Policy: Curriculum Policy

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Mission Statement

At Abbey School our aim is to teach to inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful, responsible independent learners, equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements.

Our Core Values

RESPECT, RESPONSIBILITY, RESILIENCE

These 3 core values underpin the ethos of Abbey School. Our young pupils are encouraged to understand these values and how they develop, initially, at the micro level around themselves, their friendships, their families and our school. Later, our older pupils begin to understand how these self-same values affect our lives on the macro level, with all this means for their lives as they grow into adults and their environment of Devon, the United Kingdom, and also the planet in which we live.

Rationale

This policy sets out curriculum requirements to ensure compliance with the Education (Independent School Standards) Regulations 2014 – Part 1: Quality of Education provided and Early Years Foundation Stage.

1. Policy Aims

This policy sets out the framework for the curriculum at Abbey School & Nursery, ensuring that:

- Pupils of compulsory school age (5–11) receive a full-time education with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- The curriculum is appropriate to the ages, aptitudes, and needs—including any special educational needs—of all pupils.
- Pupils acquire speaking, listening, literacy and numeracy skills.
- Personal, social, health and economic education (PSHE) reflects the school's ethos and British values.
- All pupils are adequately prepared for the opportunities, responsibilities, and experiences of life in British society.
- All statutory assessment requirements are met, including those for the Early Years Foundation Stage (EYFS).

2. Early Years Foundation Stage (Ages 0–5)

a. Curriculum Overview

Children in the nursery and reception classes follow the EYFS Framework, covering the seven areas of learning:

Prime Areas:
- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas:
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

b. Assessment in EYFS
- Ongoing Formative Assessment: Practitioners observe children and use these observations to shape future learning experiences.
- 2-Year Progress Check: A written summary is provided for parents when a child is aged between 24–36 months.
- Reception Baseline Assessment: Conducted in the first six weeks of the reception year.
- EYFS Profile: Completed at the end of reception and shared with parents and the Local Authority.

c. Planning and Provision
- Learning is play-based with a balance of adult-led and child-initiated activities.
- The environment is rich in language and literacy opportunities.
- Individual needs are identified early through observation, with intervention and support provided where needed.

d. Communication with Families
- All families have regular communication with their child's designated key person at drop off and collection. A communication diary is kept between nursery and school.
- Families are invited to meet with the key person every term and further meetings can be arranged on request.
- When a child moves on from the nursery setting, a transition document will be completed with the family to ensure a thorough handover to the next setting is provided e.g. another nursery or entering Reception Class.

3. Infant Curriculum (Key Stage 1: Ages 5–7)

a. Subjects Taught
- English (Literacy) also incorporating Phonics
- Mathematics (Numeracy)
- Science
- Computing
- History (this may be referred to as Topic)
- Geography (this may be referred to as Topic)
- Art and Design
- Design and Technology
- Music
- Physical Education (PE) including the teaching of Swimming
- Religious Education (RE)
- PSHE (including British values)
- MFL (Spanish)

b. Approach to Learning
- A topic-based approach is often used to integrate subjects meaningfully.
- Emphasis on phonics, early reading, and number fluency.
- Lessons are differentiated to meet diverse needs, including those of pupils with SEND.

c. Assessment
- Formative assessment is ongoing.
- Phonics is assessed using Read Write Inc
- Reading & Book Bands are assessed using PM Benchmark
- Throughout the year, pupils in Year 1 and Year 2 sit End of Term assessments which are used for tracking.

d. Homework
- Pupils in Year 1 are expected to read every night with family members, complete weekly spelling tests and will have weekly optional activities set to further consolidate knowledge.
- Pupils in Year 2 are expected to read every night, are set a small 10 minute task which may involve handwriting practice, revision of spellings or other English or Mathematics task. They have weekly spelling assessments and will have a Topic based homework at the weekend which may link to recent studies in Science, History or Geography.

e. Communication with Families
- All families have a parent/ carer contact session with their child's teacher termly.
- Further contact sessions can be arranged at the request of a child's family
- Teachers can be contacted via the Administrator or via their Abbey School email address

- Formal reports are provided to families twice a year – the first at February Half-Term and the second at the end of the Academic Year in July.

4. Junior Curriculum (Key Stage 2: Ages 7–11)

a. Subjects Taught

- Core Subjects: English, Mathematics, Science
- Foundation Subjects: Computing, History, Geography, Art and Design, Design and Technology, Music, PE (including the teaching of Swimming in all Year Groups), RE, MFL (Spanish), and PSHE

b. Curriculum Design

- A broad and balanced curriculum preparing pupils for secondary education.
- Emphasis on developing independent learning, problem-solving, and critical thinking.
- Enrichment through clubs, trips, visiting speakers, and inter-school events.

c. Assessment

- Regular formative and summative assessment in all core subjects.
- Internal tracking to monitor individual progress and inform teaching.
- Pupils sit end of term assessments in Maths (Arithmetic & Reasoning) and English (Comprehension & Spelling, Punctuation & Grammar).
- Transition documents are completed for all Year 6 pupils at the End of Summer Term.

d. Homework

- In Lower Juniors (Year 3 & Year 4), pupils are set nightly homework on Monday, Tuesday, Thursday and Friday. These tasks are designed to take no more than 20 minutes and involve consolidation of previous taught content e.g. Mathematics, English such as Comprehension, revision of Grammar. On Wednesday, all pupils are encouraged to "Curl up with a Book" and read for an hour with their family – either reading to or being read to. Pupils are encouraged to read a variety of texts e.g. non-fiction, fiction, graphic novels, news articles, traditional texts
- In Upper Juniors (Year 5 & Year 6, pupils are set nightly homework on Monday, Tuesday, Thursday and Friday. These tasks are designed to take no more than 30 minutes and involve consolidation of previous taught content e.g. Mathematics, English such as Comprehension, revision of Grammar. On Wednesday, all pupils are encouraged to "Curl up with a Book" and read for an hour with their family – either reading to or being read to. Pupils are encouraged to read a variety of texts e.g. non-fiction, fiction, graphic novels, news articles, traditional texts.
- All pupils record what their homework is in their Home/ School Diary
- In Summer Term, as part of transition preparation for Year 6 – homework is set at the beginning of each week to help pupils learn how to plan their diary and manage tasks appropriate. They will also use Google Classroom to submit and upload assignments mirroring how many secondary schools in Torbay expect completion of assignments.

e. Communication with Families

- All families have a parent/ carer contact session with their child's teacher termly.
- Further contact sessions can be arranged at the request of a child's family
- Teachers can be contacted via the Administrator or via their Abbey School email address
- Formal reports are provided to families twice a year – the first at February Half-Term and the second at the end of the Academic Year in July.

5. Personal, Social, Health and Economic Education (PSHE)

- Taught across all phases from EYFS to Year 6.
- Includes age-appropriate relationships education, health education, and citizenship.
- Encourages understanding of British values, including democracy, rule of law, individual liberty, mutual respect, and tolerance.

6. Special Educational Needs and Disabilities (SEND)

- The curriculum is adapted to meet the individual needs of all pupils.
- Further information on our Universal Offer and Supported Levels is available via our SEND Policy.
- EHCPs and individual support plans are implemented and reviewed regularly.
- Staff receive training to differentiate effectively and support all learners.
- All families are able to request a meeting with the SENCO (Mrs Sophie Temple)

7. Spiritual, Moral, Social and Cultural Development (SMSC)

- Embedded throughout the curriculum and daily school life.
- Opportunities for reflection, discussion, and ethical debate are built into lessons and assemblies.
- Cultural awareness is promoted through literature, history, RE, and special events.

8. Curriculum Review and Monitoring

- The curriculum is reviewed annually by senior leadership to ensure relevance, compliance, and effectiveness.
- Pupil progress data is monitored termly.
- Parental feedback and pupil voice contribute to curriculum development.