



Abberley Parochial V.C. Primary School

# Curriculum Policy

September 2025

Love, Grow and Flourish Together

Our school vision is based on Paul's writings to the Ephesians:

## **Ephesians 3:17-19**

That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making:

- We seek to enable children to be rooted and grounded in love; we will feel loved and show love to others in our school and wider communities. We seek to feel a connection with the school, the staff, and the community through a shared sense of belonging.
- We strive to instil in pupils the power to comprehend; We will seek to grow in our understanding of all that is around us, encouraging all to live well together. By growing in confidence and self-awareness, pupils will be well-grounded and equipped with the intellectual freedom to think independently, explore big ideas, and challenge different perspectives.
- Filled with the fullness of God; We will be filled with His love, joy and goodness to live a fulfilled life. We encourage interests, hobbies and enrichment opportunities that will help all to thrive in life.

**Love, Grow and Flourish Together**

Our school vision underpins all we seek to learn and experience in our school community.

## **Legal framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2025) 'Statutory framework for the early years foundation stage'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2025) 'Maintained school governance guide'

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## Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with SEND.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers.
- Communicating the agreed curriculum to the governing board.
- 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.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- 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.



Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- 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 additional, more challenging work to celebrate their talents.
- 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 more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.

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- 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.

### Curriculum intent

At Abberley Parochial V.C. Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. We also promote the spiritual, moral, social, cultural, mental and physical development of pupils at our school. We want all pupils to **love, grow and flourish together**.

Our curriculum intent is taken from our vision as a school:

1. We intend that all children feel loved and have the inner security and confidence to love and show love for others and our world. This includes a significant and age-related depth of understanding and appreciation of diversity, deprivation, exploitation, democracy and mental and physical health.
2. We intend to enable pupils to think deeply over a broad range of subjects and topics; applying subject specific skills, which are precisely taught and developed, and transferring them between subjects where appropriate, thus enabling them to lead successful lives. Our curriculum must be both broad and deep, whilst being achievable within our framework.
3. We intend that our curriculum is tailored to enable all children who work and learn here to achieve, engage in genuine and varied learning opportunities, which provide the cultural capital and skills necessary to thrive in life, make safe decisions and learn the joy of individual and shared success.

Abberley has a coherent and strategic curriculum which is fully aligned with the National Curriculum. We teach many of our subjects discreetly, whilst seeking every opportunity to make authentic connections between different aspects and themes of learning. The curriculum is carefully planned and sequenced to ensure that all pupils, including disadvantaged pupils and including pupils with SEN and/or disabilities, gain the knowledge and cultural capital they need for future learning.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.



Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

### **School ethos and aims**

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.



Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

### Organisation and planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week. The school day starts at 8.50am and finishes at 3.20pm. The structure of our school day is outlined in the timetable guidance below. The school will show due regard to all elements of the 'Statutory framework for the early years foundation stage' and follow the requirements set out in the school's Early Years Policy. EYFS provision is outlined here [Early Years Foundation Stage - Abberley Parochial V.C. Primary School](#)

### Timetable Overview to demonstrate how the curriculum can be taught Key Stage 1

#### First ½ term Weeks 1 -3 Drawing Club in Whole Class English Session

	8.55 -9.25	9.25 -10.25	11.00 -12.00	1.00-1.25	1.25 -3.20
	Whole School Reading	English Writing		Whole School Reading	
M	Yr 1 LW Core Phonics Programme	Ready, Steady, Write	Maths	Yr 1 Core phonics <b>Decoding</b>	PSHE & Outdoor Learning
	Yr 2 LW Spelling Programme			Yr 2 Fluency	
T	Yr 1 LW Core Phonics Programme	Handwriting focus	Maths	Yr 1 Core phonics <b>Prosody</b>	DT
	Yr 2 Library Session			Yr 2 Fluency	



W	Yr 1 LW Core Phonics Programme	Ready, Steady, Write	Maths	Yr 1 Continuous provision reading	Science
	Yr 2 LW Spelling Programme			Yr 2 Focus Individual readers	
Th	Yr 1 LW Core Phonics Programme	Ready, Steady, Write	PE	Yr1Core phonics <b>Comprehension</b>	Geography
	Yr 2 LW Spelling Programme			Yr 2 Fluency	
F	Yr 1 LW Core Phonics Programme	Ready, Steady, Write	Maths	Yr 1 Continuous provision reading	RE & PE
	Yr 2 LW Spelling Programme			Yr 2 Focus Individual readers	

### Second ½ term

	8.55 -9.25 Whole School Reading Teaching	9.25 -10.25 English Writing	11.00-12.00	1.00-1.25 Whole School Reading	1.25 -3.20
M	Yr 1 LW Core Phonics Programme	Ready, Steady, Write	Maths	Yr 1 Core phonics <b>Decoding</b>	Music & Computing
	Yr 2 LW Spelling Programme			Yr 2 Fluency	
T	Yr 1 LW Core Phonics Programme	Handwriting focus	Maths	Yr 1 Core phonics <b>Prosody</b>	Art
	Yr 2 Library Session			Yr 2 Fluency	
W	Yr 1 LW Core Phonics Programme	Ready, Steady, Write	Maths	Yr 1 Continuous provision reading	Science
	Yr 2 LW Spelling Programme			Yr 2 Focus Individual readers	
Th	Yr 1 LW Core Phonics Programme	Ready, Steady, Write	PE	Yr1Core phonics <b>Comprehension</b>	History & PSHE
	Yr 2 LW Spelling Programme			Yr 2 Fluency	
F	Yr 1 LW Core Phonics Programme	Ready, Steady, Write	Maths	Yr 1 Continuous provision reading	RE & PE
	Yr 2 LW Spelling Programme			Yr 2 Focus Individual readers	

Phonics/ Spelling/ Fluency scheme used is Little Wandle. Collective Worships are daily from 10.25am – 10.45am. Lunch break is 12noon -1pm. Outdoor Learning will form part of one of the afternoons depending on content of the foundation subject and outdoor learning objective.

### Key stage 2

	8.55 -9.25 Whole School Reading	9.25 -9.35	9.35 -10.25	11.00-12.00	1.00-1.25 Whole School Reading	1.25 -3.20
M	Yr 3&4 Yr 5&6	Handwriting focus	Whole Class English Writing  Ready, Steady, Write	Maths	Reading is a mixture of:  <ul style="list-style-type: none"> <li>• Pupils completing individual reading journals</li> <li>• Independent reading</li> </ul>	Music/ French and Computing
T	Yr 3&4 Yr 5&6			Maths		Art or DT



W	Yr 3&4 Yr 5&6			Maths	<ul style="list-style-type: none"> <li>• Reading quizzes (accelerated reader)</li> <li>• Reading to an adult</li> <li>• Intervention teaching</li> </ul>	Science & PSHE
Th	Yr 3&4 Yr 5&6			Maths		Indoor PE & RE
F	Yr 3&4 Yr 5&6			Maths		Geography or History

Afternoon subjects may be on different days to the above timetable depending on PPA termly allocations. Collective Worship is daily from 10.25am – 10.45am. Lunch break is 12noon -1pm.

### Whole school reading learning

Reading is discreetly taught across the school from 8.55am to 9.25am. During this time our reception and year 1 children will take part in their daily phonics lessons. Children in year 2 will be taught their spelling programme during this time and then have a discreet reading fluency session later in the day. Pupils who have completed the phonics scheme in KS1 but are not fully secure in their reading will have further phonics teaching under the rapid reader scheme. Key stage 2 pupils will also have a daily whole class reading lesson whereby they will develop their fluency, oracy and reading comprehension skills. At 1pm every day, the whole school will undertake a reading activity. EYFS will learn about the enjoyment of reading through the 'Drawing Club.' Year 1 pupils will read their phonics book three times a week (decoding, prosody and comprehension) to an adult before taking their book home to read to adults at home. Year 2 pupils will be practising their reading through continuous provision, independent reading, reading individually to an adult or involved in a fluency reading adult led session. All pupils in Key stage 2 will either be reading independently and quizzing using 'accelerated reader' or completing reading tasks in their reading journal. Children who are not confident readers will be having extra 'fluency' directed teaching during this time to enable them to become more fluent and confident readers.

### Health education and relationships education

Abberley school is aware that all state-funded primary schools have a statutory obligation to deliver these subjects, as appropriate, to their relevant age phase. The school will plan and deliver the content set out in [DfE guidance](#), in the context of a broad and balanced curriculum.

### Personal Social Health Economic (PSHE)

Abberley school understands that PSHE is a non-statutory subject that the DfE recommends all state-funded schools should offer.

As the DfE does not specify subject content, the school will tailor the programme of study to reflect the needs of pupils. The school will use PSHE education to build on the statutory content outlined in the NC, and the statutory guidance on health and relationships education, forming the basic statutory school curriculum.

All provisions made regarding PSHE lessons will be made in line with the school's [PSHE Policy](#).

### RE

The school provides RE in accordance with the locally agreed syllabus. All provisions made regarding RE teaching will be made in line with the school's [RE policy](#).



## Features of lessons

Our teachers are skilled practitioners, who seek to facilitate the best learning opportunities and to develop each child individually. Lessons are planned and taught with the individuals in mind (adaptive teaching) and we seek to cater for the needs of all pupils through appropriate and nurturing intervention strategies in class and through additional support where required. Teachers will incorporate the below teaching and learning strategies into their lessons.

### Adaptive Teaching:



### Behaviour and relationships:

- Positive relationships
- Established and clear expectations
- The use of signals and routines – avoid overusing voice
- Positive framing
- Choices and consequences (linked to the school behaviour policy).

### Explaining and modelling

- Provide examples of excellence
- Deliberately develop vocabulary
- Live model excellence
- Scaffold to enable
- Narrate their thinking: metacognition
- Set the standard of success
- Pre-empt and tackle misconceptions.

### Curriculum planning

- Subject leaders plan and teachers follow the knowledge rich curriculum, which focuses on learning, retaining and using expert vocabulary
- The curriculum is mapped and sequenced and ensures that key concepts are revisited and authentic connections are established
- High expectations are set in terms of content
- Experiences for pupils to grapple with knowledge and skills are utilised
- Reading is regularly featured in all subject areas.

### Questioning and feedback

- Cold calling: do not always pick the child with their hand up
- Think, pair, share
- Show me: utilising whiteboards to engage all pupils
- Checking for understanding and deal with misconceptions in the first instance
- Build on responses: do not settle for the simple. Tell me more. Probe further and think deeper
- Process questions: model the process your brain goes through in creating a better answer
- Provide feedback that moves the children forwards
- Provide whole class feedback and include examples. Feedback on key misconceptions.

### Practice and retrieval

- Lessons will start with age appropriate practice and retrieval learning e.g. Tree of knowledge, referring to learning walls, making explicit links to prior learning
- quizzes to check for retention
- Provide activities which enable the children to organise their knowledge
- Provide opportunities/activities to rehearse and perform
- Provide examples of excellence
- Allow for guided practice with clear steps and success criteria
- Allow of increased independence and challenge over time
- Build greater fluency by checking for accuracy and precision and increasing the range, pace and variety.

### Questioning and feedback

- Cold calling: do not always pick the child with their hand up
- Think, pair, share
- Show me: utilising whiteboards to engage all pupils
- Checking for understanding and deal with misconceptions in the first instance
- Build on responses: do not settle for the simple. Tell me more. Probe further and think deeper
- Process questions: model the process your brain goes through in creating a better answer
- Provide feedback that moves the children forwards
- Provide whole class feedback and include examples. Feedback on key misconceptions.

### Reporting and assessment

Homework is simple and as far as possible independently achievable. Reading is expected of our pupils every night. Pupils in Reception, Year 1 and Year 2 are assigned their independent reading books (Celebration and Sharing books) in line with Little Wandle Letters and Sounds provision. Weekly phonics learning and resources will be shared with parents to reinforce phonic understanding at home.

When pupils have a secure phonic understanding and are fluent readers, they are assessed using star reading. This gives them a zone of proximal development from where they can select a library book to bring home. Reading should take place at home every evening. Upon completing a book, children should take the book online quiz.

Starting in year 2, pupils are set a weekly mental arithmetic task in their Schofield and Sims books. These are pitched to each child depending on their current mathematical understanding and ability using teacher's knowledge of their pupils and the assessments published by Schofield and Sims. These are marked and returned weekly.

Starting in year 2, spellings are set weekly and adapted to suit the child. Children are expected to login and practice their spellings at least once during the week. Spellings are taught within handwriting sessions so pupils can practise writing the spelling rules alongside handwriting joins and letter formations. The expectation to read daily is established early on and regular challenges are created. Reading records/ journals are checked weekly by class teacher from year 2 onwards. TT rocks stars activities are set weekly for children in KS2 and children are expected to complete these.

Regular assessments will be carried out to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.



Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.

Assessment of pupils with EAL will consider the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the [school's assessment policy](#).

### **Equal opportunities**

The school will not discriminate against, harass or victimise any pupil or prospective pupil because of their:

- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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 Governors have a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

### **Supporting pupils with SEND**

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

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The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to achieving.

### **Enrichment curriculum**

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning, personal development and spiritual capacities.

Extra-curricular trips and activities occur outside school hours and can include overnight stays in the UK.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the school will consider what reasonable adjustments could be made to the trip or activity as appropriate.

During their time at Abberley all pupils have the opportunity to:

- Participate in an annual residential experience which include contrasting localities (KS2 only)
- Visit religious sites that are holy to people of differing religions
- Attend the theatre
- Attend an art gallery
- Represent the school in a variety of sports, artistic and musical activities
- Participate in a varied extra-curricular programme
- Learn to play a musical instrument
- Attend a trip outside of the school classroom or have an external specialist visit the school
- Lead school development as a member of our values groups
- Provide service within the school and in the community
- Contribute to the charitable work of the school
- Contribute to the organisation of a whole school activity day
- Toast marshmallows around an open fire
- Meet and work with children from other schools
- Celebrate festivals and events as part of the school and wider community
- Play a part in a school show, musical performances or a religious service in front of an audience or congregation
- Participate in competitive sporting events

### **Impact**

The impact of our curriculum is monitored through the following methods and is conducted in line with our school monitoring and reporting schedule:

- Pupil progress meetings
- Pupil questionnaires

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- Parental questionnaires
- Analysis of performance data
- Learning walks
- Professional dialogue between colleagues
- Lesson observations
- Book reviews and standardisation meetings (book reviews maybe conducted collaboratively)
- Governor visits and learning reviews
- Standardised assessments (phonics, reading, writing, SPAG and maths) and statutory assessments
- Vocabulary and key concept assessments (RE, geography, history and science)
- Feedback from staff

These inform subject development planning and the whole school development plan which are regularly reviewed throughout the year.

### **Monitoring and review**

This policy is reviewed annually by the headteacher and the governing board.

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

The scheduled review date for this policy is date: September 2026

