

Curriculum 2026-27

Policy & Procedures

Avenue House School



Approved by: Governors & Headteacher

Last reviewed: April 2026

Next review: April 2027

Aims

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

All pupils have equal rights and opportunities 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.

Fundamental British Values

At Avenue House School, we are committed to promoting the British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These values are embedded throughout school life and are taught explicitly and implicitly through our curriculum, pastoral provision and wider educational experiences.

British Values are delivered through our PSHE programme, where pupils explore topics such as rights and responsibilities, citizenship, equality, diversity, healthy relationships and community involvement. Through discussion, reflection and collaborative learning, pupils develop the knowledge, skills and understanding required to become active, respectful and responsible members of society.

These values are further reinforced through whole-school and class assemblies, which provide opportunities to celebrate diversity, explore current events, encourage social responsibility and promote respect for others. Assemblies support pupils in understanding their role within both the school community and the wider world.

Fundamental British Values are also woven throughout our wider curriculum, including units taught through Curriculum Maestro. Examples include:

- History topics such as *Ancient Greece*, where pupils learn about early forms of democracy and compare them with modern democratic systems.
- History studies of significant historical events and individuals, which encourage discussion about justice, laws, rights and responsibilities.
- Geography topics that explore different countries, cultures, communities and ways of life, promoting respect and tolerance for diversity.
- Religious Education units that investigate a range of faiths, beliefs and worldviews, fostering understanding and mutual respect.
- Science lessons that develop critical thinking, enquiry and evidence-based decision-making.
- English texts that explore themes of equality, fairness, diversity, courage and social responsibility through literature and discussion.

Pupil voice also plays an important role in promoting British Values. Through mechanisms such as the School Council, leadership opportunities and classroom decision-making, pupils experience democracy in action and learn that their views are valued and can influence positive change.

By embedding these values across the curriculum and the wider life of the school, Avenue House School prepares pupils to become thoughtful, respectful and responsible citizens who contribute positively to modern British society.

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 scheme of work of PSED is appropriate to the children's ages in EYFS and educational

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 pupils in Years 1 to 6, our curriculum is broad, balanced and ambitious, encompassing and extending beyond the requirements of the National Curriculum. Learning is planned and delivered through Curriculum Maestro, which provides a carefully sequenced, knowledge-rich curriculum across all subjects, with the exception of Mathematics.

Mathematics is taught through the White Rose Maths scheme, which supports the progressive development of fluency, reasoning and problem-solving skills.

Together, these curriculum frameworks ensure clear progression in knowledge, skills and vocabulary across all year groups. Learning is deliberately structured so that new concepts build upon prior understanding, enabling pupils to deepen their knowledge over time and make meaningful connections within and across subjects.

Whilst these frameworks provide a coherent curriculum structure, teachers retain the flexibility to adapt learning, resources and teaching approaches to meet the needs, interests and aspirations of all pupils, ensuring that every child is supported and challenged to achieve their full potential.

The subjects taught are:

English
 Mathematics
 Science
 ICT/Computing
 History
 Geography
 Personal, Social, Health and Economic Education (PSHE)
 Physical Education – Games and Swimming
 Art & Craft Religious
 Education French
 and Spanish Music
 Kindness Curriculum
 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 expectations 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 are built 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 and are adapted in response to ongoing formative assessment and pupils' learning needs.

At Avenue House School, we use Curriculum Maestro as the foundation for curriculum design, planning, and progression across all foundation and most core subjects. Curriculum Maestro supports a knowledge-rich, sequenced curriculum that ensures clear progression in knowledge, skills, and vocabulary from EYFS through to Year 6. Through carefully structured topics and meaningful cross-curricular links, pupils develop a deeper understanding of each subject and build upon their prior learning over time.

In Mathematics, we follow the White Rose Maths scheme of learning, which provides a coherent and progressive curriculum that promotes fluency, reasoning, and problem-solving. White Rose Maths supports our aim for all pupils to develop confidence and competence in mathematics through small-step progression and mastery approaches.

With Curriculum Maestro and White Rose Maths, we ensure that the National Curriculum is not only met but extended, providing pupils with rich learning experiences, strong subject knowledge, and opportunities to make meaningful connections across their learning.

At Avenue House School, our teachers use these curriculum frameworks to research, plan, and organise engaging learning experiences that are relevant and meaningful to the children. Where appropriate, educational visits, visitors to school, and enrichment activities linked to curriculum topics are arranged to further enhance learning opportunities.

Our curriculum is inclusive and ambitious for all pupils. We are committed to ensuring that children with Special Educational Needs and Disabilities (SEND) access the same broad and balanced curriculum as their peers, whilst receiving the support and adaptations necessary to enable them to succeed.

Curriculum Maestro supports our inclusive approach by providing a carefully sequenced curriculum in which knowledge, skills and vocabulary build progressively over time. This enables teachers to identify essential learning, revisit prior knowledge and provide appropriate support to ensure that all pupils can access and engage with the curriculum at their individual level.

Teachers adapt their teaching, resources and learning experiences to meet the needs of pupils with SEND and specific learning difficulties. Adaptations may include pre-teaching key vocabulary, breaking learning into smaller steps, using visual aids and concrete resources, providing additional adult support, scaffolding tasks, offering alternative ways for pupils to demonstrate their understanding and allowing additional processing or completion time where appropriate.

Within the classroom, teachers employ a range of strategies to ensure pupils can access learning successfully, including:

- Offering open-ended tasks that allow for a range of responses.
- Adapting teaching and learning activities to meet individual needs.
- Adjusting the level of dialogue, questioning and content.
- Using visual, practical and multi-sensory approaches.
- Promoting independence and confidence as learners.
- Accommodating different learning paces.
- Providing targeted support and intervention where necessary.
- Revisiting and reinforcing key learning to strengthen understanding and retention.

The Kindness Curriculum

At Avenue House School, we recognise that academic success is underpinned by positive relationships, emotional wellbeing and strong personal values. Through our Kindness Curriculum, taught from Reception to Year 6, we actively promote kindness, empathy, respect and compassion as essential life skills.

The Kindness Curriculum complements our PSHE programme and supports the development of pupils' social and emotional understanding. Through age-appropriate lessons, discussions, stories, reflection activities and real-life experiences, pupils learn the importance of treating themselves and others with kindness, recognising and understanding emotions, building positive relationships, resolving conflicts respectfully, and contributing positively to their communities.

The curriculum encourages children to develop characteristics such as empathy, gratitude, resilience,

inclusivity and social responsibility. Pupils are given regular opportunities to reflect on how their actions affect others and how small acts of kindness can have a positive impact on individuals, the school community and wider society.

By embedding kindness throughout everyday school life, Avenue House School nurtures a culture where every child feels valued, respected and supported, enabling them to flourish both personally and academically. The Kindness Curriculum plays a key role in developing confident, caring and responsible citizens who embody the school's values and contribute positively to the world around them.

Special Educational Needs

Through ongoing formative assessment, teachers identify barriers to learning and adapt provision accordingly. Assessment information is used to identify gaps in knowledge and understanding, inform planning and ensure that pupils with SEND make progress from their individual starting points.

Ms Malik is our SENCo and works closely with teaching staff, parents and external professionals to ensure that pupils receive appropriate support and that staff are provided with guidance and strategies to meet individual needs effectively.

Please see the Special Educational Needs and Disabilities (SEND) Policy for further details.

More and Most Able Pupils

At Avenue House School, we are committed to ensuring that all pupils are challenged to achieve their full potential. We recognise that more and most able pupils require opportunities to deepen their understanding, apply their learning in increasingly sophisticated ways and develop higher-order thinking skills. Through our commitment to personalised learning, we strive to nurture curiosity, independence, resilience and academic excellence.

More and most able pupils are identified through a range of evidence, including prior attainment, ongoing teacher assessment, standardised assessment outcomes, classroom performance and subject-specific strengths. Teachers maintain high expectations for these pupils and plan learning experiences that provide appropriate challenge, depth and opportunities for independent enquiry.

Individual targets are set and reviewed regularly to ensure that pupils continue to make strong progress from their starting points. Through high-quality teaching, pupils are encouraged to think critically, solve complex problems, justify their reasoning and make connections across areas of learning. Where appropriate, learning is extended through enrichment activities, open-ended tasks, leadership opportunities and participation in competitions and events.

The progress and attainment of more and most able pupils are carefully monitored through ongoing assessment and termly pupil progress meetings involving class teachers, Key Stage

Leaders and senior leaders. Assessment information is analysed to identify strengths, monitor progress and ensure that any pupil who is not making expected progress is identified promptly and provided with appropriate support and challenge.

Staff work closely with parents to ensure that pupils remain motivated and engaged in their learning. Where appropriate, individual challenge targets and enrichment opportunities are shared with families, and parents are signposted to suitable extracurricular activities that further develop pupils' talents and interests. Home learning is planned to provide appropriate challenge and to support pupils in achieving their individual goals.

Through this personalised approach, we aim to ensure that all more and most able pupils are challenged, inspired and supported to flourish both academically and personally.

Please see the 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 event of a prolonged school closure or circumstances that prevent pupils from attending school, learning will be delivered remotely to ensure continuity of education and minimise disruption to pupils' progress. Teachers will provide a structured programme of learning through a combination of live and independent activities. Daily lessons will be delivered via Zoom, with learning tasks and resources shared through Class Dojo for Key Stage 1 pupils and Google Classroom for Key Stage 2 pupils. We will maintain regular communication with pupils and families to support engagement, monitor progress and ensure that all children continue to access a high-quality education whilst learning remotely.

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*:

	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 academic 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 (summer term)
- Themed days- Science, Maths, World Book Day
- School Council
- Eco Committee
- Trips and Residentials (Years 5 and 6)
- Fundraising activities NSPCC Number Day
- Sports fixtures- Football, Cricket, Netball, with local schools

Curriculum Progression and Assessment

Curriculum progression is mapped and monitored through our use of Curriculum Maestro and White Rose Maths. These frameworks provide clearly sequenced learning pathways that identify the knowledge, skills and vocabulary pupils are expected to acquire and retain at each stage of their education.

Curriculum Maestro enables teachers and SLT to track progression across subjects by ensuring that learning is carefully structured from EYFS to Year 6. New learning builds upon prior knowledge, allowing pupils to revisit and deepen their understanding over time. Knowledge organisers, topic maps and

progression documents support consistency and continuity across year groups.

In Mathematics, progression is tracked through the White Rose Maths scheme of learning, which breaks learning into small, manageable steps. This ensures that pupils develop fluency before moving on to more complex concepts and are given regular opportunities to apply their learning through reasoning and problem-solving activities.

Teachers assess pupils' understanding throughout lessons using formative assessment strategies, including questioning, discussion, observation, feedback and review of pupils' work. Assessment information is used to identify misconceptions, inform future planning and provide appropriate support or challenge.

Senior leaders regularly monitor curriculum implementation and progression through lesson visits, work scrutiny, pupil discussions and assessment reviews. This ensures that pupils are building knowledge and skills progressively across all subjects and that the curriculum remains ambitious, coherent and effective for all learners.

Termly assessments in core subjects, alongside ongoing teacher assessment, provide further evidence of pupil attainment and progress. Assessment outcomes are analysed by senior leaders and to identify strengths, areas for development and any additional support required to ensure all pupils achieve their full potential.

Monitoring and Evaluation

The person with responsibility for the overview and yearly evaluation of this policy is Headteacher. This is in consultation with all teachers. 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

This policy should be read together with the:

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