



Junior School Curriculum Policy

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THE KING'S SCHOOL
CHESTER

The King's School Junior School
Curriculum Policy

1. Introduction

- 1.1 At the King's School Junior School, we provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996).
- 1.2 We believe in providing a first-class independent education, both through outstanding teaching and opportunities to develop wider skills.
- 1.2 We maintain that learning should be a rewarding and enjoyable experience through which everyone can achieve their potential and exceed their expectations.
- 1.3 Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

2. Aims and objectives

- 2.1 To provide a rich, purposeful and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- 2.2 To provide a curriculum which is stimulating, dynamic and flexible and gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- 2.3. To ensure that pupils acquire speaking, listening, literacy and numeracy skills.
- 2.4 To build on pupils' prior experiences, skills, knowledge and learning.
- 2.5 To enable children to become resourceful, enquiring and independent learners.
- 2.6 To foster children's self-esteem, and help them to build positive relationships with other people by encouraging them to understand the ideas, attitudes and values of others.
- 2.7 To provide opportunities for pupils to learn, make progress, celebrate success and achievement.
- 2.8 To ensure provision for equal opportunities and the individual learning needs of each pupil. We take into account the ages, aptitudes and needs of all pupils, including those with SEND requirements, including those with an EHC plan.
- 2.9 To recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- 2.10 To help children grow into reliable, confident and positive citizens and effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society.

- 2.11 To ensure that fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and not undermined but positively encouraged.
- 2.12 To provide personal, social, health and economic education which reflects the school's aims and ethos, and encourages respect for other people regardless of disability, race, religion or belief, or sex.

3. Effective learning

- 3.1 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel that they belong. Pupils thrive in the lessons, where they enjoy learning and being challenged, and feel that they will succeed.
- 3.2 All teaching is structured to maximise learning opportunities, and lessons are planned in accordance with the following principles:
- The teaching should build on previous learning.
 - It should give pupils the 'big picture' of the lesson.
 - The teacher should explain the learning objectives / skills, and why the lesson is important.
 - The lesson should be presented in a range of styles.
 - It should allow opportunities for the pupils to build up their own understanding through various activities.
 - It should allow opportunities for the children to review what has been learnt.
 - It should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies.
 - The teaching should indicate what the next step in the learning will be.
- 3.3 We offer opportunities for children to learn in different ways. These include:
- Investigation and problem-solving.
 - Internet / library research.
 - Independent work, pair work, group work, whole class work.
 - Asking and answering questions.
 - Use of ICT / iPads.
 - Visits to places of educational interest.
 - Creative activities.
 - Watching television / media clips and responding to musical or tape-recorded material.
 - Debates, role-plays and oral presentations.
 - Designing and making things.
 - Participation in physical activity.
- 3.4 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn.

(See Assessment, Recording and Reporting Policy)

4. Curriculum organisation

4.1 All pupils study in 40 periods of 30-35 minutes per week as follows:

Subject	J1	J2	J3	J4
English	8	8	8	8
Maths	8	8	8	8
Science	2	2	2	2
History	2	2	2	2
Geography	2	2	2	2
Technology	2	2	2	2
ICT	2	2	2	2
Art	2	2	2	2
Music	2	2	2	2
Spanish	1	1	1	1
PE	2	2	2	2
Games	2	2	2	2
PSHE	1	1	1	1
RS	1	1	1	1
Guided Reading	1	1	1	1
Activities	2	2	2	2
Total	40	40	40	40

4.2 In addition to the main subjects, all pupils have the opportunity to be involved in many other activities during their time in the Junior School such as:

- Activity courses in Gardening, German, French, Baking, Drama, Needlecraft, Forest School, Zoolab, Mindfulness, Latin, Newshounds, Dance, Cycling, Yoga and Pilates.
- Optional overseas trips.
- Residential adventure course.
- Primary Maths Challenge competition.
- Cathedral services.
- Visits outside school to places such as Weaver Hall, Techniquet, Delamere Forest, Southport Eco-Centre, Storyhouse Theatre, Robinwood, Stockport Air Raid shelters.
- Visiting workshops e.g. Healthy eating, Doctor, Judge, Shakespeare, Vikings, Fire Brigade, Cheshire Phoenix, Greeks.
- Private music lessons are available on a large number of instruments. Music plays a large role in the life of the school, from the popular choir who sing at all the major school events to the orchestra which is open to all pupils who have had at least 2 terms of lessons.
- Drama - all pupils take part in at least 2 productions, in J2 and J4.

5. Sex education / Drug awareness

- 5.1 The sex education programme is introduced through PSHE lessons in J4. The programme should equip pupils to understand areas such as human growth and development, human reproduction, pregnancy and childbirth.
- 5.2 No one should be expected to ask or answer any personal questions.
- 5.3 The J4 form teachers / PSHE teachers, the Head and Deputy Head of the Junior School contribute to the delivery of the sex education programme.
- 5.4 The school promotes the positive values of stable family life, marriage and shared responsibilities of parenthood.
- 5.5 Parents are key figures in helping children cope with the emotional and physical experience of growing up. Sex education is therefore complementary to and supportive of the parents' role.
- 5.6 Parental consent is always sought before the start of the sex education programme and parents have a statutory right to withdraw their child from any programme of sex education.

(See **Sex Education Policy**)

- 5.7 The Junior School acknowledges its responsibility to provide information and education about drugs and other substances. This responsibility is shared with the parents who should therefore be kept involved and informed at all times.
- 5.8 Drugs education is delivered at regular intervals throughout the school and takes account of the age and experience of the pupils.

(See **Drugs Education Policy**)

6. Homework

- 6.1 Learning at home is an essential part of good education and an important part of the home / school partnership. Regular homework is important, since it gives pupils the opportunity to practise at home the tasks done in class, and helps them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and, later, in adult life.
- 6.2 All children are expected to take part in a variety of homework tasks to enhance and support their work in class.

The homework policy is designed:

- To ensure consistency throughout the school.
- To ensure progression towards independence and individual responsibility.
- To ensure parents/carers have a clear understanding about expectations for themselves and the pupils.
- To extend and support learning.
- To provide opportunities for parents and pupils to work together.

- 6.3 It is expected that pupils will spend the following times on the stated homework activities:

J1	Monday – Thursday		Weekend	
	1 Subject	30 Minutes (max)	2 Subjects	45 Minutes (max)
	2 Maths / 2 English 2 from: Science / History / Geography / RS			
Practise: Reading / Spellings / Times Tables / Mental / Handwriting				

J2	Monday – Thursday		Weekend	
	1 Subject	30 Minutes (max)	2 Subjects	45 Minutes (max)
	2 Maths / 2 English 2 from: Science / History / Geography / RS			
Practise: Reading / Spellings / Times Tables / Mental / Clocks				

J3	Monday – Thursday		Weekend	
	1 Subject	40 Minutes (max)	2 Subjects	60 Minutes (max)
	2 Maths / 2 English 2 from: Science / History / Geography / RS			
Practise: Reading / Spellings / Times Tables / Mental				

J4	Monday – Thursday		Weekend	
	1 Subject	40 Minutes (max)	2 Subjects	60 Minutes (max)
	2 Maths / 2 English 2 from: Science / History / Geography / RS			
Practise: Reading / Spellings / Times Tables / Mental				

6.4 Pupils are expected to:

- Make full use of all the opportunities they are presented with.
- Tackle home tasks promptly and with a positive attitude.

- Take pride in presentation and content, acknowledging the high personal standard expected.
- Be organised so that necessary books and equipment are not left at school.
- Take responsibility for handing in the completed task on the agreed day.

6.5 Staff are expected to:

- Provide a range of homework tasks and activities to consolidate and extend learning in class.
- Ensure that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability.
- Communicate with parents via the homework diary and keep them informed of the tasks to be carried out.

6.6 The homework diary is an ideal place for parents and teachers to record any comments. Parents may also comment on whether the time allocation was appropriate or whether the activity was too short/too long. As with all school activities, parents are invited to discuss any queries with their child's class teacher.

J3 / J4 pupils also utilise Firefly to access and manage homework tasks in line with and in preparation for Senior School.

7. Effective teaching

7.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum schemes of work to guide our teaching.

7.2 We make ongoing assessments of each child's progress, and we use this information when planning our lessons. It enables us to take into account the abilities of all our children. Our prime focus is to develop further the knowledge and skills of all our children and we strive to ensure that all tasks set are appropriate to each child's level of ability.

7.3 We set academic targets for the pupils in Maths and English each term, and we share these targets with the pupils and their parents. We review the progress of each child at the end of each term, and set revised targets.

7.4 Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school behaviour policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.

7.5 We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

7.6 We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups.

- 7.7 Our classrooms are attractive learning environments. We change displays as often as is possible so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
- 7.8 All of our teachers reflect on their strengths and weaknesses through annual appraisal, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

8. Organisation and planning

- 8.1 We plan our curriculum in three phases. We agree a long-term plan for each year group and this indicates which topics are to be taught in each term.
- 8.2 Our medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each topic, as well as opportunities for cross-curricular work and resources to be used. These are handed in to the Director of Studies on a half-termly basis.
- 8.3 Our daily planners are used for short-term plans. We use these to set out objectives for each session, and to identify what resources and activities we are going to use in the lesson.

9. English as an additional language

- 9.1 Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English. Being a speaker of more than one language is no disadvantage to educational achievement. Indeed, multilingualism is associated with success. The Junior School recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.
- 9.2 We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.
- 9.3 Teachers use various methods to help children who are learning English as an additional language, such as:
- Ensuring that vocabulary work covers the technical as well as the everyday meanings.
 - Covering not just key words, but also metaphors and idioms.
 - Explaining how spoken and written English have different usages for different purposes.
 - Providing a range of reading materials, to exemplify the different ways in which English is used.
 - Planning appropriate opportunities for talking and using talking to support writing.

10. Gifted and talented

- 10.1 Whilst all pupils at King's are in the higher quartiles of achievement, we recognise that some children in the Junior School benefit from additional opportunities to enable them to reach their full potential.
- 10.2 At King's we believe in treating all pupils as individuals and catering for their individual needs. We are committed to providing an environment which encourages all pupils to maximise their potential and this includes pupils who display some form of giftedness and talent.
- 10.3 Gifted learners are those who have abilities in one or more subjects in the statutory school curriculum other than Art and Design, Music and PE. A gifted pupil is therefore one who has the capacity for, or demonstrates high levels of, performance in an academic area.
- A talented pupil is one who demonstrates high levels of ability with a specific ability in a non-academic area:
- Physical talent.
 - Visual/performing abilities.
 - Mechanical ingenuity.
- 10.4 We also focus on outstanding leadership, social awareness and creativity at King's.
- 10.5 The identification of gifted and talented pupils is a process in which all teaching staff have a part. Before identifying any child as gifted and talented in any area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.
- 10.6 A gifted and talented pupil should be identified using a variety of methods. The specific procedure will vary according to the subject area but will include elements of the following:
- Teacher nomination.
 - Assessment/test results.
 - Information from a previous school.
 - Specialist teacher identification.
 - Self-nomination.
 - Parent nomination.
- 10.7 It is important to remember that gifted and talented pupils can be:
- High achievers in one or more areas.
 - Of a high ability but with low motivation.
 - Of good verbal ability not reflected in writing skills.
 - Very able but with poor social skills.
 - Very able but with a short attention span.
- 10.8 We believe that everyone in our school has a responsibility to recognise and value pupils' abilities. We are aware that:
- Gifted pupils are not necessarily easier to motivate or inspire than other pupils.
 - Unnecessary repetition of work is de-motivating, and de-motivated pupils will not always demonstrate potential. Therefore, appropriate use of differentiation techniques is required.
- 10.9 There are three basic ways of meeting the needs of gifted and talented pupils:

Acceleration - consists of enabling pupils to access work which would typically be for older pupils.

Enrichment - consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic, or adding extra subjects to the curriculum.

Extension - occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

Although we focus mainly on enrichment and extension at King's, pupils are able to access work usually provided for older children when appropriate via senior school tutors or external links.

10.10 Provision in the classroom:

- All teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- Lessons include extension opportunities or open-ended tasks.
- Collaborative learning is used to enhance skills in main subject areas.
- Children are able to pursue interests in depth via homework tasks.
- More able children have opportunities to work together.
- Various differentiation techniques are utilised to enhance learning.

10.11 School-based provision varies according to subject area and covers a variety of methods:

- Lunchtime and after school clubs.
- Enrichment opportunities.
- Opportunities to perform in productions and assemblies.
- Workshops in specific subject areas where pupils will be invited to attend.
- A weekly challenge board where children from all age groups can take part.
- Use of external tutors/specialists.

10.12 Out of school provision includes:

- Access to summer schools and AJS events.
- Opportunities to enter national schemes/competitions.
- LEA courses for Gifted and Talented pupils.

11. The role of the curriculum leader

11.1 The role of the curriculum leader is to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress / teaching in that subject area.
- Provide efficient resource management for the subject.
- Liaise with appropriate HODs in the Senior School / Willow Lodge on matters relating to the subject.

- Promote the highest standards of teaching within their subject and to encourage pupils to realise their full academic potential.
- Hold subject meetings at least once a year.
- Acquire and maintain a high level of subject expertise.
- Draft and revise schemes of work and policy documents as necessary in close consultation with colleagues and ensure that subject teachers are familiar with them.
- Be responsible to the Head of the Junior School for submitting budgetary requests for their subject.

11.2 It is the duty of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way in which the subject is taught in the school through observations, pupil interviews and work scrutinies, and submit an annual report / subject development plan to the Junior School Director of Studies.

This policy will be reviewed every two years (next revision January 2022).

T. Griffin
Junior School Director of Studies, January 2020