



Curriculum Statement 2025-26

The Federation of Abbey Infant and Abbey Junior Schools

Vision and Values

'At Abbey, children are at the heart of what we do. We will foster a love of learning and make learning fun. We will take sensible risks leading to memorable, challenging learning. We will help our children to learn to think, challenge and have confidence to shape their world. Our children will have a voice. We recognise that each child is unique and celebrate the successes of all. We want to promote tolerance and mutual respect as part of a global community. We want all our children to thrive and lead happy, healthy lives'.

(Abbey 2017)

Introduction

At the Federation of Abbey Infant and Junior Schools, we believe in learning that's real, purposeful, and memorable. Our "Creative Curriculum," "Abbey Bucket List," "Abbey Soft Skills," and "Abbey Life Skills" are designed to bring our curriculum to life, inspire and engage our pupils, and provide exciting teaching and learning opportunities with a purposeful outcome. Through our "taught curriculum, additional experiences and parent workshops through the year, children will experience a curriculum full of memorable learning that reinforces their skills and knowledge. We also supplement our curriculum with educational visits and visitors and organise educational visits, residential visits, and memorable learning experiences throughout the year.

Abbey Bucket List, soft skills and life skills.

We believe that children should be actively engaged in their learning and be given the opportunity to take ownership of it, which is why at Abbey we work with our students to plan a curriculum based on their interests. To provide memorable learning opportunities, we have introduced the 'Abbey Bucket List', comprised of experiences that your child will have if they journey with us from Nursery to Year Six.

In addition, by working closely with our parents, we have developed a 'Soft Skills' * menu, focusing on essential work skills such as decision-making, leadership, creativity, problem-solving, teamwork, responsibility and communication.

We also have a 'Life Skills' list which includes activities such as catching the bus, making an emergency call, performing basic first aid, making a hot drink, cooking, putting away clothes, brushing teeth, handwashing, road safety and wearing seatbelts. Our goal is to create a broad and balanced curriculum that inspires, motivates and caters to the needs of our community.

**Soft skills is a term often associated with a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, interpersonal skills, managing people, leadership, etc. that characterise relationships with other people.*

Excellence Through Partnership – the school motto

We strive to build strong relationships with our carers and parents, knowing that our children will reach excellence when school and home are working together. Our school motto, 'Excellence through Partnership', reflects our commitment to families and motivates us to improve our communication with them. Every week we publish The Abbey Lens newsletter, which celebrates the good news from our school and is distributed both electronically and in paper form. We also encourage our students and parents to submit news, photos, and stories to share with our 650+ families.

Our website (<http://www.abbeyfederation.co.uk/>) is regularly updated with events and information for each year group. The calendar page is visited 28,000 times in an average year, averaging 700 hits per week over term-time. This diary can be synced to your smartphone, so you won't miss any school events!

We offer parents 'School Comms', which provides email correspondence and a way to book school events. We also have 'Parent Pay', an online and cashless payment system, and 'Medical Tracker', a notification tool which emails parents when their child needs first aid or medicine in school.

Throughout the year, we also ask for parent feedback through online surveys, which have seen a high response rate and help us in our ongoing school development.

Home and School Agreement

When you choose our school as the place to educate and care for your child, you receive your parent and carer, home and school agreement. This lays out the school's standards for caring for your child and the expectations that parents and carers will provide in order for their children to get the most out of a successful learning experience at our school. We really want to work with you for the mutual benefit of all.



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The Federation of Abbey Infant and Junior Schools

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The Federation of Abbey Infant and Junior Schools.

Home-School Agreement.

Excellence Through Partnership



School

The School will:

- * Ensure your child's physical and social well-being at all times, and foster feelings of confidence, self-worth, belonging and independence.
- * Deliver a broad, balanced and carefully planned curriculum which meets the needs of your individual child.
- * Provide a range of after school extra-curricular activities designed to enrich your child's experience.
- * Ensure that all homework tasks are given regularly and on the agreed day, and that they reflect your child's learning needs.
- * Actively welcome parents/carers into the life of the school and to ensure that the teaching staff are always available, by mutual agreement, to discuss any concerns you might have about your child's progress or general welfare.
- * Keep you informed about the school's policies and guidelines on behaviour and equal opportunities, other general school matters and about your child's progress in particular.
- * Ensure that all teaching staff keep up to date on important educational developments and initiatives which might affect your child, and to inform you of these at key meetings, where appropriate.
- * Uphold the professional standards for teachers.

Parents/Carers

I/We undertake to:

- * Ensure that my child attends school regularly and that absences are properly notified.
- * Ensure that my child arrives and where appropriate is collected promptly at the beginning and end of the school day.
- * Support the school's policies e.g. Behaviour; Uniform; Equal Opportunities.
- * Support my child in his/her homework and wherever possible promote opportunities for learning at home.
- * Ensure my child goes to bed at a reasonable time on week-days.
- * Attend Parents' Evenings and discussions about my child's progress at school.
- * Support the school in preparing children for life in multi-cultural Britain including the promotion of tolerance, respect and the rule of law.
- * Uphold courteous standards towards all of our school community.
- * Sign up for Parent Pay.

Pupils

I agree to:

- * Always try to do my best in lessons.
- * Always try to remember to be polite and thoughtful towards others.
- * Always try to enjoy school and help other children do the same.
- * Help make our school the best place it can be by treating everyone fairly.

Agreement.

School
 R. Keirish

Parents/Carers

Please print name
 Pupil

Please Print Name

Date: September 2022

Homework

Homework is strongly encouraged for all children in the school to foster good habits and routine for home-learning. Each week, there is an emphasis on reading, writing, and numeracy basics, such as memorising times-tables, spelling, and reading. Creative projects and online homework are also available. Parents and guardians can find out the homework expectations for their child's class on the school website. This resource includes Education City, Purple Mash, and Collins e-books to supplement our physical reading books. The e-books are matched to the sounds children learn and are tailored to their reading ages.

Mathematics homework throughout the school is completed via our online resources. All children are provided with individual log-in details for 'Times Table Rockstars', 'Education City' and 'Purple Mash'. These online homework resources allow children to have set tasks and challenges and practise essential maths skills.

Other tasks may be set throughout the year that are age and phase related. At the infant school the children are encouraged to learn their number bonds to 10 and 20 and their 2, 5- and 10-times table by the time they reach Year 2. At the junior school the children are encouraged to practise times tables to 12 by heart by the time they reach Year 4.

Research has proven that parental involvement in a child's learning is a vital factor in the child's success in school. Homework is meant to be a positive experience that stimulates your child to continue learning at home.

Parents' and Carers' Evenings

We highly value our communication with parents and carers and offer regular meetings with your child's class teacher throughout each school term (Autumn, Spring and Summer). These meetings are extremely important as they provide an opportunity to discuss your child's academic achievement and wellbeing. We kindly ask that parents and carers support their child by attending these meetings. Bookings can be made through School Comms.

Additionally, each year group has its own email address, where parents can contact staff directly. Year 3-6 can be reached at YX@abbey-jun.sandwell.sch.uk, while Nursery, Reception, and Years 1-2 can be reached at YX@abbey-inf.sandwell.sch.uk. For example YN@abbey-inf.sandwell.sch.uk; Y5@abbey-jun.sandwell.sch.uk

School Website

The school website is a great source of information <https://www.abbeyfederation.co.uk/>. There are class pages for each year group that help you connect with the school and your children's education. The useful calendar page can be used to see all planned events for the entire academic year. The calendar can be linked to your smart phone to keep you updated and informed about school events <https://www.abbeyfederation.co.uk/diary/grid/2020/07/>

There is a wealth of information for children and parents including links to online education platforms, a digital newsletter called the Abbey Lens, support for parents regarding online safety, mental health and well-being and much more!

Curriculum Leaflets

Each term you will receive a 'Curriculum Leaflet' detailing the key areas of learning and specific

information related to your child's year group. The school website also provides information about your child's education and the curriculum and opportunities that they will be accessing at our school in the different year groups:

<https://www.abbeyfederation.co.uk/curriculum-information-leaflets/>

Annual School Report

Each year, your child's annual report will give you details of their progress and attainment in the National Curriculum or the Early Years Framework. The report will show their progress from their personal starting point, and whether it has been 'excellent', 'good' or 'satisfactory'. Additionally, it will show how your child is doing in relation to 'Age Related Expectations', and whether they are 'working towards', 'achieving', or 'exceeding' the standard. The report will also include information about your child's 'Characteristics of Learning': how your child presents in school, whether they are happy, settled, maintain good friendships, work collaboratively, motivated, creative, show initiative, have leadership skills, or show a talent or 'soft skills'. This combination of information gives you a comprehensive picture of your child's progress in our school.

Fun for our Families and the Community

Coming together for education and fun, this is where our school builds a great partnership. There are regular opportunities for the school to be part of family life and the community and we hope that you will embrace this through attending; performances, presentations, parent workshops, exhibitions, educational visits, sporting events and competitions, links with the local community (Library and Warley Woods), events held in local buildings (the church, temple, mosque or theatre). Contributing to parent surveys which develop and shape our practice.

Our **Friends of Abbey** events include events such as: the Christmas Fayre, Easter Eggstravaganza and the SummerFayre, Fashion Shows, Family Fun Days and Family Quiz Night.

There is so much going on and something for everyone so please check out our **website calendar** and diary with dates of all the event to keep you informed and engaged.

<https://www.abbeyfederation.co.uk/diary/grid/2020/07/>

Charity Fundraising

Every year our school plans which charities to support throughout the academic year. We are always appreciative of our parents'/carers' generosity, and so with the help of the School Council, we strive to maintain an even balance of larger and lesser-known charities with both a local and international focus. Sometimes we promote certain charities, while other times we raise money in school and donate it to the corresponding charities. We believe it's important to educate our kids about charitable work. By engaging with a range of charities, our children can learn how these charities work and understand that the combined effort of many small donations or acts of kindness can make a significant difference.

Workshops and Meetings

Throughout the year, we are passionate about providing parents with an array of opportunities to get involved in their children's education. We host a range of meetings, presentations, and workshops throughout the school. Our Nursery and Reception Phonic/Early Reading presentations, are especially popular among parents.

Each year group also holds three workshops a year, during which parents are invited to work alongside their

child. Examples of such workshops include Multiplication, Carriage Making, Scottish Dancing, Clay Making, and Structure Creation; more examples can be found on our Abbey Lens.

Parent Survey

Parents are invited to take part in our school surveys. We use the opportunity of parents' evening appointments to ask them to complete surveys on our I-Pads using Google Surveys. We use the 'parent voice' to shape school developments. For example, parents requested more support with maths homework and a consistent school approach to supplying it. We responded by organising an online homework resource that all pupils can access with a unique login and password. This resource includes Education City, Purple Mash, and Collins e-books to supplement our physical reading books. The e-books are matched to the sounds children learn and are tailored to their reading ages.

We are proud to be working with our parents and carers to make Abbey such a great school.

<https://www.abbeyfederation.co.uk/march-2023-abbey-surveys/>

Awards

We are proud to receive a range of awards that the school has worked hard to achieve. These awards are in recognition of the school's provision and commitment to high standards.

The school received the prestigious '**Basic Skills Quality Mark**' in recognition of the high standards achieved in reading, writing and maths.

We have received the '**ICT Quality Mark**' to celebrate our standards and achievements in computing.

The '**PE Quality Mark**', with distinction, in recognition of the school's commitment to sports and the **Sainsbury's Gold Award** for Physical Education.

Bronze healthy Schools award (new 2021 version).

In 2017 and 2019 the school were presented **with Physical Education award, the Active Black Country PE and Sports Premium Award** and winners of the **West Midlands Primary PE and Sports Premium Awards 2019**. Both recognise the excellent work around 'physical literacy'; which is developing children's core strength and cross lateral movement. Our sports development coach Miss Hinton and our school physiotherapist Kate Sanderson created a unique programme for Early Years children delivered through story and movement to support gross and fine-motor control. The impact has been seen right across our school from younger pupils right through to targeted individuals in key stage 2. Both awards recognise schools that have endeavoured to provide improved outcomes using the Sports Grant.

The school values the impact of music and with teaching staff from Sandwell Music Services we arrange for children to learn musical instruments. Sandwell Music Support Services recommended our school to receive the **Music Mark** in recognition for our contribution to learning music instruments and live performance.

The well-developed School Council has been awarded the '**speaker's award**' for its contribution to the democratic process and making a difference to the school community.

The Abbey Junior PCSOs were nominated for the **Smethwick Community Awards 2019** and were runners up in Smethwick Community Awards 2019 - Honouring the people and organisations that go the extra mile. The schools' Junior PCSO Programme were finalists in the Partnership Working Award - for working together to make a positive impact on Smethwick. The team were also nominated for an award at the **West Midlands Police Diamond Awards** and finalists in the Police and Crime Commissioner's Community Thank You Award in recognition of the schools' commitment to improving the local area and raising responsible citizens of the future.

The school received the coveted, double gold, **Arts Mark Award** in 2019 & again in 2023 for its development and commitment to the arts.

Abbey children also feature in the **Guinness World Record book** after being involved in the '**88 Pianists**' project to get as many people to play a piano at the same time – they set an unbreakable world record. Working with engineers from universities and musical directors the children had a great experience. You can find out more on the following webpage <http://www.88pianists.com/>

Competition

As a school we feel that **healthy competition is an important life skill**. We are keen to take part in competitive events such as music competitions, book events, maths events and sporting events that are on offer to our primary aged children. Pupils are encouraged to take part in a range of school and cross-school competitions. We are proud to say that we have won many sporting, science, maths, reading and music competitions and the trophies are on display near the offices on the Junior site.

English

Talk 4 Writing:

At Abbey we use '**Talk 4 Writing**' as our approach to teaching writing. Developed by Pie Corbett, this highly effective approach is based on the principles of **how** children learn to write. If a child cannot compose a piece of writing orally before they begin to write, then they will have a difficulty writing independently. So, the first stage of teaching children how to write is to ask children to imitate the key language they need for a particular topic **orally** before they try reading and analysing it.

Over a three or four-week unit of 'Talk 4 Writing' the children participate in a range of reading, writing and drama activities that help them to understand the structure of the writing and rehearse the tune of the language they need. This is followed by shared writing to help them develop a 'toolkit' of skills and strategies to use when crafting their own writing. Pupils are then supported to compose their own pieces using the tools in the 'toolkit'. Children are given the opportunity to extend their writing and apply their knowledge and skills to cross curricular writing tasks.

The 'Talk 4 Writing' approach is combined with 'Alan Peat's Sentence Types' and other grammar type activities to ensure that children are taught essential skills of grammar and punctuation. At Abbey we have created an agreed teaching schedule of these 'sentence types' which meet the needs of the English National Curriculum.

Phonics

We effectively use a synthetic and systematic approach to teaching Early Years and Key Stage One children phonics. We use the Department for Education's 'Letters and Sounds' schema (for the programme and progress), alongside 'Phonics Play' resources, to assist staff with teaching and learning and planning. This results in our young children quickly becoming confident readers.

Children at our Nursery (FS1) learn Phase One of 'Letters and Sounds', identifying environmental and musical sounds, and learning how to identify individual sounds in words. For Reception (FS2), they are taught phases two to four, learning letter sounds, 'tricky words' and diagraphs/trigraphs. More able pupils progress to phase five.

At Year One, some children repeat phase four and most start phase five, learning spelling patterns, 'tricky words' and high frequency words. Year Two children are taught phase six, practising and applying their phonic knowledge.

All children will have extra teaching in phonics to ensure they have completed the teaching in their phase; some children will have interventions beyond this to help the, 'keep-up and catch-up'.

<https://www.abbeyfederation.co.uk/parent-guide-to-phonics-and-early-reading/>

Reading Scheme

Our reading scheme is fully matched to the sounds that children learn in their phonics lessons. Once they have secured all the sounds and become proficient readers, they use book banded books (matched to their reading age) throughout the school, which supports our approach to teaching reading. In our Early Years phase, we use a range of books across different series to help children decode words and read 'tricky words' taught at their phonics level. This is supplemented by books from other publishers to give a varied range of reading material. Our aim is that by the end of Key Stage 1 (Infant School), children are ready for Key Stage 2 (Junior School) as confident, fluent and able readers. We also have e-books matched to sounds for our early readers in Nursery to Year 3.

All children practice their developing reading skills through daily phonics lessons (Infants), Talk 4 Writing, regular guided reading and individual reading scheme books (fully book banded). Each classroom has a dedicated reading area to encourage access to quality reading material and to promote a whole-school approach to the 'love of reading'.

We have a modern and extensive school library, on both sites, used by confident readers in Key Stages 1 and 2. The process for borrowing books from the library, using an electronic record system, has been updated so that children and parents can browse the library stock, reserve books and review them all from home. We also have a committed group of reading volunteers who provide additional reading opportunities for some of our children. These volunteers are fully DBS checked and receive training on how to support children with their reading. If you would like to volunteer regularly in school, please talk to our team!

Community Links with Thimble Mill Library

As ever, we work hard to link with the resources on offer in our local community. We continue to engage with our local library and their EYFS project; 'Booktastic'; which aims to raise standards in

reading across the borough with active involvement in library services. We aim to involve as many of our children and parents in school-library events, which includes the Reception children joining the library, the Summer Reading Challenge, advertising events at the library to all parents and carers via email and visits to see authors and story tellers. We encourage Abbey children to fulfil the role of librarians.

Handwriting

In Nursery and Reception children are taught how to write (print) each letter shape. Then in Year One, they print each cursive letter using an entry point and an exit point (sweeping up and flicking). Next, they learn cursive joins and practise their ascenders and descenders. By the end of Year Two, the children are encouraged to use cursive writing for every writing task, and this continues throughout Key Stage 2.

As they progress through school, the children develop their own fluent and unique cursive handwriting style. We reward them with a 'Pen Licence' once they have mastered this life skill, which may be Year One or upwards.

At Abbey, we believe cursive handwriting provides children with legible and reasonably effortless writing, improving their speed and competence. It also supports basic reading and spelling achievement, as supported by the Dyslexic Foundation.

English Homework

Progress in reading is supported by our parents and carers using our school reading scheme, library books and reading records. Parents and carers are asked to support their child and hear them read on a daily basis. We encourage a regular, short reading slot every day rather an extended period of reading at the weekend (regular and often).

Children across the school are given 'spelling' homework, which is taken from the English National Curriculum 2014. This will include phonic homework in FS1 and spelling lists to learn and practise across KS1 and KS2. There may also be homework set to help support progress in the learning and understanding of grammar and punctuation. Spelling Frame is an Ipad app used to help checking and helping pupils to learn their spellings.

Mathematics

Our federated mathematics team, led by Miss Rockett (AHT), has worked hard to ensure that staff use an agreed approach to 'maths methods' and employ creative and practical strategies to deliver mathematics lessons. We use a 'Mastery' approach, where all children must demonstrate and explain their thinking. This has been further developed with the use of 'Power Maths' across the whole school (YN-Y6). We have also embraced 'Numicon' resources to provide a practical and visual understanding of early number, and have used practical resources from the NCTEM website to develop approaches to practical maths across the school.

Foundation Stage (Nursery and Reception)

In the Early Years, there is a range of fun maths activities that are well linked to topics. We use a balanced approach of teacher-led and child-led learning to give children many chances to learn and experiment with numbers. This helps them meet their Early Learning Goal for number. We also use the school's transition

strategies and 'Bold Beginnings' publication to help pupils become school-ready and transition to Year 1 (working closely with the teachers in y1) in the second half of the summer term.

Key Stages 1 (infants) and 2 (juniors)

Our Maths Leader, who is an NCETM-accredited Lead Practitioner, has worked to develop an approach to a 'mastery' style of lesson. This structure gives pupils the opportunity to draw on prior learning, use the rich language of Maths, and engage in mini-steps towards mastery with opportunities to explain, reason, justify, and prove their understanding. They also use bar models, dienes, 'part-part-whole' models, and Numicon equipment to support their Maths learning.

In Year 4, the National Multiplication Test is completed. Children are expected to know their times tables up to 12x12 by heart, and demonstrate their understanding through a test. To help with this, children learn arrays before standard recall, and have access to the online game-based system 'Times Table Rockstars' to promote Maths learning from home. Regular revision of times tables helps children to have a fast and rapid recall, and a good understanding of them forms the foundation for other areas of Maths.

Fluency sessions/Same Day Catch up

At Abbey we have fluency sessions across our schools whereby children practise recalling and using their number bonds and multiplication facts. Using a range of resources (Number Fun etc) children will play games and take part in engaging activities to practise key skills and concepts.

Children have opportunity to ensure they have understood the mathematical concepts with further small group work during same day catch up.

Maths Homework

Mathematics homework throughout the school is completed via our online resources. See the section above.

Science

Science is taught each term from Foundation Stage to Year Six. Using a progression map of skills and knowledge, teachers plan lessons that build on the children's prior knowledge. Interactive exploration and investigation activities linked to the National Curriculum are used to ensure all children achieve a successful outcome. Practical experience is encouraged to support 'working scientifically' and the teaching of key skills. Children are encouraged to be independent and collaborative scientific investigators and in KS2, to design their own experiments. Through observation, exploration, asking questions and evaluating evidence, pupils use reference materials to find out more and communicate their ideas using scientific language, drawings, charts and tables.

Computing

At Abbey, we ensure that children have a range of computing experiences and the knowledge to use it safely. We have attained the ICT Quality Mark which recognises the opportunities children have in our school.

We use various resources to teach computing skills that can be applied to other subjects. Essential

hardware and software updates are regularly completed to teach the National Curriculum and a range of electronic equipment, iPads, educational programmes, apps and learning platforms are used. We also provide online safety lessons, Internet Safety days, themed assemblies and support on our website from NSPCC, CEOP and Parent Zone. This is to ensure that our children have the knowledge needed to make the best of the internet and use it in a safe and respectful way.

Guidance about keeping safe online

<https://www.abbeyfederation.co.uk/on-line-safety-information/>

Physical Education

The school is committed to promoting good health and well-being of its pupils and staff through physical activity. Through the philosophy of '**head, heart and hands**' we provide high quality physical education which inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.

PE at Abbey provides opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Physical activity develops our children technically, physically, psychologically and socially. It also promotes positive attitudes towards a healthy lifestyle enabling our children to make informed choices about physical activity throughout their life.

The Physical Education Curriculum is developed at school and is designed to support the National Curriculum. Each year group has two hours of timetabled PE each week where they engage in a broad range of physical activity. Assessment of progress in PE is determined by the age-related expectations as set out in the National Curriculum.

In the early years, physical development is part of the daily early year's curriculum and children take part in a range of fine and gross motor skills which are crucial to their development. There are planned PE sessions and children have access to a range of sports specialists.

In KS1 and KS2 children have regular physical activities sessions. Each week there are dance and games lessons.

Year Four children take part in swimming during the Autumn, Spring and Summer Term, with the aim that all children will be able to achieve their target of swimming 25 meters and being able to keep themselves safe in and around water. The school has used a proportion of the PE Premium to deliver **additional** swimming so that more pupils meet the end of key-stage attainment target.

Abbey has a wide range of PE Equipment which enables pupil to have the opportunity to engage in quality practice in a number of sports. It also allows pupils to try new things and engage in less traditional sports including soft archery, Reboundz, Ultimate Frisbee and Paralympics sports such as Boccia and Goal Ball. This increases participation and engages children who might usually opt out of traditional sports activities. Having a range of equipment also allows Abbey Schools to ensure that PE and school sport has access to high quality provision when both indoor and outdoor, thus ensuring provision is feasible all year round.

Sporting Events and Competition

Sporting competitions are organised by our PE and Extended Schools Development Officer; Miss

Hinton through the local 'School Sports Partnership' and local mini leagues and others are organised internally to provide children with a range of sporting experiences. The school prides itself on its achievements from these tournaments and competitions and our regular victories for swimming, football, multi-sports, tennis and cricket.

Play times/lunch times

We provide quality outside and in-door resources during break times for our KS1 and KS2 children. There will be a range of high intensity, medium intensity and low intensity zones to promote physical activity.

During breaks the children are encouraged to access the outside climbing equipment, scooters, skipping ropes and ball games. In both schools there are areas that children can relax in, read a book or have a quiet chat.

Our lunchtime supervising staff are committed to provide a range of activities and clubs all staffed and fully resourced. Across the school there are further activities on offer during the lunchtime session. The timetable of regular activities alternates to keep the children excited and engaged and may include basket-ball, small apparatus, scooters, bouncy hoppers, dodge ball, netball, Xbox (Just Dance), outside dance workshops, craft club, computing, library and hall games.

Playground Buddies are trained across the school to support any friendship, relationship, social or emotional issues. The pastoral team, led by our SENCO and AHT Mrs Jill Sharp and supported by volunteers from our lunchtime team, learn how to develop a supportive role during playtimes. Abbey Junior PCSO' and '**Safeguarding Champions**' are also on-hand to help supervise happy and 'safe' playtimes for all.

After school clubs

Extra-curricular activities at Abbey Schools have excellent attendance with most clubs selling out all of their available places and some having a long reserve list. This highlights the impact of PE and school sport as children are keen to continue engaging in physical activity in their own free time. This is a positive behavioural change as it contributes to the healthy active lifestyle that Abbey Schools promote.

Abbey offers a broad and varied range of after school clubs, delivered by external providers, such as football, girls' football, dance, multi sports, gymnastics, cricket or athletics, Yo-chi, Young engineers, Wheelchair basketball and choir.

We encourage all pupils to take part in a range of clubs and involve them in deciding the clubs we put on offer. Registers of clubs are kept to identify those who do and do not take part in regular extra exercise.

Religious Education

We follow the **Sandwell Agreed Syllabus** for R.E teaching across the school.

At Abbey we believe that Religious Education is an essential component of a broad and balanced education and is a focal point in the curriculum for work on SMSC (spiritual, moral, social and cultural) and British Values. It enables the growth of religious literacy, essential for life in modern Britain and the wider world.

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE aims to ensure that all children can:

- 1. Make sense of a range of religious and non-religious beliefs.**
- 2. Understand the impact and significance of religious and non-religious beliefs.**
- 3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.**

The religions to be studied throughout the school are:

Foundation Stage	Beginning to learn about religions among the children in the class
Key Stage 1	Beginning to learn about Christianity + Sikhi + Islam
Key Stage 2	Learning more about Christianity + Sikhi + Islam Beginning to learn about Hinduism + Judaism

Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.

It is important to note that good practice in RE, as well as European and domestic legislation, has established the principle that RE should be inclusive of both religious and non-religious worldviews. At Abbey we ensure that the content and delivery of the RE curriculum are inclusive in this respect. Humanism is probably the most visible example of a non-religious worldview in the UK.

Non-Core Curriculum

Subjects such as **Geography, History, Music, Art and Design, Design and Technology and Computing** are taught through a creative, purposeful and skills-based approach to learning. Each year group plans for each subject area and may use topics or projects to ensure National Curriculum coverage. Using Knowledge Grids at the start of each lesson the teacher will consider prior and future learning, this method of teaching ensuring that there is good subject progression from EYFS to Year 6.

Within each topic – each National Curriculum subject has a discrete and clear place that pupils understand well.

Parents are given information about each subject area, the topics covered, the skills taught and the learning experiences through a termly 'Curriculum Information Leaflet'. This is also uploaded to the website and the class pages.

Topics or projects may begin with a **fun, engaging or memorable experience** (a 'hook') which leads to a 'real and purposeful' outcome. Memorable experiences are provided at the start of a topic to engage and inspire the children, this may be an in-school activity, visitors or an educational visit. Events may include exhibitions, school productions, a local theatre performance, class activity, or a product to be marketed, shared with parents, staff, governors and the wider community.

Examples of skills and knowledge across History:

- **know and understand** the history of these islands as a coherent, chronological narrative,

from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

- know and understand significant aspects of the **history of the wider world**: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- **gain and deploy a historically grounded understanding** of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- **understand historical concepts** such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the **methods of historical enquiry**, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- **gain historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Abbey's curriculum pages provide more information on non-core subject areas
<http://www.abbeyfederation.co.uk/parent-guide-to-the-national-curriculum/>

Abbey Arts

Each year the school celebrate the arts through an **Abbey Arts Festival**. Parents are invited into the school to see an exhibition of work that celebrates the arts. Music, drama, dance, art and design work is exhibited during the festival. Children choose a piece of work that they are proud of and may include sketch books, dance performances, theatrical performance, art or 3D art. The school are proud that our progressive arts curriculum across the school provide a range of experiences for all children.

Abbey work with teachers from **SIPS Music**. The children are given the opportunity to learn a musical instrument from Year 2 – Year 6. Tuition is in small groups and covers percussion instruments, drums, keyboard, brass, woodwind and string instruments. Children initially work towards their Grade 1 certificate then beyond. This provision is paid for by parents, but offered during the school day.

All pupils have the opportunity to learn tuned and un-tuned percussion; recorders are taught as whole class instruments in KS2.

Theatrical performances are planned for in each year group in every academic year. The children will have the opportunity to take part in live performance which includes; Nursery and Reception-Nativity and Christmas Production, Year 1 Spring Production, Year 2 Infant Leavers Production, Year 3 Festival of Light, Year 4 the Roman Production, Year 5 a Christmas Production and the Year 6 Leavers' Production.

The school run an infant and junior **Choir**. Led by teaching staff this provides an after school opportunity to learn a variety of songs, ready for a vocal **performance**. In the past two years the children have performed at the prestigious **Young Voices** to packed audiences. To see more about this musical experience, visit the school website and choir page:

Modern Foreign Languages

Once children join the Junior school (KS2) they will have the opportunity to learn a foreign language. Here at Abbey we have chosen to focus on **French** with the focus on practical communication.

The progression of skills across the key stage is as follows:

Y3

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Y4

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Appreciate stories, songs, poems and rhymes in the language
- Describe people, places, things and actions orally

Y5

- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing

Y6

- Broaden vocabulary and develop an ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing

Early Years Foundation Stage

At Abbey we believe that children must have **access to a rich learning environment** which provides them with the opportunities and conditions to flourish in all aspects of their development and provides a balance across the areas of learning. Integral to this is an ethos which respects each child as an individual and which values children's efforts, interests and purposes as instrumental to successful learning. Planning for teaching in the early years is inspired by the children. Staff observe children closely during their learning and play experiences and **plan teaching and experiences that are responsive to their interests.**

Using a balance of **teacher-led activities and child-led/child-initiated activities**, which we refer to as 'child-initiated learning' (CIL), we provide the children with opportunities that allow every child to reach their full potential. Our Early Years areas are a secure, enjoyable and caring educational environment where each and every child feels valued.

We track the progress of every child, based on ongoing observation and assessment of learning

and the three characteristics of effective learning. Our observations are stored occasionally in a 'learning journey' but much reduced electronic use so that staff are freed up to work directly with children.

The areas that we observe and report on at the end of FS1 (nursery) and FS2 (reception) are the 'Prime Areas' and the 'Specific Areas'. The **Prime areas of learning** are; communication and language, physical development and personal, social and emotional development. The Prime Areas are seen as key areas of development that are needed to ensure progress in the Specific Areas. The 'Specific areas' are; literacy, mathematics, understanding the world and expressive arts and design. We also make judgements about the children and how they present themselves as 'little learners'. Noting and observing how a child learns is referred to as '**Characteristics of effective learning**', here we discover how a child plays and explores, participates in active learning and how they develop their thinking.

The seven areas identified			
The prime areas			
Communication and language	Physical development	Personal, social and emotional development	
• Listening, attention and understanding	• Gross motor skills	• Self-regulation	
• Speaking	• Fine motor skills	• Managing self	
		• Building relationships	
The specific areas			
Literacy	Mathematics	Understanding the world	Expressive arts and design
Word reading	Number and numerical patterns	Past and present	Creating with materials
Comprehension	Shape, space and measures	People, culture and communities	Being imaginative and expressive
Writing		The natural world	

Using the DfE's non-statutory guidance; 'Development Matters' and 'Early Years Outcomes' we will work closely with every child and their family to ensure that they try and reach their full potential and their early learning goals at the end of FS2 (reception).

Our Early Years Team works hard to ensure continuity between FS1 (Nursery) and FS2 (Reception) so that children can build on skills already developed and follow routines that flow with their needs. We establish an environment for them to feel safe and confident throughout their Early Years, in preparation for their future years in our school.

Our Early Years Department will:

- Provide a happy, caring, secure environment where children feel valued;
- Build on what our children already know and can do and provide new and exciting experiences that challenge, develop and stimulate their thinking;
- Provide a rich and stimulating and aesthetically pleasing learning environment that is committed to raising standards;

- Develop parents as partners, parents are a child's first educator we aim to ensure parents are involved in their child's learning;
- Promote self-esteem and independence through praise and celebration of achievements;
- Ensure that no child is excluded or disadvantaged;
- Offer a structure for learning that has a range of starting points, matches the needs of all children and provides opportunity for learning both indoors and outdoors;
- Deliver a curriculum that is responsive to their interests and supports, fosters and promotes children's:
 - social skills
 - attention skills, persistence and a positive attitude to learning
 - language and communication
 - mathematical skills
 - knowledge and understanding of the world
 - physical development
 - creative development.
 Which encompass the Early Learning Goals set out by the DFE.

Forest Schools in the Foundation Stage

At Abbey our Reception (FS2) children experience Forest Schools as part of their curriculum. **Forest school, is not what the name suggests, it is not a school in a forest. Rather it is the application of a certain set of principles and way of working with people in an outdoor area.** It is the ethos established by the practitioners and the use of the guiding principles which create a 'forestschoo!'.

The principles of forest schools are:

- Forest school is a long-term process of regular sessions rather than a one-off or infrequent visit; the cycle of planning, observation, adaptation and review links each session.
- Forest school takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.
- Forest school uses a range of learner-centred processes to create a community for being, development and learning.
- Forest school aims to promote holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- Forest school offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- Forest school is led by qualified Forest School practitioners who continuously maintain and develop their professional practice.

Whilst we will teach various tool skills such as; using mallets, cutting tools, using saws and fire lighting, it is the behaviours and attitudes that are developed through the learning process which we believe are the most important. Children are given the opportunity to working collaboratively as a team, make choices, become a leader, communicate with others, practise fine and gross motor skills and most important and perhaps the most important of all, we have fun and make memories!

Health and Relationship Education (HRSE) , PSHE, Spiritual, Moral and Cultural Learning, and British Values

Relationships Education became compulsory for all primary schools in England from September 2020.

In primary schools, the DFE requires the subject content to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

The content of our curriculum is age appropriate and developmentally appropriate and taught both sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents. The curriculum will teach children about healthy, respectful relationships, focusing on family and friendships, in all contexts including online. In addition to this, children will learn how to care for themselves and how to be physically healthy and mentally healthy.

Teaching about **mental health and wellbeing** is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.'

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation' (HRSE 2019).

School content to be delivered in themes over an academic year:

Rolling Programme - overview of the Health and Relationships Education (HRE)		
Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
<p>Understanding and Managing our Feelings and Emotions – Abbey Well-being Units</p> <p>Being Me in My World – Jigsaw Programme</p>	<p>Healthy Bodies, On-line safety; Healthy Minds – Abbey Well-being Units</p> <p>Dreams and Goals - Jigsaw Programme</p>	<p>Managing Relationships – Abbey Well-being Units</p> <p>Relationships - Jigsaw Programme</p>
<p>Anti-Bullying – Abbey Well-being Units</p> <p>Celebrating Difference – Jigsaw Programme</p>	<p>Talking about Mental Health – Abbey Well-being Units</p> <p>Healthy Me - Jigsaw Programme</p>	<p>Preparing For and Coping with Change – Abbey Well-being Units</p> <p>Changing Me - Jigsaw Programme</p>

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

We take the 'Let's Start STOP' approach to anti bullying; the analogy S.T.O.P helps us identify what bullying is; Several Times on Purpose and it helps empower us to do something about it; Start Telling Other People.

Abbey's wellbeing curriculum includes important aspects of positive self-image and mental health/well-being. Children are taught essential life skills on how to manage their wellbeing and health through breathing techniques, yoga and mindfulness activities.

Our work on **British Values** looks at how we can actively promote the 'values' of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, through our everyday teaching and experiences with the children. We regularly promote these values through our own school values, curriculum and wide range of enrichment activities. We focus on:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for

their wellbeing and safety;

- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combating discrimination.

Rights, Respecting Schools Award

The Rights, Respecting Schools Award is linked to the **United Nations Convention on the Rights of the Child**. Pupils learn about their rights and how to respect the rights of others. The school achieved the RRS award, which promotes safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive and embeds these values in daily school life. It gives children the best chance to lead happy, healthy lives and to be responsible and active citizens.

Celebrating Together

Here at Abbey we love to celebrate the achievements of our children. Each week we participate in a **'star of the week'** celebration assembly, where good work, soft skills, Characteristics of Learning and personal achievements are celebrated across the school. Children celebrate the **'Kindness Cup'**, where simple acts of kindness are rewarded with a trophy to take home for one week and display in the home. Around our school you will see photographs of our celebrated children on our star of the week boards.

We want to shout about the good work that we do here at the school and when visiting our school, you will see evidence of children's work on display around the school and on our website, which celebrates learning, progress and achievements. This includes our **celebration of behaviours and attitudes to learning**. Every class across the Federation displays positive behaviour charts. These include: 'sunshine display'(FS) 'Walls of Success' (KS1), 'Rainbow of Success' (lower key stage 2) and 'Going for Gold' (upper key stage 2).

The weekly **Abbey Lens** is a regular celebration of children and their achievements and copies of the school newsletter are distributed to all of our families and available through School-Comms. Large scale display copies of the Abbey Lens are used to decorate our corridors and walls and are a reminder of the diverse amount of work and events that go on at our school and in our local community; please take a look when you next visit!

<https://www.abbeyfederation.co.uk/abbey-lens/>

Please visit our website at 'www.abbeyfederation.co.uk' to see our weekly blog and posts that celebrate the work of our children at Abbey.

School Councils and Groups

Throughout the school the children have the opportunity to experience '**democracy**' (a British Value) by choosing a member of their class to join one of our councils. At Abbey we have the School Council, the Health and Safety Council, Abbey Junior PCSO's, Sandwell Safeguarding Champions, Sports Ambassadors and the Playground Buddy representatives, librarians and art champions. These children meet once a week and talk about topical issues and plan events and initiatives. They are celebrated across the school for their involvement and contribute to school policy and procedure, for example, our school behaviour policy has been written with the school council and their important contributions. Visit the school council class and PCSO class pages to find out more.

<https://www.abbeyfederation.co.uk/topic/class-pages>

Educational visits, visitors and residential visits

The children are given the opportunity to experience a wide range of **educational visits and have visitors in school** throughout every school year, from Nursery (FS1) to Year 6. The staff work hard to select carefully chosen, value for money, and purposeful experiences to supplement teaching and learning. These events support year group topics and teaching and most importantly provide the children with first-hand experiences that a child may not necessarily have had.

In addition to this the children are given **three opportunities** throughout their time at Abbey to participate in a **residential experience**. In Year 2, the children can visit the Frank Chapman Outdoor Education Centre, in Bewdley Worcestershire, participating in outdoor activities and staying for two nights. For many children this is their first stay away from home; they have so much fun and come back with so many memories.

In Year 4 the children may like to go to the Edgmond Hall Centre for Outdoor Learning. Edgmond Hall is a converted Georgian farm in rural Shropshire, owned and run by Sandwell Council, where the children have the opportunity to stay for four nights.

Finally, in Year 6, a visit to Plas Gwynant in Snowdonia, Wales, may be an option for children, where they will experience a range of outdoor pursuits including canoeing, kayaking, climbing, and hill walking. Visit our class page; <https://www.abbeyfederation.co.uk/plas-gwynant-2019/>

Equal Opportunities

The school ethos recognises that equal opportunities encompass gender, nationality, ethnicity, culture, disability, age, sexuality, religion and special educational needs. Children are all treated fairly and are given equal opportunity to take part in activities across the whole school curriculum. **Equality is an important part of the planning and teaching of all lessons**. When planning work for children with special educational needs we give due regard to information and targets contained in personalised learning plans/programmes, intervention plans, targeted provision, PEPs or EHCs. We work hard to 'close the gap' for any disadvantaged child. We have high expectations of all our children and we believe that the principles equality underpins work and life through the school. Our 'Equalities Policy' supports our belief in and importance of this aspect.

Appendix to Curriculum statement.

Appendix to support themes and terms in the curriculum statement.

Abbey's curriculum pages

<http://www.abbeyfederation.co.uk/parent-guide-to-the-national-curriculum/>

Abbey's Phonics pages

<http://www.abbeyfederation.co.uk/phonics-for-parents/>

Abbey's handwriting (at the bottom of the YR page)

<http://www.abbeyfederation.co.uk/reception/>

Abbey's Maths Methods

<https://abbey-federation.primarysite.media>

<http://www.abbeyfederation.co.uk/maths-methods/>

Abbey's British values

<http://www.abbeyfederation.co.uk/british-values/>

Abbey's home-school learning

<http://www.abbeyfederation.co.uk/home-school-e-learning/>

Abbey's School council

<http://www.abbeyfederation.co.uk/school-council/>

Commercial website that has many useful reference guides

<https://www.theschoolrun.com>

Abbey Mental Health and Wellbeing

<https://www.abbeyfederation.co.uk/mental-health-well-being/>

Change Log
Feb 2022: Added YX email link; curriculum information leaflets link Updated phonics section with link to reading pages; books matched to sounds; e-book resource EYFS reduced observations and new picture of areas of learning.
April 2023 Date changes and proofreading
April 2024 Date changes and proofreading

We recognise that the world of education is filled with acronyms and so we've added an acronym guide, thanks to Calderdale for their list.

Education Acronyms

A

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AEN	Additional Educational Need
AfL	Assessment for Learning
AHT	Assistant Head Teacher
AMF	Academies Maintenance Fund
AMP	Asset Management Plan
AP	Alternative Provision (e.g. a PRU)
APP	Assessing Pupil Progress
APS	Average Points Score
APT&C	Administrative, Professional, Technical and Clerical Grades
AQA	Assessment and Qualifications Alliance
AR	Annual Review
ARE	Age-Related Expectations
ASD	Autistic Spectrum Disorder
ASBO	Anti-Social Behaviour Order
ASCL	Association of School and College Leaders
ATL	Association of Teachers and Lecturers

B

BAC	Behaviour and Attendance Collaborative
BESD	Behavioural Emotional & Social Difficulties
BME	Black and Minority Ethnic
BPPE	Basic Per Pupil Entitlement

C

CAA	Comprehensive Area Assessment
CAB	Citizen's Advice Bureau
CAMHS	Child and Adolescent Mental Health Service
CATS	Cognitive Ability Tests
CAMHS	Child and Adolescent Mental Health Service
CC	Children's Centre
CDT	Craft, Design and Technology
CFF	Common Funding Formula
CFR	Consistent Financial Reporting
CIF	Common Inspection Framework
CIN	Child in Need
CIRT	Critical Incident Response Team
COSHH	Control of Substances Hazardous to Health
CP	Child Protection
CPP	Child Protection Plan
CPD	Continuous Professional Development
CPHA	Calderdale Primary Head Teachers Association
CPR	Child Protection Review.
CPS	Crown Prosecution Service
CRB	Criminal Records Bureau (now DBS)
CSCB	Calderdale Safeguarding Children Board
CSE	Child Sexual Exploitation
CTC	Change to Contract

CYPS	Children and Young People's Service
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D

DBS	Disclosure and Barring Service
DDA	Disability Discrimination Act
DFC	Devolved Formula Capital
DfE	Department for Education
DHT	Deputy Headteacher
DMS	Data Management System
DoE	Duke of Edinburgh's Award
DoH	Department of Health
DPA	Data Protection Act
DSG	Dedicated School Grant
DSL	Designated Safeguarding Lead (re: child protection)
DT	Design and Technology

E

E2L	English as a Second Language
EAL	English as an Additional Language
EBacc	English Baccalaureate
EBD	Emotional and Behavioural Difficulties
EDP	Education Development Plan
EFA	Education Funding Agency
EHC/EHCP	Education, Health and Care Plans
EHE	Electively Home Educated
eHNA	Electronic Health Needs Assessment
EHT	Executive Headteacher
EIA	Equality Impact Assessment
EIP	Education Improvement Partnership

EISA	Early Intervention Single Assessment
EIP	Early Intervention Panel
EMA	Education Maintenance Allowance
EP	Educational Psychologist
EPS	Education Psychology Service
EOTAS	Education Other Than At School
ESG	Education Service Grant
ESO	Education Supervision Order
ESL	English as a Second Language
ET	Employment Tribunal
ETS	Excellent Teacher Scheme
EWO	Education Welfare Officer
EY	Early Years
EYFS	Early Years Foundation Stage
EYDP	Early Years Development Plan
EYPP	Early Years Pupil Premium

F

FE	Further Education
FFT	Fischer Family Trust
FGB	Full Governing Body
FGM	Female Genital Mutilation
FIT	Family Intervention Team
FM	Forced Marriage
FMS	Financial Management System
FOI	Freedom of Information
FS	Foundation Stage
FSM	Free School Meals.

FSP	Foundation Stage Profile
FT	Full-Time
FTE	Fixed Term Exclusion or Full-time Equivalent

G

G&T	Gifted and Talented
GAG	General Annual Grant
GB	Governing Body (or Board)
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualification
GTP	Graduate Teacher Programme

H

HE	Higher Education
HLTA	Higher Level Teaching Assistant
HMCI	Her Majesty's Chief Inspector of Schools
HMI	Her Majesty's Inspector
HMSO	Her Majesty's Stationery Office now TSO
HoD	Head of Department
HoS	Head of School/Head of Service
HoY	Head of Year
HR	Human Resources
HSE	Health and Safety Executive
HT	Head Teacher

I

IAG	Information Advice and Guidance (careers)
IAP	Individual Action Plan
IBP	Individual Behaviour Plan
ICPCC	Initial Child Protection Case Conference
ICT	Information and Communications Technology

IDACI	Income Deprivation Affecting Children Index
IEP	Individual Education Plan
IGCSE	International GCSE
iip	Investors in People
INSET	In-Service Education and Training
IRO	Independent Reviewing Officer (chairs Child Protection Case Conferences)
ISCG	Information for School and College Governors
ISR	Individual School Range
IT	Information Technology
ITT	Initial Teacher Training Independent Travel Trainer

J

JD	Job Description
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K

KS	Key Stages (KS1-5)
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L

LA	Local Authority
LAC	Looked After Children
LACE	Looked After Children's Education
LADO	Local Authority Designated Officer (allegations against staff)
LGA	Local Government Association
LGB	Local Governing Body
LLG	Leadership Learning Group
LMS	Local Management of Schools

LSA	Learning Support Assistant
LSCB or LCSB	Local Safeguarding Children's Board

M

MAT	Multi Academy Trust
MDS	Midday Supervisor
MFA	Master Funding Agreement
MFL	Modern Foreign Languages
MIFP	Manual of Internal Financial Procedures

N

NAHT	National Association of Head Teachers
NASBM	National Association of School Business Managers
NASUWT	National Association of Schoolmasters Union of Women Teachers
NCTL	National College for Teaching and Leadership
NEET	Not in Education, Employment or Training
NFER	National Foundation for Educational Research
NGA	National Governors' Association
NGfL	National Grid for Learning
NLG	National Leaders of Governance
NOA	Notification Of Appointment
NOL	Notification Of Leave
NOR	Number (of pupils) on Roll
NPQH	National Professional Qualification for Headship
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
NVQ	National Vocational Qualifications

O

Ofqual	Office of the Qualifications and Examinations Register
Ofsted	Office for Standards in Education, Children's Services and Skills
OH	Occupational Health Service
O/T	Overtime

P

PAN	Published Admissions Number
PAT	Portable Appliance Testing
PE	Physical Education
PEP	Personal Education Plan
PGCE	Post Graduate Certificate of Education
PFI	Private Finance Initiative
PGR	Parent Governor Representative
PI	Performance Indicators
PICSI	Pre-Inspection Context and School Indicators
POAP	Post Ofsted Action Plan
PP	Pupil Premium
PPA	Planning, Preparation and Assessment
PRP	Performance Related Pay
PRU	Pupil Referral Unit
PS	Person Specification
PSCHE or PSHE	Personal, Social, Citizenship & Health Education
PSP	Pastoral Support Programme Planning of School Places
PT	Part-time
PTA	Parent Teacher Association
PTR	Pupil/Teacher Ratio

Q

QCA	Qualifications and Curriculum Authority
QTS	Qualified Teacher Status

R

RAISEonline	Reporting and Analysis for Improvement through School Self-Evaluation
RAP	Raising Attainment Plan
RE	Religious Education
RPA	Risk Protection Arrangement for Academies
RSE or SRE	Relationship and Sex Education
ROA	Record of Achievement
R&R	Recruitment and Retention
ROV	Record of Visit (by SIP or external adviser)

S

SA	School Action
SA+	School Action Plus
SACRE	Standing Advisory Council on Religious Education
SALT	Speech and Language Therapist
SATs	Standard Assessment Tasks
SBM	School Business Manager
SCR	Single Central Record
SCR	Serious Case Review
SDP	School Development Plan
SEAL	Social and Emotional Aspects of Learning
SEF	Self Evaluation Form
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENCO	SEN Co-ordinator
SENDIST	Special Educational Needs and Disability Tribunal
SFA	Supplementary Funding Agreement
SIC	Statement of Internal Control
SIMS	Schools Information and Management System
SIO	School Improvement Officer
SIA	School improvement advisor
SIP	School Improvement Plan School Improvement Partner

SLA	Service Level Agreement
SLT	Senior Leadership Team
SMT	Senior Management Team
SMSC	Spiritual Moral Social and Cultural
SOD	Scheme of Delegation
SPAG	Spelling, Punctuation and Grammar
SpLD	Specific Learning Difficulties
SR	Safer Recruitment
SSDP	Strategic School Development Plan
SSS	Staff Sickness Scheme
STEM	Science, Technology, Engineering and Mathematics
SWC	School Workforce Census
SSFA	School Standards and Framework Act 1998
SSCO	School Sport Co-ordinator
STPCD	School Teachers' Pay and Conditions Document
STRB	School Teachers' Review Body

T

TA	Teaching Assistant
TEFL	Teaching English as a Foreign Language
TES	Times Educational Supplement
TLR	Teaching and Learning Responsibility
ToR	Terms of Reference
TUPE	Transfer of Undertaking Protection of Employment

U

UNISON	Union of Public Sector Employees
UPN	Unique Pupil Number
UPS	Upper Pay Scale

V

VA	Value Added Voluntary Aided
VC	Voluntary Controlled
VFM	Value For Money
VI	Visually Impaired
VLE	Virtual Learning Environment
VSH	Virtual School Head

W

Y

YOT	Youth Offending Team
YPO	Yorkshire Purchasing Organisation