Allen Edwards Primary School

Curriculum Policy

ALLEN EDWARDS PRIMARY SCHOOL

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Curriculum Policy

Policy Statement

We believe all pupils are entitled to a curriculum which contributes to a well-balanced education, developing the abilities and life skills of individual pupils so that they may take a valuable, positive and active place in society. The entitlement is for each pupil, regardless of age, gender, race, religion or disability.

This policy should be read in conjunction with the school's Strategic Aims, the school's policies on Equal Opportunities, Teaching and Learning and Inclusion and the school's long-term curriculum plan.

Rights Respecting School

At Allen Edwards Primary School, we are committed to the United Nations Convention on the Rights of the Child (UNCRC) and have achieved our Gold accreditation through the dedicated work that our community has committed to and will continue to do. We strive to ensure that we are fulfilling the rights of all children by providing them with an inclusive environment where they feel safe and confident enabling them to reach their full potential and prepare them for an ever-changing world.

Article 2	Non-Discrimination	At Allen Edwards, children, staff, parents and governors guarantee that children are not discriminated against because of their abilities. All staff work closely together to ensure that strategies and interventions are in place to support children so that they can achieve their full potential and can access a curriculum that allows them to flourish.
Article 6	Life, Survival and Development	At Allen Edwards, children, staff, parents and governors ensure that we provide a tailored curriculum that meets the needs of all children so that all children develop to their full potential.
Article 13	Freedom of Expression	At Allen Edwards, children, staff, parents and governors ensure that all children have the time and space to share their views and opinions about the curriculum delivered. This will then be considered when continuing to refine the curriculum at Allen Edwards.
Article 29	Goals of Education	At Allen Edwards, children, staff, parents and governors recognise that every child has talents and abilities that need to be encouraged and developed.
Article 31	Leisure, Play and Culture	At Allen Edwards, children, parents, staff and governors advocate for a broad and balanced curriculum whereby all achievements are celebrated and learning across the subjects is taught with enough time to allow the children to progress and be curious about the world.

Article 42	Knowledge of Rights	At Allen Edwards, children, parents, staff and governors recognise the importance and value of actively teaching children about their rights across a broad and balanced curriculum applying the rights to each area of learning.

Aims and Expectations

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Our curriculum intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills and be able to choose and apply these in relevant situations in accordance with the National Curriculum
- Enable all children to have learning experiences in school which are enjoyable, meaningful and enriching
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical and mental development and responsibility for their own health and enable them to be active physically and mentally
- Support pupils' creativity, independent thinking and develop an appreciation of creativity in others
- Promote a positive attitude towards learning to ensure children acquire a solid basis to lifelong learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Enable children to see themselves represented and value, recognise and respect similarities and differences so that they can make a positive contribution to society and their local area
- Have a high ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Our expectation is that all staff will ensure that pupils receive a curriculum which is:
  - Broad
  - Balanced
  - Coherent
  - Relevant

Achieving our Aims and Expectations

In order to achieve our aims and expectations, the school will:

- Ensure that over the academic year each child has the opportunity to experience the full range of National Curriculum subjects, with curricular links made wherever possible and appropriate
- Ensure that recent national and local government developments/ initiatives and models of best practice in education are implemented or referred to
- Effect a culture of continual improvement by working alongside other schools in the local area
- Ensure that a long-term plan is agreed for all year groups across all subject areas which is regularly reviewed and updated

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Maintained Schools: Governance Guidance.

Roles and Responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- 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 Special Educational Needs and Disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

- Subject leaders are responsible for the implementation of this policy and will:
- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the subject.

The school gives subject leaders non-contact time so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives.

Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned and seen within books. The subject leader cover diary illustrates how they spend their release time so that it can be monitored and a record is easily accessible to anyone of how their release time is being spent. These will then feed into yearly action plans.

Class teachers have the final responsibility for planning (medium and short term) to ensure that the requirements of the National Curriculum are covered and the needs of all children are met. They should seek support, advice and guidance from subject leaders and the Curriculum Lead where appropriate and necessary to enable quality-first teaching of a rich, broad and balanced curriculum.

Organisation and Planning

Curriculum Drivers and Values

Our curriculum has been carefully considered to ensure broad and balanced opportunities for all children to develop and learn. As a staff, we have worked together to design a programme that promotes high levels of challenge and achievement and ensures pupils are well prepared for each key stage, including secondary education, and for adult life in modern Britain.

At the centre of our curriculum are five key drivers, which together form a whole school vision and reflect the unique character and locality of our school. These drivers give children the skills and strategies necessary to be lifelong learners and successful adults.

- Community: At Allen Edwards, we value being part of a diverse and stimulating community and actively seek opportunities to reflect this in our curriculum. We believe it is essential to work together as we learn, inviting parents and carers to take an active role in the education of their children.
- Collaboration: Learning to work effectively with others is a vital life skill, and a key focus of our curriculum. Work at Allen Edwards is devised to allow a range of paired, group and whole class activities, to ensure children learn how to cooperate, negotiate, share and empathise with their fellow learners.
- Communication: Effective language skills are essential for children to access the curriculum and central to their social, emotional and intellectual development. We provide opportunities throughout the curriculum for children to develop these skills, gaining the confidence to communicate effectively with their peers and adults. The ability to ask and answer questions is a vital skill for provoking and shaping new thinking and ensuring progression.
- Possibilities: At Allen Edwards, we have high expectations of all our pupils and encourage them to always strive to do their best and excel in their learning. Alongside key skills, our curriculum allows pupils to develop imaginative and creative thinking, strategies for problem solving and values that they will take with them into the wider context of real life.
- Resourcefulness: Our curriculum is designed to evolve and change as the world does around us. Actively encouraging resourcefulness means pupils are encouraged to take responsibility for their own learning journey, to seek new ways to approach problems and activities and to regularly review and reflect upon their work and achievements.

In addition to these drivers, we have a core focus on pupil's spiritual, moral, social and cultural development (SMSC) that is embedded in all areas of the curriculum. A positive school ethos which emphasises effort and achievement encourages pupils to respect themselves and others, develop a strong sense of self-esteem and become confident individuals who can flourish and thrive. SMSC is further developed through our use of school values: honesty, kindness, respect, trust and tolerance.

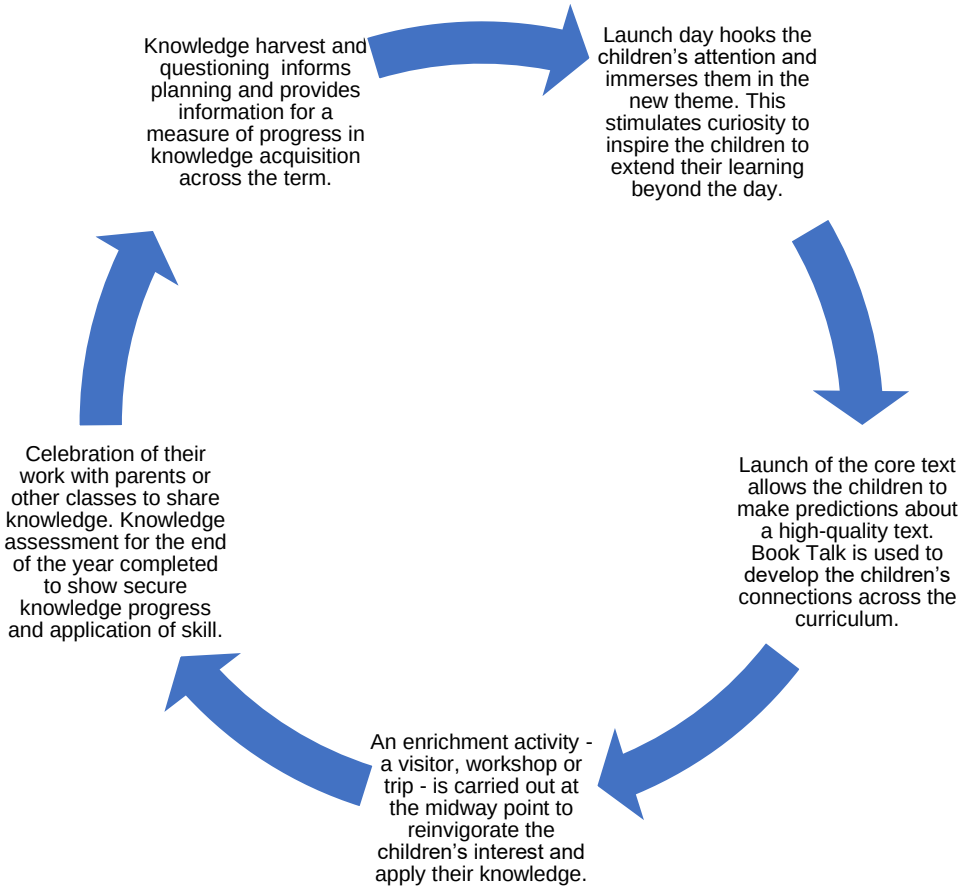
Our curriculum also supports the development of the British Values: democracy, rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs. Our Rights Respecting Schools learning allows the children to develop a secure understanding of different aspects of the British Values and understand why they are important in the school community and the wider community.

Curriculum Approach

At the core of our curriculum lies reading. Our curriculum aim is for all children to leave Allen Edwards not only able to decode and read fluently but to have developed a love of reading and valuing the importance of reading in lifelong learning. Our curriculum has been developed to ensure that the core texts are central to our curriculum often being the tool in which connections across the curriculum are made. These high-quality texts are used in a variety of ways across school to underpin the broad and balanced curriculum we offer and

allow the children to apply their knowledge across different curriculum subjects. Much of our curriculum learning centres around the core text, including our thematic design.

Each term, the curriculum is underpinned by a theme, specific to each year group.



As part of our curriculum, there are subjects which we choose to teach in isolation. PSHE and RSHE are taught throughout the year using the Jigsaw scheme and is supplemented through the Computing, RRSA and mental wellbeing curriculums we offer. Staff are trained on how to deliver this and parents are consulted with to share the knowledge to ensure a close parent-school delivery. PE and Music are taught using specialist staff (internal and external) as well as French in Year 5 and 6. French in Year 3 and 4 is taught by the class teacher through the use of Language Angels.

Although there is a clear structure to the themes and programmes of study we follow, there is also room to provide teachers and pupils a chance to reflect on the work and bring in their own ideas, taking ownership of the learning. We are proud of our dynamic and exciting curriculum, which supports our mission to provide a safe, stimulating and secure environment for learning and offer our pupils a positive academic start in life.

Planning

Our yearly curriculum maps indicate which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Connections between subjects are made where

relevant and purposeful and this allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways.

Medium term plans are written to ensure coverage of the core and foundation subjects. They include learning intentions and outcomes. Our short-term plans are those that our teachers write on a weekly or termly basis. We use these to set out the learning intentions for each session, identify how activities are differentiated to meet the needs of all learners and to identify what resources and support staff will use in the lesson.

Curriculum Design, Delivery and Sequencing

Our curriculum has been designed to meet the requirements of the Early Years Statutory Framework and the National Curriculum. It has also been designed to ensure progression, engagement and a broad and balanced development of knowledge, skills and understanding across the full range of curriculum subjects. Knowledge and skills are built upon across a pupil's learning journey throughout their time at Allen Edwards to enable them to leave each key stage, and our school, equipped to continue their learning.

At Allen Edwards, in order to tailor our curriculum for the specific needs of our children and our school context, we have chosen to design our own curriculum for many subjects. For other subjects, we utilise schemes of work to support staff and children.

Our English curriculum has been tailor-made, using the principles and learning objectives from the National Curriculum, to meet the needs of our children. Core texts, which link in almost all cases to the termly theme, have been selected to ensure reading and writing remain a priority across the curriculum while immersing the children in the chosen theme through English sessions. To complement this, our theme-based curriculum (primarily History, Geography, Art and Design and Design and Technology) is also tailor-made by our teachers to meet our children's needs. These two aspects of our school-developed curriculum have intertwined to support children's retention and application of knowledge as well as developing core background knowledge to increase understanding and comprehension.

The Maths curriculum at Allen Edwards has been developed within school utilising a wide range of resources (White Rose, Testbase, CGP as well as our school-developed Maths Handbook and Maths Planning Booklet). This has allowed the teachers to further embed reasoning opportunities across the mathematical areas for children, regardless of their abilities whilst retaining a focus on arithmetic and number strategies. Our Maths Planning Handbook, which is used by the Maths Lead and teachers to plan, is progressive and includes all of the National Curriculum objectives. Science at Allen Edwards has been developed by staff, alongside SLT and the Science Lead, using a wide range of resources to support the planning process (ASE, Explorify, STEM, Reach Out CPD, Switched on Science, Marvin and Milo). Teachers undertake termly CPD to secure subject knowledge before planning the Science curriculum and work in collaboration with the Science Lead and senior leaders to ensure a progressive curriculum based in scientific knowledge and enquiry.

Our PE curriculum, delivered by specialist coaches, uses a scheme of work to inform lesson planning and delivery. The coaches teach a wide range of sports across each year group to allow children to experience a variety of sports and develop preferences. Each year, skills within sports are built on to ensure the curriculum is progressive and allows children to make improvements to their core knowledge, skills and application to game-based/ competition-based contexts.

French, Music, Computing, PSHE/ RSHE and RE are taught through the use of a scheme within our school. Teachers amend and adapt elements of the lesson to ensure purpose, relevance, enjoyment and meaning for the children but the core principles of learning remain at the centre of these lessons.

Our French curriculum is rooted in the Language Angels scheme. As a school, we have selected three core units for each year group to allow children to develop their knowledge and conversational skills. Where possible in KS2 our French lessons are taught by a French speaking teacher or HLTA to embed, secure and deepen their knowledge and use of the language. For our Music curriculum, we use Lambeth Music Service. Specialist tutors deliver this curriculum to not only develop knowledge, skills and understanding but also cultivate a real love for music. All children have the opportunity during their time at Allen Edwards to learn how to play three different instruments (recorder, djembe, glockenspiel and the cello or the violin).

The National Centre for Computing Education scheme is used to design and deliver our Computing curriculum across school. The National Curriculum objectives are covered through the use of this scheme with each strand (Digital Literacy, Computer Science, Information Technology) taking a termly focus. To ensure a consistent approach to Online Safety, teachers use a range of resources to deliver in varied ways. For PSHE and RSHE, the Jigsaw scheme of work underpins the curriculum. Many aspects of the enriched PSHE curriculum we offer are also developed through our use of Mental Health Ambassadors, during assemblies and through our Rights Respecting curriculum. As a Lambeth school, our RE curriculum is rooted within the SACRE document. Teachers plan and deliver engaging lessons to cover the key elements of learning for each term.

All staff, including subject leaders, teachers and additional adults, plan and deliver an exciting, engaging and immersive curriculum tailored to the specific needs and abilities of all of their pupils. A variety of teaching strategies are used to deliver the curriculum at Allen Edwards:

- Drama, role-play, debating
- Modelling and shared writing
- Collaborative approaches to problem solving and group-based tasks
- Providing meaningful and purposeful feedback
- Questioning
- Differentiation through a variety of means, e.g. pace, resources, support.

Our curriculum has been sequenced to ensure progression of knowledge, skills and understanding. Pupils revisit core knowledge and skills each year to refine and further develop their understanding across the curriculum. Our core curriculum sequence is based on the National Curriculum requirements within these subjects each academic year as well as the needs of each pupil. The foundation subject sequencing is based on the National Curriculum requirements at each key stage in addition to the needs of each pupil.

More information can be found in curriculum subject policies about the specific details of individual curriculum areas and subjects.

EYFS

Children enter Nursery and Reception with very low starting points. The Early Years curriculum reflects the need for a strong focus on Personal, Social and Emotional Education

and the development of Communication and Language Skills. Adult interactions and modelling of language are key to the children developing effective communication and language skills enabling them to progress within the Early Years' curriculum and be prepared for their transition onto Year 1.

The school has a dedicated specialist teaching team who deliver bespoke interventions for pupils in communication and language within Early Years, working alongside speech and language therapists. The setting is informal with children having free-flow provision with opportunities to utilise the indoor and outdoor environment equally. Short focused carpet sessions of English (including Phonics), Maths and wider curriculum areas take place throughout the day with follow-up independent or focused activities led by adults. There is a balance of adult led and child-initiated activities which reflect the needs of the cohort and the child.

An engaging outdoor area has been developed over the last few years and children have regular opportunities to access provision here. Engagement in the natural environment is an important element of our Early Years provision, as it gives opportunities for pupils to interact with nature in an environment that they do not have much access to as well as building opportunities for purposeful play, interaction with peers, modelling and use of subject specific vocabulary. For this, children in Reception attend Nature Garden to allow for further opportunities to work in a forest school setting.

At Allen Edwards, we have used the non-statutory Development Matters curriculum guidance alongside the Birth to Five matters curriculum to support our delivery of the EYFS learning and development requirements.

Provision in both Reception and Nursery is based on the seven areas of learning and development. These are the prime areas:

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

and the specific areas:

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

The curriculum for each term in EYFS is thematic, while also providing opportunities for the children to develop their own interests within the provision. Reading again is placed at the centre of the curriculum with core texts being used each week as a focus for provision. Many of these core texts link directly to the learning theme for the term however others provide high-quality examples and promote a love of reading across all seven areas of provision. Learning to read is key within EYFS and the children will begin this when they are ready in Nursery. If they do not attend our Nursery, all children learn phonics from Read, Write Inc immediately in Reception.

The curriculum programme and planning involve activities and experiences for children set out under each of the areas of learning. Activities and experiences are designed to

incorporate feedback, children's interests, needs and attainment levels, whilst promoting progress, development, curiosity and engagement.

See our EYFS policy for information on how our early years' curriculum is delivered.

Year 1 Transition

At Allen Edwards, we recognise the importance of the move from the Early Years Curriculum to the National Curriculum for children who have developed and progressed with play-based learning. In order to support this continued curiosity for learning, we promote the same flow of structure and learning within the Year 1 classroom that has occurred within the Reception classroom. We believe that by ensuring that positive relationships are supported through an environment that enables learning we are allowing for each unique child to succeed.

Year 1 teachers will work with the EYFS team in the Autumn term and where possible towards the end of the Summer term of the previous year to ensure that the same motivating, engaging and stimulating provision is provided for children in the Autumn term of Year 1. Year 1 teachers will ensure planning for provision enables carpet sessions that are focused sessions that then lead into adult and child-led free flow play utilising both the indoor and outdoor areas. Planning around each Theme will follow the EYFS provision planning structure and gradually change to reflect the national curriculum structure used throughout KS1 and KS2.

During Year 1, children are given the opportunity to develop independence that characterises good Early Years' practice, motivates and challenges them. There are opportunities for children to learn both indoors and outdoors. The characteristics of effective learning and the enabling environment play a crucial role in the Year 1 curriculum, particularly for those children who had not achieved a Good Level of Development (GLD) upon leaving Reception. Assessment in the Autumn Term for those pupils is used against the Early Years Assessment criteria as well as the Year 1 criteria to ensure that pupils have achieved a Good Level of Development by the end of the Autumn Term. As the terms progresses, the outdoor learning environment is used for more focused adult led activities in English and Maths.

Towards the end of the Autumn term, teachers, supported by leadership, will gauge the readiness of children to move towards a more structured KS1 classroom. Each child will be considered and where possible the play-based approach to learning will remain within the Year 1 daily structure utilising both the indoor and outdoor space.

Proportion of Time across the Curriculum

In KS1, our curriculum time is split between 12 curriculum subjects and collective worship/ assembly times. On average the curriculum time is proportionally allocated as per the table below.

Subject	Hours spent per week
English (including writing, reading, phonics, story time, handwriting, spelling, library time)	9
Maths (including number bonds, times tables and arithmetic)	6
Science	2 (1.5 on timetables)
Theme (including History, Geography, Art and Design and Design and Technology)	2
PE	2
PSHE/ RSHE	45 min
RE	45 min
Computing	45 min
Music	30 min
Assembly	2

In KS2, our curriculum time is split between 13 curriculum subjects and collective worship/ assembly times. On average the curriculum time is proportionally allocated as per the table below.

Subject	Hours spent per week
English (including writing, reading, SPaG, story time, handwriting, spelling, library time)	8.5
Maths (including times tables and arithmetic)	6
Science	2.5
Theme (including History, Geography, Art and Design and Design and Technology)	2
PE	2
PSHE/ RSHE	45 min
RE	45 min
Computing	45 min
Music	1 (fortnightly)
French	1 (fortnightly)
Assembly	2

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)
- More-able pupils
- Pupils with low prior attainment

Further information can be found in our statement of equality information and objectives.

SEND

At Allen Edwards, our curriculum is tailored for all children, including those who have Special Educational Needs and Disabilities (SEND). Meaningful adjustments are made to ensure that all children are supported to acquire the core knowledge and skills from the Early Years Statutory Framework and the National Curriculum. For example, visuals, including Communicate in Print, are utilised across the school and in all classrooms to ensure that all children can access the curriculum's teaching and learning resources. Children who have SEND experience a broad and balanced curriculum which is inclusive of their needs, access arrangements and abilities.

Learning and curriculum planning is tailored to SEND pupils enabling these pupils to play an active role in the school community. This is evident in planning, children's books and when speaking to the children. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Further support in the form of interventions and the Autism base are available for those children who need more focused support to access curriculum learning. Please see the SEND Report and Policy for more information.

EAL

Approximately 65% of our pupils have English as an Additional Language (EAL). Through the use of core texts, language-rich environments and encouraged pupil discussions supported with learning resources, there is a focus on the development of vocabulary across school. The curriculum enables children to develop their knowledge and understanding of a variety of subject-specific terminology to support the children's development of the English language. For example, the use of visuals throughout lessons support the children's understanding of vocabulary across the curriculum. All staff have had training from the Educational Psychologist and our Inclusion Team to understand how to cater for all of the children throughout their different stages of English acquisition and development. Lessons will be planned so that teaching opportunities help pupils to develop their English and to support pupils to take part in all subjects.

Pupil Premium

Almost half of our school population are eligible for Pupil Premium (PP). Our curriculum has been developed to support PP pupils through a wide range of opportunities and enrichment activities. Our curriculum ensures that all children, regardless of their background, are equipped with the skills, knowledge and experiences which an individual can draw from in social life. For example, children are given access to museums, galleries, libraries and participate in workshops with the Into University Charity to develop aspirations, ambitions and goals for the future. As part of these workshops, all children are exposed to a wide range of job opportunities and the requirements needed to fulfill these positions. Providing tailored support across the curriculum to allow PP pupils to access the learning is a vital part of the implementation of our curriculum. This is valued by all staff and a commitment to this is evident.

More-able

At Allen Edwards, our curriculum caters for a wide range of abilities, including those who are more-able learners. Teachers and leaders identify these children early and ensure that they are challenged accordingly across the curriculum. Approaches used within the classroom

include enquiry-based independent learning, problem solving and critical thinking, use of a wide range of resources and sources to gather information and present uniquely as well as an ever-present challenge to use high-level vocabulary. Assessment frameworks are utilised by staff to ensure children are suitably challenged within subjects, giving them an equal opportunity to make secure, if not accelerated, progress in their knowledge, skills and understanding. For example, in writing, the more-able children may be asked to write from a different perspective or with a different audience in mind to allow them to utilise their higher-level thinking skills.

Prior low-attainers

When pupils begin their educational journey at Allen Edwards, they often have lower starting points than their national peers. Once pupils make accelerated progress to attain securely within their year group, they are monitored daily and termly across the curriculum, especially in core subjects. Teachers use quality-first teaching strategies to enthuse, motivate and support all children, which seeks to benefit those who may have been low attainers in the past. Interventions, such as pick-up in Maths, are utilised to allow the children to maintain their security within an aspect of the curriculum. This therefore ensures that children continue to achieve their potential.

Diverse community

Our school community is diverse representing a wide range of varying ethnicities. This is an aspect of our school context which we are very proud of and it is valued in our curriculum design. It is important that each and every child sees themselves represented in the learning they are undertaking. At Allen Edwards, we ensure that our curriculum is diverse and representative of our local community. For example, key themes of Nigeria and Jamaica develop a wider appreciation and increase motivation and curiosity of different ethnic groups within school.

As part of this, learning centred around our local area and community is valued across the school. For example, in Year 6 the pupils spend a term learning about the local area of our school developing their knowledge of places and how they compare to other locations in London. Celebrations of events within the Lambeth community, such as Windrush Day, enable the children to learn about the history of the area as well as extending their feeling of community to people and places outside school. This understanding of the area in which they live, appreciation of their surrounding community and contact with people within the community through visits and visitors inspires and motivates the children to become active participants within their wider community.

Monitoring and Evaluation

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits to develop a clear understanding about the intent, implementation and impact of the curriculum
- Meetings with pupils to discuss the curriculum
- Governor meeting presentations by Curriculum Lead and subject leaders about the progress in the curriculum across school
- Discussions with Curriculum Lead and subject leaders about data, outcomes, attainment and progress within curriculum subjects

- The Curriculum Lead and subject leaders will monitor the way the curriculum/ their subject is taught throughout the school by:
- Learning walks and lesson observations to understand curriculum implementation and provide support
- Planning scrutinies to ensure curriculum intent is clear and there is full coverage of the National Curriculum
- Book looks to examine outcomes, learning opportunities and resources to support all learners
- Pupil voice to ensure development of knowledge and a love of learning across the curriculum is being instilled
- Data checks to monitor the attainment and progress of children across the curriculum

The subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Assistant Head for Curriculum. At every review, the policy will be shared with the full governing board.

To gain more information about our curriculum please view the Curriculum section of our school website.

If you would like to find out more information about Allen Edwards' Curriculum, please contact a member of the Senior Leadership Team or Early Years Lead at office@allenedwards.lambeth.sch.uk