

At Barnfield Primary, our intent is to provide a curriculum framework which offers exciting and meaningful learning opportunities. We want our pupils to be inspired and motivated, enabling them to be the best they possibly can.

Our holistic approach to learning is underpinned by our core values that aim to unlock every child's intellectual, emotional, social, physical, artistic, creative and spiritual potential. We recognise the importance of developing these attributes in helping to ensure our young people flourish within a broad and balanced setting.

During their time at Barnfield we want our pupils to have the opportunity to develop:

1. Creative me
2. Curious me
3. Healthy me
4. Empathetic me
5. Ambitious me

At Barnfield we 'Dream. Believe. Achieve'.

We have high expectations of all our pupils and threaded throughout our curriculum is an ethos which helps our children recognise that anything is possible through hard work and effort.

Throughout their journey in our school, we intend to develop articulate, caring children with a thirst for knowledge. We want our pupils to be resilient individuals who are not afraid to take risks. Our children will know how to lead healthy lives both physically and emotionally and embrace the culturally diverse community we live in and celebrate.

We are determined that by the time our children are ready to leave our school, they will be confident, successful students and role models.

Our working hypothesis in detail – all remits

Quality of education	Intent <ul style="list-style-type: none"> ▪ Curriculum design, coverage and appropriateness (EYFS) 	Behaviour and attitudes	<ul style="list-style-type: none"> ▪ Attitudes to learning ▪ Behaviour ▪ Respect ▪ Attendance
	Implementation <ul style="list-style-type: none"> ▪ Curriculum delivery ▪ Teaching (pedagogy) ▪ Assessment (formative and summative) 	Personal development	<ul style="list-style-type: none"> ▪ Health and wellbeing ▪ British values ▪ Equality & diversity ▪ Preparation for next stage
	Impact <ul style="list-style-type: none"> ▪ Attainment and progress ▪ Knowledge and skills ▪ Readiness for next stage of education 	Leadership & management	<ul style="list-style-type: none"> ▪ Vision & ethos ▪ Staff development ▪ Staff workload and wellbeing ▪ Off-rolling (exclusions) ▪ Governance / oversight ▪ Safeguarding

Prioritise for academic year 2020 – 2021

Golden thread: To build on the relationships developed with families during the lockdown period so that we are able to effectively support our children and community with their learning and pastoral needs.

Quality of Education: Teaching and Learning:

- Reduce attainment gaps created by the closure of school during covid-19 so that pupils return to at least their pre-lockdown attainment standards by no later than July 2021.
- To ensure that teaching and planning approaches focus on development of subject knowledge and core skills, building on prior learning so that children are able to recall, talk and write confidently about their learning.
- To refine our feedback to pupils, in line with new school policy so that comments are developmental and provide clear progressive steps for children to act on.
- Implement google classrooms and embed Tapestry so staff, children and families are confident with setting and responding to work online; increasing pupil and parental engagement via these platforms.

Behaviour and attitudes:

- Raise the engagement of all learners but particularly EAL, SEND and passive children so that pupils are able to demonstrate their understanding and opportunities to develop higher order thinking skills.
- Successfully implement a new relationship policy which enables children to demonstrate increased responsibility and ownership over their behaviour and attitudes to learning.

Personal development

- Develop a structured framework in school to support the well-being of our pupils, particularly those identified as vulnerable so that they are able to express their thoughts and feelings in a constructive, safe space and be readily available to learn.
- Further develop our curriculum to ensure that our cultural capital is reflected in our teaching and learning so that children can make links with their heritage and we promote a deeper understanding of equality and diversity.

Leadership and Management:

- Empower middle leaders to lead with confidence so that they are able to undertake rigours monitoring and subsequently identify appropriate next steps to further improve attainment and standards in their area of responsibility.
- Ensure leaders have a clear structure of leadership, responsibilities and support in place to enable colleagues to be impactful in their roles.
- To review the expectations of staff workload so that time and resources are used effectively to continue to raise attainment standards whilst supporting staff well-being.