



Avondale Whole School **Curriculum Policy**

This policy was reviewed by: Jane Taylor

Ratified by the Governing Body - February 2024

Reviewed date - February 2026

“For learning, smiling and remembering”

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At Avondale Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2, and the Early Years Foundation Stage statutory framework for group and school-based providers 2024. We have worked collaboratively to design our unique Avondale Curriculum which is underpinned by our whole school vision and values and is personalised to the needs of our school community. Whilst it is vital that our children learn what is in the statutory National Curriculum, at Avondale we know that our children need much more than this.

This document is intended for all school staff, Governors, parents, inspection teams, Local Authority Advisory/Improvement Officers and copies are available upon request from the school office and on the school's website.

It is the role of the Headteacher, SLT and Curriculum Subject Lead to ensure that the policy is successfully implemented.

CURRICULUM INTENT

Our children's needs and backgrounds, and the school's mission values underpin all areas of our curriculum.

At Avondale, our curriculum is closely designed around our school motto **"Learning, Smiling and Remembering"** and has been developed to support the needs of our children. Our curriculum is a rich, broad, balanced curriculum, which is ambitious, coherent and planned with progressive knowledge, skills and vocabulary. It meets the needs of all Avondale children from Reception to Year 6 and ensures our learners are ready for the next stage of education.

Central to our curriculum is **"The Avondale Adventure"**. These values sum up the distinctive nature of Avondale School:

- Respect – Treat all people with respect and look after property and equipment
- Resilience – If at first you don't succeed, try, try and try again!
- Learning – Allow everyone to learn without interruption
- Do your best – Always set high standards in your work and behaviour
- Make the right choice – Understand how your choices affect you and others
- Kindness – Show kindness to others

These values are embedded throughout all our teaching and learning to promote high expectations of behaviour and achievement. They reflect the needs of our children and a shared commitment to equip our children with the essential skills for lifelong learning. These values also link closely to our British Values which are also promoted throughout our curriculum, our classrooms, our ethos and the general interaction between all of the Avondale family.

The intent of our curriculum is to support pupils in becoming educated citizens, thus making a positive contribution to the community, and the wider society. We have carefully planned and structured our curriculum to ensure our children learn to be proud of themselves, Avondale School and the community they serve. This combined will help them get ready for life in a diverse, developmental and ever-changing world. The curriculum is a means by which we can provide our children with the cultural capital they require to achieve those ends. In studying the curriculum our pupils will acquire valuable social skills and positive attitudes to learning necessary for effective personal development.

Our school population is made up of children of differing needs, backgrounds and prior attainment. Regardless of these factors we are highly ambitious for every child. Those children with identified special educational needs or disabilities, with English as an additional language, with challenging social circumstances, etc. are all expected to make good progress and to perform at age-related levels if at all possible. Those with high prior attainment are expected to broaden and deepen their understanding so that they can continue to excel.

In order to do this, we

- ensure that reading and language development is at the heart of the curriculum.
- provide knowledge in all subjects that builds sequentially through their time at Avondale.
- reflect the needs of our pupils and ensure our curriculum is specific to our local area and community.

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- provide a safe, secure and caring environment where engaging learning experiences encourage creative, lively and enquiring minds.
- build children's knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence.
- recognise the achievements of everyone within the school community and foster a belief in their ability to succeed; we want the children to be proud of their achievements.
- build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- embed key skills in order to prepare children for real-life and everyday situations.
- provide opportunities to apply knowledge and learning in practical ways.
- provide stimulating, fun and memorable experiences for all children which is extended into an enhanced extra-curricular school life.
- encourage children to become more educated citizens within the school community.
- develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional and physical needs.

Language Rich

A curriculum that is language rich is must for our school if we are to open doors for the children's futures. We, therefore, place a high focus on developing the children's vocabulary and spoken skills and use quality texts to do this. Reading and language development is at the heart of our school and central to the children's learning.

We purposefully plan exposure to meaningful language across all subject areas that deepens and broadens learning. This vocabulary-rich curriculum will equip our children to engage with the national curriculum in a more meaningful way that will secure improved outcomes for all pupils.

Cultural Capital

Through our curriculum we aim to provide our children with the skills and knowledge they require to be educated citizens with an appreciation of human creativity and achievement throughout human history. With these insights our pupils will have the capacity to be happy, independent, confident individuals able to benefit from and contribute to their local communities and wider society. Thus our curriculum is also deigned to provide children with memorable experiences and many diverse opportunities from which children can learn and develop a range of transferable skills. Our school is proud of its local area and acknowledges its location in many ways. Our curriculum is enriched by linking as many learning opportunities to the local area as possible. It aims to raise pupils' aspirations, generate a sense of personal pride in achievement and provide a purpose and relevance for learning.

Reading

The effective teaching of reading is of paramount importance within our school curriculum. Becoming efficient readers enables our children to achieve our other curricular aims much more easily. It is a skill for life. We give the highest priority to the improvement of children's reading whether that involves phonics recovery programmes or the development of higher order reading skills. Every subject leader is required to find space for the development of reading in their subject's scheme of work. We aim for our pupils to be reading fluently with comprehension so they can successfully access the whole National Curriculum.

Physical health and mental well-being

Physical health and mental well-being are valued and prioritised through our curriculum design. These are taught through a well-planned and structures programmes of personal development. We teach the Blackburn with Darwen RE syllabus and the PSHE Jigsaw scheme.

CURRICULUM IMPLEMENTATION –

- Our curriculum intent, aims and values, drive the delivery of our curriculum and these are interwoven into all that we do and the decisions for implementation that we take.
- Our school curriculum has been carefully planned and sequenced so that new knowledge, skills and vocabulary build upon what has been taught before, and towards defined end points.
- Our curriculum is planned and organised on a half termly basis. English and Mathematics are taught daily. Other curriculum areas are taught through a thematic approach so that children understand how their learning is inter-linked within and across subjects.

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- Each half termly theme or unit is planned around a key subject driver (science, history or geography), and learning links are then made to other subjects.
- Reading and language development is always at the heart of each theme. Key texts have been carefully selected to enhance termly themes and provide opportunities for the teaching of new vocabulary and oracy skills. The use of carefully chosen texts will deepen the children's understanding of the theme by providing real life links, creating interest and by immersing the pupils fully in the term's theme. Children will be routinely presented with reading that relates to their subject so that they have opportunities to read widely and with increased challenge.
- Links with English also lend to opportunities for cross curricular writing in which children can display their understanding and knowledge, as well as providing opportunities for them to use taught vocabulary.

Although links can be made with all subjects, the following subjects are taught as dedicated, discrete sessions:

- **Maths** - although links can be made to the curriculum through data handling, position, and measurement, especially in Science, DT and Geography.
- **Aspects of English** – Phonics, Reading and Handwriting are taught as discrete subjects as they build up basic skills.
- **RE and PE** – in accordance with the Local Authority scheme although links with themes will be made where appropriate.
- **MFL and Music:** links with other themes will be made where appropriate.
- The spiritual, moral, social and cultural development of our children and their understanding of the fundamental British Values are woven throughout our curriculum.
- Throughout the year Focussed Weeks are planned to further enhance learning and meet the needs of the community and reinforce our curriculum drivers.
- Our approach allows for the repeating / developing of knowledge and skills and in doing so deepening children's knowledge, understanding and skills.

Curriculum Maps

In consultation with the head teacher and curriculum lead, each subject leader has produce a subject specific curriculum map, which ensures there is full coverage of the National Curriculum objectives. These maps have been systematically planned to show which knowledge, skills and vocabulary will be taught in each year group and when. A skills correlation grid has also been created for each key stage phase to ensure that there is progression with knowledge and skills required from each year group.

Medium Term Planning

Subject leaders have developed medium term plans for each theme which inform staff of the learning objectives regarding knowledge, as well as developing key skills. These plans also provide lines of enquiry for clear, focused, systematic teaching within that subject, as well as sufficient re-visiting of subject knowledge to ensure learning is embedded. The medium term plan provides teachers with enquiry questions, key knowledge to be taught, suggested activities, resources and books that can be used to support learning. However, key knowledge / learning objectives must be taught as stated as these ensure the statutory requirements of NC2014 are being met.

At Avondale, our learning environment ensures all children can grow and learn the complexities of language. Our practitioners are highly trained and committed to supporting, language and communication skills. The children are introduced to and encouraged to learn key vocabulary associated with specific subject areas, during their lessons and this is displayed around the classroom. This is also referenced on the Medium Term Plans so that teachers can develop this language within their lessons.

Short Term Planning

Teachers are expected to adapt, modify and annotate the suggested activities on the MTP to suit their children's needs, interests, current events, their own teaching style, the use of any support staff and the resources available. Teachers should apply a range of strategies and approaches to enhance teaching and learning in different subjects. Where possible, the lesson structure should include – an introduction to the enquiry question, recap on prior learning, teaching of key vocabulary, some discussion or some problem solving, as well as an appropriate amount of independent learning. Learning is assessed throughout in order to reshape and remodel learning and teaching as necessary.

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Knowledge Organisers

Subject leaders have created a bank of Knowledge Organisers for our foundation subjects that relate specifically to the content being covered in our lessons each term. These show the exact facts, dates, events, characters, concepts and precise definitions that children need to remember for each unit. Children will use the knowledge organisers in lessons and they will also be a useful resource to support with homework.

Each knowledge organiser will support the children in knowing and remembering more so they can retain and recall knowledge longer term. In addition, we hope that parents and carers will find these an easy way to support children at home.

WOW Moments

Within each theme teachers plan a “WOW” moment, an engaging and exciting way to ‘hook’ children into the theme to foster interests, a love of learning and good outcomes. Each term a variety of visits, visitors and themed days are planned in each year group to enrich the learning and create lasting memories via real life experiences. These are also carefully planned to expose children to aspects of life they might not have seen and fills gaps in their experiences.

Children’s achievements are celebrated regularly through the school’s website, displays in classrooms and shared areas, structured play and interactive displays and in assemblies where children are encouraged to share their knowledge with the rest of the school. We value parental involvement and share curriculum plans on a half-termly basis, outlining which key texts, knowledge, skills and vocabulary will be covered in the theme. We also invite parents into school on a regular basis to share and celebrate their child’s many achievements.

Resources

We are continually reviewing resources in our school to ensure our curriculum is taught effectively. We keep resources in either a central store so that all members of staff can access them or specifically in classrooms. In the school library and class book areas we have a good supply of topic books to support learning. There is a range of educational software and recommended websites to support the children’s learning which can be found on our school website.

Learning may be recorded in a variety of ways including written explanations, photographs, planning grids, graphs, tables and evidence of group/ whole class discussion. Classroom displays will be used to support the children’s learning and will provide them with relevant subject specific vocabulary and display good pieces of work.

CURRICULUM IMPACT

We will know our curriculum is successful if:

- all pupils make at least good academic progress from their individual starting points
- children know and remember more of the curriculum
- vocabulary is embedded and applied to everyday life
- children are ready, with the appropriate skills and knowledge, for the next stage of education
- children will be positive, respectful citizens of the community they reside in

Assessment, Record Keeping and Reporting

Evidence of pupils’ academic progress can be seen in the work they produce in their books and through both formative and summative assessment. This is tracked on Target Tracker for English, Maths and Computing; and using individual subject assessment trackers for all other subject areas. Feedback and marking is in keeping with the school’s ‘Feedback and Response’ policy. It should enhance children’s learning by prompting further questions / next steps whilst also provide support for children who have had misconceptions. Children should be provided with the chance to reflect on their learning independently to help the teacher to judge their understanding.

The impact of the curriculum is measured in terms of what pupils have learned; how much pupils know and can remember of what they have been taught. At the end of a theme subject leaders have devised knowledge quizzes for pupils to complete, which support teachers in assessing pupils’ progress and attainment against age-related expectations. These are recorded on the year group individual subject assessment tracker. These trackers are monitored by the subject lead and in turn provide them with an assessment regarding whole school

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attainment. Action can be taken to ensure that children working at different standards can be supported and challenged appropriately. Teachers' judgements are moderated regularly by the school's senior leaders and by each subject leader. This involves a triangulated process of work scrutiny, teaching observation and discussions with children.

Monitoring and Review

Monitoring of the quality of Avondale's curriculum is the responsibility of the curriculum leader in consultation with the head teacher and subject leaders. Subject leaders play an important part in the success of the curriculum through a regular programme of monitoring, evaluation and review. This includes book looks, learning walks and lesson observations to measure the impact of teaching and learning. As well as pupil interviews to gauge children's engagement and enjoyment of the curriculum. Teachers and leaders also have the school's curriculum assessment data to support judgements on the impact our curriculum is having. Key strengths are identified and any areas for development are addressed through our whole school action plan. Individual subject leaders meet termly with the whole school curriculum lead to report and discuss findings. The subject leader produces an Action Plan at the start of each year and an annual Subject Report for the SLT and Governors in the summer term.

Governors are kept informed of developments and priorities through termly curriculum meetings and regular reports by the Curriculum Leader/s. Parents and Carers are kept informed of developments, through regular class letters, curriculum meetings, school newsletters and end of year reports.

SEN

All pupils, including those with SEN, are entitled to participate in activities as prescribed by the National Curriculum. Certain provision may need to be made in terms of:

- extended time to develop knowledge and understanding
- adaptive teaching
- scaffolding of learning
- adult support
- adapted recording systems
- further aids or adapted equipment to allow access to practical activities.

For pupils who are working below year group expectations, their progress is tracked using the P scales for foundation subjects. ????

Adaptive Teaching

When delivering our curriculum, teachers respond and adapt their teaching for pupils who may need additional support in order for them to access the same ambitious curriculum and meet our high expectations.

Formative assessment is fundamental to the effectiveness of adaptive teaching in the classroom. Teachers check understanding, reflect on student understanding and respond in an effective way to ensure students are secure in their knowledge before moving on.

Teachers then effectively adapt their practice through the simplistic model 'Check, Reflect, Respond'. Check understanding through regular, effective formative assessment, reflect on pupils' understanding of the curriculum content and then respond accordingly, using subject and pedagogical expertise to ensure students are confident in their knowledge of this particular component.

Our knowledge of pupils along with regular formative assessments ensures teachers can anticipate barriers in advance of the lesson by identifying possible misconceptions and challenging concepts.

Scaffolding is an effective form of adaptive teaching. However, it should always be a temporary structure, which is gradually removed to allow the student to consolidate their own learning.

Equal Opportunities

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability and including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. Continuity and progression is facilitated by the structure and content of the Scheme of Work.

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THE ROLE OF THE SUBJECT LEADER

The role of the subject leader to:-

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- support colleagues in their development of detailed work plans and implementation of the scheme of work
- monitor the intent, implementation and impact in their subject
- take responsibility for the purchase and organisation of central resources for their subject
- keep up-to-date with developments in education and disseminate relevant information to staff
- produce an action plan at the start of each academic year
- produce a report to Governors at the end of each school year

Their role is defined in detail in their subject leader job description and is linked to teacher appraisal.

The school supports subject leaders in this role by providing CPD and monitoring time so they can carry out their duties.

THE ROLE OF THE CURRICULUM LEADER

It is the role of the curriculum leader to:-

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity throughout the school.
- support colleagues in their development of detailed work plans and implementation of the curriculum.
- monitor the intent, implementation and impact across the curriculum.
- keep up-to-date with developments in education and disseminate relevant information to staff.
- produces an action plan at the start of each academic year
- report to Governors through curriculum termly meetings

Their role is defined in detail in their subject leader job description and is linked to teacher appraisal.

REVIEW

- This policy will be reviewed by the Headteacher and all the staff every two years and amendments presented to the Governing Body.

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