

JUNIOR SCHOOL CURRICULUM POLICY

This policy covers all pupils in The Junior School including the Early Years Foundation Stage (EYFS)

CURRICULUM ETHOS

Definition: The curriculum is the planned allocation of teaching and learning opportunities and the designated content for each subject to each age group throughout the Junior School. Pupils in the Junior School include those in the Foundation Stage from age 3 in the Nursery, through Reception and into Key Stage One and Two until they transfer into Senior School in Year 7.

We recognise that a full-time supervised education for pupils of compulsory school age, construed in accordance with section 8 of the Education Act 1996(a), is a requirement and the pupils' entitlement. The programmes of study from the National Curriculum (2014) are used as a framework upon which relevant schemes of work are developed to ensure pupils have plentiful experiences to develop their linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

For the pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills will be planned using the Development Matters and Characteristics of Effective Learning from the Early Years Foundation Stage (2014) towards the Early Learning Goals of the Early Years Foundation Stage Profile 2014.

Throughout the Junior School, social, emotional development, positive behaviour and respect for Fundamental British Values are promoted across the curriculum and explicitly through the teaching of PSHE, Religious Education and the consistent implementation of our Junior School Behaviour Policy, as well as in assemblies.

In addition to the knowledge, skills and understanding planned in accordance with the National Curriculum and the Early Years Foundation Stage, pupils are encouraged to develop learning behaviours to maximise their educational opportunities and equip them with dispositions for lifelong learning and success in future workplaces. These learning behaviours and dispositions are known to staff and pupils as the eight Russell Powers, originally based on C.J. Simister's Active Thinking, Active Learning programme. They are interwoven throughout curriculum subjects, pastoral form sessions and assemblies for all pupils from 3-11 with a view to embedding them into pupils' everyday experiences within their school day and co-curricular programme.

The Russell Powers are:

- Collaboration and Communication
- Initiative
- Persistence and Resilience
- Decisiveness
- Risk Taking and Curiosity
- Originality
- Reflectiveness
- Empathy

STATEMENT

WHO WE ARE

We are a family school and embrace and support our whole community

We are passionate learners and pursue excellence in all that we do

We are ambitious for ourselves and recognise the rewards of effort, collaboration and commitment

WHAT WE DO

We provide an outstanding, academic, 3 - 18 co-educational experience as the family school of choice in South London

HOW WE FEEL

We feel nurtured and supported within our happy community

We celebrate our diversity and inclusivity

We enjoy our international family connections

We feel proud to be Russellians

WHAT WE BELIEVE

We believe in the school's motto 'Not for oneself but for everyone'

We believe in ourselves and each other, and recognise the value of integrity and respect

We believe in the adventure of learning, discovery and play

Our Values:

- We nurture pupils' intellectual, social, physical, creative, cultural and moral development, encouraging an enjoyment of learning and the pursuit of academic excellence within a safe and stimulating learning environment.
- We offer pupils a broad curriculum and co-curricular programme for acquiring knowledge, skills and attitudes in preparation for a fulfilling and successful future.
- We promote spiritual and moral values through Christian principles, emphasising honesty, integrity, generosity and a respect for other people and the environment.
- We enhance pupils' self-awareness and self-confidence, enabling them to develop their leadership skills, to value their own and others' efforts and achievements and to develop a sense of care and responsibility for the school community and for wider society.

Our school curriculum is underpinned by these core values. The curriculum is the means whereby the school achieves its objective of educating children in the knowledge, skill and understanding that they will need in order to lead fulfilling lives.

AIMS

The aims of our school curriculum are:

- To enable all children to learn, make progress and develop their skills to the best of their ability
- To provide an age appropriate, accessible education for all pupils in the school; to challenge each child at a relevant level, taking into account their individual starting points, including those with special education needs or disabilities, those with an Education, Health and Care Plan or Individual Learning Plan, high achievers and those for whom English is an additional language. A child's starting point is ascertained from their initial 'taster' day whereby children sit assessments for Maths, English and verbal and non-verbal reasoning (see admissions policy) as well as spending a day in an age appropriate class
- To fulfil all requirements of the National Curriculum of England 2014 and the Learning and Development requirements of the Early Years Foundation Stage. (EYFS) 2014

- To promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To facilitate a deeper level of learning, engagement and critical thinking by embedding Russell Powers throughout our school experience.
- To help children understand Britain's cultural heritage and to promote the fundamental British values of democracy and mutual respect and tolerance of those with different faith and belief to equip them with positive attitudes towards those they encounter in their school education and in future years. This involves helping children to understand the importance of truth and fairness so that they grow up committed to policies ensuring equal opportunities for all. They will have respect for themselves and others, have high self-esteem and be able to live and work co-operatively with others. The delivery of the curriculum will teach children to have an awareness of their own spiritual, moral, social and cultural, development, and to understand right from wrong. It will provide personal, social, health and economic education which reflects the school's aims and ethos.
- To have plentiful opportunities across a range of experiences including:
 - **Linguistic** This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing in English as well as other languages.
 - **Mathematical** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including investigative practical activities, exploration and discussion.
 - **Scientific** This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.
 - **Technological** These skills include the use of information and communication technology (Computing); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products (DT & FT).
 - **Human and social** This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of History and Geography make a strong contribution to this area.
 - **Physical** This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils acquire knowledge and understanding of the basic principles of fitness and health.
 - **Aesthetic and creative** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including Art, Music, Drama and the study of literature because they call for personal, imaginative, and often practical, responses.

PLANNING and ORGANISATION

A long-term curriculum overview is agreed and reviewed annually. This indicates which topics are to be taught in each term, and to which groups of children.

In our medium-term plans, we give clear guidance on the objectives that we use when teaching each topic. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Planning is carried out collaboratively between the teachers of each year group to ensure parity across the classes in that year group. A

weekly overview is produced on the class timetable to indicate which lesson they are following from the medium-term plan

The policies and schemes of work for individual subjects are available to all staff on the school's Shared Work Area.

In the Early Years Foundation Stage, the approach to teaching and learning is led by the interests of the children where possible. Play is given high regard as a context for pupil enquiry, development of independence and consolidation of adult led learning. In accordance with the relevant curriculum documents, Early Years teachers can determine an appropriate balance of child led and adult led learning experiences for the children. The Long-Term curriculum overview is used to guide the selection of a topic for each half term. Medium Term and weekly plans are then created to enable learning in all 7 areas of the EYFS facilitating a balance of child led and adult directed activities.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Throughout all learning experiences across all areas in the EYFS, the Characteristics of Effective Learning are promoted and observed.

- Playing and exploring
- Active learning
- Creating and thinking critically

At Key Stage 1, we have an inter-disciplinary topic approach for curriculum planning in Science, Computing and the foundation subjects to build upon and continue seamlessly from the Early Years. At Key Stage 2, we teach all core and foundation subjects separately. However, where potential connections in learning emerge, planning takes on a cross curricular approach to maximise opportunities for pupils to transfer, assimilate and apply knowledge skills and understanding.

Our curriculum planning is broad and balanced. We plan the curriculum carefully, so that there is coherence and coverage of the National Curriculum of England and the Early Years Foundation Stage (EYFS) and there is planned progression in all curriculum areas.

INCLUSION

The curriculum is designed to provide access and opportunity for all children who attend the school to achieve and make progress. Careful planning ensures that the needs of all learners are met, including those for whom English is an additional language in the classroom environment, those pupils with an EHC plan, High Achievers (Outlined in The High Achievers Policy) and children with special educational needs or disability. The school's SEND policy supports this. If a child has a special educational need or disability, our school will make reasonable adjustments to meet these individual needs. If any indication of special educational need or disability is observed, a record of concern will be raised with the parents and Head of Learning Enrichment and an individual learning plan will be implemented. In some cases, this will lead to further assessment and referral.

TEACHING

Our school fully supports the principle that young children learn through well-planned play and should be engaging in a balance of structured and open-ended activities, including access to cross-curricular learning opportunities indoors and outdoors. Specialist teachers teach Art, DT, Music, Swimming, Dance, Modern Foreign Languages, Computing, Science, Forest School, Drama, Games and PE.

Throughout the EYFS, we plan to provide a broad range of open-ended opportunities for children to learn through play-based self-initiated activities. Our planning is organised to promote development in seven areas with the links to the relevant development matters underpinning the focus of adult-led activities. Attention is given to facilitating the development of the Characteristics of Effective Learning throughout all seven areas of learning as detailed in the Early Years Policy.

At our school, we recognise that all children need the support of parents and teachers to make good progress in school. We strive to build links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Teachers are given considerable freedom as professionals to develop appropriate approaches to teaching, according to the needs of the children and the demands of the subject curriculum. A balance is expected to be struck between whole-class interactive teaching, group work and individual assignments.

Art, DT, Drama, Music, Forest School, PE and Games, MFL, Computing and Swimming are taught by specialist teachers. All EYFS and KS1 pupils in the school receive a weekly swimming lesson throughout the year in the school pool. As part of the Music programme, Year 1 children begin a weekly recorder lesson and Year 2 undertake group violin lessons.

KS1 SUBJECT BALANCE WITHIN THE TIMETABLE - Sessions taught per week

At **Key Stage 1**, the timetable is organised into 9 x 30min periods, i.e. 45 periods in a week. Individual subjects receive a specific allocation of periods in a week, sometimes as single periods and, more often, as double periods.

Subject	Year 1 and 2
English (incl. library, guided reading, phonics & handwriting)	14
Maths	10
Science	2
Art / DT	2
RE	1
Geog/ Hist or Forest Schools (alt weeks)	3
Computing	2
PSHE	1
Music	2
PE and Games	3
Swimming	2
French	2
Drama	1

At **Key Stage 2**, the timetable is organised into 10 x 30min periods, i.e. 50 periods in a week. Individual subjects receive a specific allocation of periods in a week, sometimes as single periods and, more often, as double periods. There is flexibility in some year groups, if required, to provide, for example, a whole afternoon of History one week and a whole afternoon of Geography in the next.

Teachers are given considerable freedom as professionals to develop appropriate approaches to teaching, according to the needs of the children and the demands of the subject curriculum. A balance is expected to be struck between whole-class interactive teaching, group work and individual assignments.

Art, DT, Drama, PE and Games, MFL, Music, Computing and Science, are taught by specialist teachers. All pupils in KS2, participate in Health-Related Fitness session each week, which is a carousel of activities including trampolining, dance and swimming. Swimming is taught by specialist teachers in our own school pool. Children are ability grouped for swimming in order to ensure children make as much progress as possible. Science is taught by a specialist teacher in Years 3 to 6 in a designated Science room. Children are grouped by ability in Maths from Year 3 to 6 and in English in Years 5 and 6 (based on writing ability).

PSHE is a timetabled lesson, which follows the 'Jigsaw' programme, in addition to all those opportunities where it is woven into the thread of the school's week.

KS2 SUBJECT BALANCE WITHIN THE TIMETABLE periods taught per week

<u>YEARS 3 and 4</u>		<u>YEARS 5 and 6</u>	
MATHEMATICS	10	MATHEMATICS	10
ENGLISH (incl library session, Guided Reading & handwriting)	13	ENGLISH (incl library session, Guided Reading & handwriting)	12
SCIENCE	3	SCIENCE	4
COMPUTING	2	COMPUTING	2
GEOGRAPHY	4	GEOGRAPHY	4
HISTORY		HISTORY	
FRENCH (Year 3) FRENCH/SPANISH (Year 4)	2	FRENCH/SPANISH	2
R.E.	1	R.E.	1
MUSIC	2	MUSIC	2
DRAMA	2	DRAMA	2
ART AND DESIGN/DT	2	ART AND DESIGN/DT	2
PSHE	1	PSHE	1
PE	2	PE	2
GAMES	3	GAMES	3
Health Related Fitness	2	Health Related Fitness	2
FORM TIME	1	FORM TIME	1
TOTAL allocated	50 periods	TOTAL allocated	50 periods

CO -CURRICULAR ACTIVITIES

A range of co-curricular clubs are offered to pupils in KS1.

All pupils in Years 3 to 6 are encouraged to participate in the wide range of co-curricular activities provided, to stimulate and develop their own personal interests. These activities include a wide range of different sports (including football, cross-country and badminton), chess, dance, drama and art and craft clubs.

MONITORING & REVIEW

The Headteacher has responsibility for the leadership of the curriculum, together with the JLT and JSMT and for monitoring its provision. The curriculum is reviewed through lesson observations, book scrutiny and curriculum monitoring by subject co-ordinators and JSMT.

The role of the subject co-ordinator is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues relating to the subject
- Ensure efficient resource management for the subject
- Monitor pupil progress and planning in that subject area

It is the responsibility of each subject co-ordinator to keep up to date with developments in their subject. They will monitor the curriculum plans for their subject, ensuring that there is coverage of the National Curriculum and that progression is planned into schemes of work. Early Years Foundation Stage and Year 1 to Year 6 teachers will jointly ensure that progression is continuous across phases. Subject co-ordinators also meet regularly with Heads of Department in the Senior School to ensure that a progression of skills and knowledge is planned for as children move into Year 7 upwards.

They will review the way that the subject is taught in the school and plan for improvement, contributing to the School Development Plan.

Class and subject teachers ensure that the curriculum is well-planned and taught, and that the aims are covered for each class they teach.

HOME LEARNING

Parents of children in the EYFS are regularly informed of the learning that takes place in Royal Russell Junior School through the use of our Online Learning Environment, Firefly. This includes photographs and descriptions of the learning taking place across the 17 areas. Phonics guidance is available for parents and offers information on the Phase which the children are working on. All children have the opportunity to take a book home from the Nursery each day to share with their family. Children in Reception continue to build on their reading and phonetic skills.

In KS1 and 2, home-learning is set as an extension to work that is being done in class. Learning objectives are shared with parents and work is differentiated to suit a pupil's individual needs. Phonics activities in KS1, spelling pattern investigations in KS2 and reading are a critical part of the home-learning. In Year 2, children start learning times tables at home and in KS2, mathematics home learning is sent home regularly. Children in all year groups can also complete additional and optional activities using Doodle Maths (an online Mathematics program). Alongside these activities, termly Home Learning projects are set on Firefly; these comprise of a variety of open-ended and investigative tasks spanning the curriculum. Each activity is given a star rating from one to three which pertains to the level of challenge and children are asked to achieve a minimum number of stars each half term by choosing tasks that interest them.

	Monday	Tuesday	Wednesday	Thursday	Friday	Home-learning tasks	Totals
Rec	Daily reading	Daily reading	Daily reading	Daily reading	Daily reading Maths and phonics challenge activities		
Y 1	Daily reading	Daily reading	Daily reading	Daily reading	Daily reading Spellings: 25 mins	2 topics available in the second half of the year	Spellings: 25 mins
Y 2	Daily reading Times tables: 5 mins	Daily reading Times tables: 5 mins	Daily reading Times tables: 5 mins	Daily reading Times tables: 5 mins	Daily reading Spellings: 35 mins	3 topics available spread throughout the year	Spellings: 35 mins Times tables: 20 mins
Y 3	Daily reading Spelling activity – 30 minutes	Daily reading	Daily reading Maths activity – 30 mins	Daily reading	Daily reading	6 topics (one per half term) over the course of the year	Spelling: 30 minutes Maths: 30 minutes
Y 4	Daily reading	Daily reading Spelling activity – 30 minutes	Daily reading	Daily reading Maths activity – 30 minutes	Daily reading	9 topics available (two per half term)	Spelling: 30 minutes Maths: 30 minutes
Y5	Daily reading Spelling activity – 30 mins	Daily reading	Daily reading	Daily reading	Daily reading Maths activity – 30 mins	11 topics spread over the year	Spelling: 30 minutes Maths: 30 minutes
Y 6	Daily reading Spelling activity - 45 mins	Daily reading Maths – 45 mins	Daily reading	Daily reading	Daily reading Reading x 30 mins	11 topics spread over the year	Spelling: 45 minutes Maths: 45 minutes

EDUCATIONAL VISITS AND VISITORS

It is expected that every year group will make an educational visit each term to enrich their area of learning. Alternatively, we welcome visitors or speakers into the Junior School to speak to children or to run workshops.

COMMUNICATION

Parents are provided with an outline of the curriculum on a termly basis. Class teachers keep parents regularly informed with key information via email and are always happy to meet with parents to discuss their child's progress. In addition, weekly bulletins are sent from class teachers and the Headmaster. Parents' information evenings are also held to inform parents of new initiatives. Parents are also invited to assist with the running of school trips.

LINKS

Early Years Policy
High Achievers Policy
SEND Policy
Behaviour Policy (Junior School)
Marking Policy
Admissions policy
All subject policies

Reviewed by JLT	January 2020
Reviewed by (Governor)	January 2020
Reviewed by EWC	February 2020
Reviewed and Approved by Board	March 2020
Next Review	January 2021