



Curriculum Policy (2a) **(Whole School including EYFS)**

The Curriculum at Avon House School does not formally follow every aspect of the National Curriculum for pupils from Year 1 onwards, but takes due note of revised statutory frameworks for literacy and mathematics. The use of non-mandatory termly assessments and formative assessments is used to monitor the progress of the pupils. The additional requirement to prepare pupils for grammar, independent school entrance and scholarship examinations at 11+ will be reflected in curriculum provision. In order to provide subject matter appropriate for the ages and aptitude of our pupils, we identify key skills such as communication, application of number, working with others, improving own learning and performance, thus providing a suitable curriculum as stated in our schemes of work, where the aims follow the ethos of the school.

Aims and objectives

The aims of our school curriculum are:

- To give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- To enable pupils to be creative and to develop their own thinking.
- To ensure all pupils are able to learn independently.
- To take initiative for their own learning.
- To enable all pupils to learn and develop skills to the best of their ability.
- To promote a positive attitude towards learning from which they can derive pleasure and enjoyment.
- To provide pupils with a solid basis for lifelong learning.
- To demonstrate the spiritual, moral, cultural and social development of each pupil as well as the physical and intellectual.
- To provide pupils with an intellectual challenge and a sense of achievement.
- To promote the well-being and safety of every pupil.
- To ensure that pupils are given the opportunity to record their work in a variety media.
- To give appropriate opportunities to develop independent thinking and learning skills.
- To give as many opportunities as possible for enrichment through a range of additional activities including residential and day trips.

Curriculum Overview

Our curriculum is broad and balanced in all stages of our school. The curriculum is reviewed regularly by the Subject Leads and senior staff to ensure that the children are offered many opportunities within lessons. All pupils access linguistic, mathematical, scientific, physical, technological, creative and aesthetic experiences as well as human and social. This, combined with our extra-curricular programme, ensures that all pupils receive a well-rounded education.

The Early Years curriculum is overseen by the Early Years Lead in co-ordination with the Pre-Prep Department Lead.

All pupils access the same schemes of work, however, the delivery is differentiated to meet the needs of the individual learner.

All classes have a support team (TAs) who work closely with the class and subject teachers.

Our schemes of work give clear guidance on the broad outlines of each subject and are reviewed annually by the relevant member of staff.

Thematic learning is used for Foundation 1 – Year 3 as part of the topic based learning programme.

Medium term planning breaks down a topic into manageable units of work. Aims, objectives and activities are given for each unit. Resources are suggested and evaluation prompted.

Daily Planning for English and Maths is set to show each step towards achieving the aims and goals set out in the Medium Term Plans. These are used to set out the learning objectives for each session, identify which resources and activities will be used in the lessons and incorporate targets set on IOP's and show extension and differentiation in daily planning.

Curriculum Organisation

EYFS (Foundation Stage Policy)

Aims of our curriculum planning:

- To deliver a broad and balanced curriculum that allows every pupil to develop their knowledge, understand new concepts and acquire new skills.
- To be given the opportunity to apply these elements in a variety of situations.
- To encompass a wide range of experiences: aesthetic and creative, human and social, mathematical, linguistic, literary, physical, scientific and moral and spiritual.
- To allow pupils to make cross curricular links by experiencing different areas of learning.
- To structure the curriculum in order to give continuity, building on previous understanding.
- To individualise learning by generating a variety of tasks within a specific focus.
- To give every pupil the chance of success within a challenge.
- To give every opportunity to prepare, process, present and evaluate.
- To allow for individual and group work.
- To create a stimulating and inspiring learning environment.
- To introduce the basics of an MFL through songs and interactive story telling.
- To excite/interest the pupils in the process of learning.

Key Stage One

In Years 1 and 2 pupils are, for the most part, taught by the class teacher. In English, Maths and Science the pupils are usually grouped within class by ability. The children are taught phonics daily and streamed in phonic phase ability groups across Key Stage One. The other subjects are taught by specialist staff (see Curriculum Plan 2b). All subjects are differentiated to meet the needs of the individual learners.

Key Stage Two

In order to continue the success from the previous stages, English, Maths and Science are taught in year groups by the class teacher; an effort is made to ensure that class teacher deliver PSHEE session in an effort to offer continuity and consistency with regard to the children's wellbeing. Other subjects are taught by specialist staff or class teachers with a specialism, these lessons are differentiated as appropriate to meet the needs of the children. We pride ourselves on the breadth as well as the depth of the curriculum we offer and feel the additional curriculum opportunities such as critical thinking and debating offer children the chance to build key information about the world around them and the chance to have their voices heard.

MFL (Modern Foreign Language)

MFL is taught throughout the school with a focus on Spanish in Early Years and KS1 whilst pupils in the Prep Dept receive both Spanish and French lessons.

PSHEE

We are a UNICEF Rights Respecting school, as such the rights of our children outline in the 54 articles of the rights of the child play an important part in the culture of the school. The curriculum also reflects on the fundamental British values and makes use of vehicles such as current affairs, drama, PSHEE, debating and assemblies to consolidate and reinforce them.

RSE (Relationships and Sex Education)

RSE is taught across the school from Foundation 2 onwards (please see RSE Policy for further information). Aspects of this fall into the school's science curriculum and all children are encouraged to take part within this area of PSHEE.

Inclusion

The curriculum is designed to be accessed by all pupils who attend the school. Provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, aptitudes and special needs. If it is necessary to modify some pupils' access to the curriculum, in order to meet their individual needs, then this is done with parental consultation.

If a pupil has learning differences we will do all we can to meet these individual needs through our own Special Educational Needs Policy and visiting practitioners. This process is carefully overseen by the Inclusion Lead who liaises with the particular members of staff (who are responsible for the individual pupils' needs at that stage in their education). The Inclusion Lead can provide intervention both in class and externally, whilst booster groups take place in classrooms to support and develop individual requirements. Similarly, pupils who have English as an additional language are catered for by the Inclusion Lead.

For EAL pupils 1:1 and small group intervention is provided where required.

All reasonable steps are taken to ensure that pupils with learning differences are not placed at a disadvantage. Teaching and learning is appropriately modified for pupils with learning differences, for example they may be given additional time to complete certain activities, or the teaching materials may be adapted.

None of our pupils have an EHCP.

Assessment, Analysis and Monitoring

Teachers and subject leaders are required to give teacher assessment effort grades for each strand as they are covered within the curriculum. The data is added to O Track regularly to show each pupil's progress across their school journey.

In EYFS an initial assessment is carried out early in the academic year. A phonic assessment is carried out in Year 1 before the single word spelling is taken in the spring term.

We use INCAS testing to provide scores from Year 2 through to Year 6. These will help us to identify pupils who may be underachieving or where planning needs to be differentiated. Nelson group reading, Suffolk single word reading and Nfer Nelson single word spelling is used for Years 2 to 6. For Year 1 pupils, INCAS testing takes place at the start of the Spring Term.

These assessments help us to identify pupils who:

- are progressing well.
- are progressing well in most aspects of learning but are behind in some subjects.
- have special educational needs.
- have high learning potential.

For pupils whose summative assessment does not reflect the formative information recorded by the teacher, observations by the Inclusion Lead will occur. Possible outcomes could be:

- Fixed term booster group (in class).
- Intervention in small groups or 1:1.
- Further review.

They can also help us identify aspects of teaching within the curriculum that need to be developed.

At the start of the autumn term pupils will complete the online attitude test Pass (produced by GL) to identify fragile learners and hidden barriers to learning.

Further Assessment

During the second half of each term pupils are assessed formally in English, Maths and Science and these findings offer teachers formative assessment opportunities to support their summative findings. All Maths and comprehension assessments produce a standardised score which is reported to parents on the school reports.

Extra-Curricular Activities

The school is very proud of its extensive programme of extra-curricular activities which offers a range of opportunities for enjoyment, involvement and improvement in both cerebral and physical activities. Activities take place before, during and after school. Clubs reflect the skills and talents of the school staff. Children are encouraged to join appropriate activities. Some activities are taken by external coaches.

In addition, the school has a thriving music department which enables pupils to learn a range of musical instruments. In addition they have the opportunity to perform in the Prep choir.

Sport is also prominent with pupils representing the school from Year 3 to 6 in a wide variety of sports such as netball, tag rugby, hockey, athletics, cricket, football, rounders, swimming and cross country.

A personal life skills programme 'Plume of Feathers' was bespoke written for our Prep pupils offering them opportunities to demonstrate a variety of skills independently of the school timetabled curriculum.

Overall Responsibility for the Curriculum

The Head Teacher and Deputy Head have overall responsibility for the curriculum. They oversee curriculum planning and provide guidance to subject leaders and class teachers through INSET training.

This policy is written in conjunction with the Assessment and SEND policies.

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