



Federation of Abbey Schools

Primary Curriculum Policy

Last updated: November 2022

Review: November 2023

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Statement of intent

At **Abbey Schools**, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

Signed by:

Headteacher

Date:

Chair of the board
of Trustees

Date:

1. Curriculum intent, implementation and impact

OUR CURRICULUM

Our curriculum intent:

At Abbey School, we create a happy, caring and supportive environment based on a spirit of co-operation between the school and the local community. We treat children and adults fairly, equitably, and with dignity and respect, to maintain an inclusive school culture.

Our curriculum is ambitious and we set high expectations to enable pupils to become effective, enthusiastic, independent learners who behave in a way to make parents and school proud. It aims to provide all pupils with the knowledge, skills and cultural capital they need to succeed in life. Barriers to our curriculum intent are identified early and acted upon.

We are learning centred and we challenge their thinking, help them strive for continuous improvement and are committed to life-long learning.

Our curriculum implementation:

At Abbey School we deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best and instil in everyone a love of learning. We nurture, support and challenge everyone to perform at their best and feel proud of what they have achieved.

Teaching promotes the development of pupils' metacognitive knowledge to improve independent thinking skills to become confident, self-assured learners. Personal development and relationships shape our approach to learning to ensure that our pupils are happy, emotionally intelligent citizens who know themselves and their place in the world as unique individuals.

The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. We assess our pupils diligently so we know where we need to take them next; we know our children and their families well.

The impact of our curriculum:

We have a collective responsibility for raised standards and improved pupil outcomes which ensures that our children develop detailed knowledge and skills across the curriculum and, as a result, achieve exceptionally well and is reflected in our consistently high outcomes for our pupils.

Children are challenged to deepen their understanding and knowledge by taking on tasks which help others in the class have an insight into knowledge that may otherwise have not been accessed by them.

Pupils' personal development is a strength and is evident in the way that pupils contribute to the life of school and how they interact with each other and the world around them. Our pupils understand and express their emotions well and handle interpersonal relationships judiciously and empathetically. Pupils develop into confident, attentive, independent learners ready for the next stage in their education. Our pupils are continually growing as empathetic, independent and emotionally intelligent learners and citizens.

A full list of the subjects available to our pupils can be found in [section 6](#) of this policy.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

2. School ethos and aims

Mission Statement - To provide a high quality, relevant educational community which enables children to achieve their best in a safe, creative and exciting environment. All are valued and inspired to flourish and grow as individuals, leaving us believing anything is possible!

“Aim High, Work Hard, Achieve Together”

Aims

Our aims reflect our beliefs, values and represent our vision and what we want to achieve as a school community. We endeavour to move the school forward and meet the challenges of an ever changing world.

Aim High

DYNAMIC & INNOVATIVE

We deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best and instil in everyone a love of learning.

CELEBRATE SUCCESS

We nurture, support and challenge everyone to perform at their best and feel proud of what they have achieved.

HIGH EXPECTATIONS

We set high expectations to enable pupils to become effective, enthusiastic, independent learners who behave in a way to make parents and school proud.

Work Hard

WELL ORGANISED AND SYSTEMATIC

We will ensure the effective day-to-day running of the school and support strategic leadership and management.

ACCOUNTABLE AT ALL LEVELS

We have a collective responsibility for raised standards and improved pupil outcomes.

COMMUNITY ORIENTATED

We help children develop an understanding of citizenship and empower them to make valuable contributions locally.

Achieve Together

INCLUSION

We treat children and adults fairly, equitably, and with dignity and respect, to maintain an inclusive school culture.

VALUES CENTRED

We foster positive attitudes to all.

LEARNING CENTRED

We will challenge their thinking, help them strive for continuous improvement and are committed to life-long learning and developing a growth mindset.

CARING AND SUPPORTIVE

We will create a happy, caring and supportive environment based on a spirit of co-operation between the school and the local community. We will ensure that the spiritual, moral, social and cultural development of children is at the heart of the school.

3. Legal framework

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

3.2. This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Equal Opportunities Policy
- PSHE Policy
- SRE Education Policy
- SEND Policy

4. Roles and responsibilities

4.1. The **board of trustees** is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the **headteacher**, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The **headteacher** is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the **board of trustees** on an **annual** basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the **board of trustees**.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

4.3. Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the **headteacher**.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the **headteacher** and the **SENCO** to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the **SENCO** and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.

- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the **SENCO** and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the **headteacher**.
- Working to close the attainment gap between academically more and less able pupils.

4.4. Subject leaders are responsible for:

- Providing strategic leadership and direction.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within their subject and reporting on this to the **headteacher**.
- Providing efficient resource management.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

4.5. The **SENCO** is responsible for:

- Collaborating with the **headteacher** and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

5. Organisation and planning

The National Curriculum serves as a framework for our curriculum policy, which allows teachers to respond effectively to individual learning needs. We provide teaching which is flexible, relevant and meaningful in order to prepare children for their further educational development and to enable them to take part fully as citizens within our society. We use our local context, where possible to make our curriculum as meaningful as possible to our children.

The curriculum is built around the principle of allowing a greater pupil autonomy in their learning. It recognises the importance of deeper levels of knowledge and understanding to underpin pupils' thinking, promoting working at greater depth.

5.1. Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

5.2. The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
 - **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
 - **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
 - **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
 - **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
 - **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils' coordinate series of events.
 - **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.
- 5.3. Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils.
 - 5.4. Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.
 - 5.5. A full list of subjects covered in school can be found in [section 6](#) of this policy.
 - 5.6. Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.
 - 5.7. Disadvantaged pupils and those with SEND and EAL will receive additional support when necessary– this will include dedicated time with TAs and access to specialist resources and equipment where required.
 - 5.8. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.
 - 5.9. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
 - 5.10. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
 - 5.11. Any difficulties identified will be addressed at the outset of work.
 - 5.12. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Subjects covered

- 6.1. The school will have due regard to the national curriculum at all times throughout the academic year.
- 6.2. The school will have due regard for the 'Statutory framework for the early years foundation stage 2021'.
- 6.3. The school will ensure every pupil has access to the following core subjects:
 - English
 - Maths
 - Science
 - RE – Religious education
 - PSHE – Personal, social, health and economic education
 - RSE – Relationships and Sex Education
- 6.4. The school will ensure pupils also have access to the following foundation subjects:
 - Art and design
 - ICT
 - Design and technology
 - Languages – KS2 only
 - Geography
 - History
 - Music
 - PE

PSHE

- 6.5. Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.
- 6.6. PSHE days will be planned throughout the year, as appropriate.
- 6.7. All provisions made regarding PSHE lessons will be made in line with the school's **PSHE Policy**.

7. Reporting and assessment

- 7.1. Homework will consolidate children's learning and will assess pupils' knowledge and understanding.
- 7.2. Homework will be set on a **weekly** basis in accordance with the school's **Homework Policy**.

- 7.3. Informal assessments will be carried out **termly** to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.
- 7.4. Results of informal assessments will be recorded and used to inform future planning and to address gaps in learning.
- 7.5. Pupils will also complete national assessments. The results of these assessments will be reported back to the **headteacher**, pupils and their parents.
- 7.6. Assessment of pupils with EAL will take into account the pupil's age, length of time in UK, previous education and ability in other languages.
- 7.7. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.
- 7.8. All reporting and assessments will be conducted in line with the school's **Assessment Policy**.

8. Equal opportunities

- 8.1. There are nine protected characteristics outlined within the Equality Act 2010, these are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- 8.2. The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.
- 8.3. The school's curriculum will celebrate diversity and the **SLT** has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.
- 8.4. The school will have due regard for the **Equal Opportunities Policy** at all times when planning and implementing the curriculum.

9. Supporting pupils with SEND

- 9.1. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's **SEND Policy**.
- 9.2. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- 9.3. The progress of pupils with SEND will be monitored by teachers and reported to the **SENCO**.
- 9.4. The **SENCO** will work closely with teachers to help them break down any barriers pupils with SEND have to education.

10. Extra-curricular activities

- 10.1. The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- 10.2. Extra-curricular trips and activities occur outside school hours and can include overnight stays in the UK.
- 10.3. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

11. Monitoring and review

- 11.1. This policy is reviewed **annually** by the **headteacher** and the **board of trustees**.
- 11.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- 11.3. The scheduled review date for this policy is **November 2023**.