



The  
**Avenue  
Primary  
School**  
& Children's Centre



**Acorn**  
Education Trust

# Curriculum Policy

**Date agreed: May 2022**

**Review Date: September 2022**

## Our Curriculum Philosophy

At the Avenue Primary School our children are at the heart of everything. Our curriculum encompasses not only the formal requirements of the National Curriculum but goes beyond the experiences of the classroom to ensure our children are exposed to the richest, most varied opportunities that we can provide.

Everything we do is underpinned by our Six Core Values of:

**Aspiration**

**Positivity**

**Pride**

**Resilience**

**Respect**

**Responsibility**



We teach and encourage our children to show these values in everything they do.

Our curriculum is meticulously planned and sequenced to ensure that the knowledge and skills that our children are taught, are learnt progressively and regularly revisited as they journey through the school. All subjects, where possible, are woven into cross-curricular topics that provide a purposeful context for learning that is relevant and meaningful for our children. We make links to the different communities within our school, including our military families, as well as the wider Warminster community. We also use the children's interests as well as local and community links, wherever possible, to enhance the learning we offer.

To ensure the engagement of all children in our community, our carefully crafted curriculum is specifically designed to be inclusive, dynamic and exciting, offering high challenge for all, whilst

embracing individuality. We teach our children the life skills they need to prepare them for their adult lives, whatever they may choose to be! Above all, when our children leave us, we want them to be happy, confident and resilient; be brave to take risks; be proud of who they are and continue to aspire to be the best they can be.

## **Curriculum Intent**

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school. Our intent is to achieve the school aims through this curriculum.

## **School Curriculum Aims**

### **Knowledge, Skills and Vocabulary**

At The Avenue Primary School, we have designed our curriculum with pupils' long-term learning at its centre. We recognise that a knowledge-rich curriculum has to set out clear expectations of the facts, vocabulary and skills required for pupils to build a broad base of knowledge, through which deeper learning can be cultivated. The curriculum content has been carefully interwoven to make strong links within and across disciplines as well as opportunities to recap, revisit and expand on content. We recognise that prior knowledge is an important factor in the retention and building of knowledge for long-term learning. We have set out clear subject specific knowledge and skills that pupils are expected to master, in order that teachers can confidently build and progress ideas covered previously.

### **Cultural Capital**

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils important cultural experiences through extra-curricular activities, educational visits and visitors, designed to build a cultural capital and an appreciation of global and national life.

### **The learning Community**

Our aim is to deliver a broad, balanced curriculum and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

### **Equality of access**

Our curriculum will be delivered in accordance with the Equality Act 2010. Our aim is that every child will access the curriculum in its entirety, with content, access and expectations adapted for pupil's developmental needs.

## **Curriculum Refinement**

We also have an opportunity for curriculum refinement, based on experience and reflection of outcomes from each curriculum area. We are constantly striving to go even further, even deeper in our hope to raise standards for our pupils.

## **Roles and responsibilities**

### **The Academy Council 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.
- Supporting the creation and implementation of the curriculum, particularly priorities from the School Evaluation Form, and evaluating the impact.
- Ensuring the curriculum is inclusive and accessible to all.

### **The Headteacher and Senior Leaders are responsible for:**

- Oversight of the long and medium-term plans for the curriculum in collaboration with subject leaders, teachers and other members of the leadership team. Overseeing the design of a coherent, progressive, knowledge-based curriculum in every subject.
- Communicating the agreed curriculum to the Academy Council 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.
- Report the progress and attainment of pupils and reporting these results to the Board of Governors.
- 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.
- Arranging suitable training and CPD for teachers to deliver the curriculum successfully.

### **Teachers are responsible for:**

- Implementing this policy consistently throughout their practices.

- Ensuring lessons are reflective of the school's curriculum intent and aims.
- Implementing the curriculum in ways which maximise long-term retention.
- Creating a series of lessons for each subject, covering the stipulated content from the National Curriculum.
- Using, where available, knowledge, skills and vocabulary progression documents to support the delivery of the curriculum.
- Provide opportunities to revisit and recap on prior learning.
- 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 opportunities to deepen and apply their knowledge.
- 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 higher and lower attaining pupils.
- Provide feedback on the outcomes and success of the subject to the subject leader

**Subject leaders are responsible for:**

- Providing strategic leadership and direction to their team.
- Develop a progressive and cohesive overview of the knowledge, skills and vocabulary within their subject for each year.
- Overseeing medium term planning within their subject which sets out the key learning for each topic.
- Having a clear understanding of the strengths and areas for development within their subject.
- Have a clear understanding of the progression of knowledge, skills and vocabulary within the subject
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress and standards in their subject. Reporting on this to the headteacher.
- Identifying cross-subject links within the medium-term planning overview.
- Providing effective resources for the teacher.

- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for vulnerable pupils so that everyone can have full access to the curriculum.
- Respond and make changes to the curriculum following feedback from class teachers.
- Arranging suitable training and CPD for teachers to deliver the curriculum successfully
- Be able to articulate key improvements and next steps.

#### **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.

### **Organisation and planning**

At The Avenue Primary School, as we have mixed age classes, our curriculum is organised into a two-year cycle of topics (Year A and B). Each year, we have 3 main topics which have a lead subject: history, geography or STEAM (science, technology, engineering, arts, maths). Within each topic, there are linked subjects that connect children's learning to the main theme. Discrete learning is also planned for some subjects such as Maths, RE, PE, Music, PSHE, MFL in KS2 (French) and some areas of Science. We are very fortunate to have specialist Music and PE teachers who come and work with our children every week.

Term 1 and 2 has a History focus, Term 3 and 4 has a Geography focus and Term 5 and 6 has a STEAM focus. The content for each year group and year (A or B) can be found in the curriculum map and subject overviews.

Teachers work together to agree the content and sequence of learning for the term's topic. Planned lesson outcomes are clear and progressive allowing all children to develop knowledge, understanding and skills. Teachers refer to the National Curriculum framework, our curriculum overviews and progression documents to ensure there is both continuity and progression at a level appropriate to the learning needs of the pupils. In addition, for some subjects, teachers access published schemes of work but adapt these to meet the needs of the children at The Avenue Primary School.

Each school day will usually consist of a morning session where core subjects including reading, writing, phonics and mathematics are taught. Afternoon sessions usually include foundation subjects including arts, history, geography, P.E, computing, science, music, as well as assemblies. Some subjects will be delivered in blocks of learning to facilitate better flow and more effective formative assessment and responsive teaching.

Teachers will use their professional judgement to structure lessons which maintain interest and focus for their pupils, with the key outcome always centred around long-term learning. Lessons are planned focusing on the particular needs and attainment levels of the children in each class. Learning objectives are set that enable children to make good or better progress.

The learning is differentiated to enable success and challenge for all learners. Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons. These groups may include: high attaining pupils, disadvantaged pupils, those with SEND and EAL. Outcomes of each day's learning are evaluated and planning modified as necessary to ensure that the needs of every individual are met. We use a range of strategies to give pupils opportunities to learn in ways that best suit them and the particular objective being taught; for example, through investigation, research, problem solving and practical experiences. Also, through individual, paired, group and whole class learning and through questioning, computing, fieldwork and educational visits.

## **Subjects covered**

The Avenue Primary School is an academy and whilst the majority of our curriculum is aligned with the National Curriculum, there are some minor deviations to fit the individual needs of the school.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following subjects:

English

Maths

Science

RE

Relationships and health and sex education (within PSHE)

Art and design

Computing

Design and technology

Languages (KS2 only)

Geography

History

Music

PE

### **Mathematics:**

Teachers plan maths units using the year group specific objectives from the National Curriculum. The approach focuses on fluency, applying knowledge in different contexts and reasoning. Our aim is that all children can master the mathematical ideas within their year group.

### **Reading:**

Reading is delivered using a whole class teaching approach. It focusses on the key cognitive domains as part of each lesson. Phonics lessons are delivered through the Little Wandle Revised Letters and Sounds programme.

### **Writing:**

Teachers plan sequences of writing based around the year group specific objectives.

### **Extra-curricular activities and residential:**

Trips and events are held which link to the topic a class is studying. These could also include visitors coming into the school. A variety of extra-curricular clubs are offered for pupils to develop different skills and broaden their experience. In KS2, children take part in two residential trips – one in Year 4 and another in Year 6. This is as a means of promoting independence and preparing them for secondary school.

### **Home Learning:**

Our Home Learning philosophy aims for children to practise the basic skills they learn in school. Learning times tables and mental strategies for calculation, spellings, practising reading and specific grammatical concepts.

## **Reporting and assessment**

Performance in core subjects, including reading, writing, mathematics, grammar, punctuation and spelling are closely tracked as part of the school's assessment cycle. These are assessed summatively 3 times a year using NFER tests. Teachers are also asked to submit teacher assessment.

Informal assessments will be carried out regularly to measure pupil progress formatively, checking for long term learning and to inform future intervention and planning.

Pupils in Year 1, 2, 4 and 6 will also complete National Assessments. The results of these assessments will be reported to the teachers, parents and The Acorn Trust.

Assessment in the foundation subjects is completed through exemplification or outcomes of pupils following a unit of work. The principle form of assessment in the foundation subjects is formative, with the teacher making adaptations to subsequent lessons.

## **Equal opportunities**

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.

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.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

## **Monitoring and review**

This policy is reviewed annually by the senior leadership team and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

## **Legal framework**

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'