



# Axbridge C of E Academy

Together We Inspire, Thrive & Excel

## Curriculum Policy

Date of Policy: January 2026

Date for Review: January 2027



# Curriculum Policy

At Axbridge Church of England Academy, all policies and practices are rooted in our Christian vision and ethos. Our work as a school community is guided by the words of Jesus:

*"I have come so that you may have life, life in all its fullness."*

**John 10:10**

This vision underpins our commitment to enabling every child and adult to flourish academically, socially, emotionally, spiritually, and morally, within a safe, inclusive, and aspirational learning environment.

Our Christian values of **Community, Love, and Courage** shape the way we live and work together each day. They inform our relationships, our expectations, and our approach to teaching, learning, behaviour, and care. Through Community, we foster a sense of belonging, partnership, and mutual respect. Through Love, we promote kindness, compassion, dignity, and forgiveness. Through Courage, we encourage resilience, honesty, ambition, and the confidence to do what is right, even when it is challenging.

Our school motto, **"Together We Inspire, Thrive and Excel,"** reflects our belief that children achieve their very best when they feel valued, supported, and inspired within a strong and caring community. Working together with pupils, families, staff, partners and the wider community, we strive to provide opportunities that enable all learners to thrive and excel.

## 1. Vision

Our approach is built around the Wessex Learning Trust (WLT) Inquiry Curriculum Framework and reflects our commitment to providing a rich, ambitious, and values-driven education for all pupils. This approach fosters curiosity, global awareness, personal development, and academic excellence through authentic, meaningful inquiry-based learning.

As outlined in our Funding Agreement we regularly teach Religious Education, including a daily act of Collective Worship\* as a Church of England school.

\*In case of COVID, this can take place both virtually and/or in person. (Appendix A)

## 2. Our curriculum intent

This policy outlines the intent, implementation and impact of our curriculum, drawing on the principles, models and structures from the WLT Inquiry Curriculum Framework.

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**A:** Axbridge C of E Academy, Axbridge, Somerset, BS26 2BA

**E:** office@axbridgefirstschool.co.uk | **W:** www.axbridgefirstschool.co.uk | **T:** 01934 732391



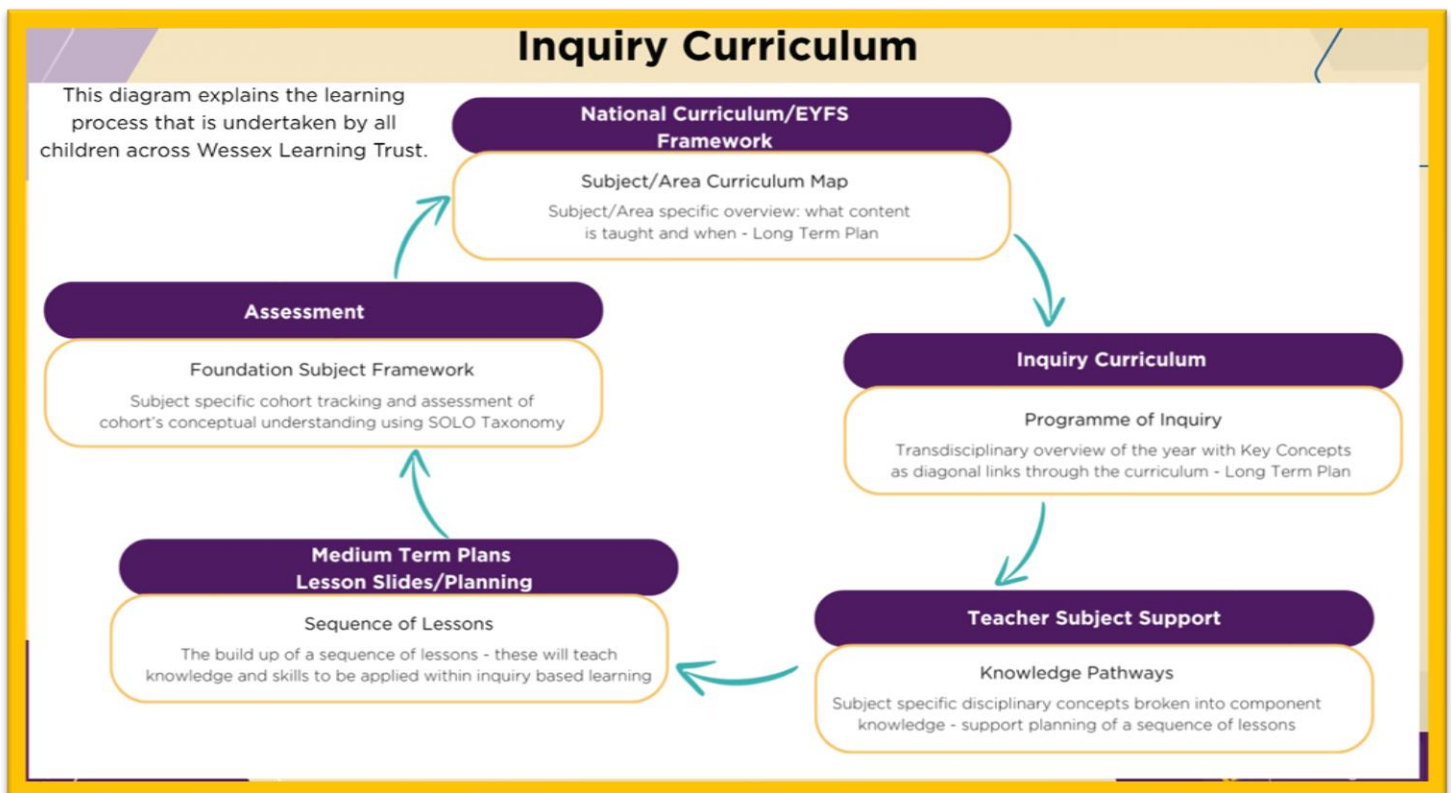
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## The aims of our curriculum are:

- Provide a **transdisciplinary learning experience** that goes beyond subject boundaries and supports pupils to make meaningful connections across knowledge areas.
- Promote **pupil agency**, giving learners voice, choice and ownership in their inquiries and personal development
- Ensure pupils develop strong **conceptual understanding** through recurring exploration of Key Concepts, including; Form, Function, Causation, Connection, Change, Perspective, Responsibility and Reflection
- Embed high-quality **Learning Skills** –thinking, research, communication, self-management and social skill; so that pupils become increasingly independent and self-regulated learners
- Deliver the National Curriculum through relevant, engaging and inclusive learning experiences, connecting knowledge to pupils' lives, local context and the wider world.
- Cultivate values of *Community, Courage and Love* while preparing children for participation in an interconnected and rapidly changing global society.

Ultimately, we want all of our children, to be the best they can be, making a positive contribution to the world they live in.

## 3. Curriculum Design and Organisation



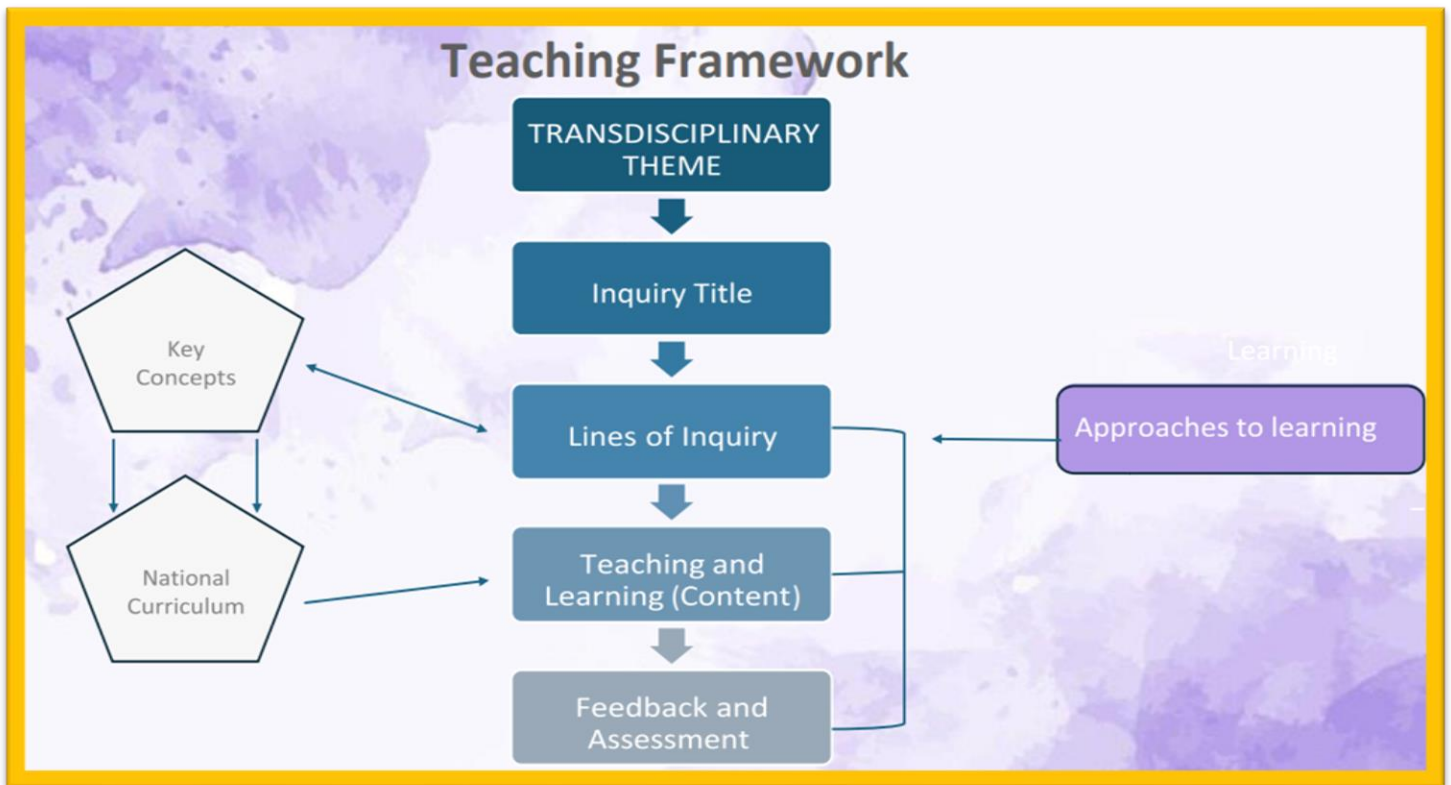
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### 3.1 Inquiry Curriculum

Learning is structured through **transdisciplinary inquiries** that enable pupils to explore authentic, real-world problems beyond subject boundaries. Each unit is built around:

- **Inquiry Title** - a broad, challenging **statement or question** that connects conceptual and factual learning.
- **Lines of Inquiry** - define the scope of exploration and provide focus areas aligned with National Curriculum expectations and pupil interest.
- **Key Concepts** - the "big ideas" that deepen understanding and promote transfer of knowledge across contexts:  
*Form | Function | Causation | Change | Connection | Perspective | Responsibility | Reflection.*

These components ensure **coherence, progression, and depth**, supporting a continuum of learning from Reception through Year 4.

### 3.2 Transdisciplinary Themes

Transdisciplinary themes are at the heart of the WLT Inquiry Curriculum as they allow pupils to explore ideas that cross subject boundaries, offering a wider and more authentic understanding of the world.

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Themes include:

1. **Humankind and Ourselves**
2. **Culture and Diversity**
3. **Exploration and Discovery**
4. **Community and Citizenship**
5. **Expression and Creativity**
6. **Humankind and the World**

These themes:

- Provide a lens through which National Curriculum content becomes meaningful.
- Allow children to connect personal experiences with global issues.
- Support the academy's ethos of preparing children to be thoughtful contributors to their community and the wider world.
- Promote reflective engagement as children consider the significance and impact of their learning.

The use of transdisciplinary themes ensures that pupils learn *why* content matters, not just *what* it is.

### 3.3 Inquiry Titles

The Inquiry Title offers an overarching, concept-rich statement or question that frames the entire unit of learning, that is designed to:

- Extend pupils' prior knowledge.
- Bridge factual knowledge and conceptual understanding.
- Generate curiosity and intellectual challenge.
- Provide teachers with flexibility to integrate multiple subjects under one coherent inquiry.

Inquiry Titles are progressive across year groups. For example, the sequence from Reception to Year 4 includes themes such as:

- "What is our community?"
- "Who lives in my story?"
- "Why does migration impact on society?"
- "How does nature shape landscapes?"

These titles prompt children to think beyond the immediate and explore how people, places, systems and ideas interconnect.

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| Theme  |           | Humankind and Ourselves Term 1  | Culture and Diversity  | Community and Citizenship   | Exploration and Discovery   | Expression and Creativity  | Humankind and Ourselves Term 6  |
|--------|-----------|---|--|---|---|--|---|
|        |           | Inquiry into the laws governing the natural world, the dynamic interplay between the natural realm (encompassing physical and biological aspects) and human communities, the application of scientific principles by humans and the repercussions of scientific and technological progress on both the society and the environment. | Inquiry into understanding human connections spanning families, friends, communities, and cultures, exploring rights and duties and pondering the essence of humanity. | Inquiry into the ethical considerations surrounding rights and obligations in the endeavours to equitably distribute limited resources among humans and other living entities, the dynamics of communities and the connections within and between them, the attainment of fair access to opportunities, and the promotion of peace and resolution of conflicts. | Inquiry into our sense of location within space and time, individual life narratives, the concept of home and the journeys we embark upon, the remarkable discoveries, expeditions, and movements of humanity, and the intricate ties and interdependences between individuals and societies, viewed from both local and global vantage points. | Inquiry into the methods by which we uncover and convey thoughts, emotions, the natural world, culture, convictions, and principles; the strategies through which we ponder, expand and take pleasure in our creativity; our recognition of the aesthetic. | Inquiry into oneself, examining beliefs and values, assessing personal well-being encompassing physical, mental, social, and spiritual aspects. |
| Topics | Nursery   | Getting to know me  | Colours all around me  | Where in the world?   | What can I discover?  | Who lives in my story?   | Where are we going next?  |
|        | Reception | Magnificent Me!   | What's around me?  | Why is the world special?   | Let's Explore   | Can you imagine?   | How are we changing?  |
|        | Year 1    | What matters to me?   | Where do we live?  | What is our Community?  | Where shall we go on a journey?   | What is the natural world?   | What have we discovered?  |
|        | Year 2    | How do animals and humans live alongside each other?  | What makes the UK special?   | How have inventions changed communities?  | What can we discover by exploring?  | How does location affect climate?  | How does where we live affect how we live?  |
|        | Year 3    | How does the Earth move and change?   | How can we understand life in the past?  | Why are landscapes different?   | How has human curiosity shaped history?   | Why is water an important resource?  | How different was the ancient world to my life today?   |
|        | Year 4    | How does nature shape landscapes?   | How has human culture changed over time?   | What is the impact of the Roman Empire?   | What can we learn by comparing places?  | Why does migration impact on society?  | What change can we make?  |

They act as the bridge between:

- National Curriculum requirements
- Key Concepts
- Pupil interests
- Local and global perspectives

They provide structure while enabling flexibility, ensuring that:

- Learning is broad, balanced and purposeful.
- Teachers can design learning sequences that reflect both mandated content and authentic inquiry.
- Pupils explore factual, conceptual and applied knowledge.

Lines of Inquiry also help secure progression by defining *what must be understood* by the end of the unit and how each lesson contributes to that understanding, as outlined in the Knowledge Organisers.

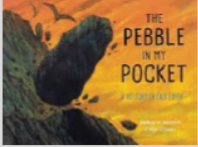
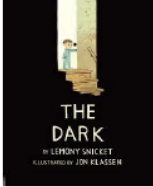

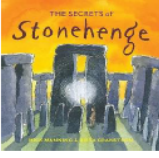
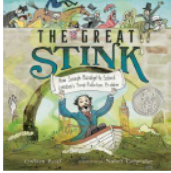


## Unit of Inquiry – Yearly Overview

| Class: Redwood          |   | Year Group: 3  |  | Academic Year: 2025-26   |   |  |
|-------------------------|---|--|--|--|---|--|
| Theme                   | Humankind and Ourselves   | Culture and Diversity  | Community and Citizenship  | Exploration and Discovery  | Expression and Creativity   | Humankind and Ourselves  |
|                         | Inquiry into the laws governing the natural world, the dynamic interplay between the natural realm (encompassing physical and biological aspects) and human communities.                | Inquiry into understanding human connections spanning cultures   | Inquiry into the dynamics of communities.  | Inquiry into our sense of location within space and time and the remarkable discoveries.   | Inquiry into the methods by which we uncover and convey culture.  | Inquiry into one's self, examining beliefs and values, assessing personal well-being encompassing physical and mental aspects. |
| <b>Inquiry Title</b>    | How does the Earth move and change?   | How can we understand life in the past?  | Why are landscapes different?  | How has human curiosity shaped history?  | Why is water an important resource?   | How different was the ancient world to my life today?  |
| <b>Key Concepts</b>     | <b>Causation</b> – why is it like this?<br><b>Change</b> – how has it changed?  | <b>Reflection</b> – How do we know?<br><b>Causation</b> – why is it like this?   | <b>Form</b> – what is it like?<br><b>Responsibility</b> – what is our responsibility   | <b>Causation</b> – why is it like this?<br><b>Connection</b> – how is it connected to other things?  | <b>Causation</b> – why is it like this?<br><b>Responsibility</b> – what is our responsibility                                     | <b>Reflection</b><br><b>Connection</b> – how is it connected to other things?<br><b>Change</b> – how has it changed?           |
| <b>Lines of Inquiry</b> | <ul style="list-style-type: none"> <li>How does geology change over time?</li> <li>How does geology impact people?</li> </ul>   | <ul style="list-style-type: none"> <li>What helps us discover life in the past?</li> <li>How did society develop?</li> </ul> | <ul style="list-style-type: none"> <li>What do landscapes look like?</li> <li>Why do some landscapes need protecting?</li> </ul> | <ul style="list-style-type: none"> <li>Why was metal an important discovery?</li> <li>How did exploration and trade lead to progress?</li> </ul> | <ul style="list-style-type: none"> <li>How does water cause change over time?</li> <li>Are rivers important to humans?</li> </ul> | <ul style="list-style-type: none"> <li>What is my life like?</li> <li>Do beliefs influence behaviour?</li> </ul>               |
| <b>Inquiry through</b>  | Geography – Understanding plate tectonics and earthquakes. Science – Understanding rocks, fossils and soils. History – discovering the life of Mary Anning and geological times scales. | History – Understanding chronology and prehistory, focussing on the Stone Age and how society developed.                     | Geography – Understanding different settlements and discovering more about our local area, the Mendip Hills.                     | History – Exploring changes in British history through the Bronze and Iron Ages focussing on different settlements and religious sites.          | Geography – Understanding river processes and the water cycle and exploring environmental issues around water.                    | History – Exploring the life and beliefs of the Egyptian civilisation and reflecting on changes to ourselves.                  |

|                           |   |   |   |   |   |   |
|---------------------------|---|---|---|---|---|---|
| <b>Core Inquiry Text</b>  |    |   |    |   |   | <p>RE – Understanding the beliefs of Islam.</p>   |
| <b>Core Reading Texts</b> |    |    |    |   |    |    |



|                              |   |  |  |  |  |  |
|------------------------------|---|--|--|--|--|--|
|                              |                  |   |   |    |   |  |
| <b>Action</b>                | Design a restoration plan for a quarry site.  |  | Fundraising for a charity of choice  |  |  | Writing buddy letters.   |
| <b>Visits and hooks</b>      | Batts Combe Quarry visit  | Visit to Cheddar Caves and pre-history day   | Landscape art workshop.  | Visit from member of the Church.   | Team building day.   | Egyptian Day   |
| <b>Interleaving Subjects</b> | Writing<br>Geography<br>Science<br>History<br>Reading skills<br>Art – shading and drawing skills. | Writing<br>History<br>Geography – understanding the local landscape.<br>Science – Light<br>Reading skills<br>Art – development or early art. | Writing<br>Geography<br>Art – watercolour painting of the local landscape<br>English<br>Maths<br>Reading skills<br>History | Writing<br>History<br>Geography – knowledge of counties in the South West.<br>Reading skills<br>Art – Designing and making clay pots in style of Beaker People | Writing<br>Geography<br>History<br>Geography<br>Reading skills<br>Art – Mixed media collage<br>DT – designing, making and testing bridges. | History<br>Geography<br>Writing<br>Reading skills<br>Art – paper mâché masks<br>Science – Animals including humans<br>RE – Understanding Islam<br>PSHE – Changing Me |
| <b>Discrete Subjects</b>     | RE – What is it like to follow God?<br>PSHE<br>Maths<br>MFL<br>PE                                 | RE – What is it like to follow God?<br>PSHE<br>Maths<br>MFL<br>PE<br>DT – Christmas craft  | Science – Forces and magnets<br>RE – Understanding the days of Holy Week<br>PSHE<br>MFL<br>PE                              | Science – Plants<br>Maths<br>RE – Understanding the days of Holy Week<br>PSHE<br>MFL<br>PE   | Science – Animals including humans<br>Maths<br>RE – Understanding Islam<br>MFL<br>PSHE<br>PE   | Maths<br>MFL<br>PE   |

Example of Year 3 Curriculum plans for 2025-26, which outlines the core Curriculum components detailed below.

### 3.5 Key Concepts

Key Concepts are foundational to the structure of inquiry learning. They are embedded into yearly plans and are re-visited throughout EYFS, KS1 and KS2. These key concepts shape the inquiry titles. They are;

#### **Form Function Causation Change Connection Perspective Responsibility Reflection**

These concepts:

- Drive higher-order thinking by encouraging pupils to question, investigate and explain ideas.
- Support depth of understanding beyond surface facts.
- Provide a shared language for teachers and pupils, ensuring consistency across year groups.
- Are continually revisited to build cognitive maturity and conceptual fluency.

For example:

- *Causation* encourages pupils to explore why events or phenomena occur, through inquiries such as, 'How does the Earth move and change?'



- *Perspective* helps pupils understand that viewpoints may differ and are shaped by experience, through inquiries such as, 'How does where we live affect how we live?'
- *Responsibility* invites reflection on how individuals and groups influence their communities and environments, explored through inquiries such as ' Why is water an important resource?'

## 3.6 Learning Skills

Learning Skills cultivate the essential transferable skills pupils need for inquiry. These are:

- **Thinking Skills** - questioning, analysing, evaluating, problem-solving.
- **Research Skills** - locating, selecting, and using information responsibly.
- **Communication Skills** - expressing ideas confidently through talk, writing, and other media.
- **Self-Management Skills** - organisation, independence, resilience, reflection.
- **Social Skills** - collaboration, empathy, leadership, and teamwork.

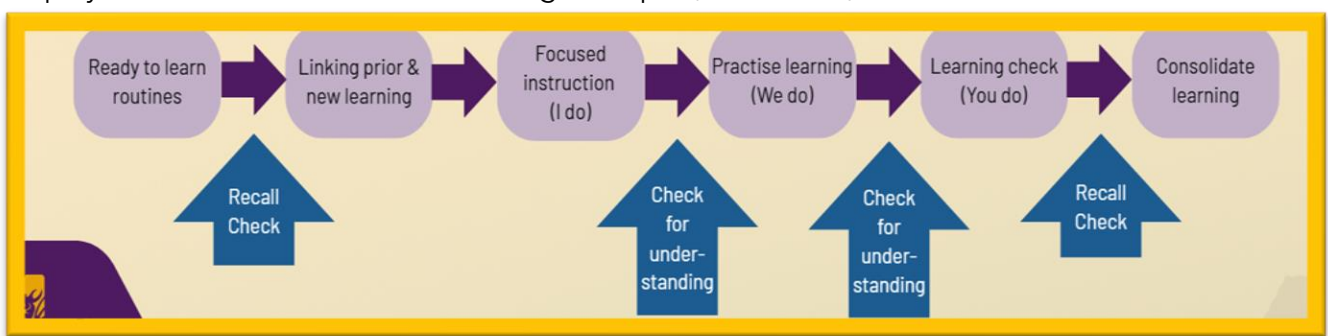
These "Learning Skills" empower pupils to become **self-regulated, lifelong learners**. They have been created, refined and embedded to ensure a progression of development from EYFS through to KS2 and beyond.

## 4. Teaching and Learning

Teaching at Axbridge is grounded in the Wessex Learning Trust (WLT) principles of High Quality Adaptive Teaching (HQAT) that ensures pupils are challenged, supported, and engaged through:

- **Clear learning questions** linked to inquiry lines and National Curriculum objectives.
- **Explicit vocabulary instruction** and dialogic teaching to extend oracy and reasoning.
- **Cumulative sequencing** so that knowledge and skills build logically and meaningfully.
- **Adaptive teaching** that meets the needs of all learners.
- **Retrieval practice and spaced repetition** to strengthen memory and fluency.
- **Opportunities for pupil voice, reflection, and action**, connecting learning to community impact.

Teachers plan collaboratively to ensure coverage, coherence, and alignment with the WLT Inquiry Framework and Wessex Teaching Principles, see below;



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Teachers combine whole-class instruction, group work, independent learning, outdoor learning and digital tools to create varied and dynamic learning experiences.

## 5.1 Assessment and Quality Assurance

Assessment is designed to support learning, track progress, and inform teaching.

- **Knowledge Organisers** summarise core content and vocabulary, used for planning, recall, and assessment.
- **Formative Assessment** is ongoing through observation, questioning, and discussion.
- **Low-stakes quizzing and retrieval** reinforce key knowledge.
- **Summative Assessment** provides an overview of attainment in core and foundation subjects.
- **Foundation assessment** uses the SOLO taxonomy to evaluate depth of understanding and conceptual progress.

Monitoring processes (learning walks, pupil voice, work scrutiny, and moderation) ensure consistency and quality across the curriculum.

## 5.1 SOLO Taxonomy

The SOLO (Structure of Observed Learning Outcomes) Taxonomy is one model of assessing the depth of pupil's understanding. It does this by splitting understanding into five increasing levels: Pre-structural, Unistructural, Multistructural, Relational, and Extended Abstract, showing how learning builds from ignorance to expertise by making more complex connections between ideas.

Developed by Biggs and Collis, it helps teachers design tasks and provide feedback, guiding students from surface-level knowledge (unistructural, multistructural) to deep understanding (relational, extended abstract) where they can apply knowledge in new ways.

### The Five Levels of SOLO Taxonomy:

- **Pre-structural:** Student doesn't understand the task or topic; responses are irrelevant.
- **Unistructural:** Focuses on only one relevant aspect; answers are vague or oversimplified.
- **Multistructural:** Focuses on several relevant aspects, but they are treated independently (like a list).
- **Relational:** Integrates different aspects into a coherent whole, showing relationships.
- **Extended Abstract:** Generalizes the whole to new situations, applying and adapting knowledge.

How it's Used:

- **Assessment:** To gauge the depth of understanding in student work.
- **Curriculum:** To plan learning objectives and activities for each level.
- **Feedback:** To show students their current level and guide them to the next step.



- Classroom Language: Creates a common language for teachers and students to discuss learning depth

This ensures that children do not simply accumulate facts but learn how ideas interconnect.

## 5.2 Knowledge Organisers

Knowledge Organisers are created in conjunction with the subject leader and class teachers and summarise core content and vocabulary, used for planning, recall, and assessment. In essence, they:

- Identify the essential facts, vocabulary, concepts and skills for each unit.
- Provide a shared reference point for teachers, pupils and parents.
- Enhance retrieval practice through low-stakes quizzes and recall activities.
- Support mastery of core knowledge needed to engage meaningfully in inquiry tasks.

Knowledge Organisers at Axbridge include:

- Substantive knowledge
- Disciplinary skills (e.g., geography fieldwork, historical enquiry, scientific methods)
- Key vocabulary
- Visual representations
- Links to the Key Concepts and Lines of Inquiry
- Links to the National Curriculum

## 6. Quality Assurance Processes and Evaluation

Quality assurance is embedded within the school's improvement cycle and is secured through a range of systematic monitoring and evaluation activities. These processes ensure consistency, high expectations, and strong alignment with the Inquiry Curriculum and the National Curriculum, while driving continuous improvement across the school.

Key quality assurance activities include:

- **Monitoring of medium-term and long-term planning** by the SLT and Curriculum Lead to ensure clear alignment with the Inquiry Curriculum, coherence across lines of inquiry, clear progression of knowledge and skills, and full coverage of the National Curriculum requirements.
- **Learning walks** focused on inquiry practice, subject visibility, pedagogical consistency, and classroom climate, ensuring that agreed approaches are implemented consistently and effectively.
- **Work scrutiny** to evaluate progression over time, depth of learning, quality of outcomes, and the impact of teaching strategies across subjects.



- **Pupil voice activities**, including structured conversations with pupils, to gain insight into their understanding, enjoyment, learning behaviours, and ability to articulate what and how they are learning.
- **SLT-led data reviews**, considering both attainment data and inquiry outcomes, to identify strengths, trends, and areas for targeted improvement.

In addition, the Local Partnership Board plays an active role in the school's quality assurance cycle, with a clear focus on ensuring that the quality of education remains a high priority. Through regular monitoring, challenge, and support, the Board provides external scrutiny and strategic oversight, ensuring that evaluation of teaching, learning, and curriculum impact contributes to sustained improvement and strong educational outcomes for all pupils.

The quality and effectiveness of our curriculum are strengthened through regular external monitoring and evaluation. The Wessex Learning Trust (WLT) and our School Improvement Officer undertake scheduled reviews, learning walks, and focused scrutiny of curriculum implementation and impact. Their findings provide objective challenge, professional insight, and strategic recommendations, ensuring that our curriculum remains robust, compliant, and continually improving. Findings feed directly into the School Evaluation Form (SEF) and Academy Improvement Plan (AIP).

Collectively, these processes ensure robust accountability, continuous improvement, and fidelity to the Inquiry Curriculum, while maintaining a sharp focus on the quality of education delivered across the school.

## 7. Inclusion and Equity

Axbridge C of E Academy is committed to ensuring the curriculum is accessible, ambitious and equitable for all learners, including those with SEND, EAL, disadvantaged pupils and those with additional vulnerabilities.

We ensure equity by:

- **Adapting** inquiry tasks so all children can participate at an appropriate level of challenge.
- Providing **targeted support**, pre-teaching, scaffolds and differentiated resources as required.
- Making **vocabulary explicit** and supporting language acquisition through structured talk, visual tools and modelling.
- Ensuring **assessment is responsive** to individual needs and progress pathways.
- Planning units that recognise diverse perspectives, cultures and experiences.
- **Embedding high expectations** for every pupil regardless of need or background.

We aim for every child to experience success, growing independence and belonging within the curriculum. See also the SEND policy for further details of adaptations, approaches and interventions that are implemented at Axbridge.



## 8. Curriculum Enrichment and Community Links

Our curriculum is intentionally enriched through a wide range of experiences beyond the classroom, ensuring that learning is meaningful, contextualised, and deeply connected to pupils' lived experiences and geographical locality. These opportunities bring the curriculum to life, strengthen cultural capital, and reflect our Christian vision, with a particular emphasis on the value of Community.

Key elements of curriculum enrichment and community engagement include:

- **Educational visits and local fieldwork**, such as Cheddar Caves, the Strawberry Line, King's Wood, The Roman Baths, SS Great Britain and local museums, which are carefully planned to enhance lines of inquiry. These experiences provide first-hand learning, deepen subject knowledge, and enable pupils to apply classroom learning in real-world contexts, particularly within history, geography, science, and the arts.
- **Curriculum-linked visitors and specialists**, including local musicians, artists, sports coaches, and subject experts, who enrich learning through workshops, performances, and demonstrations. In Year 2, the Geography of the UK is enhanced through PE, when the children welcome weekly visitors from England, Scotland, Wales and Ireland to understand traditional dances from across the UK, deepening their understanding and inter-connectedness of subjects. These encounters support inquiry-based learning, inspire aspiration, and help pupils understand how knowledge and skills are used beyond school.
- **Creative, musical, sporting and leadership opportunities** that promote teamwork, resilience, and joy in learning. Programmes such as individual music tuition, opera performances, Rock Steady Band performances, WLT sporting competitions; are also complimented by community based events such as Singing in the Community, Carol concerts and litter picks. An extensive offer of after-school clubs (Chess, Cricket, Dance, Gymnastics, Multi-skills, Football, Gardening, French, Lego and Gardening) and pupil leadership roles (School Council, Worship Leaders, Reading Ambassadors, Eco Team and Rights Respecting School Ambassadors) also support pupils' physical, emotional, and creative development, while reinforcing learning behaviours such as collaboration, perseverance, and self-belief. Year 3 activity day and Year 4 residential also help build teamwork, develop leadership and extend children's experiences through outdoor and adventurous activities.
- **Strong community partnerships**, particularly with St John's Church, the PTA, and local organisations and charities. These partnerships are central to our Christian value of Community, enabling pupils to experience belonging, service, and shared responsibility. Collective Worship, church services, and Christian festivals are celebrated with the wider community, supporting pupils' spiritual development and understanding of Christian values in action.
- **Opportunities for service, charity, and social responsibility**, where pupils engage in fundraising, community events, and charitable initiatives. These experiences help pupils understand their role within a wider community, locally and globally, and link directly to curriculum themes such as citizenship, global awareness, and moral responsibility.



- **Whole-school and phase events**, including performances, celebrations, exhibitions of learning, and community gatherings, which showcase pupils' work and strengthen home-school partnerships. These events provide authentic audiences for learning outcomes and reinforce the purpose of pupils' inquiry work.

Through these carefully planned enrichment opportunities and community links, pupils come to see learning as purposeful, connected, and impactful. They develop a strong sense of identity and belonging, understand the relevance of their learning beyond the classroom, and grow as confident, compassionate individuals who actively contribute to their community, living out the school's Christian vision in meaningful and practical ways.

## 9. Spiritual, Moral, Social and Cultural (SMSC) Development and Christian Distinctiveness

SMSC development is woven throughout the inquiry curriculum and tracked carefully through a rigorous monitoring schedule. Through rich, authentic learning experiences, children explore:

- **Spiritual development** through reflection, awe, wonder, creativity and meaning-making.
- **Moral development** by discussing responsibility, fairness, justice, and ethical dilemmas linked to Key Concepts such as Responsibility and Perspective.
- **Social development** through collaboration, oracy, problem-solving and community action projects.
- **Cultural development** through studying diverse cultures, traditions, histories and global perspectives

Christian Distinctiveness is also central to our ethos. Our curriculum:

- Reflects the teachings of Jesus, especially in how we treat one another with dignity, compassion and respect.
- Encourages children to consider big questions about identity, purpose, belonging and responsibility.
- Embeds opportunities for worship, reflection and understanding of Christian values in action.
- Incorporates local church connections, community service and charitable acts as part of meaningful inquiry.

This ensures pupils grow as compassionate, informed and thoughtful individuals.

See also the SMSC and Spirituality Policy.

## 10. Parental Engagement

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.



We utilise the digital platforms, My Child At School and ClassDojo to inform all parents instantly of whole school or Key Stage activities which are taking place. We also use the school Facebook page to celebrate special news or occasions. This then holds a historic record of the children's experiences and inspirations. There is also regular communication through our:

- Weekly Celebration Assembly\*
- Class and school newsletters,
- ClassDojo
- Facebook
- My Child At School app
- Newspaper articles,
- Parent workshops\*
- Learning Conversations keep parents informed our key learning themes.
- Termly Parent's Evening
- End of Year Reports

We also engage parents to share their skills and expertise through Collective Worships and various workshops.

## 11. Roles and Responsibilities

- **Headteacher and Curriculum Lead:** overall strategic lead for curriculum intent, design, and evaluation.
- **Subject Leaders:** oversee implementation, ensure progression, and support staff development.
- **Teachers:** plan and deliver engaging learning sequences within the inquiry model.
- **Local Partners:** monitor curriculum effectiveness and alignment with school vision.

## 12. Policy Review

This policy will be reviewed annually or sooner if curriculum or statutory requirements change.

Signed: \_\_\_\_\_  
Dominic Shillabeer - Headteacher

Signed: \_\_\_\_\_  
Toni Hael - Chair of Local Partnership Board



## **COVID-19 and Curriculum Adaptations**

In light of the impact of COVID, we have continued to monitor and adapt our curriculum to meet the ongoing needs of our learners. Placing at the heart the learners needs and experiences, we have dovetailed our PSHE delivery into the whole school curriculum delivery. Our delivery of PSHE focusses on well-being, positive self-awareness, relationships and the wider world, and was written after extensive consultation with the whole school community. Our pupils have access to a wide range of opportunities which promote personal safety and pupil voice, with all children being actively involved in whole school decision making through the School Council, Digital Leaders, Eco Team and Worship Leaders. Our curriculum recognises the importance of pupils' physical and mental well-being in shaping their long term life-style choices and future aspirations.

Further adaptations have been made to the content and delivery of the curriculum, with subject leaders identifying core knowledge and working with the Curriculum Leader to ensure coverage compliments the loss of learning experienced during the pandemic. Formative assessments and other benchmarking assessment materials, have been used to inform these judgements, such as Phonics Screening, Phase Assessments and subject specific questions and quizzes. Alterations, such as a yearly focus on the locality (either through Geography or History), allow our pupils to develop a foundational knowledge of where they live and how it is has changed over time. This enables an 'anchor point' in their understanding and is the basis of developing further skills and knowledge, applying this to the historical changes in the locality and then further afield.

In English and Maths, plans have adapted to meet the needs of the learners. In English, shorter writing cycles and planning that includes prior learning, is embedded in Medium and Short Term plans. Spellings are adapted to still ensure coverage of National Curriculum expectations, but allow for additional opportunities to support gaps in learning and follow topic specific language. This supports the school's SLC plans, of developing language 'experts' when working across the various subjects.

COVID catch-up funding has been aimed at ensuring the loss of phonics knowledge has been prioritised as a school wide focus.

For Mathematics, pre-requisite skills, published by the DFE in June 2020, have supported the fundamentals of our approach to teaching mathematics and understanding the gaps in learning. Core learning focuses on Place Value, Addition and Subtraction, Multiplication and Division, to ensure fundamentals are embedded and can be applied to other aspects of the maths curriculum. The remaining strands of maths, whilst still taught, have been linked to cross-curricular lessons, as well as being taught in blocks, to ensure our learners have the appropriate foundation for mastering the maths curriculum in the future.

### **EYFS Curriculum**



In light of recent changes to the EYFS curriculum 2021, the EYFS and Nursery team have co-constructed a joint curriculum which is based on the Development Matters framework. At the heart of this curriculum focus is a desire to embed:

- The development of language for all children, by extending their vocabulary
- Increased opportunities for story telling and role play
- Comprehension linked to reading and understanding of texts
- More opportunities for adult-child interactions
- An ability to develop a greater array of expressive arts and creative skills.
- An understanding of how to stay safe and healthy through self-care
- A clear progression of counting skills in numeracy
- A focus on the children's interests, development and progress in these areas.

This delivery of this joint curriculum runs from Autumn to Spring. In the Summer Term, children in the Reception year transition into the Whole School Curriculum, with the EYFS lead and Curriculum leader identifying core areas for development and tailoring the curriculum requirements to the cohort. All children within the EYFS continue to enjoy workshop celebration days with our Nursery ranging from St David's Day, Diwali and Chinese New Year.

### **Remote Learning and Provision**

Please see Appendix B\* for an overview of Remote Learning Provision.

Appendix B - Remote Learning Plans

## Remote Learning at Axbridge Academy Information for parents Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### *The remote curriculum: what is taught to pupils at home*

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

A remote learning book will be sent home, alongside additional resources if needed e.g. pencils, rubbers, and there may also be educational resources such as 100 square, phonics cards



First day tasks will be outlined through the book itself or use of our remote learning platform Class Dojo. e.g.

- ✓ Daily phonics
- ✓ Spellings and dictated sentences
- ✓ Reading and Reading Comprehension
- ✓ NCETM/White Rose Maths Hub link

LetterS to parent will be sent outlining provision in more detail.

Timetabled daily Zoom/Teams sessions to be sent out to families.

Weekly Planning sheet and overview finalised and sent to parents.

### Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example,
  - French teaching will be received from Oak Academy resources rather than class teachers
  - PE provision will be online resources
  - Music will be through teaching videos

### *Remote teaching and study time each day*

#### How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

|             |               |
|-------------|---------------|
| EYFS        | 2 hours a day |
| Key Stage 1 | 3 hours a day |
| Key Stage 2 | 4 hours a day |



## Accessing remote education

### How will my child access any online remote education you are providing?

We will be using Class Dojo. All children and parents have an account set up.

We will use zoom for daily online lessons.

We also use our My Child At School App to share additional information.

### If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Through parent surveys, and personalised contacts, we establish families who are in need of digital support.
- We have devices enabled from DfE, and our own resources, that we can lend to families during this time.
- A loan agreement is to be completed by the family.
- We signpost to DfE mobile data support for families without broadband.
- Printed materials are available to those families who are in need.
- If families cannot submit work online, printed work can be submitted into school and feedback given verbally, either over the phone or face to face, albeit socially distanced.
- If these issues continue, and there is a lack of engagement as a result, we will then consider a place at school.
- how pupils can submit work to their teachers if they do not have online access



## How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

A weekly home learning overview is sent on the Friday before the week ahead, giving time for families to plan. This includes daily English, Maths and Foundation Subject provision as a minimum. There are additional opportunities that are provided, such as a Whole School Challenges, Value Challenges and other events which further embeds the schools 'Inquiry Curriculum' offer and approach.

Each child will receive a daily live teaching session, via zoom, for 5 days a week with their classteacher. These sessions predominantly focus on core subjects such as phonics, writing or maths, but may also include topic work sessions.

We use the learning platform, Class Dojo/Teams. Teachers then complement the above provision with their own teacher led recordings, these will differ depending on age group, which are posted on the platform.

We also use Oak National Academy, NCETM / WhiteRose Maths, BBC Bitesize, Twinkl and other platforms to further enhance provision (please see website for additional links)

Each child has been provided with a remote learning book to undertake their work in, and additional resources such as pencil, rubber. These can be topped up at anytime or distributed to families as and when needed.

Children access reading material through our Twinkl reading platform, and our reading reward system is ongoing.

Children and families have access to a live whole school assembly each week from the HT, as well as a recorded Celebration assembly.

Parents and carers will be supported remotely with their child's learning by the class teacher; through the use of ClassDojo and the messaging system. Quiet hours for this service are set, so to support teacher wellbeing. This is an important element of the provision, as it allows the school to maintain a meaningful dialogue with the families and tailor the learning to child's ongoing, and ever-shifting, learning needs.



## Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We understand the difficulties faced at home, whilst juggling work and home learning and bear this in mind when setting expectations.

As a minimum:

- We hope for the children to engage in at least 3 zoom/teams sessions a week if possible.
- We hope for the children to submit one piece of work to be marked each day.
- We do expect the children to read everyday.
- We hope parents can use our timetable flexibly to meet their own schedules, and it helps identify core learning and enhanced expectations clearly.
- We expect parents to comply with our WLT Virtual Learning Policy and behaviour on 'live' sessions.
- We expect parents to communicate with us at least once a week

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Calls to parents are made every fortnight to check on provision, engagement and pupil welfare.

Each zoom session has a register taken, and those who are not regularly engaging are contacted and offered support.

Teachers monitor communication and work through Class dojo.

Senior leaders monitor engagement levels of pupils each week.

If we are concerned, we will contact the parents and carers immediately through a phonecall or Class Dojo message, and offer support.

How will you assess my child's work and progress?

. Our approach to feeding back on pupil work is as follows:



Teachers identify a key piece of work to be marked each day; this encompasses high quality feedback and next steps.

Additional feedback is given through verbal praise and next steps, and lockdown learner certificates.

We may also use online quizzes and surveys to elicit feedback.

### *Additional support for pupils with particular needs*

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:



Pupils with an EHCP are entitled to a place in school during a national lockdown. The school will strive to ensure that pupils with an EHCP continue to receive individual 'Personalised Curriculum' support that focusses on their individual 'Learning Outcomes'. In line with Somerset guidelines, Risk Assessments for pupils with an EHCP will be completed and returned to the SEND Assessment Hub, irrespective of whether they attend school or not. The school will strive to follow any recommendations made on completion of this process.

Pupils on the SEN register continue to receive individualised learning, albeit remotely, through differentiated tasks and expectations that follows their APDR cycle. These are articulated to parent/carer and pupil on an individual level, and additional resources are supplied if necessary.

If there are significant barriers to the child engaging at home, and the school can support and accommodate the pupil, they are prioritised for a place in school, as part of our vulnerable learner group.

Additional phone calls are also made, as well as personalised zoom sessions, where appropriate.

This approach is replicated across our year groups, personalising support wherever needed to engage pupils in their learning e.g. differentiated planning, resources, zoom sessions, websites

Children who are very young, such as Reception and Year 1, are given a familiar diet of provision in school which is delivered in small and manageable sessions, therefore making it accessible to them. The use of recorded videos is particularly supportive.

### *Remote education for self-isolating pupils*

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.



If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Those self-isolating will be sent replica tasks, activities and resources via the above mentioned platforms, of lessons taught in school.

The school will communicate with the family through Class Dojo and phone calls.

Access to some live session might also be made available, e.g. assembly

A dialogue between the family and school will also assess whether the child is fit and well to take part in these sessions.

