



EYFS & Primary Curriculum Policy

Policy owner / lead	EY & Primary Assistant Heads
Approved by	Head of Early Years and Primary
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Policy family	Curriculum, Teaching and Learning
Status	Active

1. Introduction

The ABC International School follows the Early Years Foundation Stage (EYFS) framework in Early Years and the National Curriculum for England in Key Stages 1 and 2. Our curriculum provides a broad, balanced and engaging education, designed to build knowledge and skills progressively while meeting the needs of all learners.

This policy outlines how the curriculum is planned, delivered, monitored and evaluated across Early Years and Primary..

2. Vision and Mission

The curriculum at The ABC International School is underpinned by our school vision and mission, which reflect our commitment to providing an outstanding, holistic education that prepares students for success in further education and beyond.

Our curriculum supports students in realising their full potential and striving for higher goals. It also embraces the opportunities provided by our location in Vietnam and our diverse international community, encouraging students to learn from different cultures and experiences as they develop into confident, well-rounded individuals.

3. Curriculum Aims

Our curriculum aims are underpinned by our school values. Specifically, the aims of our curriculum are to:

- Support the academic, social, moral, cultural, linguistic, creative, intellectual, emotional, and physical development of each student.
- Ensure equal opportunities for all students within a multicultural environment
- Provide high-quality learning experiences that enable each student to reach their full potential.
- Build self-esteem and foster appreciation for personal achievements in a caring, secure environment.
- Stimulate natural curiosity about themselves, their cultures, and the world.
- Promote social awareness and empathy through relevant, context-driven learning.
- Cultivate independent learners who demonstrate respect for their own education and the well-being of others.
- Offer a broad and balanced curriculum to meet the needs of all students.

4. Curriculum Content

EYFS

In Early Years, our curriculum follows the Early Years Foundation Stage (EYFS) framework, providing a strong foundation for children's learning and development. Learning is organised around seven interconnected areas:

- Prime Areas: Communication and Language, Physical Development, and Personal, Social and Emotional Development.
- Specific Areas: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

Through a balance of purposeful play, exploration, adult-led learning, and child-initiated experiences, children develop the knowledge, skills, and confidence they need for their next stage of education.

Primary (Key Stage 1 and Key Stage 2)

In Key Stages 1 and 2, our curriculum is based on the National Curriculum for England and includes:

- Core subjects: English, Mathematics and Science.
- Foundation subjects: History, Geography, Art and Design, Design and Technology, Music, Computing, Physical Education (PE), including Swimming, and Personal, Social, Health and Economic Education (PSHE).
- Languages: Vietnamese.

Learning is carefully sequenced to build knowledge, understanding and skills progressively across year groups. Cross-curricular links are made where meaningful to deepen understanding and enrich learning.

Specialist teaching is provided in PE, Swimming, Music and Vietnamese.

Curriculum Provision Relevant to Vietnam

As a British international school in Vietnam, The ABC International School values opportunities for students to develop an understanding and appreciation of Vietnamese language, culture, history and traditions.

Vietnamese language learning is provided from Years 1 to 6, while aspects of Vietnamese culture, geography and history are incorporated across the wider curriculum. Cultural celebrations, educational visits and community initiatives further enrich students' learning and strengthen their connection to the country in which they live.

In line with Vietnamese educational requirements, we do not teach Religious Education (RE) as a formal subject. The curriculum excludes religious instruction or political content that may conflict with national guidelines. Instead, we promote fundamental British values, including mutual respect and tolerance of different faiths and beliefs, through PSHE and wider curriculum experiences.

This approach supports a broad international education that reflects both our British curriculum foundations and our Vietnamese setting.

5. Curriculum Planning and Organisation

Effective planning considers both what is taught and how it is taught. At The ABC International School, planning supports a coherent, progressive curriculum, providing a consistent framework for high-quality teaching while giving teachers the flexibility to respond to students' learning needs.

Our approach to planning is structured around four interconnected elements:

Long-Term Plans

Long-Term Plans set out curriculum coverage for each year group across the academic year. They support appropriate sequencing, progression and coverage of the National Curriculum, ensuring a coherent approach to learning.

Subject Overviews

Subject Overviews provide a whole-primary view of each subject from EYFS to Year 6. They identify the units and topics taught across year groups, supporting curriculum continuity and progression.

Unit Plans

Unit Plans provide a shared framework for teaching each unit, identifying the intended learning, key knowledge and skills, curriculum links and opportunities for assessment. Teachers develop them collaboratively, supporting consistent curriculum delivery while allowing them to adapt their teaching to meet students' needs.

Teaching Materials

Teachers use their professional judgement to select and prepare appropriate teaching materials that support effective learning. Materials are designed to be purposeful, accessible and responsive to students' needs, supporting clear explanations, modelling and meaningful learning experiences.

6. Inclusion, British Values and PSHE Education

At The ABC International School, we are committed to an inclusive curriculum that gives all students opportunities to learn, achieve, and thrive. Teaching is adapted to meet the needs of all learners, including students with Special Educational Needs and Disabilities (SEND), those learning English as an Additional Language (EAL) and high-attaining students. Further information is available in our Support for Learning Policy and EAL Policy.

We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are embedded throughout the curriculum and school life, encouraging students to develop respect, understanding and a sense of responsibility towards others.

Personal, Social, Health and Economic (PSHE) education plays an important role in supporting students' personal development, wellbeing and understanding of the world around them. Through age-appropriate learning, students develop healthy relationships, respect for diversity and an understanding of equality, including the protected characteristics recognised under UK legislation.

As a British international school in Vietnam, we recognise the importance of connecting our British curriculum with the cultural diversity of our school community and the wider world. Our curriculum encourages students to value different perspectives, appreciate their own and others' cultures, and develop the knowledge and attitudes needed to contribute positively to society.

7. Assessment and Monitoring

Assessment is integral to teaching and learning at The ABC International School. The school uses a combination of formative and summative assessment to evaluate students' understanding, monitor progress, and inform future teaching. The school's Assessment Policy outlines further information, including assessment practices, the use of data, and reporting arrangements.

The school monitors curriculum implementation and teaching quality through a range of approaches, including Subject Monitoring, Evaluation and Reviews (MERs), planning reviews, lesson visits, learning walks, and reviews of students' work. Subject Coordinators and school leaders use these processes to evaluate curriculum effectiveness, celebrate strengths, and identify improvement priorities.

Findings inform curriculum development, school improvement priorities and targeted professional development, supporting consistently high standards of teaching and learning.

8. Roles and Responsibilities

- **Class Teachers:** Plan, deliver and assess the curriculum, adapting teaching to meet students' needs and support their progress and achievement.
- **Heads of Year:** Ensure consistency in curriculum delivery across their year groups, promoting high expectations, collaboration and effective teaching and learning.
- **Subject Coordinators:** Lead the development, implementation and evaluation of their subjects, ensuring curriculum coverage, progression and high standards. For subjects without a designated Subject Coordinator, these responsibilities are undertaken by the relevant Primary SMT link manager.
- **Senior Management Team (SMT):** Provide strategic leadership and oversight of the curriculum, monitor its quality and effectiveness, and ensure alignment with the school's vision, educational priorities, and improvement objectives.

9. Review and Evaluation

The Assistant Heads of Primary lead the annual review of this policy, ensuring it reflects current practice, relevant statutory requirements, and the school's educational priorities. Input will be sought from teachers, Subject Coordinators and other relevant stakeholders as appropriate. The Head of Early Years and Primary will approve the policy.

Document control and version history

Version	Date	Owner / reviewer	Summary of changes
2.0	October 2026	Head of EY & Primary	Transferred to the ABCIS School Policy Template. Next review August 2027. The policy has been refined for clarity and consistency, with stronger references to curriculum planning, inclusion, assessment and monitoring; the inclusion of Subject Monitoring, Evaluation and Reviews (MERs); and clearer leadership responsibilities and review arrangements.