



ABINGDON
HOUSE SCHOOL

Curriculum Policy

Responsible Person: Headteacher

Reviewed: September 2025

Next Review Date: September 2026

In all AHS policies, unless the specific context requires otherwise, the word “parent” imports the meaning parent, guardian, carer, or any other person in whom is vested the legal duties and responsibilities of a child’s primary caregiver.

If you require a copy of this document in large print, braille or audio format, please contact AHS’s main office.

AHS employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

Peninsula HR Online
Peninsula Business Safe (Health and Safety)
Care Check (DBS)
Educare (online CPD)

Introduction

Abingdon House School is owned and operated by Cavendish Education, the Proprietary Body also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This policy document is one of a series of AHS policies that, taken together, are designed to form a comprehensive, formal statement of AHS's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures being put into place to achieve this. Accordingly, this policy needs to be read alongside all of these policies in order to get the full picture and should be read in conjunction with the **Equality Policy**, the **Health and Safety Policy**, the **Promoting British Values Policy**, and the **Safeguarding Children & Child Protection Policy** in particular. All of these policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole school is undertaking to ensure the implementation of its core principles:

Self-belief/confidence

Respect

Perseverance

Kindness/empathy

Independence

Resilience

Overview

At Abingdon House School, we are committed to providing a quality learning experience for students with specific learning difficulties. We achieve this by providing a stimulating and exciting learning environment that develops each child holistically and equips them with the necessary social skills and life skills required to become independent and responsible citizens. Teaching and learning will be influenced by the promotion of SMSC education and students are encouraged to develop personal skills that reflect British values and the values of our school community.

AHS Curriculum Aims

The curriculum at AHS aims to:

- Ensure all students make progress in line with their age, aptitude, and additional need, with reference to their individual starting points;
- Provide a broad and balanced curriculum;

- Build up each student's confidence and motivation to learn through the use of multisensory teaching techniques;
- Embed key skills in order to prepare students for real-life and everyday situations;
- Stimulate our students' natural curiosity, giving them the confidence to be curious by working through topics that engage them;
- Develop students' skills as effective communicators and learners;
- Teach students the appropriate skills of English, Maths and Computing;
- Enable students to recognise the connection between different subjects;
- Encourage the integration of ICT into all curriculum areas;
- Develop social and life skills which encourage students to become more active citizens within the school community and beyond;
- Make students aware of their own spiritual development, the rights of others, and the difference between right and wrong;
- Give students an understanding of the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- Encourage students to respect themselves and be able to live and work cooperatively with others;
- Prepare students for independence and preparation for the future.

Principles of Teaching and Learning

- To provide opportunities to apply knowledge and learning in practical ways;
- To shape our curriculum to meet the needs of our students through an Individual Education Plan (IEP), involving the children in the planning and the direction of the learning;
- To use a multidisciplinary approach to teaching that is tailored to the needs of each student;
- To provide opportunities for students to extend their learning inside and outside the classroom with an emphasis on enrichment;
- To monitor student progress according to the skills required in the curriculum;
- To set common, open-ended tasks to elicit a variety and depth of response;
- To set tasks of increasing difficulty, scaffolding where appropriate;
- To group students by ability and differentiate within tasks.

Organisation and Planning

The curriculum at AHS follows the National Curriculum and is thoroughly planned and reviewed in a variety of ways.

Long-term Plan (available on request)

SLT and curriculum leads agree on a long-term curriculum plan for each class/ability group in each subject. This indicates the topics taught in each half term and to which groups of students. This is reviewed by the Headteacher or Head of School to check for appropriate sequencing and ability levels.

We have a number of shorter themes of the week where the whole school works together to promote cross-phase work and celebrate national and international days of celebration; these are developed by SLT and class teachers and are changed on a yearly basis. Topics are based on worldwide events and important concepts – for example: World Cup, Diversity, Teamwork, national elections, or Olympic Games.

Medium-term Plans

Medium-term plans are taken from the long-term plans and broken down into the objectives that are being taught that half term. In our medium-term plans, we take each subject area individually and give more detail, such as including what should be taught week to week. Teachers are expected to make their own medium-term plans and SLT or the Subject Lead will review these to make sure the sequence is appropriate. Teachers plan their individual lesson sequence from the medium-term plans.

Short-term (weekly or daily) Plans

Short-term (weekly or daily) plans are taken from the medium-term plans. Each teacher is expected to create short term lesson plans based on the medium term sequencing. The plan is documented by their slides or teaching resources.

After the sessions, teachers evaluate each lesson and note if the learning objective was met and if further support is needed for the next lesson. These evaluations, alongside formative assessment throughout the lessons, inform the teaching and learning in each lesson.

Individual Education Plans (IEP)

Each term the SENCo is responsible for developing an IEP, in collaboration with the multidisciplinary team, for each student. Termly meetings are held where all relevant staff working with the child are required to attend to give their input into the plan.

Students have individual outcomes which are graded according to their ability to independently complete the outcome. Each outcome and level is assessed and reviewed during the IEP meeting.

Curriculum Outline

Teaching and learning at AHS is designed around the National Curriculum, which is adapted to support the needs of our students and enhanced by an integrated therapeutic programme. The use of ICT is embedded across the whole curriculum, as well as being a subject in its own right, creating opportunities for students' independent learning.

AHS is developing a whole school approach to Oracy, working in partnership with Voice 21. Opportunities for Speaking and Listening are optimised and basic skills are delivered through this holistic approach to teaching. Teaching staff are encouraged to broaden the experience for the children in their topic work through educational visits, inviting visitors into school, and shared experiences of the wider school community.

Due to the SEN profiles of our students, Modern Foreign Languages are not compulsory across the curriculum, but are, however, available through Enrichment opportunities where possible.

While chronological year groups are referred to below, each student's individual needs and progress is considered throughout their time at AHS. To that end, some students may be in a section of the school that does not relate to their chronological age if that is appropriate for them (done in conjunction with families and local authorities).

Abingdon Prep School (Years 3-8)

Students in Abingdon Prep School cover the following individual subjects:

Maths, English, Science, Intervention, IT, PSHE, Humanities, PE, Music, Enrichment, Fine Motor Skills, Creative Carousel (Food Tech, Textiles, and Art), Life Skills, Social Skills, and Games.

Throughout Key Stages 1 and 2, we follow the national curriculum that is adapted to suit the needs of our students.

For English, Science, Humanities, Art, and IT, the Prep School follows a thematic curriculum to support linking of topics and transfer of skills.

An example timetable can be found below.

		1	2		3	4		5	6	7	8	9	
	08:20 - 08:45	08:45 - 09:45	9:45 - 10:45	10:45 - 11:00	11:00 - 11:20	11:20 - 11:50	11:50 - 12:20	12:20 - 13:40	13:40 - 14:00	14:00 - 14:30	14:30 - 14:45	14:45 - 15:15	15:15 - 15:30
Monday	 Form time	 English	 Maths	 Break	 Intervention	 Maths	 Humanities	 Lunch	 Well being	 Enrichment	 Break	 Enrichment	 Golden time
Tuesday	 Assembly	 Music	 Carousel	 Break	 Intervention	 Humanities	 Reading	 Lunch	 Well being	 Independence/ Communication	 Break	 Games	 Golden time
Wednesday	 Form time	 English	 Maths	 Break	 Intervention	 PSHE	 Drama	 Lunch	 Well being	 IT	 Break	 Reading	 Golden time
Thursday	 Form time	 Science	 PE	 Break	 Intervention	 Humanities	 IT	 Lunch	 Wellbeing	 Reading	 Break	 Fine Motor Skills	 Golden time
Friday	 Form time	 English	 Maths	 Break	 Intervention	 English	 Enrichment	 Lunch	 Golden Time				

Senior School (Years 7-12)

Students in the Senior School follow an adapted national curriculum to fit the ability level of each student. When it is deemed appropriate, students will move on to a qualification curriculum.

	Lower Senior School	
Ages	Y6 - Y9	
Ability	National Curriculum Year 1 - Year 9	
Lessons	English, Maths, Science, IT, Humanities, PE, Games, Social Skills, Life Skills, Food Tech, Art, Drama, Music, PHSE, Enrichment	
	Upper Senior School	
	Theta Curriculum Pathway	Sigma Curriculum Pathway
Ages (3 year cycle)	Y9 - Y12	Y9 - Y12
Lessons/ Qualifications	Qualifications English Entry Level 1 - Level 2 (Functional Skills) Maths Entry Level 1 - Level 2 (Functional Skills) Science AQA Unit Award	Qualifications English Entry Level 1 - Level 2 (Functional Skills or GCSE) Maths Entry Level 1 - Level 2 (Functional Skills or GCSE) Applied Science BTEC Level 1 / 2 or

	Humanities <i>AQA Unit Award or WJEC Entry Level Certificate</i> IT <i>AQA Unit Award</i> ASDAN CoPE Level 1 Princes Trust Level 1 in Personal Development and Employability Skills Home Cooking Skills Level 1 Options (all up to Level 1) (Students choose two of the following) PE <i>NCFE Certificate in Sport</i> BTEC Art & Design BTEC Creative Media Production BTEC Performing Arts City & Guilds Horticulture BTEC in Hospitality and Tourism NCFE Travel and Tourism Duke of Edinburgh Bronze or Silver Non Qualification Lessons PHSE, PE, Games, Life Skills, Social Skills, Creative Arts (Art, Music, Drama on rotation) and Employability.	GCSE Humanities <i>AQA Level 1 / Level 2 Project</i> IT <i>NCFE Level 1 or Level 2 - IT User Skills</i> ASDAN CoPE Level 1 or 2 Princes Trust Level 1 or 2 in Personal Development and Employability Skills Home Cooking Skills Level 1 and/or Level 2 Options (all up to Level 2) (Students choose two of the following) PE <i>NCFE Certificate in Sport</i> BTEC Art & Design BTEC Creative Media Production BTEC Performing Arts City & Guilds Horticulture NCFE Travel and Tourism NCFE Sport Duke of Edinburgh Bronze or Silver Non Qualification Lessons PHSE, PE, Life Skills, Social Skills, Creative Arts (Art, Music, Drama on rotation) and Employability.
--	---	--

Sixth Form (Years 12-14)

Students in Senior School cover the following individual subjects:

Pre-vocational Studies, English, Maths, Science, IT, PSHE, Food Tech, PE, Life Skills, Social Skills, Optional BTEC Qualifications, and Creative Arts (Art, Music, and Drama on rotation).

Students in the College follow the structure of qualification curriculums relevant to their ability level but with an increased focus on independence and life skills learning. Sixth form students also work through learning the key skills in the 'Wheel of Independence' framework.

Throughout Key Stages 3 and 4 and at post-16, we use schemes of work based on Entry Level, Functional Skills, and BTEC or GCSE qualifications for the following subjects:

- English
- Maths
- Science
- IT

Literacy Statement

English is taught as a discrete subject, but there are opportunities for literacy progress across all subjects of the curriculum. There is a strong emphasis on developing the students' speaking and listening skills through oracy tasks, and vocabulary through using the Word Aware teaching approach. Speech therapy programmes, where appropriate, will be integrated into the curriculum, and relevant strategies will be employed. It is acknowledged and recognised that students may have specific learning challenges in acquiring literacy skills. Occupational therapists also work with students during literacy sessions to support them around handwriting, typing skills, and fine motor difficulties.

Aims

1. To enable students to have key skills in reading and spelling to access the curriculum (through letters and sounds and the phoned phonics programme).
2. To deliver the National Curriculum for English through appropriate, challenging, and meaningful lessons.
3. To provide opportunities for learning experiences in all areas of English.
4. To encourage and develop key attitudes of co-operation, independent study, and perseverance.
5. To widen students' experience of English and to teach an appreciation of literature and language in their everyday lives.
6. To enable students to gain enjoyment from reading and the ability to access a range of information texts by regular use of the library and other mediums.
7. To enable students to use ICT as appropriate for a range of tasks and to encourage creative use of the media available.
8. To enable students to achieve their individual potential at an appropriate level for their age, ability, and emotional and behavioural difficulties. This goes up to (but not always including) external certification.
9. To use differentiation to the extent that all pupils will make progress according to ability.
10. To employ intervention strategies for those pupils in need of catch-up.

Prep School

The Prep School literacy curriculum is developed from the National Curriculum and modified to suit individual children's needs. For those working at a KS1 or KS2 level, medium-term plans are developed from 'The Sonar Curriculum'. Form groups are created with literacy ability in mind in order for students to access a suitable curriculum.

Senior School and Sixth Form

Students in the Lower Senior School continue working towards an adapted National Curriculum at KS2 and KS3 levels. Throughout the academic year students will cover a wide range of fiction and non-fiction texts, plays, and poetry.

The Upper Senior School and Sixth Form English curriculum embeds the learning objectives from a variety of sources depending on each student's needs:

- Pearson's Functional Skills English Language framework from Entry Level to Level 2.
- Pearson iGCSE in English Language.
- An adapted National Curriculum.

The curriculum is designed to incrementally build the skills needed for our students to access the most suitable level for them. At all levels, a range of texts are taught in order to deliver a breadth of study rather than simply working towards the exam. This ensures that our students achieve an English qualification that can take them onto either a GCSE pathway or ensure they possess the necessary qualifications to enrol in vocational study at a post-16 or further education provider.

Phonics

Abingdon House School uses the **Little Wandle Letters and Sounds** programme to teach phonics systematically across the school to those who need it. Our approach is adapted for students with SEND, using personalised, multi-sensory teaching to develop decoding, blending, and reading confidence.

Phonics is taught daily, with additional support where needed. Regular assessment ensures gaps are addressed and all students make progress. Our aim is to develop confident readers who can fully access the curriculum.

Assessment

For whole school assessment and marking see [AHS Assessment Policy](#).

Numeracy Statement

Maths is taught as a discrete lesson. There are opportunities planned for numeracy skills to be practised and used across other subjects of the curriculum, with relevance to everyday use of numbers and its practical application. It is recognised that students will require individual and tailored programmes for developing their mathematical skills. They will have individual learning targets for mathematics from their individual education plan.

Aims

1. To build pupils' confidence in their own ability and develop mathematical skills for use at

school and in the outside world;

2. To develop an understanding of all the different components and complexities of Maths;
3. To set realistic yet challenging targets, with high expectations for all pupils;
4. To ensure all pupils leave AHS with a Maths qualification which reflects the best of their ability and which will help them in their next stage of education or work;
5. To engage and motivate students through offering a variety of approaches to teaching and learning, encouraging their active participation in Maths;
6. To foster a love and enjoyment of Maths;
7. To see the purpose and function of Maths in the world;
8. To develop and extend a pupil's ability to solve problems using creativity and logic;
9. To develop confidence in using specialist mathematical language;
10. To develop fluency in numeracy.

Prep and Lower Senior School

The Prep and Lower Senior School numeracy curriculum is developed from the Y1 - Y9 National Curriculum and is modified to suit individual children's needs. Students working at KS1 and KS2 level follow this scheme of work. Students are streamed into ability groups (Y1 - Y6). There will be a strong emphasis and use of practical and visual resources to ensure concepts are embedded securely before moving to more complex mathematical operations. Mathematical vocabulary is embedded using Word-Aware to help the students with contextualised questions as they progress.

Upper Senior School and Sixth Form

Depending on the cohort of students, the Upper Senior School Maths curriculum embeds the learning objectives from Pearson's Functional Skills (Entry Level to Level 2), Pearson's Number and Measure (Level 1 and 2), Pearson's Entry Level Certificate in Maths, and AQA's GCSE Maths qualification frameworks. The curriculum is designed to incrementally build the skills in order for our students to access the most suitable qualification for them. Students' pathway through AHS will be tailored to achieve the best mathematical qualification possible that will help them to make the next step in their lives after AHS.

Intervention Sessions

Daily intervention sessions are taught as discrete lessons at the start of each school day.

The SEND team collaborates with teachers and therapists and identifies the priority of need for each student which ensures that all students are allocated individually targeted interventions to support their learning. These lessons are run by the class teachers and TAs, supported by speech and language and occupational therapists, and overseen by the Senior SENCo.

The progression of students on academic programmes is monitored from an initial baseline at the beginning of the academic year. This allows priority of need to be monitored and the individual interventions to be scrutinised for efficacy.

Interventions are run on a termly or two-term cycle based on students' needs.

During these lessons, students may be allocated one or more interventions from the list below:

Academic Programmes

- IDL Literacy – After undertaking a baseline assessment, this evidence-based multisensory programme supports learners with dyslexic profiles and other difficulties that may impact on their literacy acquisition, to increase their reading and spelling ages. Data is generated and used for the monitoring of individual progress.
- Sight Word Reading – This multisensory learning programme works towards generalising skills across contexts. Fluency and retention are achieved and monitored through Precision Teaching. Students are baselined and words are selected for each student from the Pearson Entry Level Word Lists. Ongoing progress is recorded after weekly retesting.
- Dyslexia Group – These sessions are run by teachers in small groups of up to five students. Content for these sessions contains a mix of teaching strategies from the teaching programme 'Teaching Literacy to Learners with Dyslexia: A Multi-sensory Approach' and reciprocal reading. Students are assessed at the beginning of the intervention and then taught lessons from the programme based on improving students phonological, reading, writing, and spelling skills. Students are tested post-intervention to determine progress.
- Accelerated Reader – This programme selects books at an appropriate age/interest level at the Zone of Proximal Development for each student using the Star Reader Assessment. Comprehension is checked as students sit quizzes at the end of each book. Progress is monitored by the Accelerated Reader programme from which teachers pull data to help inform the level of language input in their lessons.
- Intensive Phonics – These sessions are run by teachers in small groups of up to four students. Students are assessed at the beginning of the intervention on their phoneme/grapheme correspondence, their ability to blend segmented words, and their ability to segment words. Teachers teach the phonemes and graphemes.
- Guided Reading – These sessions are run for small groups of between six and nine students matched in ability with similar needs, and focus on developing comprehension skills. Students are baselined using the Salfords comprehension assessment and

grouped based on similar comprehension levels. The groups then read VIPERS short passages and answer questions about them.

- **Dynamo Maths** – This is a purposeful triple-pathway adaptive maths intervention where blended learning strategies are presented in an engaging way.
- **IDL Numeracy** – This is an adaptive games-based Maths intervention where mathematical puzzles are presented in an engaging way. Mathematical language development is supported as each challenge is presented with auditory instructions. Self-help strategies support independence where students can use devices to break down more challenging tasks.
- **Plus 1 and Power of 2 Maths** – This coaching system is delivered 1:1 and, through repetition, builds confidence through the development of mental calculation skills.
- **Touch Typing** – Typing Club is used in sessions across the school. It is an engaging and motivating online touch typing programme that reinforces correct finger positioning on the keys, enabling speed and accuracy improvements. The voice-over feature supports spelling associations and contributes to the built-in multisensory learning opportunities. Accuracy and typing speeds are monitored on the student accounts.
- **Nuffield Dyspraxia Sound Production** – This is a daily speech production skills group, where we work on speech sounds in various positions of words and sentences, e.g., cluster sounds, multisyllabic words, CVCV words, etc. The speech sounds are worked on through repetitive drills, high encouragement, and praise and modelling, using verbal and visual prompts such as cued articulation gestures and cards.
- **Fine Motor Group** – This is a daily fine motor skills group where engaging, hands-on activities support physical development through purposeful play. Tasks such as threading, peg board, and cutting are presented with visual and auditory prompts. Functional motor language is modelled, and scaffolded strategies encourage independence, coordination, and confidence in small, achievable steps.

Extension and/or SEMH Interventions

- **LetGrow** – The LetGrow programme encourages students to take on their own projects and learning with almost no or limited adult input.
- **Philosophy for kids**
- **Debating**
- **GCSE revision / catch-up classes**
- **Fitness for Regulation**

Further Curriculum Overview

AHS aims to offer our students a broad and balanced curriculum that supports their Special Educational Needs. Our core curriculum in Literacy (English), Numeracy (Maths), Science, ICT, and Humanities is enhanced by the teaching of the following subjects:

PSHE

PSHE is taught in line with guidance from the PSHE Association and covers all statutory topics in line with the latest recommended guidance.

Abingdon House School is proud to have a progressive PSHE curriculum which covers the key topics of self-awareness, healthy living, personal and online safety, growing up and puberty, SRE, and careers. All these topics are taught in an age- and need-appropriate manner, in a safe and open environment. Within these sessions, the So-Safe framework is taught, which is a way for students with additional needs to understand consent and think about their social safety.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies, form times, and PSHE lessons, on important cultural and religious festivals and commemorative days.

For more information, please see the school's PSHE policy.

Humanities

At Abingdon House School, Humanities includes Geography, History, and Religious Education (RE). Lessons develop knowledge, skills, and critical thinking across these subjects.

In RE, we teach about a range of religions and belief systems in line with statutory guidance, fostering respect for others' beliefs and values.

Humanities is delivered inclusively to meet the needs of all students, and aims to equip them to engage thoughtfully and respectfully in a diverse society.

Relationship Education / Sex and Relationships Education

Relationship Education, in the Prep and Lower Senior Schools, and Sex and Relationships Education, in the Upper Senior School and Sixth Form, is taught in PSHE lessons at a level appropriate to the degree of understanding of the young people.

We source resources from a range of providers including:

- The PSHE Association
- So-Safe
- CEOP
- NSPCC

At AHS, we want all of our students to be actively engaged in these lessons. However, parents may request that their child is excused from non-statutory parts of the Sex Education syllabus. When this occurs, we engage parents in dialogue to determine whether adaptations can be made in order for the student to participate.

For more information on the SRE curriculum, see the school's [SRE policy](#).

Preparation for Adulthood (Senior School)

At AHSC, we are committed to supporting our students as they transition into adulthood, helping them build the skills and confidence needed to lead fulfilling, independent lives. We provide a comprehensive careers education within our PSHE curriculum, carefully tailored to meet each student's individual needs. Students will follow personalised learning pathways designed to develop essential life skills, including money management, accessing community resources, self-advocacy, and understanding their health and well-being. We offer a structured transition programme to support students transferring into and out of the school, ensuring they receive the necessary support during these transitions. In partnership with families, we provide guidance and support to help students progress towards greater independence.

Careers Education (Senior School)

AHS's careers programme is developed inline with the Gatsby Benchmarks. All students at KS3/4 have access to impartial careers education and advice through Scope's external careers advisors. Abingdon House School also uses the Career Education Centre's Compass tool to track and measure student's career activities, using resources from The Prince's Trust (now The King's Trust), and Inspiring the Future, and provides work placements through Westminster City Council and other local firms. Careers Drop Down days, regular trips, and career talks provide students with opportunities to learn about different careers and meet employers, whilst taking part in interactive and relevant activities. We also arrange trips, visits, and events to further enrich the careers curriculum, broadening students' understanding of career pathways and opportunities.

Wellbeing

At AHS, the Wellbeing curriculum promotes a combination of structured lessons and activities alongside indirect opportunities to increase students' wellbeing.

Structured activities in the school day provide an emphasis on developing the students' understanding of their own wellbeing, such as Wellbeing Wednesday form times, PSHE lessons on Resilience, and celebrating Children's Mental Health Week through assemblies and activities.

Students also participate in activities designed to promote and support their wellbeing, such as targeted morning interventions, participating in the 'LetGrow' independence programme or during termly 'Team-Building' afternoons to strengthen connections within the class. Students also have the opportunity to participate in an elected Junior Leadership Team. Where appropriate, social and emotional targets are also included in individual education plans.

Enrichment

Enrichment activities at Abingdon are designed to nurture pre-existing talents and allow our students to develop new ones. Enrichment activities play an essential part in enhancing the educational experience of all our students as well as supporting the development of non-cognitive skills and well-being.

As a school we place value, not just on academic achievement, but student involvement, enthusiasm, and personal development. We recognise that it is important to provide cultural, physical, intellectual, and community enrichment.

Three times a week in the Lower Senior School, and one afternoon each week at the Prep School, activities are built into the curriculum to enrich students' learning and support them in seeing school as a place where they can learn outside of the traditional classroom setting. These activities are delivered in a way that builds on the skills taught in the core therapeutic and curriculum provision.

Our enrichment programme focuses on developing flexible thinking and communication skills, and expanding the students' frames of reference and interest. Students can choose from enrichments such as learning sign language, exercise circuits, model making, cooking skills, and many more.

Art, Drama, and Music

Through the creative arts we aim to promote creativity, confidence, and competence, and develop character in all our students.

In the Lower Senior School art, music, and drama are taught as discrete subjects.

Art – Students use a range of materials and techniques to produce individual and collaborative pieces of art. The skills developed in the younger years build to the project work the students complete when they are aiming for accredited qualifications.

Music – It is our aim to immerse our students in a range of musical genres and give them a basic understanding of music theory. They will have experience of playing various percussion instruments, playing the ukulele, and singing. Students have the opportunity to develop their skills with specific instruments via individual tuition from our instrumental teachers.

Drama – Students are encouraged to experiment with improvised story ideas. They will also be expected to perform in a drama, be that one of their own devising or an existing script. This will either be as a live piece of theatre or as an edited video recording. Students will experience theatrical content exploring political and historical themes.

Students are encouraged to use editing and filming software to supplement their work in music and drama.

In the Upper Senior School, students receive one term of art, music, and drama on rotation per year.

Physical Education

At Abingdon House School, we strive to provide our pupils with high-quality, wide-ranging, inclusive yet challenging PE and school sport opportunities. Teaching objectives are taken from the National Curriculum and are then adapted to suit the specific needs of the students.

The school promotes participation in team and individual sports, and provides opportunities for pupils to partake in competitive events such as sports days and inter-school competitions. The aim of the PE curriculum at Abingdon is to maximise physical activity and participation, and develop a passion for sport which instils life-long learning for physical activity. This will support our pupils to lead a healthy and active lifestyle.

Touch Typing

All students are taught touch typing skills explicitly, using online keyboarding resources such as www.sense-lang.org and www.typingclub.com. These skills are further developed and reinforced in curriculum learning, with ICT being used to support learning in the classroom.

