

Curriculum Policy

Avenue House



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Last reviewed: April 2024

Next review: April 2025

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Aims

We aim to provide a curriculum that, whilst fulfilling statutory requirements, inspires our children to flourish as life-long learners.

All pupils have an equal right and opportunity to participate in the full curriculum at Avenue House School. We strive to provide a broad and balanced curriculum for all our pupils, giving extra support to those who need it, and challenging all children to reach their full learning potential.

We aim to provide pupils with the skills to develop and prepare each child for the next stage of their education, where they can be confident, innovative and independent learners; who love learning. We understand that the curriculum, both within taught lessons and beyond them, produces an environment where questioning, debating and the freedom to learn from mistakes are all encouraged.

Our curriculum offers all pupils the opportunity to provide a broad and balanced curriculum which enables all pupils to:

- Develop confidence and a positive attitude towards learning
- Become independent; challenging themselves as learners
- Understand and respect diversity, exploring their spiritual, moral, cultural, mental and physical development
- Have experiences that broaden their knowledge and understanding of the world
- Acquire the knowledge and cultural capital needed to succeed, in the next stage in their learning journey and beyond

British values, which are; democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted in every aspect of Avenue House School life.

We ensure that the curriculum is delivered in line with our duties under the Equalities Act 2010, to ensure that no pupils or groups are discriminated against, based on a protected characteristic.

All those who teach within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the school community.

The teaching will encourage pupils to:

- value and respect themselves
- value and respect others
- value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

The Curriculum

Early Years Foundation Stage (EYFS) Curriculum

The EYFS Curriculum is based on the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

The Prime Areas of Learning:

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

The programme of PSED is appropriate to the children's ages in EYFS and educational needs and is part of the whole school PSE Scheme of Work.

The Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Learning Characteristics:

- Playing and exploring
- Active learning
- Creating and thinking critically

Please see the EYFS Policy for further details

Years 1 to 6

For the rest of the school, our taught curriculum broadly follows, and goes beyond, the National Curriculum. The subjects taught are:

English

Mathematics

Science

ICT/Computing

History

Geography

Personal, Social, Health and Economic Education (PSHEE)

Physical Education – Games and Swimming

Art & Craft

Religious Education

French and Spanish

Music

Mindfulness

Verbal and Non-Verbal Reasoning (in Years 3-6)

There is a strong and supportive staff team at Avenue House, who are skilled and committed to creating memorable learning opportunities; sparking curiosity and enthusiasm for learning.

Members of staff actively promote the curriculum aims by:

- Having high expectation of all pupils.
- Employing a variety of learning and teaching methods to suit all learning styles and needs; including keeping up to date with evidence-based teaching and learning strategies.

- Ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- Delivering lessons which build upon previous experience, providing continuity and progression.
- Providing learning opportunities which offer depth and challenge and motivate and inspire children.
- Involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets, and encouraging children to evaluate their personal achievements.
- Developing pupils' skills to become independent learners.
- Valuing achievement and effort, both formally and informally, through praise in the learning environment.
- Working in partnership with children, parents and other members of staff to achieve shared goals.

Teachers prepare medium-term and weekly plans based on the statutory requirements of the National Curriculum. Lesson plans are working documents, therefore subject to change based on daily formative assessment of children learning and progress. We use and extend the National Curriculum using resources from White Rose Maths, Hamilton Trust, Oak National Academy and Twinkl.

At Avenue House School, our teachers research, plan, and organise activities and to make learning relevant and meaningful to the children. Where appropriate, trips or visitors to school, linked to the topics, are arranged to further enhance learning opportunities.

The taught curriculum will ensure that by the time they have completed their time with us, all pupils can demonstrate the knowledge, skills, and understanding to enable them to move onto the next stage of their education at the highest level.

An overview of curriculum topics and the that the children will be learning about over the year are available on the school website.

Special Educational Needs and Disability - SEND

Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, teachers differentiate lessons through adapting the content, delivery, and learning methods to ensure that every child can learn in a way that suits them. Some of the strategies in the classroom include; offering open-ended tasks for unique responses, providing different tasks based on abilities, adjusting the level of dialogue and content,

promoting independence, accommodating different paces, and providing necessary support.

Mrs Monteforte is our SENCo, she provides staff with further support and guidance than what is detailed above.

(Please see Special Educational Needs and Disability (SEND) Policy for further details)

More and Most Able

The needs of our more able pupils are met through Avenue House School's commitment to personalisation.

Children will have individual targets set for them each term, based on both their prior attainment and a commitment to achieving progress that is in the top 1% for schools.

The progress of our more able pupils is monitored carefully each term and pupil progress meetings are held with class teachers and Key Stage Leader to discuss any child not making the progress expected of them. Attainment and progress data is shared in end of term Key Stage Meetings, trends are carefully monitored and acted upon. Staff work together with parents/carers to identify appropriate provision to ensure that the child is being adequately challenged, so they remain motivated in their learning through the Individual Challenge Plan. Staff work closely with parents to signpost them to appropriate extracurricular activities. Home learning is appropriately planned to meet the individual needs of all children.

(Please see More and Most Able Policy for further details)

Individual Learning

At Avenue House School, we understand that all children have individual learning journeys, which may involve learning sessions that are not taught by Avenue House staff. Whilst we endeavor to support all learning, children are not expected to miss out on core subjects such as English, Mathematics and Science.

Only with the approval of the Headteacher, children may:

- Be collected by a Parent/Carer to attend a lesson outside of school. They must then be brought back at an agreed time in line with the school/class timetable.
- Take part in an online lesson with an outside provider, whilst the rest of the class are in another non-core subject lesson, on-site, however, Avenue House staff will only be available in a supervisory capacity.

Remote Learning

In the case of a prolonged school closure, the education of the pupils will be carried out remotely. Daily lessons will be delivered via Zoom and tasks set on Class Dojo for KS1 and Google Classroom for KS2.

Homework

We recognise the importance and value of Homework as consolidation of class work. Teachers provide parents with a Homework timetable and expectations are shared at the start of each academic year. Below is a guide to homework in each year group*:

	Monday	Tuesday	Wednesday	Thursday	Friday
Reception	Reading & Tricky Words	Reading & Tricky Words	Reading & Tricky Words	Reading & Tricky Words	Reading & Tricky Words
Year 1	Reading	Reading	Reading	Reading	Reading Spellings Maths
Year 2	Reading	Reading	Reading	Reading	Reading & Maths/ Foundation Subject/ English
Year 3	Spelling Sentences	English Comprehension	Mental Arithmetic	Science	Spelling practise for test
Year 4	Mathematics	English Comprehension	Mental Arithmetic	Science	Spelling Sentences
Year 5	Mathematics Atom Learning	English	History or Geography	Mental Arithmetic	English Spellings & Reading
Year 6	Mathematics Atom Learning	English	Science	Mental Arithmetic	English Spellings & Reading

*Homework topics may be subject to change and/or additional work may be set if required

Extra-Curricular & Enrichment Opportunities

Our school aims to provide an education for life, through both academics and enjoyable enrichment activities; through which our pupils continue to gain valuable skills, knowledge, and experience:

- After-School Clubs such as Chess, Art, Yoga & Movement, Coding, Karate, Cricket
- Themed days- Science, Maths, World Book Day
- School Council
- Eco Committee
- Trips and Residential (Years 5 and 6)
- Fundraising activities NSPCC Number Day
- Sports fixtures- Football, Cricket, Netball, with local schools

Assessment, Monitoring and Evaluation

Children in Year 6 are formally assessed in the through 11+. For any Year 6 children not taking entrance tests, and all other year groups, summative assessments are conducted at the end of each term in English and Mathematics

Years 1-6 complete CEM baseline assessments during the Autumn term, which we use to inform planning and teaching. In Years 5-6, these tests are used to guide discussions as to what schools children should be aiming for, beyond Year 6.

The person with responsibility for the overview and yearly evaluation of this policy is the Deputy Head Academic, Ms. R Nandra. However, all staff are responsible for ensuring this policy is implemented. There is an evaluation of the extent, to which there is evidence, of a curriculum that:

- Fulfils the aims of the school
- Embeds aspiration, attribute, and the expectation to achieve high standards and high rates of progress
- Provides engagement and excitement for the children

When evaluating the use and impact of this policy, senior leaders will evaluate, in consultation with subject leaders and pupils. Evidence will be collected through work scrutiny, observing classroom practice through learning walks, and talking to pupils about what they think of the topics and resources they have had access to, in each of the subjects taught.

This policy should be read together with the:

- EYFS Policy
- SEND Policy
- More and Most Able Policy

