



NURSERY • PRIMARY

ABOYNE LODGE

CREATIVE • CURIOUS • CARING

Curriculum Intent, Implementation and Impact document VI (Sep 21)

INTENT					
Our Context	We are an integral part of the local community. Families are attracted to our nurturing ethos and small size.	We have gone through an extensive refurbishment to our Grade 2 listed building over the past two years, funded by the DfE.	We have a large number of bilingual children with many families coming from a range of cultures and faith traditions	Behaviour at Aboyne is Excellent. Children are respectful and supportive of each other. They listen well and achieve well.	We are a nurturing school where the wellbeing of all our pupils is at the forefront of everything we do. We even have a school 'well-being' dog!
Our Vision	<i>Curious, Caring, Creative</i>				
Our vision aims	<p><i>The children are at the centre of everything that we do and as a learning community, we continuously challenge ourselves to achieve the highest standards. Aboyne Lodge is committed to ensuring equality of opportunity in the development of all staff and pupils.</i></p> <p>At Aboyne Lodge we aim to help everyone achieve their best and succeed by :-</p> <ul style="list-style-type: none"> • Providing an environment to enable all children to feel important, happy, safe and secure; to feel proud of themselves and their peers. • Providing a broad, balanced, challenging, stimulating and creative curriculum which meets individual need. • Building self-confidence, self-esteem and independence by celebrating success. • Encouraging a caring attitude which respects the beliefs and opinions of all within the school community, and ensures equal opportunity. • Promoting active, positive partnerships with parents and governors, whilst developing friendly links with the wider community. • Promoting staff expertise and empowering everyone to share and deliver innovative, creative and high quality teaching. • Nurturing curiosity, a questioning attitude and a love of lifelong learning. • Promoting a positive attitude to healthy eating and lifestyle. • Building a truly inclusive school, which caters for all children whatever their race, creed, culture and academic ability; enabling everyone to achieve their best in all areas of the curriculum and school life. <p><i>These aims will be achieved through teamwork and an active partnership between school, home, governors and the wider community.</i></p>				
Our Curriculum Drivers	Cultural Diversity	Sustainability	Learning Powers	Oracy	

IMPLEMENTATION

1. Innovative, broad and balanced curriculum	Memorable, meaningful cross curricular themes not tenuous.	Focused on the knowledge and skills of specific subject areas	Passionate teachers teaching stimulating lessons	Solid starting foundations in Reading, phonics, Writing and Maths extending across the school	Immersive and exciting opportunities for learning take place.	High quality resources and texts used with a book based approach to English.	A deep focus on language and oracy skills	Children develop a strong love of reading
How?	Planned sequences of lessons threading through the year and whole school building on previous knowledge.	Developed knowledge organisers for specific subjects, accurate assessment processes	Collaboration with other staff, a culture of development and improvement, peer observation and support. A focus on the whole child.	Quality phonics programme in place with reading books well matched to sounds learned.	Themed days organised as a whole school, speakers invited in to school, trips arranged, partnerships with museum in place.	HfL English plans in place utilising quality texts that offer variety of contexts and language.	Oracy embedded within teaching through lessons with a focus on discussion and understanding	Regular opportunities through the school week to read independently, be heard read and be read to.
2. Continue to make safeguarding a priority	Drug Education	Relationships, sex and health Education	Online Safety	Anti-bullying	Anti-racism (sensitivity to other cultures)	Keeping safe outside of school.		
How?	Part of the PSHE curriculum. Speakers invited in where possible to support outcomes.	Jigsaw – Introduced in year 3 and 4 and then developed in Year 5 and 6. NSPCC workshops as a part of our assembly offering	E-Safety embedded in ICT curriculum and part of the PSHE curriculum. In addition, E-safety evenings offered to parents, updates shared on the school bulletin.	Anti-bullying week, part of the pshe curriculum, a whole school focus on British values through lessons and assemblies	Part of the PSHE and RE curriculum, alongside visitors coming in to school celebrating diversity and different cultures including participation in Black History Month, Chinese New Year. Diversity is a key element of our curriculum.	Regular speakers invited in to school. Railway safety team, Road safety awareness, Mini-police course for Year 5, Bikeability training for Y5/6, visits to Hazard Alley		
3. Support and challenge all learners	Quality first teaching for all	Cohesive and innovative strategy for disadvantaged children	Quality SEND Provision	Pupil wellbeing and mental health	Physical Health - Sport and nutrition	Perseverance and grit	More Able learners provided for	
How?	Maths teaching follows a mastery approach developed through quality CPD from NCETM and	Immediate intervention used to close the gap, alongside pre-teaching and	Senco on site three days per week supporting quality first teaching and liaising with outside	We have a link education and mental health practitioner (EMHP) to support parents	Part of the school sports partnership actively involved in lots of sport. All year groups have the	Children are supported through our learning powers: Resilience	Open questions, challenge work students, opportunities to	

	Matrix Hub. Scaffolding and support given so that all learners reach their potential.	tutoring where needed.	agencies where needed.	and pupils where needed along with a mental health lead.	opportunity to swim. 2 hours of PE delivered. Wide variety of clubs available.	Resourcefulness Reflectiveness Reciprocity	attend competitions
4.Excellent teaching	Accurate assessment to inform next steps planning	Expert subject knowledge	Clear modelling	Closing the gap	Wellbeing	'In the moment' feedback and purposeful marking	Embedding concepts into long term memory long term
How?	Use of Herts Assessment Tool to support tracking. All staff invited to agreement trialling. With other schools to ensure accuracy.	Training provided in different subject areas and cascaded to staff. Subject advisors work closely with the school in core subject areas to raise standards.	Working walls used and referred to. Use of concrete materials in Maths throughout the school. Quality resources used e.g., Essential Maths and HfL English plans.	Careful consideration of PPG funding used to support the whole child. Use of TAs to allow for immediate intervention and good quality first teaching.	Opportunities for children to excel in a variety of subject areas. Quality pastoral care and help for children where needed	Trialling whole class feedback and reducing written marking workload.	Opportunities in place for regular retrieval practice: low stakes quizzing to commit learning to long term memory. Development of a spiral curriculum ensuring that themes are covered and opportunities made to remember. Use of knowledge organisers to support children at home and understand expectations
5.Partnerships with other schools, parents, agencies and businesses	Parents	Local Schools	International connections	Other agencies (SEN/PPG/FSW)	Secondary School links (inc. Sport)	Businesses and charities (wider links)	
How?	Parent volunteers support the library, read with children and support with sport clubs enabling a wider curriculum. Strong	Local school partnerships enable collaboration to develop the curriculum. Science with St Albans School, Connections	A link has been set up with the British School Algiers – it is early days.	Close ties with external agencies mean that support is there where needed. Safe space work with us to give support for children who need it	Numerous subject and teaching links with St Albans Boys School Computing support through Sandringham school	Local police running the mini-police course, Links to lots of charities and other business within the local community.	

	and supportive PTA (ALSA)	through school sport, Other local schools			Maths workshops with St Albans High School for girls.	
6. Growth Mind set approach. Effort over ability	Learning to learn		Perseverance		School council	
How?	Growth mind set embedded across the school discussed and shared regularly with children. Certificates celebrate achievement in assembly and then shared via the newsletter. Hot chocolate Friday's celebrate effort 'going above and beyond'.		Regular assemblies focusing on overcoming barriers and perseverance. School focusing on peak states for learning e.g mindfulness and meeting and greeting at the door.		Whole school input in how the school runs and works. Children meet regularly and discuss ideas which shape the development of the school.	
7. Promote British values and a culture of respect	Values	Behaviour (Ready, Respectful, Safe)	Tolerance	Opportunities to visit learn about other cultures and faith traditions	PSHE	Religious Education
How?	British Values are woven through our curriculum, with a particular focus in PSHE	Behaviour here is excellent., Bullying is rare but when it does happen it is dealt with swiftly through a whole school approach.	Opportunities for children to learn about tolerance of other cultures and ways of life through high quality texts in English, History, Art , Music and RE and other subject areas including assemblies.	Diversity a key element of the curriculum. Visits organised to various places of worship and people of other faith traditions invited to speak at school.	Values of respect taught throughout the PSHE curriculum.	Visits to places of worship are encouraged. The school has regular speakers, which have included: Talks on Hanukkah, Buddhism, Diwali and Christmas, as well as the Humanists

IMPACT

Outcomes	See School SEF/Book looks/ Pupils voice/Standardised test results
Evaluation	See School SEF/SDP