

## Barton Church of England (Voluntary Aided) Primary School

### Curriculum Policy

#### Introduction

The curriculum is the totality of pupils' learning experiences. At Barton Church of England (VA) Primary School we believe that our curriculum should be broad, balanced and relevant, meet the needs of all children whatever their ability and help to develop the whole child, spiritually, morally, academically, creatively, intellectually and physically.

The taught curriculum is comprised of The National Curriculum and the wider curriculum.

We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum meets statutory requirements.

#### Aims

The aims of the curriculum are to:

- Promote high standards in reading, writing and maths
- Provide equal opportunities for all children from all social, racial, religious, cultural and ethnic backgrounds
- Embrace the National Curriculum, Religious Education and Sex and Relationship Education
- Foster a desire to learn and experience new and challenging activities and ideas, promoting curiosity and deepening the children's understanding of the world around them, inspiring pupils to become lifelong learners
- Enable children to acquire knowledge and skills in science
- Enable children to be confident in the use of computers and technology
- Promote spiritual moral, cultural and social development
- Promote physical and mental development and an increased awareness of the importance of their own wellbeing and of living a healthy lifestyle
- Enable children to be aware of the importance of and participate in the arts and related cultural themes
- Enable pupils to develop healthy morals linked with British values and the strong Christian ethos
- Develop the personal and social skills of each child, including respect for themselves and others, resilience, determination alongside the other traits identified in our Barton Bs and School Values
- Provide equality of access and the opportunity for all pupils to make progress, responding sensitively to children with special educational needs

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- Encourage the best possible progress and the highest attainment for all pupils and provide the tools pupils need to be able to reach their potential
- Enable pupils to make connections across different areas of learning
- Help pupils to think and work creatively and solve problems
- Develop pupils' capacity to learn and work independently and collaboratively
- Enable pupils to respond positively to opportunities, challenge and responsibility
- Enable pupils to acquire and develop a broad range of transferable skills, knowledge and understanding

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## Approach

The Barton curriculum aims to help children develop the knowledge, skills and attitudes to live fully for today, as well as preparing them for the future in school and beyond. It has been organised into a two year rolling programme to reflect the mixed-age profile of each class and is amended according to changes in year group sizes as necessary.

The curriculum includes provision for the youngest children through the Early Years Foundation Stage before they are subject to the statutory requirements of the National Curriculum and this Stage is seen as vital to embedding good learning attitudes, independence and a curiosity about the world around them.

The whole school curriculum is planned as a continuum, catering for the needs of the youngest children and building on competency through to Year 6. In mixed age classes, careful consideration is given to a varied curriculum, whilst covering the essentials and progression of all curriculum areas.

## Enriched Learning through Cross Curricular Themes

Each term, learning is organised, as far as possible, around a theme, generally taken from our history, geography, science or RE topics. For example, in year 3/4 the Rocks and Fossils science unit is taught alongside a geography unit on volcanoes and a history unit on the Stone Age, with visits and visitors inspired by these themes: Clip'n'Climb, Sedgewick Museum, History off the Page, Celtic Harmony. We ensure that all children have a visit and a visitor to enrich their learning each term as well as other sporting and cultural activities such as theatre visits and interschool sports competitions. We have developed excellent links to other providers and utilise the local resources such as Burwash Manor, the Country Restoration Trust and the University to the full. We also encourage parents with particular expertise to join us in our learning. Our Barton Bs values are interwoven into everything we do. The Barton staff know that children learn better when they are excited and engaged and we are constantly seeking to provide stimulating and motivating learning opportunities.

We look for improvement, setting our own challenging targets and work tirelessly to build on success. Primary education is a vital stage in children's development, laying the foundations for life. We believe that learning should be a positive, exciting and enjoyable, rich and satisfying experience for all our children.

## Planning the Curriculum

The Barton curriculum is taught through discrete subjects as well as linked "themed" areas where relevant.

- Our Intent, Implementation and Impact statements summarise what we aim to achieve as well as how and why we want to achieve it. These statements express the underpinning principles from which our curriculum is developed.
- Progression documents, prepared for each discrete subject, chart the learning journey from EYFS to year 6.
- A whole school long term plan organised as a two year rolling programme indicates the broad objectives of the national curriculum and ensures progression through the key stages.
- A half termly overview provides a broad-brush summary of our topics and objectives each half term.
- An overview of each half term for each year group, referred to as web-boxes, show the links between subjects and are published on our website to help parents and carers discuss work with their children.
- Medium Term Plans delineate the learning journey for each unit of work in more detail, and include specific objectives, outcomes, an overview of teaching input, resources, vocabulary and NC links. These are often developed with the support of published schemes of work such as Hamilton Trust, CLPE or Kapow. We tailor the learning to the needs of the children in each class and do not work from the published schemes without making amendments and changes to personalise the learning to

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the cohort. Staff are strongly encouraged to be highly reflective and think creatively. As a school we believe that learning is not limited to the walls of our building but can happen anywhere.

- As a church school, we follow the RE agreed syllabus, that is provided by Ely Diocese. We base our teaching and learning on Understanding Christianity and the Emmanuel Project (other world faiths) resources.
- We follow the Cambridgeshire PSHE and RSE syllabus
- Staff utilise the outdoor learning environment as much as possible, for example using the outdoor space in Early Years, the playground and adjacent wildlife area and the nearby Barton church.
- Short Term planning is carried out in detail for literacy and numeracy using an agreed format.
- Maths planning is drawn from the White Rose maths resources and is supplemented by Grammarsaurus and Classroom Secrets. Our calculation policy reflects the models, images and methods of White Rose and are used consistently throughout the school.
- Literacy planning is based on CLPE, Literay Shed, Grammarsaurus, Hamilton Trust as well as the teacher's own knowledge of the three-phase model (immersion, imitation, innovation) promoted by our LA Literacy Advisors, which allows for creativity and the ability to choose high quality texts that contribute to the cross-curricular themes of each cluster of units.
- Planning, in all its stages, including the short term, and the visual resources developed to support teaching and learning, are monitored and scrutinised on a regular cycle. Feedback is given to each member of staff and goals are set within the continual cycle of identifying strengths and areas for development. Planning is reviewed within the context of book scrutiny and lesson observations.
- Planning and assessing pupil progress are integrated. Work is scaffolded to meet the needs of pupils but there are the same expectations for all children to achieve the learning intentions within a lesson. Teachers use formative assessment consistently in all lessons to support and deepen knowledge and understanding in order to move pupils' learning on.
- The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff. Subject leaders ensure that the curriculum has progression and appropriate coverage, and that planning is monitored and evaluated throughout the year.
- Subject leads develop and share their own action plans in order to promote and ensure the quality of their subject within the whole provision. They will liaise with other teachers to evaluate and ensure high standards are achieved in their curriculum area, offering advice or seeking answers as appropriate. Subject leaders are responsible for keeping up to date with new initiatives. They will also feed in areas of development, which become part of the Yearly Operational Plan.
- Class teachers ensure that the curriculum is taught effectively and that the aims and outcomes are achieved for their class. They work collaboratively, sharing ideas with other staff members when planning, to provide a rich and creative learning experience. Each class teacher is responsible for the Assessment, Recording and Reporting of each subject area and tracking of pupil progress.
- A summative assessment cycle is agreed and carried out regularly and is part of the information used to inform our use of Sonar Tracker. NFER is one of the assessment tools we rely upon in reading and maths.

At Barton, we believe that every child should have the same opportunities to learn, be challenged, encouraged and supported to grow to their full potential. We have high standards and pursue them in a nurturing environment. The Headteacher and Senior Leadership Team monitor and analyse the pupil data carefully to ensure that there is appropriate progress, challenge, support, intervention and care for each child. As a school, we encourage pupils to practise and persevere in all areas of their learning and we celebrate this effort and its results. The Governors monitor the success of the curriculum at committee level through the Standards Committee and at whole Governing Body meetings through the Termly Headteachers' report.

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