



## AVONDALE PREPARATORY SCHOOL

### Curriculum Policy Statement

To be read in conjunction with

- All individual subject policies
- Teaching and Learning Policy
- Home Learning Policy
- Special Educational Needs and Disability Policy (SEND) Policy
- Educational Visits and Off- Site Activities Policy
- Positive Behaviour Management Policy
- Assessment Policy
- Feedback and Marking Policy
- Homework Policy

The Head will undertake an annual formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

This policy was reviewed in September 2024 and will be reviewed again in September 2025.

Signed:            Co-Headteacher            \_\_\_\_\_            date \_\_\_\_\_

## Curriculum Policy

At Avondale Preparatory our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 framework in Reception. Our rigorous, well-planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

### Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children.

We focus not just on the curriculum but developing the whole ‘child’. Through the ‘The Avondale Way’, we teach the children to treat others, how they would like to be treated, as well as enforcing high expectation on behaviour. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and good attitudes to learning.

The educational journey at the School is organised into:

- The Early Years Foundation Stage (EYFS)
- The Pre-Prep Department, which is formed of Year 1 and 2
- The Prep Department which is formed from Year 3-6.

### Values

At Avondale, we strive to make our children passionate for learning and make their learning as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

### Aims

At Avondale Preparatory, we aim to offer a balanced and broad curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self-esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practice those skills
- Have the flexibility to decide how best to learn in different situations
- Be able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain’s cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development

- Learn and practice the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

## **Organisation and Planning**

At Avondale, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 framework in Reception.

[2014 National Curriculum For Key Stages 1 & 2](#)  
[Early Years 2021 Framework in Reception](#)

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (for more details please refer to the separate subject policies).

Separate curriculum statements and policies:

- English
- Maths
- Science
- PE, Games and Activates
- Music
- History
- Geography
- RE
- Computing
- PSHE and SRE
- Modern Foreign Languages (*Currently Spanish*)
- Art and Design Technology

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children’s interests. In KS1 and KS2 our curriculum is all planned on a two- year cycle with an emphasis placed on cross curricular links and learning supported by quality texts and other quality experiences. Although teaching and learning is thematic and enquiry based, each subject’s learning journey is carefully planned from the EYFS up to Year 6 and has a progressive and clear subject overview.

## **Time Allocation per Subject**

The table below illustrates the suggested timings per subject. The teachers use this as guidance to support their timetabling. Non-core subjects may not be taught weekly but blocked over a half term with an increased allocated time slot, for a set period of time, to ensure the curriculum is covered. At Avondale our cross curricular curriculum and joined up approach to learning provides children with plenty opportunity to extend their learning and develop skills outside the strict timetabling of each subject.

Subject	KS1	KS2
English	5- 7 hours	5-7 hours
Maths	4-5 hours	4-5 hours
Science	1 hour 30 minutes +	1 hour 30 minutes +
History	1 hour 10minutes	1 hour 10 minutes
Geography	1 hour 10minutes	1 hour 10minutes
Computing	1 hour 10 minutes	1 hour 10minutes
Music	1 hour 10minutes	1 hour 10minutes
RE	35 minutes	35 minutes
PE	2 hours 20 minutes	3 hours
PSHCE	35 minutes	35 minutes
Art and Design	1 hour 45 minutes	1 hour 45 minutes
French	50 minutes	1 hour 10 minutes

## **Learning Environment**

Our learning environments are used as teaching tools. As a school, we keep them organised and for the most part make key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. Overcrowded and 'busy' displays are discouraged. In the EYFS displays and resources are organised and labelled to enable learning and teach children organisational and ordering skills.

Displays around school are also used to showcase, value and celebrate children's achievements and great work. Children have input into these displays and the aim of them is to promote children's self-esteem and recognise good learning.

## **Assessment, Recording, Monitoring and Evaluation**

Assessment is integral to our teaching and learning process, with the aim of providing constructive feedback that drives improvement.

Assessment Approach:

- Clear learning objectives and success criteria are shared with pupils.
- Teachers use effective questioning, observations, and evidence analysis to inform planning.
- Pupils receive sensitive and constructive feedback, along with individual targets to help them understand their progress and next steps.

Our school internal exams are carried out once per year from Year 1. We track our assessment results across subjects, highlighting how our children perform from one subject to another and how they compare to each other in terms of who is achieving consistently high marks and who is in need of extra support and/or those who are demonstrating more able, gifted or talented levels. We carry out data analysis each year and use the data provided to find out how well pupils in our school are achieving.

We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- Can we identify any groups of pupils who may be underperforming?
- Can we identify any groups of pupils who are gifted and talented?
- Comparing expectations and estimates with final results.

Short- and medium-term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback (not every piece of work is marked in depth). Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

Marking Policy: Marking is consistent, purposeful, and in line with the school's expectations. Feedback highlights achievements and areas for improvement, encouraging pupils to take ownership of their progress

For further information about assessment, recording and reporting as well as marking and feedback please see refer to:

- Marking and Feedback Policy
- Assessment Policy

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

## **The roles of the Subject Leaders and Curriculum Leader**

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way 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 their subject, ensures that there is full coverage of the National Curriculum and that progression is planned. Where appropriate, a team or pair of teachers will share responsibility for a subject area or indeed for the cross-subject implementation of the thematic curriculum.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- provide efficient resource management for the subject.
- map coverage of the curriculum to long term plans
- engage with subject associations and disseminate information to staff as 'mini' CPD.

The curriculum leader, has responsibility for the day-to-day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum.

## **Effective Teaching at Avondale Preparatory School**

At Avondale, we strive to deliver high-quality teaching that inspires learning, fosters curiosity, and raises pupils' achievements. Our approach to teaching includes thoughtful lesson planning, effective assessment, and tailored support to ensure every child progresses and thrives. The Senior Leadership Team (SLT), led by the Head, undertakes regular monitoring to maintain and enhance teaching standards.

### **Monitoring and Evaluation:**

**Book Scrutiny:** The SLT conducts regular book reviews to ensure marking is consistent, up-to-date, and provides meaningful feedback to pupils.

**Lesson Observations (Learning Walks):** All teachers are observed termly, with Newly Qualified Teachers (NQTs) observed half-termly. These observations are followed by constructive discussions to highlight strengths and areas for development. Teachers receive a copy of the feedback for their reference.

**Professional Development:** Information gathered from monitoring informs whole-school training, ensuring a targeted and impactful programme for Continuing Professional Development (CPD).

**Key Objectives of Effective Teaching:** Teaching at Avondale aims to:

- Promote learning to maximise pupil achievement and personal growth.
- Encourage skills development in reading, writing, communication, and mathematics.
- Engage and motivate pupils to foster a love for learning.
- Provide clear feedback and assessment to guide improvement.
- Differentiate instruction to meet the needs of all pupils, including the most able and those with Special Educational Needs (SEN).

Our Teaching Focus: Effective teaching at Avondale includes:

- Building on pupils' previous knowledge and skills.
- Setting high expectations and creating opportunities for intellectual, physical, and creative effort.
- Using well-judged teaching methods, deploying suitable resources, and managing time effectively.
- Differentiating tasks to meet diverse learning needs, ensuring all pupils make progress.
- Establishing a framework for regular assessment and feedback.
- Managing behaviour effectively to create an optimal learning environment.

### **Effective Learning at Avondale**

We recognise that children learn in diverse ways. Therefore, we provide a variety of learning opportunities to meet the needs of every pupil. By fostering a safe, engaging, and positive learning atmosphere, we help pupils feel confident to embrace challenges and celebrate success.

Principles of Effective Learning:

- Lessons build on prior knowledge and outline clear objectives.
- Teachers provide the "big picture" of learning, ensuring pupils understand the lesson's relevance.
- A variety of teaching styles are employed to cater to different learning preferences.
- Activities are designed to encourage independent understanding and collaborative problem-solving.
- Opportunities for reflection and feedback are integrated into lessons.
- Pupils are encouraged to take responsibility for their learning and to reflect on strategies that help or hinder their progress.

Learning Opportunities: Our curriculum includes:

- Investigation and problem-solving.
- Research and independent inquiry.
- Group and pair work.
- Whole-class discussions and debates.
- Use of ICT, role-plays, and educational visits.
- Creative presentations and practical activities.

### **Effective Planning at Avondale**

Planning is central to effective teaching. At Avondale, lessons are carefully structured to motivate pupils, extend their learning, and meet their individual needs.

Key Aspects of Planning:

- Lessons are designed to build on prior attainment and promote new learning.
- Planning considers the abilities, aptitudes, and needs of all pupils, ensuring inclusive education.
- Learning objectives are clear, and lesson activities are well-resourced and purposeful.
- Long-term plans outline the curriculum for each key stage, reviewed annually.
- Medium-term plans guide topic objectives and teaching strategies.
- Short-term plans set clear objectives for daily lessons, identifying resources and activities.

Curriculum Planning: Our curriculum is carefully sequenced to ensure coherence, progression, and coverage of all National Curriculum subjects. Core and foundation subjects are taught discretely, with cross-curricular links where appropriate, ensuring every child experiences a broad and balanced education.

Special Educational Needs (SEN): Teachers plan lessons with reference to individual School Support Plans (SSPs) for pupils with SEN, ensuring appropriate differentiation and inclusivity.

Target Setting and Review: Academic targets are shared with pupils and parents/guardians, with progress reviewed at the end of each term.

## **Early Years Foundation Stage (EYFS)**

At Avondale, the Foundation Stage caters to children aged three to five, following the guiding principles of the EYFS:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Play is central to the EYFS curriculum, which is organised into seven areas of learning:

Three Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social, and Emotional Development

Four Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

## **Learning Experiences in EYFS**

We provide a welcoming, stimulating environment that encourages exploration, investigation, and hands-on learning, both indoors and outdoors. Our continuous provision includes water play, tactile activities, sand exploration, creative workshops, ICT, numeracy tasks, and role-play areas.

Recognising the holistic nature of learning, all areas of development are interlinked. Each experience is carefully designed to foster a range of skills and competencies, delivered through a balance of adult-led and child-initiated activities.

Our ultimate aim is for children to achieve the Early Learning Goals by the end of EYFS. To support this, we keep individual records for each child, regularly sharing progress updates with parents to strengthen the home-school partnership.

## **Health, Safety, and Off-Site Visits**

We prioritise the safety of all pupils in every activity. When planning off-site visits, the following procedures are strictly adhered to:

- Thorough risk assessments.
- Pre-visit inspections of venues.
- Securing all necessary permissions from parents and guardians.
- Trained staff, learning assistants, and adult helpers are carefully deployed to ensure effective supervision, whether working with individual pupils or small groups.

## **Spiritual, Moral, Social, and Cultural Development (SMSC)**

Avondale Preparatory School integrates SMSC into every aspect of our curriculum, helping pupils develop into well-rounded individuals who:

- Strive for academic excellence while maintaining moral integrity.
- Appreciate and respect cultural diversity, promoting tolerance and harmony.
- Understand the importance of British values, including democracy, the rule of law, and individual liberty.

Through assemblies, PSHEE lessons, and community involvement, we empower pupils to become confident, responsible, and proactive members of society.

### **Special Educational Needs and Disabilities (SEND)**

We are dedicated to providing an inclusive education tailored to the needs of every child:

- Support Plans: Individualised strategies are devised for pupils requiring additional support, reviewed regularly in consultation with parents.
- External Collaboration: When necessary, we work with external agencies to provide further assistance.
- Educational Health and Care Plans (EHCPs): We strive to meet the requirements of EHCPs, ensuring all pupils receive the support they need.

Should a pupil's needs exceed the resources available, we engage in transparent discussions with families to determine the best path forward.

For further information about SEND support, please see refer to:

- SEND Policy
- EAL Policy
- EHCP Policy

### **Inclusion and Differentiation**

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities.

Our curriculum is inclusive and promotes a growth mind set in all our children linking back to our school moto – Ignite your purpose, Become your potential. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

### **Equal Opportunities**

At Avondale Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

### **Protected Characteristics and Inclusion**

In alignment with the Equality Act 2010, Avondale Preparatory School is committed to fostering a culture of inclusion and respect for all individuals, regardless of their protected characteristics. We ensure that no form of discrimination is tolerated and promote understanding through a well-planned curriculum. The nine protected characteristics include:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership



- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our teaching is age-appropriate, reflecting real-world experiences to validate and value the lived experiences of our pupils.

### **Thematic Curriculum**

Across the school, we deliver many of the curriculum areas through a thematic curriculum: this being where subjects interweave with a theme or topic; this has a 'Big Question' which creates an enquiry-based approach.

We ensure that:

- Learning activities are planned around the distinctive needs of our children at Avondale
- Learning is enquiry-based to promotes curiosity
- Outcomes raise standards
- Basic skills are embedded in children's learning
- Learning is meaningful and set it in context
- Writing is purposeful
- Positive learning behaviours are taught
- Learning is underpinned by latest thinking about quality learning and brain-based learning

Across school, each cohort has its own curriculum which has been carefully planned to be interweaving and progressive for all children. English and Mathematics are taught discreetly on a yearly cycle but elements of these subjects are incorporated to the theme-led curriculum as appropriate to enable 'joined up/purposeful' learning. In KS2, all non-core subjects work on a 2 yearly cycle of learning which ensures all children have coverage of the National curriculum. Please see subject specific policies for further details.

### **Enhanced Provision**

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

As part of our enhanced provision, each year we have a team of school leaders (Peer mediators, Lunchtime Leaders, School Councillors, Librarians...). These are really important roles and give our children the opportunity to apply for and commit to a role for the year. In doing this, they develop a number of the learning behaviours which we place so much importance on children acquiring in their time at Avondale. By giving our children these opportunities we are equipping them with life skills and ambition.

### **Resources**

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high- quality delivery of our curriculum.