



NURSERY • PRIMARY

**ABOYNE LODGE**

CREATIVE • CURIOUS • CARING

**Curriculum Intent, Implementation and Impact document V3 (May 23)**

INTENT					
<b>Our Context</b>	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 (between 2019 and 2021)	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!
<b>Our Vision</b>	<i>Curious, Caring, Creative</i>				
<b>Our vision aims</b>	<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"> <li>• Providing an environment to enable all children to feel important, happy, safe and secure; to feel proud of themselves and their peers.</li> <li>• Providing a broad, balanced, challenging, stimulating and creative curriculum which meets individual need.</li> <li>• Building self-confidence, self-esteem and independence by celebrating success.</li> <li>• Encouraging a caring attitude which respects the beliefs and opinions of all within the school community, and ensures equal opportunity.</li> <li>• Promoting active, positive partnerships with parents and governors, whilst developing friendly links with the wider community.</li> <li>• Promoting staff expertise and empowering everyone to share and deliver innovative, creative and high quality teaching.</li> <li>• Nurturing curiosity, a questioning attitude and a love of lifelong learning.</li> <li>• Promoting a positive attitude to healthy eating and lifestyle.</li> <li>• 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.</li> </ul> <p><i>These aims will be achieved through teamwork and an active partnership between school, home, governors and the wider community.</i></p>				
<b>Our Curriculum Drivers</b>	Cultural Diversity	Sustainability	Learning Powers	Oracy	

## IMPLEMENTATION

<b>1. Innovative, broad and balanced curriculum</b>	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
<b>How?</b>	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 (RWI) 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 taught within teaching through lessons with a focus on discussion and understanding. Annual speakers cup in place.	Regular opportunities through the school week to read independently, be heard read and be read to.
<b>2. Continue to make safeguarding a priority</b>	Drug Education		Relationships, sex and health Education	Online Safety	Anti-bullying	Anti-racism (sensitivity to other cultures)	Keeping safe outside of school.	
<b>How?</b>	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. Assemblies using the 'no outsiders' materials.	Regular speakers invited in to school. Railway safety team, Road safety awareness, Mini-police course for Year 5, Bikeability training for Y5/6,		
<b>3. Support and challenge all learners</b>	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	
<b>How?</b>	Maths teaching follows a mastery approach developed	Immediate intervention used to close the gap,	Sendco on site three days per week supporting quality	We have a link education and mental health	Part of the school sports partnership actively involved in	Children are supported through our learning powers:	Open questions, challenge work students,	

	through quality CPD from NCETM and Matrix Hub. Scaffolding and support given so that all learners reach their potential. Barriers to learning document used.	alongside pre-teaching and tutoring where needed. Early support through St Albans VISTA inc. mentoring, family support worker.	first teaching and liaising with outside agencies where needed. Regular training opportunities in place for staff – ADHD, trauma attachment, scaffolding (2022/23)	practitioner (EMHP) to support parents and pupils where needed along with a mental health lead. Webpage set up, regular newsletters to parent, dog walks, drawing and talking, mentoring all in place.	lots of sport. All year groups in KS2 have the opportunity to swim. 2 hours of PE delivered. Wide variety of clubs available ranging from fencing & Karate to dodge ball and traditional sports.	Resilience Resourcefulness Reflectiveness Reciprocity	opportunities to attend competitions for more able mathematicians. Opportunities for stretch and challenge in lessons.
<b>4.Excellent teaching</b>	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
<b>How?</b>	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. School recently signed up to National College online training programme (Summer '23)	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. Focus on developing phonics provision and supporting 121 to close the gap early	Opportunities for children to excel in a variety of subject areas. Quality pastoral care and help for children where needed.  Children have a broad and balanced curriculum – including opportunities for music, sport, drama and the arts, both in and out of curriculum time.	Trialling whole class feedback and reducing written marking workload. Teachers use 'Feedback 5' to share common misconceptions and areas to develop.	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
<b>5.Partnerships with other schools, parents, agencies and businesses</b>	Parents	Local Schools	International connections	Other agencies (SEN/PPG/FSW)	Secondary School links (inc. Sport)	Businesses and charities (wider links)	

<b>How?</b>	Parent volunteers support the library, read with children and support with sport clubs enabling a wider curriculum. Strong and supportive PTA (ALSA)	Local school partnerships enable collaboration to develop the curriculum including. Science with St Albans School and Maths with St Albans High School for Girls Connections through school sport, Other local schools including subject leader clusters, sen cluster HT and DHT consortiums, opportunities for moderation.	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 Maths workshops with St Albans High School for girls.	Local police running the mini-police course, Links to lots of charities and other business within the local community.
<b>6.Growth Mind set approach. Effort over ability</b>	Learning to learn		Perseverance		School council/Eco-team	
<b>How?</b>	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. Perseverance is one of our learning powers and celebrated in assembly		Whole school input in how the school runs and works. Children meet regularly and discuss ideas which shape the development of the school. Eco team have a major role in maintaining and supporting green issues at school.	
<b>7. Promote British values and a culture of respect</b>	Values	Behaviour (Ready, Respectful, Safe)	Tolerance	Opportunities to visit learn about other cultures and faith traditions	PSHE	Religious Education
<b>How?</b>	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**

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