

Abingdon Primary School



This school is an academy within The Legacy Learning Trust.



Curriculum Policy

Status & review	Term	Year
Last review date/Policy adopted	Autumn	2025 - 2026
Next review	Autumn	2026 - 2027
Lead	Mr A Cooper	

1. Curriculum Aims

Our curriculum is bespoke, inclusive by design, and shaped by the children and community we serve. It reflects the cultures, languages, lived experiences and aspirations of our pupils, ensuring every child feels a strong sense of belonging, representation and inclusion.

We prioritise the child before the learning. By ensuring pupils feel welcomed, valued and emotionally safe from the moment they arrive, we create the conditions in which they can thrive academically, socially and emotionally.

Our curriculum aims to:

- Provide a broad, balanced and coherently sequenced education
- Ensure learning is explicitly taught, modelled and scaffolded in line with Rosenshine's Principles
- Support pupils' spiritual, moral, social and cultural development through the ARCH values
- Equip pupils with vocabulary, oracy and cultural capital
- Celebrate the diversity of our community
- Ensure equitable access through adaptive teaching and responsive feedback
- Maintain high ambition for all pupils, including SEND, EAL and disadvantaged learners
- Provide strong EYFS foundations for future learning
- Ensure all pupils feel represented and included

This policy aligns with the **SEND Code of Practice (2014)**

2. Legislation and Guidance

This policy reflects:

- The National Curriculum (2014)
- The SEND Code of Practice (2014)
- The Equality Act (2010)
- The Early Years Foundation Stage (EYFS) Statutory Framework (2025)

3. Roles and Responsibilities

3.1 Governing Board

The governing board will:

- Monitor the effectiveness of the curriculum
- Ensure statutory coverage and compliance
- Support ambition, inclusion and high expectations
- Ensure sufficient teaching time

- Ensure provision for pupils with different abilities and needs, including SEND
- Participate in decisions about curriculum breadth and balance

3.2 Headteacher and Deputy Headteacher

They will ensure:

- Curriculum intent and implementation reflect the school's inclusive ethos
- Adequate time is allocated to curriculum subjects
- Adaptive teaching meets the needs of all learners
- Statutory assessment requirements are met
- Provision for SEND, EAL and disadvantaged pupils is robust and ambitious
- Governors are informed and involved in curriculum decisions

3.3 Phase Leaders

Phase Leaders ensure consistent, high-quality and inclusive curriculum implementation across their phase. They will:

- Support teachers to deliver a curriculum that is bespoke, ambitious and inclusive by design
- Ensure teaching reflects Rosenshine's Principles
- Monitor teaching, learning and curriculum implementation
- Ensure the needs of SEND, EAL and disadvantaged pupils are anticipated and met in line with the SEND Code of Practice
- Lead coaching, professional dialogue and collaborative planning
- Ensure the curriculum reflects pupil identity, culture and lived experience
- Work closely with subject leaders and senior leaders to ensure coherence and progression

3.4 Subject Leaders

Subject leaders will:

- Ensure their subject matches the scope and ambition of the National Curriculum
- Map content so learning is sequenced and builds on prior knowledge
- Embed inclusive strategies such as modelling, scaffolding, retrieval practice and structured talk
- Ensure SEND, EAL and disadvantaged pupils are considered at every stage of planning
- Support staff with subject knowledge and inclusive pedagogy
- Monitor teaching through planning reviews, book looks, pupil voice and lesson visits
- Lead staff training and contribute to school improvement priorities
- Audit and manage subject resources

3.5 Teachers

Teachers will:

- Deliver a curriculum that is inclusive by design and aligned with Rosenshine's Principles
- Sequence learning so it builds on prior knowledge
- Use adaptive teaching to ensure all pupils can access the same learning intention
- Prioritise modelling, scaffolding, guided practice and checking for understanding
- Use retrieval practice to strengthen long-term memory
- Provide visual supports, stem sentences and structured talk routines
- Maintain strong subject knowledge and engage in professional development
- Use responsive feedback to address misconceptions and support progress

4. Organisation and Planning

Our curriculum is bespoke to Abingdon Primary School, shaped by our pupils' identities, cultures and lived experiences. It is intentionally designed to be inclusive from the outset.

We place a strong emphasis on the child before the learning, ensuring:

- Warm, positive relationships
- Emotional safety
- A strong sense of belonging
- Understanding of and responding to individual needs

The curriculum is designed to:

- Follow a consistent instructional sequence: review, small steps, modelling, guided practice, independent practice and checking for understanding
- Reduce cognitive load through clear explanations and scaffolding
- Embed retrieval practice to strengthen memory
- Use visual supports, vocabulary instruction and structured talk to reduce language barriers
- Provide enrichment opportunities that broaden experience and cultural capital
- Ensure EYFS lays secure foundations for future learning

5. Inclusion

We are committed to being inclusive by design, ensuring all pupils can access and succeed in the curriculum.

In line with the SEND Code of Practice, we ensure:

- High-quality teaching is the first step in meeting pupils' needs
- Adaptive teaching removes barriers without lowering expectations
- Scaffolds support access to the same learning intention
- Pupils with SEND, EAL and disadvantaged backgrounds feel represented and included
- Emotional wellbeing and relationships are prioritised

- Inclusive strategies (modelling, scaffolding, retrieval, visuals, stem sentences, talk routines) are embedded consistently
- Graduated response is utilised to ensure pupil's needs are monitored and appropriate support is identified

6. Monitoring Arrangements

Monitoring will evaluate how effectively the curriculum:

- Is inclusive by design
- Is implemented using Rosenshine-aligned practices
- Meets the needs of SEND, EAL and disadvantaged pupils
- Ensures pupils know more and remember more

Monitoring activities include:

- Curriculum round robins
- Learning walks focused on inclusive practice
- Book looks examining scaffolding, modelling and retrieval
- Pupil voice
- Staff dialogue
- Data analysis
- Resource audits

The policy will be reviewed annually by the Deputy Headteacher and the linked governor.

7. Links with Other Policies

- EYFS Policy
- English Policy
- Mathematics Policy
- Assessment Policy
- SEND Policy and Information Report
- Equality Information and Objectives
- RSHE Policy
- Teaching and Learning Policy
- Pupil Premium Policy

