



# Curriculum Policy

Date: September 2022

Next Review: September 2026

**Reviewed by Claire Flanders (Deputy Headteacher)**

## Intent

At Abingdon Primary School our curriculum is designed to inspire enthusiasm for learning, to ensure achievement and to support pupil wellbeing and happiness. At Abingdon, we have 3 core values which weave throughout everything we do: Respect, Resilience and Responsibility.

We provide a creative curriculum that allows children to develop interpersonal skills and build resilience. Our cross-curricular approach enables our children to make meaningful links with their learning. We also recognise that some subjects are stand alone and do not always link. The curriculum is carefully planned and structured to ensure that learning is continuous, and that the children make good progress with the development of their learning,

At Abingdon, we endeavour to foster a love of reading in our children. We ensure that the children have access to high quality texts in lessons and reading areas. *We want our children to leave Abingdon with good attainment levels so that they can continue their learning with ease at high school and throughout their life.*

Our curriculum enables us to build strong relationships, celebrate diversity, encourage respect and build a sense of community. It provides and acknowledges success for all. We look for our core values (Respect, Resilience and Responsibility) in everything we do. *We want the children in our school to have a wider view of the world, achieve economic well-being, achieve their goals at school/in life and make a positive contribution in their community.*

Our core values, restorative approach, PSHE lessons, circles and assemblies not only promote wellbeing for the children and give children a safe space to speak, but also promote attitudes which reflect the values and skills needed for future learning and success. *We want our children to leave Abingdon as well-rounded members of the community who understand their emotions and feel confident to talk about things that matter to them.*

*We want our children to leave Abingdon Primary School as respectful, responsible, resilient learners. We want them to be confident and well-rounded and have a sense of belonging, knowing they were part of 'The Abingdon Family'.*

## Implementation

Our curriculum runs on a 2-year cycle to accommodate our mixed aged classes. Each term has an overarching theme within which the curriculum areas sit.

The beginning of each term starts with a WOW experience to hook the children to the topic of learning, this could be in the classroom, around school or even further afield on an educational visit. At the end of each unit of work the children at Abingdon put on a showcase to feedback what they have learnt. Pre -Covid, Showcases often involved parents and we are working our way back to that. Opportunities are taken throughout to extend the curriculum beyond the statutory requirements through:

- Visitors, including artists, craftspeople, actors, musicians;
- The use of the school grounds, the locality and the wider environment;
- Educational visits;
- Support of parents.

We aim to ensure that many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school

At Abingdon we use The National Curriculum to guide our learning in all areas of the curriculum; the programmes of study for each subject are used as the basis for the long term and medium term plans.

### **Years 1 -6**

English lessons are weaved through the curriculum giving opportunities to write for a purpose and further embed those links. There is a strong emphasis on reading and the love of reading. Children have access to library books and class read area books which are age appropriate to read in school, or take home to read with an adult. Across the school texts are planned out for the year for English lessons, reading lesson and class reads. In reading lessons, the texts are chosen to support the curriculum content in other areas and other key events in school where possible. There are also poems and song lyrics each term to provide the children with different genre, but also for engagement

Maths lessons are stand alone, but if there is an opportunity to make links the teachers take it. Teachers use the White Rose scheme to teach mathematics thoroughly. There are also other timetabled maths activities throughout the week –fluency sessions, morning work activities, Number talk and Timestable rockstars. These are all to increase children’s fluency.

Science is often standalone from the curriculum, but when it does compliment the topic it is taught alongside it. The science scheme of work comes from the National Curriculum programme of study.

Computing skills are taught standalone using Purple Mash, but teachers then promote the use of computing with the topic areas covered, to enhance learning and engagement.

Religious Education is taught weekly at Abingdon using Stockport’s agreed syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction.

PSHE is taught weekly using Jigsaw. Sex and Relationships Education (SRE) is taught using Jigsaw. Relationships Education forms part of the science and health education programmes of study. It is taught within our PSHE and science curriculums. PSHE is now statutory as of September 2021. Parents are free to withdraw their children from the Sex and Relationships aspects of the PSHE curriculum if they wish to do so. The only exceptions to this are the biological aspects of animal growth and reproduction that are essential elements of National Curriculum Science. The PSHE curriculum has been developed in line with DFE guidance on statutory PSHE education.

Foundation Subjects are taught using National Curriculum objectives. The curriculum lead has devised a long-term plan for each key stage across the 2 year cycle and subject leaders have devised progression grids to lead the teachers through the subject area.

**Early Years and Foundation Stage** (EYFS) follows the DFE Curriculum Guidance for the Foundation Stage which is made up with these areas of learning:

- communication and language
- physical development

- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

EYFS has clear topics which they use to engage the children and support the progression of skills through the key stage. They then use 'In the Moment Planning' to facilitate areas of learning, following the children's interests to promote engagement and interest.

**Equality** -All children, regardless of gender, race or disability are given full access to our curriculum. We have a positive policy of equal opportunities.

**Inclusion** -Teachers plan to meet the needs of all children by ensuring learning is focused on individual children's needs and abilities using adaptive teaching. Outcomes from assessment for learning enable teachers to set targets which reflect individual children's skills, abilities and potential. We use our teacher assistants to provide targeted support for those children needing it through interventions and pre teaching.

**Delivery** -The school week provides 21 hours and 25 minutes of teaching time. Some of this time is also used for curriculum enrichment and collaborative events throughout the year. e.g. residential visits, productions, cultural days, Super learning weeks, Crucial Crew, Safe Cycling, art week, field trips. We also aim to cater for children's individual needs through personalised learning. Sometimes we block units of work and other times we teach it in a continuous way. This is dependent on the teacher's professional judgement regarding their current learners.

**Homework** is set throughout the school to support basic skills. Reading, spellings and times tables/maths facts sent weekly. (see homework policy)

**Knowledge Organisers** – At Abingdon we use knowledge organisers to give pupils and teachers the 'bigger picture' of a topic, subject area or specific concepts. Research shows that our brains remember things more efficiently when we know the 'bigger picture' and can see the way that chunks of knowledge within that subject area link, forming powerful schemas. Making links, essentially, helps information move into our long-term memory.

Knowledge organisers are also used for retrieval practice as regular retrieval of knowledge helps us remember more effectively. It helps us store knowledge in, and recall it from, the long-term memory and frees up space in the working memory to take on new knowledge. Knowledge organisers are tools to help children gain, retain and build the knowledge and skills as set out in our curriculum - not a separate bolt-on resource. The knowledge organisers are stored in a pocket at the back of each child's exercise book so they can be readily used.

### **In books**

Each new curriculum area is shown in the exercise book with a title page to explain the learning the children will complete during the lessons.

## **Impact**

All work carried out by the children is monitored and evaluated and feedback given (either written or verbal) The children's work is assessed to ensure that they are meeting the learning objective for the lesson. Interventions then are given by teachers and teaching assistants when appropriate. At the end of term, more rigorous assessments take place in English and Maths to help inform the teacher's assessment. Teachers use White Rose end of term assessments, reading comprehensions, benchmarking as well as the work completed during the term to produce the children end of term attainment levels.

The school has separate policies for assessment and marking/feedback.

Attainment is reported to parents annually in the summer term. We also provide parents with a 'light touch' report at the end of the other terms to inform them how the term has gone for their child. Parents are invited to Parent/Teacher Consultation meetings in the autumn and spring terms. The Governing Body receives regular reports on the children's attainment compared to the national picture and similar schools and the children's prior attainment.

Celebration assemblies are held each week recognising the achievements of our children.

Talents and achievements of individual children are celebrated within class and at school assemblies and in school productions. We have many other rewards and events to recognise children (See behaviour policy)

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

## **Roles and Responsibilities**

The Headteacher takes overall responsibility for the curriculum. The Deputy Headteacher is responsible for coordinating the curriculum and the subject leaders. Subject Leaders develop and monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Subject leaders also audit their curriculum area each term. Consultation relating to the curriculum is facilitated through the annual stakeholder consultation process, from parents through newsletters and questionnaires, from children through questionnaires, class discussion and the pupil voice, and from staff and governors at their regular meetings.

## **Links with other policies**

This Curriculum Policy is linked to, and should be read in conjunction with Abingdon Primary School's:

Early Years Foundation Stage Policy and procedures

Homework policy

Behaviour policy

PSHE Policy

Other individual subject policies

Safeguarding Policy

Assessment Policy

Wellbeing Policy

British Values Policy

Inclusion Policy

SEND Policy

### **Review of Policy**

The effectiveness of this policy is reviewed regularly by the staff and on a 2-year cycle by the Governing Body.

### **Linked documents**

- Long term plans
- Subject progression maps
- Medium term plans
- Core Values progression grid