



# Curriculum Policy

Policy (Including EYFS)

Policy Review Date: September 2022  
Reviewed By: M Ashton & SLT  
Next Review: September 2023 (or  
following incident, legislation or  
interim guidance)

## Distribution

Please note that 2 copies of this policy are printed as standard and distributed to the following areas:

- 1) Staff Room
- 2) School Office

This policy is also made available on the school website.

## Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
September 2017	Whole Document	Some minor formatting	
September 2021	Update following review		
October 2022	School Day	Amendments to timing of school day	

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This policy applies to the whole school, including EYFS and Wraparound.

## Policy Statement

Avalon follows its own wide-ranging academic curriculum, tailored to the needs of its pupils.

The taught curriculum is based on the English National Curriculum 2014, at this link <https://www.gov.uk/government/collections/national-curriculum>. It includes a wide range of learning experiences appropriate for the ages, abilities and needs of our children. All pupils experience linguistic, mathematical, scientific, technological, human and social, physical, creative and aesthetic aspects of a fully rounded education. These are enriched by a varied range of extra curricular activities

Our curriculum and associated schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being and the development of personal and social values which do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support we can provide.

We provide full time supervised education for pupils between the ages of 2 and 11. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS). Throughout our school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. We are committed, through our curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and to promoting the welfare and safeguarding of children at all times.

### **Aims of the curriculum:**

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values which do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect

and tolerance of those with different faiths and beliefs. It offers a robust understanding of safeguarding through the comprehensive PSHCEE and e-safety programmes.

### Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

- ✿ At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- ✿ Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- ✿ Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- ✿ Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- ✿ Is flexible enough to respond to change and incorporates innovation as appropriate
- ✿ Enables pupils to acquire skills in speaking and listening, literacy and numeracy.
- ✿ Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalized ways.
- ✿ Ensure pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- ✿ Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life.
- ✿ Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

### Key skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication
- application of number
- information technology
- working with others
- improving own learning and performance
- problem-solving.

In our curriculum planning we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

## Curriculum


Our curriculum is guided by the National Curriculum and is enriched by specialist teaching in Science, PE, Computing, Music and Spanish. Nursery & Reception, Years 1 & 2 and Years 3 & 4 and Year 5 & 6 work closely together.

### Foundation Stage (Age 2 – 5 yrs)

Pupils have a broad programme of study, based on the reviewed EYFS Framework (Sept 2014), which focuses on the

- ☞ Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- ☞ Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these, the EYFS setting works to ensure that

- ☞ Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- ☞ There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, Spanish, computing and physical education. 

### Key Stages 1 & 2

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Although many areas will be experienced in a cross curricular way, pupils learn the following subjects:

**Linguistic:** English and Drama

**Mathematical:** Maths

**Scientific:** Science

**Technological:** Computing

**Human and social:** History and Geography

**Physical:** Physical Education

**Aesthetic and creative:** Art, Music Dance and Drama.

**Life Skills** – Reasoning, personal education and PHSCEE

### **Equal Opportunities and Safeguarding:**

The curriculum at Avalon School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a SEND Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. Our PSHCEE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is referenced throughout the curriculum and is taught within the Computing curriculum. Sex and relationships education is provided as appropriate for the pupils' ages and stages of development.

### **Pupil Progress and Assessment:**

Pupil progress meetings held termly help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making the expected progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SEND team for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the SENDCo will liaise with agencies and parents.

In EYFS the school will assess according to the statutory Early Years Profile. Results of the Early Years Profile are provided to parents and Wirral Authority on request.

### **English as an Additional Language (EAL):**

We maintain an EAL register, which is updated annually. Across the school, there may be a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, staff will advise parents about the support that school can provide and offer guidance towards external agencies as appropriate. Where needed we will also aim to provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

### **Homework:**

Homework is learning that will help with schoolwork. It can therefore be defined as work or activities which pupils are asked to do outside lesson time, either on their own or with parents/carers.

The Purpose of Homework:

We set homework because:

- It helps the school develop an effective partnership between parents/carers and school
- It consolidates and reinforces skills and understanding, particularly in literacy and numeracy
- It extends school learning
- It is a way of using resources for learning of all kinds, at home
- It encourages the development of confidence, self-discipline and organisational skills pupils need to study on their own, and prepares them for the requirements of secondary school

Times suggested for homework are shared with the parents in the individual parent guides for the Lower School (Y1 – 2) and the Upper School (Y3 - 6)

### **The Informal Curriculum**

Children's attitudes, values and behaviour will be shaped to a large extent by the school's 'informal curriculum'. A strong commitment of staff and children to the school's vision and the positive relationships that ensue contribute significantly to a strong and supportive ethos. The care, understanding and support shared within the school community will help to develop the personal characteristics of the children - the acceptance of social, economic and political responsibilities within a global community, respect for others based on a strong sense of self, a clear understanding of, and respect for, the qualities and exercise of leadership and the development of personal and social values which do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs – rely greatly on the quality of this aspect of school life.

Mealtimes are an important part of the school day where children are able to interact and are supported in selecting healthy food and in developing their social skills. All the staff are aware of the significance of the informal curriculum and seek to be the role models in their relationships with one another and with the children.

### **Extra curricular provision**

Numerous extra curricular clubs are offered covering all areas of interest. These are coordinated through a booklet produced by the clubs coordinator (M Ashton) and sign up and invoicing is overseen by the office. Outside providers are always subject to a full DBS disclosure and references to substantiate qualifications. Students, parents and staff are consulted each term to provide feedback on the quality of each club and to find ideas for new activities.



## Specialist Teaching

Specialist teaching in the following subjects is used where appropriate to enhance the curriculum we deliver:

**Science:** Year 1 to Year 6

**Modern Languages: Spanish** Nursery to Year 6

**Performing Arts: Music** Nursery to Year 6

**P.E.** Reception to Year 6

**Computing** - Nursery to Year 6

**Maths & English** Year 4 to Year 6

## School Day

We operate a 36 week school year. The Wraparound Team are contracted to cover the hours from 7.45am until 6.00pm during term time.

### Nursery School Day

7.45 – 8.40	Wrap around care
8.40 – 11.55	Morning session
11.55 – 1.10	Lunch
1.10 – 3.05	Afternoon session
3.05 – 6.00	Wrap Around Care

### Reception, Year 1 & 2 School Day

7.45 – 8.30	Wrap around care
8.30 – 8.50	Registration
8.50 – 10.20	Lessons 1 and 2
10.20 – 10.45	Break
10.45 – 12.00	Lessons 3 and 4
12.00 – 1.10	Lunch
1.10 – 3.05	Lessons 5, 6 and 7
3.05 – 6.00	Wrap Around Care

### Years 3 to 6 School Day

7.45 – 8.30	Wrap around care
8.30 – 8.50	Registration
8.50 – 10.20	Lessons 1 and 2
10.20 – 10.45	Break
10.45 – 12.00	Lessons 3 and 4
12.00 – 1.10	Lunch
1.10 – 3.30	Lessons 5, 6 and 8
3.30 - 3.40	Class time
3.40 – 6.00	Wrap Around Care