

Ambleford School Curriculum Policy

Reviewed: September 2025

Next Review: August 2026 (or sooner if required by statutory updates)

Introduction

Ambleford School is committed to providing an innovative, engaging, and holistic education for children aged 5–13. Our curriculum is distinctive in its integration of academic subjects with outdoor learning and environmental education. By drawing on the natural world, pupils develop a love of learning, critical thinking skills, and a respect for the environment. This policy outlines how the school designs and delivers a broad and balanced curriculum that prepares pupils for the next stage of their education, fosters their wellbeing, and reflects the requirements of the Department for Education (DfE), Independent Schools Inspectorate (ISI), and Keeping Children Safe in Education (KCSIE 2025).

Curriculum Design

The curriculum is structured around thematic overviews, each lasting a term, which bring together English, Mathematics, Science, Humanities, The Arts, PSHE, Religious Studies, Physical Education, and Outdoor Skills. These themes are carefully chosen to align with pupils' interests, seasonal changes, and the local environment, ensuring that learning feels relevant and meaningful. Every theme is planned to ensure progression in knowledge, skills, and understanding, while encouraging creativity, resilience, and curiosity.

Breadth and Balance

Ambleford School ensures that pupils receive a curriculum that is broad, balanced, and ambitious for all. Core academic skills in literacy and numeracy are woven through every theme, while Science and Humanities develop enquiry and contextual knowledge. The Arts, Religious Studies, and PSHE promote reflection, empathy, and creativity, while Outdoor Skills and Physical Education build confidence, health, and resilience. The curriculum also promotes spiritual, moral, social, and cultural (SMSC) development, including the promotion of British values such as democracy, rule of law, individual liberty, and mutual respect for those with different faiths and beliefs.

Thematic Learning

The curriculum themes – including Living World, Our Planet and Beyond, Times Past and Present, Creative Expression, Sustainable Futures, and Cultural Connections – are designed to enable pupils to make cross-curricular connections and apply their learning to real-world contexts. Each theme incorporates opportunities for project-based learning, critical enquiry,

collaborative tasks, and outdoor exploration. Themes are enriched with fieldwork, visits, performances, and guest speakers to ensure that learning is inspiring and memorable.

Teaching and Learning Strategies

A wide range of teaching strategies are used to meet the needs of all learners. Project-based learning allows pupils to explore real-world problems, while inquiry-led lessons encourage them to ask questions and pursue independent investigation. Outdoor experiences are central, enabling pupils to learn through direct engagement with nature, fieldwork, and adventure-based education. Collaborative and reflective practices such as group discussions, peer feedback, and journaling are embedded, and technology is used to enhance learning through research, data collection, and digital presentation. The school actively involves the wider community, inviting local experts, artists, scientists, and environmentalists to contribute to learning.

Assessment

Assessment at Amblesford School is continuous and formative, focusing on pupils' progress over time rather than narrow test performance. Teachers assess learning through observation, reflective journals, project outcomes, group discussions, and presentations. Pupils also contribute to assessment through peer review and self-reflection, building ownership of their learning journey. Where appropriate, summative assessments such as project presentations, performances, and digital portfolios are used to showcase achievement. Feedback is timely, constructive, and specific, enabling pupils to understand their strengths, areas for development, and next steps.

Inclusion

Amblesford School is committed to ensuring that every child can access the curriculum fully and meaningfully. Differentiated teaching strategies and personalised support are in place to ensure that pupils with special educational needs and disabilities (SEND), English as an additional language (EAL), or other barriers to learning are able to thrive. Staff adapt tasks, use assistive technologies, and provide additional support to ensure accessibility. Pupils who are more able are challenged through extension tasks, leadership roles, and opportunities for independent research. The school's approach reflects its duties under the Equality Act 2010, ensuring that protected characteristics are respected and celebrated, and that no pupil is disadvantaged because of background or personal circumstance.

Personal Development

The curriculum is designed not only to promote academic excellence but also to support pupils' personal development and wellbeing. Through PSHE, Outdoor Education, and the integration of social and emotional learning across all subjects, pupils learn resilience, teamwork, empathy, and responsibility. The curriculum actively promotes positive mental health and equips pupils

with strategies to manage challenges. Religious Studies and Humanities foster respect for diverse cultures and beliefs, helping pupils to develop as responsible, compassionate citizens.

Monitoring and Review

The school leadership team monitors the implementation of the curriculum through lesson observations, pupil work reviews, assessment data, and feedback from pupils and parents. Termly reviews ensure that the curriculum remains broad, balanced, and effective. The policy is reviewed annually to ensure alignment with statutory guidance, ISI requirements, and the needs of the school community.

Conclusion

The curriculum at Amblesford School nurtures well-rounded, inquisitive, and resilient learners. By combining academic study with outdoor learning, creativity, and real-world application, the school provides pupils with the skills, knowledge, and attitudes they need for lifelong learning. It prepares them to make a positive contribution to society, to respect diversity, and to care for the natural world.