

South Avenue Primary School



Curriculum Policy

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by:

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1. Curriculum Intent Statement

At South Avenue Primary School, we have designed our curriculum with the intent that all children are provided with the opportunity to be the best they can be through becoming ambitious, encouraging and resilient young people who have a passion for learning and achieving.

Our curriculum is designed to: recognise children’s prior learning, provide meaningful real-life experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

We believe that children must have the building blocks to become successful and independent adults in terms of being able to gain employment, live healthy lifestyles, be moral citizens and to take opportunities to extend their horizons. In recognition of the context of the start points of many of our children, we have a strong focus on the teaching and learning of Maths and English as a lack of skills in these areas can impact future career options.

Every child is recognised as a unique individual, and we celebrate and welcome differences within our diverse school community. We adapt our curriculum to ensure all children at South Avenue are provided with the opportunity to make progress. We intend to constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. It is our intention to be relentless in our drive for high expectations and

quality outcomes across the curriculum; we instil pride, celebrate achievements and nurture aspirations.

We want our children to understand that support for themselves and for each other are the key to success; that we are a team and respectful of each other - whether that be within our school community or in a much wider context. Having a positive attitude is also very important to us and through teaching the children about resilience, academic success and embracing challenge we hope to promote excellent behaviours for learning. Our restorative culture ensures that all members of our school community take responsibility for their actions and understand that actions have consequences.

These themes are central to our vision: We discover, we learn, we grow.

This policy makes reference to The National Curriculum 2014 and The Early years Statutory Framework 2025. It is linked to our Teaching and Learning Policy, Early Years Foundation Stage Policy, Special Educational Needs Policy, Subject Leadership Policy, Assessment, Feedback Policy and Relationships and Sex Education Curriculum.

2. Aims and Objectives

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. At South Avenue, we acknowledge that the National Curriculum is just one element in the education of every child and we strive to extend our curriculum beyond this. 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.

- Ensure that high quality learning takes place in every lesson, which results in a high standard of pupil achievement for all children
- Provide a safe, secure and stimulating environment which enables children to develop their self-esteem and decision-making skills enabling them to make a positive contribution to school life and beyond
- Value each child as an individual and respect their individual rights, values and beliefs
- Provide a creative, inspiring and engaging curriculum, with both challenge and support, in and beyond the classroom
- Work as a team with parents/carers and members of our school community to maintain and develop a school of which we all be proud
- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures

3. Early Years Foundation Stage Curriculum

At South Avenue we understand the importance of building good foundations for future learning and our provision in the Early years reflects this. We are committed to nurturing a lifelong love of learning alongside the aims of the Early Years Statutory Framework to ensure all children have a secure and confident start to their school life.

We have high expectations, consider the development of the whole child and seek to foster resilience and independence. We innovate our children to take the lead in their learning, encouraging confidence to explore new ideas, take risks, make links and seek challenge.

We aim to provide the essential knowledge and skills that children need to prepare them for their future success and to give children the best possible start to their early education. Our curriculum is designed to meet the needs of every child; ensuring no child's achievements are limited, regardless of their background, circumstances or need.

We provide inviting classroom environments indoors and outdoors to stimulate learners and engage them in developing the three 'Characteristics of Effective Learning' as set out within the Early Years Foundation Stage.

The EYFS curriculum encompasses our school value of 'we discover, we learn, we grow'.

At South Avenue, we carefully plan our EYFS curriculum to meet the following aims:

- Foster a love of learning which inspires curiosity.
- Provide experiences of awe and wonder.
- Develop high levels of engagement, collaboration and cooperation.
- Provide meaningful opportunities that are influenced by the children's interests and experiences.
- Develop Independence and Resilience
- Ensure all children have access to high quality learning opportunities with purposeful resources and in an enabling environment.
- Provide a curriculum responsive to individual needs.
- Express themselves with confidence in a meaningful way.
- Respect the opinions and values of themselves and others.
- Ensure communication and positive interactions are embedded in practice.
- Provide parents/carers with the opportunity to develop their child's learning at home.
- Develop knowledge and understanding of the community and wider world.

4. English

Spoken Language

Pupils are encouraged to listen and learn from sharing ideas with others. Talk partners are used extensively throughout the school, together with a range of planned learning opportunities that encourage pupils to explore language e.g. role play, drama activities, group discussion, hot seating.

Phonics

At South Avenue, we are dedicated to the delivery of high-quality phonics teaching. We strive to ensure that all children become successful, fluent readers by the end of Key Stage 1 as well developing a love of reading that will stay with our children for the rest of their lives. We have a heavy focus on the development of language and language skills for our children because we know that speaking and listening are crucial skills for reading and writing across all subject areas.

At South Avenue Primary School, we follow Twinkl Phonics; a validated systematic synthetic phonics programme. It is a progressive programme that covers phases 2-5. Discrete phonics lessons take place daily across Reception and Key Stage 1. Within phonics we follow the cycle of 'Assess, Teach, Practise, Apply' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context.

Reading

At South Avenue, our reading curriculum is designed with the intent that each child becomes a caring, confident and curious young person with a passion for learning and achieving. It is our belief that reading is the key to unlocking this passion and curiosity for the world and that reading can open the door to a successful and happy future for our children. Our curriculum is carefully designed to ensure that all children leave the school with the ability to read, no matter where their starting point in their journey to reading may have been. In Early Years and Key Stage 1, children learn to read so that in Key Stage 2, they can read to learn: as the Rose Review stated, "learning to read progresses to reading, effortlessly, to learn." Without the initial skill of reading, children will be unable to access the joy of learning, so our primary focus is supporting all children not only to read but to develop a love of reading. This can be seen in the school environment throughout, from the theme of the hall displays being World Book Day 2022 to book corner displays in the classrooms.

Children's development of reading is supported every day by access to a variety of high-quality texts which are matched to their reading level and with a degree of challenge; opportunities to read independently and to teachers, teaching assistants and volunteers; modelled reading by class teachers during daily read aloud sessions; the teaching of phonics in early years; and finally, through class guided reading sessions to develop comprehension skills. Additionally, children are exposed to high quality texts when they explore topics in science, computing and all foundation subjects.

Spelling

To continue the positive start the children make when learning phonics in Reception, Year 1 and Year 2, we are using twinkl spelling from Year 2 to Year 6. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

Writing

South Avenue believes that writing is a key skill for life both inside and out of education and that is why it features across all the subjects taught across our school.

Our aim is to provide children with transferrable writing skills to build on year on year, that can be used throughout each phase of their education, and prepare them for secondary school.

Teaching children to write for a range of purposes and audiences can be very exciting, especially here at South Avenue where we provide children with a range of engaging hooks to capture their imagination. We aim to provide the children with varied reasons for writing and believe that this not only produces higher quality writing, but allows our learners to apply their skills in a range of different contexts.

Writing across all subject areas will prepare our children for secondary education and a more in-depth approach to analysing, planning and innovating their writing.

We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.

Our aim is for ALL learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this whilst fostering a love of writing.

At South Avenue, we are excited about writing!

Handwriting

At South Avenue, a high-standard of non-cursive writing is modelled in EYFS and Year 1 with children being introduced to cursive handwriting in Year 2 or when appropriate. Handwriting is taught and practised regularly and is expected to be evidenced throughout all written work in all subjects – once consistent, cursive handwriting is seen in a range of written pieces, children are awarded their pen licence.

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and Key Stage 1 education, but also as the children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school.

5. Maths

At South Avenue, we aim to deliver a high-quality maths education which enables children to feel a sense of enjoyment, curiosity and achievement. We encourage children to reason mathematically to support them to successfully solve problems and challenges in everyday life.

In line with the current National Curriculum, we provide a maths curriculum which enables our pupils to:

- become fluent in the fundamentals of mathematics
- reason mathematically by following a line of enquiry solve problems by applying their mathematics to a variety of routine
- solve routine and non-routine problems

All year group planning in maths is adapted from the White Rose Maths Scheme as this scheme clearly allows the three main aims of the National Curriculum to be followed. Following our calculation policy, we teach new mathematical concepts through a journey of concrete, pictorial and abstract to support conceptual understanding and to make links across topics. CurricuColour is used across the school, which is a child-friendly assessment system that allows children to self-assess at the beginning and end of the lesson to measure the progress that they have made.

Research shows that children need to be given frequent opportunities to revisit objectives so that their learning becomes embedded. At South Avenue, the following strategies are used to enable this to happen in maths:

- Daily arithmetic practice following objectives from previous year and objectives covered so far.
- 'Problem of the Day' to be planned at least three times per week – including a range of skills and knowledge.
- 'Last lesson, last week, last term and last year' challenges to be set weekly to ensure revision covers much of the curriculum content.
- Inclusion of objectives from the previous year, where deemed necessary, before teaching a unit of work.
- Discreet times table practice.

In order to further promote mathematical skills and thinking, there are extra activities throughout the school year, including Number Day and More Able Maths Day. This enables our children to have the opportunity to experience maths in real life contexts and take part in a variety of activities that broaden their knowledge, skills and experience.

6. Science

At South Avenue, our curriculum is designed with the intent that each child becomes an ambitious, encouraging and resilient young person with a passion for learning and achieving.

From EYFS up to the end of KS2 our pupils will build up a body of key foundational knowledge and skills in core science areas. Pupils are encouraged to:

- Work scientifically, applying their knowledge of science through asking questions and conducting research, setting up tests, observing, recording data and evaluating their results;
- recognise the power of enquiry;
- develop rational explanations;
- develop a sense of excitement and curiosity while using key skills from Reading, Writing and Mathematics to explore scientific phenomena.

Our school uses Pearson's Science Bug as the starting point for the planning of Science lessons. Planning is adapted as appropriate to meet the needs of learners within our school. Our units have been carefully mapped out in long term planning. Through our links with Fulston Manor, we are able to draw upon the expertise and resources available in a secondary school setting and teachers have delivered workshops to our Year 6

children. In addition to routine use of formative assessment during lessons, we have started to use Science Bug materials to make more formal assessments.

7. Computing

Through the teaching and learning of Computing, we encourage children to be inquisitive throughout their time at school and beyond. At our school we appreciate that technology is everywhere and will play a pivotal role in our children's lives. We want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our children to become innovators, not merely consumers, and we aim to include a broad curriculum (which includes: computer science; information technology; and digital literacy). At South Avenue primary School, we follow Teach Computing which is a clear and effective scheme of work that provides coverage in line with the National Curriculum. Our computing curriculum facilitate progression across all key stages within the strands of digital literacy, information technology and computer science.

8. Physical Education (PE)

It is our aim at South Avenue to offer opportunities to our children that provide a variety of physical activity, school sport and physical education. Through continued professional development for school staff, we ensure that our children are provided with an improved, skill-based curriculum which supports the developmental needs throughout all key stages. In turn, we highlight the importance of a healthy, balanced lifestyle through cross curricular links in PSHE and Science. As a school we recognise the benefits of PE and how they provide support for not only the physical domain but also the social and emotional developmental needs. Through supporting the whole child, it is key that our sports clubs and competition cater for all abilities. When combining all of these attributes we hope that every child strives to succeed and has a positive and enjoyable experience in PE.

9. History

At South Avenue, our aim in History is to offer teaching and learning opportunities that are logical, broad and balanced. From this teaching and learning, we aspire to ignite children's passion and excitement for learning that in turn develops a strong understanding of the world in which we live. The teaching of History, at South Avenue focuses on the development of four key skills: identifying, classifying, recognising and observing. These key skills are taught from Reception and are developed, as well as expanded on, throughout the children's primary education. For example, by the end of Year 6 children will be able to hypothesise and critique historical sources from the past.

At South Avenue our approach to teach History focuses on building strong foundations year on year. This gives children an understanding of historical timelines, thereby enabling them to make links between different periods in history i.e. how houses have developed. As a result, this develops children's observation and debating skills as they progress from Reception to Year 6.

Throughout their school journey, we aspire for the children to apply their historical skills in order to empathise with the past. They will build an understanding of the way in which people lived their lives, and how the world has been shaped from key events and people from our past. Throughout their journey at South Avenue, children will experience and study a number of key periods from our past. These include; Travelling Ted - teaching an overview of the history of our country, The Great Fire of London, Stone Age, Life in Roman Britain, Mayans and WWII.

From early on, children are taught how to connect and make historical comparisons through artefacts, experience days and travel to local and national historical monuments. Children are then able to engage with history by asking investigative questions leading to a secure understanding of the past and what the world has learnt from it.

10. Geography

At South Avenue, we believe that through the teaching and learning of geography we aim for children to develop a curiosity and an understanding of the world we live in including its people and their place within it. Geography helps to provoke questions and provide answers about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at South Avenue, enables children to develop knowledge and skills that are transferable to other curriculum areas. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments. The geography curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at South Avenue and also to their further education beyond.

11. Personal, Social and Health Education (PSHE) and Relationships and Sex Education (SRE)

Our PSHE and RSE curriculum intent is to ensure that our school is a community that is inclusive where all children are able to:

- Achieve their best
- Have ambitions and determination
- Be confident in themselves
- Have positive values and beliefs
- Understanding the importance of community
- Having caring and kind attitude towards others.
- Develop fundamental skills such as organisation and leadership.

PSHE is a fundamental part of the curriculum that helps to equip children with the knowledge, skills and strategies to help them to live a safe and responsible life.

Here at South Avenue, we follow the Kapow Primary PSHE Programme of study and have tailored it to suit our school community, linking it with our school values and ethos. We follow Kapow Primary's scheme of work: Family and relationships; Health and wellbeing; Safety and the changing body; Citizenship; Economic Wellbeing; Identity (Y6). Each year group from Years 1- 6 cover each theme every year providing the children with an opportunity to revisit themes, enabling them to extend their thinking, expand their knowledge and develop skills. The aims of the lessons are to ensure that links are drawn between previous and current learning, helping them to build and develop on these fundamental skills ready for lifelong learning.

12. Religious Education (RE)

At South Avenue, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Religious Education is taught throughout the school using the 'Understanding Christianity' scheme in such a way which allows children to reflect the overall aims, values, and philosophy of everyday life. At South Avenue we use the Kent Agreed Syllabus as guidance for teaching the other world views.

It plays an important role, along with all other curriculum areas, particularly PSHE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens.

Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

13. Art and Design

At South Avenue Primary School, we believe the Art and Design are a vital and integral part of children's education and it encompasses the highest forms of expression and creativity.

We have designed our Art and Design curriculum with the intent that each child becomes an ambitious, encouraging and resilient person who has a passion for learning and achieving. The curriculum is designed to: fulfil the National Curriculum, provide a broad and balanced curriculum which ensures the progressive development of skills and knowledge in the Art and Design. This is achieved by recognising the children's prior learning, allow the children to express their individual creativity through observing, recording and performing first-hand experiences and from imagination, whilst developing competency in controlling a variety of materials, tools (instruments) and their own bodies, develop self-reflection skills, build resilience and become creative, critical thinkers in a meaningful way. Additionally, we believe it enables pupils to develop curiosity and a natural wonder of the world around them, therefore linking strongly with our school values and to develop life-long skills such as; experimenting and exploring, practicing, perseverance, resilience and evaluating whilst gaining a sense of pride. The focus is in developing proficiency in various techniques and processes, and to develop an awareness of the visual, auditory, physical and tactile elements whilst fostering enjoyment and appreciation of the visual arts and significant artists across the Art and Design.

Every child is recognised as a unique individual and we celebrate and welcome these similarities or differences. There is no right or wrong in the Arts, but an opportunity for children to express themselves in a variety of ways without limitations. Children's demonstrations of the Art and Design are valued, discussed and displayed both in school and the wider community. We believe that all children are creative and that it is essential to foster this to become expressive, cohesive and successful adults to take opportunities to extend their horizons in their futures.

14. Design Technology

We have designed our Design Technology curriculum with the intent to promote the child's physical, mental, cultural, moral and spiritual development to become an ambitious, encouraging and resilient young person who has a passion for learning and achieving. The curriculum is designed to: fulfil the National Curriculum Design Technology Programmes of study, to provide a broad and balanced curriculum which develops children's appropriate subject knowledge, skills and understanding in various techniques and materials. This is achieved by recognising the child's prior learning, allow the child to express their individual creativity through observing, recording, opportunities for first-hand experiences and from imagination, whilst developing competency in controlling a variety of materials, tools, develop self-reflection skills, build resilience and become creative, critical thinkers in a meaningful way. Additionally, we believe it enables children to develop curiosity and a natural wonder of the world around them, therefore linking strongly with our school values and to develop life-long skills such as; experimenting and exploring, practicing, perseverance, resilience and evaluating whilst gaining a sense of pride. The focus is in providing opportunities, developing responsibilities and experiences to extend their horizons for later life.

15. Modern Foreign Language (MFL)

At South Avenue, the intention of our MFL curriculum is to develop an interest in and thirst for learning other languages. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways. We hope to embed the essential skills of listening, reading, speaking and writing. We aim to build the children's 'culture capital' so that they are aware of similarities and differences between cultures. In short, we hope to lay the foundations for future language learning.

Our MFL curriculum has been designed to progressively develop skills in French. We are currently using the Language Angels programme of work to deliver our French lessons. These ensure children acquire a bank of

vocabulary organized around topics. They ensure development is progressive as they build on previous knowledge from units already studied.

16. Music

At South Avenue Primary School, we believe that Music is a vital and integral part of children's education, and it encompasses the highest forms of expression and creativity.

To support the teaching and learning of Music, and ensure it is consistent across South Avenue, we use the programme Sing Up. The curriculum is designed to fulfil the National Curriculum, provide a broad and balanced curriculum which ensures the progressive development of skills and knowledge in Music. This is achieved by recognising the children's prior learning, allow the children to express their individual creativity through observing, listening, appraising, recording, and performing, whilst developing competency in listening to Music and creating Music in a variety of ways such as using instruments, their own bodies and voice, develop self-reflection skills, build resilience and become creative, critical thinkers in a meaningful way. Additionally, we believe it enables pupils to develop curiosity, exploration, and reflection skills whilst linking strongly with our school values and to develop life-long skills such as experimenting and exploring, practicing, perseverance, resilience and evaluating whilst gaining a sense of pride. The focus is on developing proficiency in various techniques and processes, and to develop an awareness of the auditory process of listening and creating Music, physically creating Music and performance elements whilst fostering enjoyment and appreciation of the Music and listening to significant artists across Music from various eras.

Every child is recognised as a unique individual and we celebrate and welcome these similarities or differences. There is no right or wrong in Music, but an opportunity for children to express themselves in a variety of ways without limitations. Children's demonstrations of Music are valued, discussed and displayed through performances, celebrations and recordings both in school and within the wider community. We believe that all children are creative and that it is essential to foster this to become expressive, cohesive and successful adults to take opportunities to extend their horizons in their futures.

17. Inclusion

Teachers have consistently high expectations for all pupils and plan learning that enables every child to make ambitious progress. For pupils working above the expected standard, teachers design challenging extension opportunities. Equally, for those who are not yet on track, disadvantaged, vulnerable, or have additional needs, teachers plan targeted support. Assessment is used strategically and frequently to set goals that stretch achievement and to monitor progress towards them.

Our school is committed to an inclusive curriculum that ensures equitable access to education for every pupil. Where necessary to meet individual needs, the curriculum will be adapted in consultation with parents/carers, the pupil and relevant professionals. Any adjustments or accommodations will ensure that children are both supported and sufficiently challenged.

For pupils with Special Educational Needs or Disabilities (SEND), we strive to identify needs early and provide high-quality provision. Our approach complies fully with the SEND Code of Practice. In most cases, needs will be addressed within class settings via appropriate adaptation, scaffolding and support, drawing on specialist input where needed.

18. Enrichment

We are committed to offering a broad and ambitious curriculum that goes beyond the National Curriculum to develop the whole child. Our enrichment programme is carefully planned to extend learning, promote curiosity and build cultural capital. This includes educational visits, themed days and weeks, visiting experts and opportunities to engage with the wider community. We provide experiences that inspire pupils, deepen subject knowledge and nurture talents and interests.

Each year group will take part in a variety of enrichment opportunities throughout the academic year. These will link to their topic work or to a whole school theme. Throughout the year, the children are provided with the chance to perform in front of an audience to develop their confidence and provide them with the opportunity to shine. This is achieved through the end of Key Stage 2 performance, choir events, class assemblies and nativity plays.

Whole school assemblies are used throughout the year with carefully selected themes to raise awareness to the children. Some of these include, Martin Luther King Day, International Day of Education, Holocaust Memorial Day, International Day of Women and Girls in Science, celebrating Ramadan and Eid and many more.

Themed days and weeks are embedded within our curriculum to enhance learning and provide memorable, high-impact experiences. These events are often linked to national and international initiatives such as **World Number Day, British Science Week, World Book Day, and International Music Day**, ensuring pupils connect their learning to wider contexts.

In addition, we celebrate diversity by promoting languages and cultures through our **'Language of the Term'** initiative. This gives pupils the opportunity to explore different linguistic traditions, broaden their cultural awareness, and develop respect for global communities.

To engage our parents, we provide parent workshops at school. These include:

- English Lessons run by Adult Education for our families with EAL
- Stepping up to Secondary running for our Year 6 parents
- Stepping up into Primary for our new parents
- Autism Awareness
- Cooking on a Budget funded by Optivo
- Getting to know you exercises for new starters and their parents
- Family First Aid
- Family Liaison Officer (FLO) Collaboration

19. Extra-curricular Activities

Beyond the classroom, we offer enriching experiences and extra-curricular activities. Pupils of all ages can take part in activities to pursue their interests, and have the chance to develop and explore new ones. From creative and performing arts to subject extensions and sporting activities we offer a range of activities to suit every energetic young mind. Enriching extra-curricular activities build children's aspirations, give them foundation and transferable skills and help them make new friends in the school and have fun.

20. Breakfast and After School Club

We provide an 'extended day' for working parents and carers from 7.45am until 6pm, and aim to keep the costs for this provision neutral. Breakfast care allows parents to drop children off early. The pupils are given a healthy and nourishing breakfast. After school children are cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax. There is a planned programme of activities for this time slot each day. They are also given a light tea.

21. Monitoring and Evaluation

The Senior Leadership Team will continuously monitor the effectiveness of the curriculum. Feedback from pupil voice, staff, governors and parent surveys along with pupil progress data will be considered. Action points will be agreed and discussed with staff. Subject Leaders are provided with time out to monitor their subject across the school and meet with the Vice Head of School to discuss the impact and actions for their

subject areas. Curriculum developments are reported to the governing body in line with the School Improvement Plan.

This policy will be reviewed by the Vice Head of School annually.

It will be approved by the governing board.