



Headteacher	Mrs Reynecke-Raybould
Adopted by Governors	October 2025
Policy's next review date	October 2026
Chair of Governors	Rev. Brenda Brundritt
Review cycle	Annual
Published on school website	Yes — statutory requirement

Safeguarding Statement

Ashdon Primary School takes seriously its responsibility to protect the welfare of the children in its care, believing that “The welfare of the child is paramount” (Children Act 1989).

This policy plays an integral part in our aim to safeguard our children and ensure their wellbeing in order to promote their optimum development.

Rationale

This policy sets out the curriculum Ashdon Primary School provides, why it is built as it is, and how we ensure that every pupil receives their full entitlement to it.

We are a small village school with three mixed-age classes, and we regard that as a strength to be used rather than a constraint to be managed. Our curriculum is designed deliberately for mixed-age teaching, not adapted from a model intended for single-year-group schools.

This policy reflects our three core values:

- Challenge — we teach an ambitious curriculum and expect a great deal of every pupil
- Care — we teach it in a way that is adaptive, well sequenced and grounded in knowing each pupil individually
- Celebrate — we recognise progress and achievement in all its forms, academic and personal

Aims

Our curriculum aims to ensure that all pupils:

- Develop as confident, curious learners who make strong progress from their own starting points, whatever those starting points are
- Build secure, connected knowledge through carefully sequenced learning from Reception to Year 6
- Experience a broad and balanced curriculum in which every subject is valued as a discipline in its own right
- Acquire the cultural capital, resilience and independence to succeed at secondary school and beyond
- Develop a genuine love of reading
- Understand how to live safe, healthy and happy lives as responsible members of their community

Legislation and Guidance

This policy reflects the requirements of:

- The National Curriculum in England: framework for key stages 1 to 4 (Department for Education)
- The Statutory Framework for the Early Years Foundation Stage
- The Education Act 2002, which requires a balanced and broadly based curriculum promoting pupils' spiritual, moral, cultural, mental and physical development, and preparing them for the opportunities and responsibilities of later life
- The School Information (England) Regulations 2008, which set out what schools must publish online about their curriculum
- The Equality Act 2010
- The SEND Code of Practice: 0 to 25 years (2015)

Religious Education is taught in accordance with the agreed syllabus used across the Saffron Academy Trust. Relationships Education and Health Education are taught in line with statutory requirements; the small element of Sex Education we deliver is set out in our Relationships, Sex and Health Education Policy, which also explains the right to request withdrawal.

Curriculum Principles

Four curriculum drivers guide what we prioritise when we review and develop the curriculum. They were chosen because they answer the particular needs of our pupils and our rural setting:

- **Exposure, Opportunities and Aspirations** — broadening horizons and igniting curiosity through diverse experiences
- **Reading and Oracy** — developing strong communication and comprehension across all learning
- **Physical Development** — building confident movement, co-ordination and early writing foundations
- **Resilience and Respect** — fostering the characteristics of effective learning

Organisation and Planning

Class structure

Pupils are taught in three mixed-age classes:

- **Mars** — Reception and Year 1
- **Saturn** — Year 2 and Year 3
- **Jupiter** — Year 4, Year 5 and Year 6

In Reception we follow the statutory Early Years Foundation Stage framework. From Year 1 to Year 6 we follow the National Curriculum.

Rolling cycles

Because classes are mixed-age, each class follows a rolling cycle so that no pupil repeats content and every pupil receives full curriculum coverage across their time in that class. Mars and Saturn work on a two-year cycle; Jupiter works on a three-year cycle.

Curriculum maps are published and referred to by academic year — 2026—2027, 2027—2028 and 2028—2029 — and not by cycle letters. This is a deliberate decision. Naming the actual year removes ambiguity for staff, governors and parents about what is being taught now.

Long, medium and short-term planning

- **Long term.** The whole-school curriculum map for each academic year sets out what every class is taught in every subject across all six half-terms.
- **Medium term.** Each subject has a planned sequence of units across the rolling cycle, so that teachers know what pupils covered before a unit and what follows it. Progression

maps are being developed for each subject individually, rather than as a single whole-school document, and are held by the subject leader.

- **Short term.** Teachers plan individual sequences of lessons, adapting published programmes to the composition of their class and to what assessment tells them pupils already know.

Programmes used to support planning

Our curriculum is our own. To support it we draw on established, well-sequenced published programmes, which teachers adapt so that content falls in the right order for a mixed-age class:

- **Phonics** — Monster Phonics
- **Handwriting** — Letter-Join
- **English** — Hamilton Trust and PlanBee
- **Mathematics** — White Rose Maths
- **Science** — our own planning, with PlanBee and Hamilton Trust
- **History and Geography** — our own planning, with PlanBee
- **Art** — our own planning, with PlanBee
- **Design and Technology** — our own planning
- **Computing and French** — Kapow. French is taught from Year 3 onwards
- **RSHE and PSHE** — Kapow, with My HappyMind
- **Religious Education** — the agreed scheme used across the Saffron Academy Trust
- **PE** — Get Set 4 PE
- **Music** — our own planning, delivered by our specialist music teacher

Teaching approaches

- **Cognitive science in practice.** Retrieval, spacing and interleaving are built into planning so that knowledge is retained rather than met once and forgotten.
- **Talk at the centre.** Teachers model their thinking aloud, and pupils are expected to explain, justify and reason aloud across every subject.
- **Reading across the curriculum.** High-quality texts are used in every subject, and systematic phonics teaching underpins early reading.
- **Vocabulary.** Essential subject vocabulary is identified in advance, taught explicitly and revisited.

Inclusion

All pupils are entitled to the full curriculum. Our starting point is Quality First Teaching: teachers adapt their planning, resources, grouping and questioning so that pupils with special educational needs or disabilities can access the same ambitious content as their peers, rather than a reduced version of it.

Where a pupil needs more than adaptive teaching, targeted intervention is provided, planned with the SENCO and reviewed for impact. Pupils with an Education, Health and Care Plan have provision matched to the outcomes in that plan.

We are alert to the particular risk in a small school that a pupil's needs become normalised because staff know them so well. Monitoring therefore looks specifically at whether disadvantaged pupils and pupils with SEND are accessing and achieving across the full breadth of the curriculum, not only in English and mathematics.

Assessment

Assessment exists to inform teaching. Day to day, teachers assess through questioning, discussion, live marking and adaptation within the lesson.

Standardised assessment. Each term, pupils in Years 1 to 6 sit PiRA (reading), PUMA (mathematics) and GaPS (grammar, punctuation and spelling), published by Hodder Education. Because these are nationally standardised, they give us an external reference point that internal assessment in very small cohorts cannot provide.

Interpretation. These assessments cover the whole year's curriculum from the outset, so autumn and spring papers include content not yet taught. A mid-year dip in a standardised score is expected and is not treated as regression. Where pupils sit a lower year-group paper, standardised scores become unreliable and progress is tracked using reading, mathematics and spelling ages instead.

Writing. Writing is assessed by teachers against National Curriculum expectations. Because writing judgements are the most open to interpretation, and because our cohorts are small, writing is moderated externally around six times a year with teachers from a partner school, joined at some sessions by other schools from the Uttlesford Consortium.

Foundation subjects. Beginning with history and geography, pupils answer three key questions at the start of a unit and the same three at the end. The comparison shows what has been learnt and retained and what needs revisiting. This approach will be extended to further subjects, as set out in the Curriculum Action Plan.

Statutory assessment. Pupils take the Phonics Screening Check in Year 1, the Multiplication Tables Check in Year 4, and the Key Stage 2 national curriculum tests in Year 6. Reception pupils complete the Reception Baseline Assessment on entry and the EYFS Profile at the end of the year.

Reporting. Parents receive a written report annually and meet teachers formally twice a year, alongside informal contact throughout.

Broadening the Curriculum

The taught curriculum is not the whole of a pupil's education at Ashdon. The following are planned provision, not incidental extras, and are reviewed as part of the curriculum:

- **Safari, our Nature School.** Timetabled outdoor learning across all three classes.
- **Reading for pleasure.** Our library, and reading with Jaffle, our reading and wellbeing dog.
- **Music.** Taught by a specialist teacher to all three classes.
- **Physical activity and competition.** Regular competitive sport against larger schools, and swimming for our older pupils.
- **Clubs.** Running, Cooking, Art and Reading with Jaffle.
- **Community and collective worship.** Open the Book sessions led by parishioners from All Saints Church, whole-school Christmas and Easter services, and participation in village events.
- **Pupil leadership.** The student council, house system and pupil voice activities.

Roles and Responsibilities

The governing body

- Approves this policy and holds the Headteacher to account for the quality and implementation of the curriculum
- Ensures the curriculum is broad and balanced, that statutory subjects are taught, and that information is published as required
- Ensures provision is made for pupils with SEND, and that the curriculum is accessible to all

The Headteacher

- Ensures the curriculum is implemented consistently across the school and meets statutory requirements

- Ensures curriculum maps and progression maps are in place, current and followed
- Monitors the quality of curriculum delivery through lesson visits, book looks, planning scrutiny and pupil voice
- Reports to the governing body on curriculum development and impact

Subject leaders

Subject leadership in a school of our size is shared across a small staff, and several subjects are led by the Headteacher. Subject leaders:

- Maintain the curriculum map and progression map for their subject
- Keep a subject leader folder containing planning, monitoring evidence and evaluation of impact
- Support colleagues with subject knowledge and resources
- Report on the health of their subject as part of the monitoring cycle

Class teachers

- Plan and teach in line with the curriculum map and progression map
- Adapt teaching so that all pupils, including those with SEND, access the full curriculum
- Assess, record and use assessment information to inform subsequent teaching
- Report to parents on pupils' progress and attainment

Monitoring and Review

The curriculum is monitored through a planned annual cycle of lesson visits, book looks, planning scrutiny, pupil discussions and analysis of assessment information. Findings inform the Curriculum Action Plan and the School Development Plan.

Governors monitor the curriculum through link governor visits, reports from the Headteacher and subject leaders, and scrutiny of published information.

This policy is reviewed annually by the Headteacher and approved by the Full Governing Body.

Linked Policies

This policy should be read alongside:

- Teaching and Learning Policy
- Assessment Policy
- Inclusion Policy and SEND Information Report
- Relationships, Sex and Health Education Policy
- Equality Information and Objectives
- Marking and Feedback Policy
- Early Years Foundation Stage Policy

Signed by:



The Chair of Governors

Date: 10th October 2025