



## Curriculum Policy

Reviewed: January 2026

Due: January 2028

## **Intent**

At Abingdon Primary School, we recognise our school context and have designed our curriculum with the intent that pupils build the secure foundations required to become successful and aspirational adults who seek opportunities, take responsibilities as moral citizens and gain life experiences that extend their horizons. We want children to leave school as 'well rounded' individuals.

The school values '**Respect, Resilience, Responsibility**' are interwoven within our curriculum intent and design. We also have 3 Drivers for our curriculum based on our school context:



**Role models of different protected characteristics**



**Accessing our Local Area and the Wider World**



**The Power of Word**

We have interlinked different role models in terms of scientists/explorers/ artists/ engineers etc into our learning. We ensure that the people that we study show a range of protected characteristics to add interest and familiarity as well as offering that aspirational aspect. We ensure that we make the most of our local area in our curriculum, but we also want our children to experience more beyond their local area therefore we also look at different places around the world in a variety of different ways and organise educational trips locally and further afield. Books are threaded throughout our curriculum, so that the children can access different styles of writing and find the style that appeals to them, but we plan in opportunities for the children to use the power of word in poetry, debates, drama, performances and the vocabulary they learn and choose.

We aim to provide a coherent, structured, academic curriculum, which is knowledge rich and skills driven, that will lead to sustained mastery for all with unlimited aspiration. We offer a curriculum which has meaning to our pupils and context.

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.

Alongside our curriculum we also offer Forest School s sessions which support many areas of the curriculum. Each class has at least 2 sessions per term ensuring that they experience each season outdoors. Geography, science, art, DT skills are all interlinked within the forest school plans and it elevates our curriculum further.

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.

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.

## **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. 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.

**\*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. Language acquisition is vital in the early years therefore each area has 'Star Words' which are taught to the children and regularly used and revisited to ensure the children have them in their vocabulary.

### **\*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 is Plymouth science







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 leads 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 and detailed medium term plans to support teaching.

Subjects also have identified key learning statements which are shown in a poster for each unit.


Key Learning <b>History Cycle B Spring 1 Amazing Adventurers KS1</b>	
	1.Explorers are people who travel to and explore new or unfamiliar areas.
	2.Ibn Battuta was a Medieval Muslim who travelled across Africa and then onto Mecca for the Haji. He also travelled to India and China
	3. George Back was a polar explorer who was born in Edgeley. He went on many expeditions to the Arctic. On one expedition he ran out of food and had to eat a pair of trousers.
	4. Matthew Henson was a polar explorer. He was one of the first men to find the North Pole. His achievements were not acknowledged because he was black
	5.Felicity Aston is a polar explorer. In 2012 she became the first woman to ski alone across Antarctica.
	6.Although we can compare explorers, there are differences in how and where they travelled.

**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. Each subject area has provision pyramids to support teachers with their adaptive practice for all children. In the classroom the teachers use the NASEN 5 a day principles and we currently have our own whole school focuses for adaptations.

### High quality teaching benefits pupils with SEND

#### The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

<b>1</b>	<b>Explicit instruction</b>	Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.	
<b>2</b>	<b>Cognitive and metacognitive strategies</b>	Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.	
<b>3</b>	<b>Scaffolding</b>	When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.	
<b>4</b>	<b>Flexible grouping</b>	Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.	
<b>5</b>	<b>Using technology</b>	Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.	

We use the Five a day principle alongside our own current focuses for adaptations:

- 1) "Nest/Pair/Share"
- 2) Pre-teaching of vocabulary and any key concepts
- 3) Visual resources and dual coding across the whole school
- 4) Chunking learning
- 5) Using the visualiser for modelling and misconceptions

**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.

**Oracy** plays a vital part in our curriculum. It really is the 'Power of Word'. Children should be able to articulate their thoughts and effectively argue a point, and they need to be taught how to do this. Across the school we have 'Discussion Rules' to support the children in how to have effective partner or group work and we also have sentence stems in different subject areas to model that articulation to children.

**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.

### **Vocabulary Progression**

At Abingdon, alongside our knowledge organisers we have Vocabulary staircases which highlight the vocabulary at each stage on learning. They are used alongside knowledge organisers to support the retention of key vocabulary for learning. They are also stored in the pocket at the back of the child's exercise book. In History and Geography, we also have vocabulary builders which support the children's learning of new words in a unit of work. They are stuck in books after the title page of the unit and are worked on throughout the unit as and when the vocabulary is taught.

### **Books**

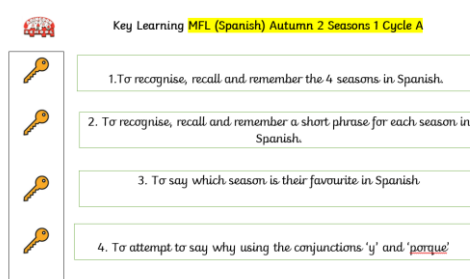
Each new curriculum area is shown in the exercise book with a title page to explain the learning the children will complete during the lessons. In subjects other than history and geography the vocabulary for the unit is on the title page to refer to.

## **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 for maths
- NFER online reading comprehensions as well as benchmarking
- half termly writing teacher assessment using our writing checklists

Foundation subjects each have a key learning document that summarises the learning throughout the units. There are posters for teachers to use to make their judgements on the children's attainment..



The teachers will also use the children's work from each lesson and the results of quizzes and verbal discussions to make their judgements.

All data on assessment is recorded termly on INSIGHT.

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, 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
- Key learning posters and long-term plan