



## THE ABBEY CE VA PRIMARY SCHOOL

Together we learn, we care, we achieve –  
for ourselves, for each other, and for the community in which we live.

# CURRICULUM POLICY

**Review date: April 2019**  
**Next Review: April 2022**

## Introduction

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

The school's curriculum comprises all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential, following our Christian Values.

The school works to ensure that there is a creative approach to planning and delivering the curriculum in order to make learning exciting and motivating for the pupils.

## The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to fulfil all the requirements of the National Curriculum and the Herts Agreed Syllabus for Religious Education;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable all children to make a positive contribution as citizens;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

## We aim that all children should

- Learn: to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
- Develop the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced

- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Have some knowledge of the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Know how to apply the basic principles of health, hygiene and safety

### **Organisation and planning**

- Long term plans are drawn up and reviewed each year to map continuity and progression of curriculum areas throughout the school.
- A minimum of three cross curricular topics are planned over the year for each year group to ensure progression of skills and understanding in history, geography, art, design and technology.
- Maths, English, science, RE, PE, music, modern foreign languages (French) and PSHE are taught discretely to ensure curriculum progression and coverage. Where cross-curricular links may be made, these areas of the curriculum may also be taught through the cross curricular topics to make learning more meaningful to pupils.
- Termly or half-termly medium term plans are drawn up mapping learning objectives and assessment opportunities. These plans are stored in the school's network shared area so that they can be accessed by all staff.
- The medium term curriculum plans are broken down into weekly plans for English and Maths to map teaching and learning for the week ahead. These plans take into account assessment of learning in the previous week.
- In the Reception Class, the curriculum is planned to enable pupils to meet early learning goals in the six areas of learning for the Foundation Stage.
- Curriculum focus weeks are planned each year to raise the profile of different areas of the curriculum and provide a deeper learning experience for the children. e.g. storytelling week, multicultural week
- Similarly, curriculum focus days are also planned across the year e.g. science, RE.
- Curriculum enrichment activities and memorable events are planned for all classes through the year by the curriculum enrichment co-ordinator. These may include workshops in school, visiting theatre groups or performers, visits to places of interest.
- Opportunities for learning outside the classroom are incorporated into the planning for each year group.
- A range of extended learning opportunities are planned for pupils through after-school and lunchtime clubs.

## **The Foundation Stage**

- The curriculum that we teach in the reception class meets the requirements set out in the Early Years curriculum. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.
- Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the nurseries and other pre-school settings which feed into the Abbey School.
- Each term in the Reception class, the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.
- We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing

## **The curriculum and inclusion**

- The curriculum is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.
- If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice.
- We are committed to meeting the needs of all children. The school complies fully with the requirements of the amended Disability Discrimination Act. All reasonable steps are taken to ensure that children with disabilities are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

## **The role of the subject leader**

- The role of the subject leader is to:
  - provide a strategic lead and direction for the subject;
  - support and advise colleagues on issues related to the subject;
  - monitor pupils' progress and standards in that subject area;
  - provide efficient resource management for the subject.
- The school gives subject leaders non-contact time each term, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

## **Monitoring and review**

- The School Improvement Committee of the Governing Body is responsible for monitoring the way in which the school curriculum is implemented.
- There is a named governor assigned to each of area of the curriculum. These governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught.
- The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors medium and short term plans on a regular basis to ensure the requirements of the curriculum are being met and that all lessons have appropriate learning objectives.

- This policy is monitored by the governing body and will be reviewed every three years, or before if necessary.