



## CURRICULUM POLICY

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### **Rationale**

At Ayscoughfee Hall School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years Foundation Stage Statutory Framework (EYFS) for younger years.

Our rigorous, well planned curriculum, combined with high quality teaching, ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. We give all pupils experience in linguistic, mathematical, scientific, technological, financial, human and social, physical, aesthetic and creative outdoor education. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

### **Values**

At Ayscoughfee Hall School we strive to enjoy our learning and make it interesting, meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth and well-being. We organise our curriculum so that we promote co-operation and understanding between all members of our community and help children understand the role they can play in our local community. We are fortunate at Ayscoughfee Hall School to have a spacious learning environment. This is respected and used by all in school, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

At Ayscoughfee Hall School our values permeate all areas of school life and are reflected by the school's simple motto:

**POLITE**  
**RESPECTFUL**  
**INDEPENDENT**  
**DO YOUR BEST**  
**EVERYBODY MATTERS**

### **Aims**

At Ayscoughfee Hall School, we aim to give every pupil the opportunity to experience success in learning, promote and inspire excellence and enable pupils to achieve their full potential. We offer a balanced and broad-based curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self esteem
- Become creative, independent learners
- Learn and make progress
- Practise and develop their literacy, speaking and listening, numeracy and computing skills across a wide range of subjects
- Develop their critical thinking and reasoning skills
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Be given the opportunity to decide upon the final outcome of their learning
- Be involved in setting own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Understand how to keep healthy and promote physical and mental well-being
- develop healthy money habits early and build a foundation for responsible financial behaviour later in life
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain's cultural heritage and understand the area in which they live
- Explore their spiritual, moral, cultural, mental and physical development.
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

### **Organisation and Planning**

At Ayscoughfee Hall School, our curriculum in the core subjects is based on the September 2014 National Curriculum for Key Stages 1 & 2, the Early Years Foundation Stage Statutory Framework (EYFS) for younger years and Development Matters

However, we are able through our independent status to extend this and provide additional opportunities for learning and personal development. For example in 2018 we introduced Forest School to our curriculum. Forest School is the name for an approach to educating children in the outdoors environment on a regular basis.

We are able to provide specialist teaching in Music, Sport, French, Spanish, Computing and Cookery.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. In subjects, staff are aware of

the National Curriculum requirements, but use their discretion regarding which topics are used within their classes to deliver these requirements.

The Kindergarten and Reception curriculum is planned with links to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests. There is a programme of activities appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

Computing is very important in our learning at Ayscoughfee Hall School. We ensure children are kept safe when using this, see our Online Safety and Acceptable Use of IT policy and the information we provide on E-Safety on our school website.

Personal Social Health and Economic Education (PSHEE) is taught throughout the school, reflecting the schools aim and ethos and encouraging respect for others. At Ayscoughfee Hall School we use the Jigsaw PSHE scheme of work from EYFS to Year 6 as the basis for our curriculum. Jigsaw brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviours, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

**Jigsaw Content:**

<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic included) and diversity work.
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
<b>Spring 2:</b>	Health Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.

<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each puzzle comprises of lessons which work towards an end product. PSHE is taught by class teachers to their own class. When external contributors from the community come in to complement the programme, teachers will still be present, and remain responsible for the delivery of the PSHE programme.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. The more detailed weekly short term planning will focus on the teaching process. A planning proforma is used throughout the whole school to focus learning expectations. The Senior Management Team and Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

### **Time Allocation per Subject**

At Ayscoughfee Hall School our curriculum and joined up approach to learning provides children with plenty of opportunity to extend their learning and develop skills outside the strict timetabling of each subject. All classes follow timetables which are shared with parents through the homework diary. We aim to provide the following per week with some slight variation according to Key Stage: (Some subjects may be blocked and given more hours over a half term e.g. 2 hours a week and then not covered the next term)

Time Allocation for Infants and Juniors (not applicable to KG and Rec)	
English – At least 1 hour per day	Computing – 1 hour a week
Maths – At least 1 hour per day	History – 1 hour a week
Science – 1 ½ hours per week (may be flexible in infant classes)	Geography – 1 hour a week
Art / DT / Cookery – 2 hours a week	Music – 1 hour a week
P.E. – 2 hours a week	French (Years 3 to 6) - 30 minutes a week
R.E. / PSHEE – 1 hour a week	Spanish (Reception to Year 6) – 30 minutes a week
Forest School – 1 hour a week on a half termly rolling programme	

## **Assessment, Recording, Monitoring and Evaluation**

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. Teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in marking and provision of constructive feedback. Teachers use Sonar to record formative and summative assessments. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects.

Kindergarten and Reception pupils are assessed using the EYFS Profile and Sonar. Learning journeys are established for each child in Reception and assessments are made against the ELG Profile Statements.

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year in writing and at an appointment where parents are given the opportunity to discuss their child's progress.

## **The Roles of the Subject Leaders**

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 and that progression is planned into schemes of work. Where appropriate, a team or pair of teachers will share responsibility for a subject area.

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Support staff development and improve the quality of teaching and learning over time.
- Monitor pupil progress in that subject area by working alongside colleagues, book scrutiny, lesson observations and planning scrutiny.
- Monitor teaching in their subject.
- Keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update.
- To liaise with appropriate bodies e.g. governors about matters relating to their subjects.
- Provide efficient resource management for the subject.

The Senior Management Team has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all lessons have appropriate learning

objectives. The Senior Management Team oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum.

### **Risk Assessment**

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. For further guidance reference needs to be made to:

- Educational Visits Policy
- Subject Specific Risk Assessments
- Health and Safety Policy

### **Inclusion and Differentiation**

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think in depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities.

Extra support and interventions are provided for children as necessary and in line with our SEND policy.

The IDL literacy and numeracy programme is also used to support children with specific difficulties.

### **Deeper Learning**

- Planned around the distinctive needs of our children at Ayscoughfee Hall School
- Enquiry-based to promote curiosity
- Outcomes driven to raise standards
- Embedding the application of basic skills
- Making learning meaningful and setting it in context
- Making writing meaningful
- Integrating empowering learning ('learn to learn') skills

## **Planning**

Medium term plans allow the teachers to structure teaching and learning to ensure not only full coverage of the curriculum but that it meets the needs of our children by reflecting on the aims and vision of our school – Love of learning, environment, enterprise, community, oracy and presentation. We aim to provide the opportunity within topics to enjoy:

- The children's own ideas and questions
- How the theme will be introduced (a 'wow' factor to get the children engaged)
- Opportunities for visits or visitors
- A focused learning outcome at the end of the them e.g. a presentation, dramatization or production of an artefact
- How children's work will be presented e.g. theme book, artwork, recording through Computing, display

## **Curriculum Communication to Parents**

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- All parents are encouraged to use the school homework diaries to record reading at home in the infants and general communication in the juniors.
- Formal reporting to parents three times a year in the form of a written report. Parent consultation evenings where parents' make an appointment to meet with their children's teachers and discuss their progress.
- Weekly newsletter highlighting curriculum events, trips and sporting achievements
- Parents of SEND children are given copies of Support plans as well as additional opportunities to discuss their child's targets
- School Website informs parents what has been happening in the wider curriculum.
- Use of the schools Facebook page 'Ayscoughfee Hall School Life'
- Curriculum workshops.
- Curriculum evenings at the beginning of each academic year.
- E-Safety bulletins

Teachers are of course also available at the start and end of each day for any necessary communications. Teachers can use email to communicate with parents and the school office is another port of call.

## **Homework**

Homework is given in line with our school policy. All homework is given to the children in both paper format and using online computer links to the Maths, English and topic work.

### **Enhanced Provision**

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences:

- Clubs
- Visits
- Visiting Speakers
- Sporting events
- Drama Productions
- Community Charity Work
- Residential Experiences
- Forest School
- Well-being days
- Financial education
- Information about careers

In addition we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

### **Resources**

We aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

The Board of Governors, Curriculum Committee and Senior Management Team are responsible for monitoring the way the school curriculum is implemented. This committee reviews curriculum development via the Curriculum committee meetings and the Headteacher's reports.

We have named governors for individual subjects. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects, development within them and future plans for the subject.

To be read in conjunction with:

- Online Safety and Acceptable use of IT Policy
- Marking Assessment and Feedback Policy
- Reporting Policy
- Health and Safety Policy
- SEND and EAL Policy
- Educational Visits Policy
- PSHEE Policy

This policy was approved by the Governing Body on 23<sup>rd</sup> March 2026

*Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS*

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