective Worship	Vocabulary development across the school
NC objectives	NC objectives	Vocabulary development across the school	Church and community links	Knowledge Organisers

Accelerated Reader (KS2/ KS3)	Can Do Maths: fluency, reasoning, problem solving Try Triceratops	Knowledge Organisers	St. Barnabas' approach to Spirituality	Enrichment opportunities for all
Rising Stars: Reading Planet (EYFS - KS1)	Mini Maths – deliberate practice	Post-learning assessments	**Impact**	**Equality of provision**
Reading Gems (incl. Non-fiction and Treasure Chest)			3 x PPM per year	SEND identified and planned for in QFT
Rising Stars: Rocket Phonics			3 x data collections per year	Pupils identified and tracked First 20% and Highest 20%
Whole-school text map			Leadership interviews	Stretch and challenge adaptation strategies (micro and macro)
St. Barnabas' approach to handwriting			Monitoring: formal observations, learning walks, work scrutiny, planning monitoring, pupil voice	All observations, referrals and PM targets to be shared as appropriate
St. Barnabas' approach to spelling			Internal and external moderation	

EYFS	Drakes Broughton village North and South Poles
KS1	5 oceans 7 continents Countries and capital cities of UK Drakes Broughton Shanghai, China (Y1) North and South Pole (Y2) Kenya (Y2) Jurassic Coast (Y2) Weston super Mare (Y2)
KS2	Countries and major capital cities of Europe and North and South America Significant mountain ranges Significant rivers Some counties of UK Major cities of UK 12 geographical regions of UK Mount Etna (Y3) Antarctica (Y3) New Delhi (Y3) Amazon rainforest (Y4) Cote d'Ivoire (Y4) River Avon (Y4) Alps (Y5) Great Barrier Reef (Y5) Mojave Desert (Y5)
Year 7	Japan Haiti

	Philippines



EYFS	Unit 1 Peek into the past	Unit 2 Adventures through time	
1	How am I making history?	How have toys changed?	How have explorers changed the world?
2	How was school different in the past?	How did we learn to fly?	What is a monarch?
3	British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans settle in Britain?	What did the Ancient Egyptians believe?
4	How have children's lives changed?	British History 3: How hard was it to invade and settle in Britain?	How did the achievements of the Maya civilisation influence their society and beyond?
5	British history 4: Were the Vikings raiders, traders or something else?	British History 5: What was life like in Tudor England?	What did the Greeks ever do for us?
6	What does the census tell us about our local area?	British History 6: What was the impact of World War 11 on the people of Britain?	Unheard Histories: Who should go on the £10 banknote?
7	World War 1 - trenches	Medieval Realms	

Famous artists / designers / scientists

As part of the Art Curriculum pupils are taught about the lives and work of great artists, architects and designers in history. These include William Morris, Suzie Mackenzie, Sharman Davidson, Julie Perrot, L. S. Lowry and Georgie O'Keeffe. Pupils develop a critical understanding of work produced by artists, architects and designers, as well as the ability to express reasoned judgements on examples of work. Studying a variety of artists' work also enables pupils to develop an understanding of key movements or historical events, respond to art from other cultures and periods of time, compare the style of different artists and movements and identify specific influences in their own work.

Curriculum Time Plan - Subjects Taught

Work planned for Foundation Stage

Work planned for the children in their first years at school will be planned around the areas of learning and experience identified in 'Development Matters'.

Characteristics of Learning will be taught across Reception.

Key Stage 1

Work planned in KS1 is based on the National Curriculum. The emphasis being on the core subjects of English, Numeracy, Science, RE, Computing, PE and a planned coverage of the Foundation subject..

Key Stage 2

The main focus within KS2 is the delivery of the Core subjects following the NC. The Core subjects are enriched with the planned delivery and coverage of the Foundation subjects using themes where appropriate.

Key Stage 3

The main focus within KS3 is the delivery of the Core subjects following the NC. The Core subjects are enriched with the planned delivery and coverage of the Foundation subjects using themes where appropriate.

EYFS

Pre - school	**15 hours per child**	**Continuous Provision**
Reception	**21.25**	**Continuous Provision**

Weekly Hours

Values shown in hours e.g. 1.25 hours = 1 hour 15 mins NOT 1 hour 25 mins	KS1	KS2/3
English & Handwriting	5	5
Reading Gems (20 mins) & Reading for Pleasure (10mins) Whole class novel	2.5 1.25	2.5 1.25
Phonics/Spelling (+ 15 mins HW - letter orientation)	2.5	0.5
Mathematics - 1 x 45 min lesson, 1 x 15 min mini maths (fluency session). Mini Maths must be separate to the Maths lesson	5	5
Science	1	1.5
Music	0.75	1
History / Geography	1	1.5
DT / Art & Design	1	1.5
Computing	1	1
PE/Swimming/Games	1.5	2
PSHE	0.75	1
RE	1	1.25
MFL (French)	0	0.5
Total	24.25 24 hours 15 mins	25.5 25 hours 30 mins

The RE Statement of Entitlement of 5% of curriculum time is met as follows: 5-7 year olds receive 38 hours of tuition per year (a minimum of 36 is statutory); 7-12 year olds receive 47.5 hours of tuition per year (a minimum of 45 is statutory).

KS3 Careers

As part of their KS3 curriculum, Year 7 receive an additional Careers Education. These lessons provide our Year 7 students with various opportunities, from meeting employers to discussing potential future careers. Although Careers is not built into the subject devotion time, the Year 7 staff may decide to be more flexible with their timetable at various points of the year to ensure the criteria is met. For example, a Careers Day may replace a normal timetabled day or a subject may be replaced with work on finances (Maths) or professional qualities (PSHE).

Measuring Progress

Assessment of work undertaken is carried out through:

- Staff completing online assessment
- Staff discussions and agreement of levelling work
- SATs
- Moderated work at the end of EYFS, KS1 & KS2 by LA
- Moderated work by year group with West Central Halifax cluster.

Inclusion

A register of children with SEND is maintained according to The Code of Practice. Provision maps are written for children SEND Support. (SEND Policy)

Achievement in Foundation subjects is ensured with activities not focussing on a child's ability in writing or maths.

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Development and monitoring

The school development plan has key areas for improvement determined by previous monitoring and evaluation and development objectives are set for these areas. Research of the area is carried out and then training is delivered where needed along with monitoring of impact.

Monitoring of impact and evaluation

- Each member of the team has a focus subject/s in which they carry out monitoring and evaluation throughout the academic year.
- 3 times per year during Subject Monitoring afternoons qualitative data is gathered though pupil voice, book scrutiny and enquiry walks.
- Quantitative Data produced by teachers is gathered and evaluated 3 times per year
- Monitoring and evaluation is then triangulated and a report is produced to summarise strengths and next steps – this is then utilised within the SDP to further improve.

Equal impact assessment

We ensure equality and diversity is embedded in all areas of the curriculum. This policy has been assessed for Equality Impact Assessment in September 2025.

Policy : Sept 2026

St. Barnabas CE First & Middle School

Teaching and Learning Policy

Aims

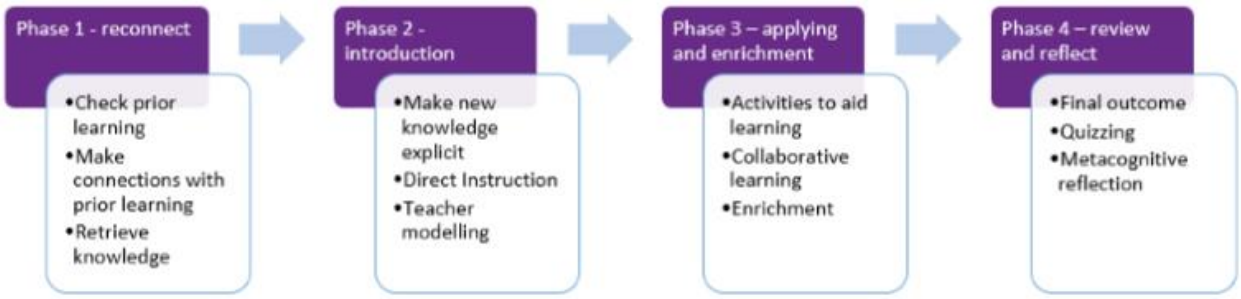
At St Barnabas CE First & Middle School, we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It fully incorporates and reflects the vision for the education of our children.

The teaching and learning policy aims to establish clear guidelines that promote effective, consistent, and inclusive educational practices. It seeks to enhance the quality of teaching and ensure all learners have equal opportunities to succeed. The policy supports continuous professional development for teachers, fosters an engaging and supportive learning environment, and encourages the use of diverse teaching methods to meet the varied needs of students. Ultimately, it strives to improve pupil outcomes and prepare pupils with the skills and knowledge required for lifelong learning and future challenges.

Effective teaching

- Clear and ambitious learning
- Teachers demonstrate high expectations for teaching and learning. Lessons are planned effectively with clear objectives and success criteria (which are shared with all children).
- Teachers actively encourage the correct use and knowledge of key vocabulary.
- Child-centred approach
- Engaging and interactive teaching methods
- Teachers demonstrate a good understanding of subject knowledge.
- Teachers use a range of teaching methods that enable children to learn effectively including direct teaching, one to one teaching, collaborative learning in pairs, group work and independent learning.
- Teachers have good awareness of metacognition the importance of questioning.
- Adaptive teaching is evidence for all groups of learners, including those children who have SEND, disadvantaged learners and high attaining/ highly able pupils
- Use of formative and summative assessment
- Teachers use assessment effectively to address misconceptions and move learning on.
- Constructive feedback and support
- Interventions are planned effectively and have clear objectives and success criteria that are shared; these are in line with the curriculum.
- Teachers provide opportunities for knowledge retrieval throughout the cycle of teaching.
- Effective classroom management
- Integration of technology and resources
- Continuous professional development for teachers
- Encouragement of critical thinking and problem-solving

Teaching follows a sequence:



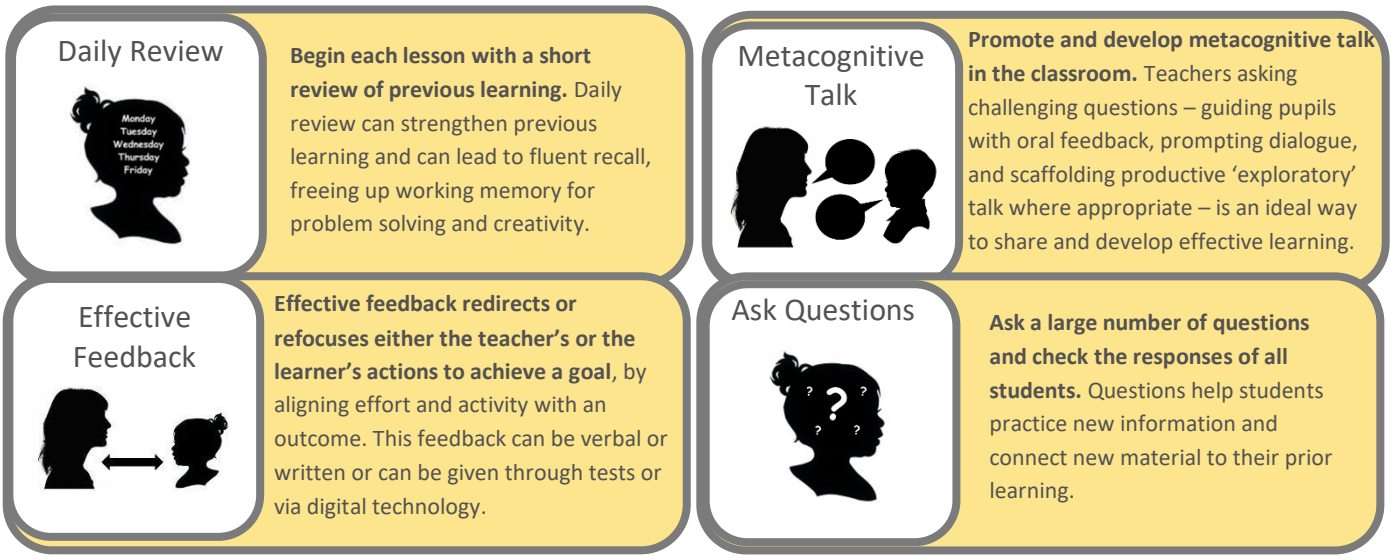
- Phase 1- retrieve knowledge: checking and retrieving prior knowledge. What do they know already? Can they make links to previous learning?
- Phase 2- Direct teaching: teacher instruction and modelling. Teaching key knowledge and skills.
- Phase 3-Application: collaborative learning, enrichment, problem solving.
- Phase 4- Review and reflect: quiz questions, children produce a final piece of work to show what they have learnt, reflect back on prior learning.

More detailed information regarding the English Teaching and Learning Sequence at St Barnabas can be found in the English subject document: 1. English the St Barnabas Way.docx

More detailed information regarding the Maths Teaching and Learning Sequence at St Barnabas can be found in the Maths subject document: 1. Maths St Barnabas Way.docx

Definition of learning at St Barnabas

Learning is a process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning. It requires acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities. It's being able to transfer these skills into new contexts.



Provide Models

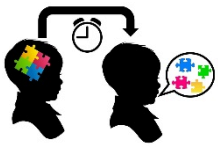
Providing students with models can help them learn to solve problems faster. Students need cognitive support to help them learn. Simple models, worked examples, teacher modelling are all examples of effective cognitive support.

Independent Practice

Students need extensive, successful, independent practice in order for skills and knowledge to become automatic. When material is 'overlearned', it can be recalled automatically and doesn't take up any space in working memory.

Present new material in small steps with student practice after each step. Only presenting small amounts of new material at any one time (and assisting students in their practice) reduces cognitive overload, freeing up working memory.

Spaced Practice



Information that is practised repeatedly over spaced intervals is learned better and for longer than information repeated without intervals. Increasing the spacing between study sessions enhances learning and leads to better long-term retention**. 'Remember it'**

High Challenge Low Stress

Have the same high expectations for all students. Every child is aiming for the same high level – some just find it harder to reach. Provide appropriate time and support for those that need it. **Celebrate mistakes so that students feel emotionally secure.**

High Success Rates

Obtain a high success rate. It is important for students to achieve a high success rate during classroom instruction and on their practice activities – to limit the possibility of students practicing and learning errors.

Provide scaffolds for difficult tasks. Teachers should provide students with temporary supports and scaffolds to assist them when they learn difficult tasks. Some **'deliberate difficulty'** is required so that pupils have gaps where they must think for themselves.

Mix It Up

Varying conditions of practice rather than keeping them predictable can enhance recall at a later date. Mix up where students sit, periodically change the learning environment, and incorporate variations in the way students think about new material.

Our principles are informed by the Education Endowment Foundation (EEF) Toolkit, along with the following guidance report: Metacognition and Self-Regulated Learning. We have also incorporated some of the research-based principles adapted from The Principles of Instruction by Barak Rosenshine.

Effective learning

- Children will be able to understand how they learn and what they need to do to improve their learning.
- Children will be able to make connections between what they have learnt in other subjects and over time.
- Children will acquire skills that can be used across the curriculum to develop their learning including: Problem solving, communication skills, team work, creative thinking, enquiry skills, reasoning skills.
- Children will have skills to work independently on their own learning.

Adaptive Teaching

Teachers will adapt the curriculum by :

- Providing resources to enable successful learning.
- By carefully chosen tasks.
- By carefully scaffolded questions.
- Carefully considered deployment of adults. (children should be encouraged to work independently on a regular basis)

The learning environment

- Classrooms will provide a stimulating and purposeful learning environment including working walls for English & Maths; Working walls have key vocab, What A Good One Looks Like (WAGOLL) and the steps of learning.
- Displays will be purposeful and in line with meta-cognition strategies.
- Resources to support learning are well organised.
- Classrooms reflect the priorities of the school including a focus on reading and vocabulary development.
- The classrooms reflect the school vision and values.

Effective assessment – see Assessment Handbook for more detail

Formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self -esteem:

- Shared learning goals and success criteria
- Effective questioning
- Self and peer evaluation
- Effective feedback including at the point of learning

Summative assessments are conducted at the end of each term in Y1-7 for Reading, Writing and Maths.

Periodic low stake testing takes place on a regular basis e.g. arithmetic tests, spelling tests, comprehension tests etc.

Resources:

- Teachers and teaching assistants will be deployed to maximize learning and influence pupil progress.
- Provide carefully planned opportunities across the curriculum that enhance learning.
- Subject leaders provide resources to support learning across the curriculum areas.
- Technology is used to enhance learning.

Equal opportunities:

Equal impact assessment

We ensure equality and diversity is embedded in all areas of the curriculum. This policy has been assessed for Equality Impact Assessment in September 2023.

Each subject reflects on the diversity within the content and produced a grid showing how protected characteristics are covered.

Health and Safety

Adults will carry out effective risk assessments for all relevant activities.

Children will be taught to recognise and avoid any potential risks and hazards in their environment. They will be expected to be able to explain the reasons for care and attention and to outline the procedures necessary to control the risks for themselves and others.

Professional Development

All staff have access to an annual cycle of professional development that is timetabled for weekly sessions on curriculum and is in line with the school development plan priorities. Subject leaders also have individual training and development in line with their roles and responsibilities and in relation to performance management targets and in line with national teaching standards.

Roles and Responsibilities

Responsibility Area	Core Actions	Aut 1	Aut 2	Spg 1	Spg 2	Smr 1	Smr 2
Middle Leadership Team Member	➢ To ensure all attitudes and actions strongly promote the values and aims of the school.	✓	✓	✓	✓	✓	✓
	➢ To prepare a brief written report for LAB to update governors.						✓
	➢ To ensure subject LTP shows how the NC is covered, how the subject is taught in a sequence from EYFS to Y7.	✓					
	➢ To remain up to date with all Government documentation in relation to the curriculum area, amending policies and procedures accordingly, in consultation with staff.	✓	✓	✓	✓	✓	✓
	➢ To remain up to date with the OFSTED Framework and Inspection Handbook	✓					
	➢ To write an action plan detailing priorities for the year ahead.						✓
	➢ To lead the continuous improvement of the curriculum subject across school including attending local and national training if appropriate.	✓	✓	✓	✓	✓	✓
	➢ To plan and prepare continuing professional development(CPD) activities for both teachers and support staff.		✓		✓		
	➢ To manage curriculum budget and record impact of expenditure.	✓	✓	✓	✓	✓	✓
Performance Management Of Self	➢ To work on personal targets, collect relevant evidence and engage in CPD	✓	✓	✓	✓	✓	✓
	➢ To prepare for and attend the PM review meeting	✓		✓		✓	
Pupil Assessment & Outcomes	➢ To plan quality assurance arrangements including subject monitoring afternoon, work scrutiny, observations, audit of resources and pupil voice.	✓		✓		✓	✓

	➢ To analyse the outcomes of termly monitoring, identifying key headlines/trends, and the impact of School Improvement Priorities.		✓		✓		✓
	➢ To ensure Assessment policies and procedures are adhered to by all staff.		✓		✓		✓
	➢ To provide accurate analysis of predictions and progress of children throughout the year.		✓		✓		✓
Distinctiveness as a Church School	➢ To uphold and explicitly reference the Christian values within all areas of school.	✓	✓	✓	✓	✓	✓
	➢ To provide evidence for, and work with SLT to complete the SIAMS Evaluation Schedule.	✓	✓	✓	✓	✓	✓