



## **JUNIOR SCHOOL CURRICULUM POLICY**

### **1. Aims**

The Junior School curriculum is in accordance with the College aims, detailed in the Master's Mission Statement.

*The College's aims are:*

- To ensure that all our pupils feel equally secure and valued;
- To offer academic challenges that enable all pupils to realise their potential;
- To provide sporting, cultural, charitable and adventurous engagement for all our pupils to enjoy, and through which they can learn to work co-operatively and to lead;
- To nurture a supportive community that encourages a sense of social responsibility.

In the Junior School, we seek to establish these good learning habits from the beginning of the pupil's journey at Dulwich College with most pupils transferring to the Lower School at Year 7. This long-term view of the pupil journey allows us to deliver a bespoke curriculum offering breadth and depth, underpinned by high achievement.

*The Junior School aims are:*

- To provide a broad, exciting, relevant and challenging curriculum which stimulates and engages our pupils;
- To provide opportunities for pupils to develop creative, artistic, musical, cultural, charitable and sporting interests and talents within and beyond the curriculum;
- To provide an environment that is safe, stimulating and challenging to all pupils;
- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- To equip children with a range of skills and a desire for lifelong learning;
- Help children grow into courteous, reliable, independent and positive citizens;
- Ensure our curriculum helps foster fundamental British values.

## 2. Curriculum

The entrance assessment process for Dulwich College Junior School is designed to ensure that pupils who join will enjoy the challenging curriculum and the wide range of co-curricular opportunities on offer. We encourage pupils to take advantage of the many opportunities on offer whilst also teaching the importance of commitment, setting high self-standards and time management. As pupils move through the College, these skills become ever more valued and allow pupils to reach their potential.

The Dulwich College Junior School aims to provide a broad, exciting, relevant and challenging curriculum. This consists of many elements: academic, creative, artistic, cultural, charitable, physical and moral. The pupil experience is enriched by a range of external trips and visiting speakers and opportunities for free learning.

All pupils are taught Art, Computing, D&T, Dance, Drama, English, French, Games, Geography, History, Maths, Music, Physical Education, Philosophy & Current Affairs, Religious Studies, Science, Wellbeing.

Year 3 and 4 take part in specialist music lessons where they learn a String or Brass instrument (respectively). Years 3-6 also have weekly singing sessions scheduled.

Year 6 work towards the 11+ exam in January and complete a number of NVR & VR sessions in preparation. After the 11+ exam, pupils take on an Extended Research Project (called our 'Great Exhibition') on an issue linked to the UN Sustainable Development Goals, which is then presented to peers and parents.

Through our Games and P.E. curriculum, pupils develop both physically and socially amidst supportive and expert coaching. Our programme focuses on the values of respect, team-work, leadership and sportsmanship. There are regular fixtures throughout the year, and we aim to ensure that every pupil has the opportunity to represent Dulwich College Junior School.

The Dulwich College Junior School library has a wealth of fiction and non-fiction books to support pupil learning and reading progress. We aim to foster a love of reading in our pupils and benefit from frequent author visits.

To ensure the wellbeing of each individual pupil, there is timetabled Form Time each day to allow for meaningful bonds to develop between Form Teacher and pupil. The Form Teacher is the first port of call to manage pastoral and/or academic concerns.

Year 3 and 4 are taught in their mixed ability form classes for Maths. Year 5 are taught in their mixed ability form classes for Maths in the first half of Michaelmas term\*. For the remainder of the year, the cohort is then banded into four sets where the two middle sets are parallel.

*\*In 2020-21, Year 5 will remain in class groups for the entire Michaelmas term to allow the pupils more time to settle back into school after school closures for Covid-19.*

Year 6 have English sets two days per week in preparation for the 11+ exam. The other three days a week, they are taught in mixed ability form groups. No other year group is set for English.

Assemblies are held daily and focus on celebrating diversity and developing respect for cultures, values, beliefs and abilities in our community and around the world. Pupils are integral to our assembly schedule by planning and presenting class assemblies twice a year. Once a week, our assemblies focus on celebrating the achievements of our pupils in academic, co-curricular or kindness endeavours.

Team building days and residential trips are in place to further enhance our pupils moral and social development and help them grow into courteous, reliable, independent and positive citizens.

### **3. Curriculum Planning**

Our curriculum is based on the National Curriculum but is adapted to suit our pupil profile. We keep abreast of educational reform and welcome new initiatives, trialling and reviewing those we feel will enhance our curriculum.

The Director of Studies, working with Subject Co-ordinators and Year Group Co-ordinators, seeks to devise a curriculum, which is broad, exciting, relevant and challenging. Within this curriculum, we value revisiting key skills and concepts, which are developed and built upon throughout the Dulwich College Junior School journey. The progress of our pupils is visible and carefully monitored.

The Dulwich College Junior School Curriculum Overview offers staff across year groups and specialist staff to have a clear picture of what the pupils are learning across all subjects, leading to more opportunities for meaningful links to be discussed within lessons.

Subject Development Plans are in place to give further information and guidance on each specific subject.

#### *Role of the Dulwich College Senior Management Team*

- Ensure all school personnel, pupils and parents are aware of and comply with this guidance;
- Keep up-to-date with new developments and resources;
- Lead curriculum development, teaching and learning throughout the Junior School;
- Work closely with Subject Coordinators and Year Group Coordinators to monitor the effectiveness and engagement of the curriculum;
- Monitor and review the curriculum to ensure that consistency, continuity and progression are evident;
- Ensure that Subject Development Plans & Policies are in place and reviewed regularly;
- To liaise with specialist staff in the Senior School to ensure a smooth transition to the Lower School and beyond;
- To report to College Leadership Team and Board of Governors.

### *Role of the Subject Coordinator*

- Lead and promote their subject in line with this guidance;
- Work closely with the Year Group Coordinators and Director of Studies;
- Keep abreast of new developments and resources and be involved in relevant CPD discussions including Cluster Group Meetings;
- Ensure that their subject(s) Development Plan & Policy is in place;
- Ensure that planning is in place for their subject(s), which shows progression of knowledge and skills. The planning should also cater for all abilities to ensure all pupils make progress;
- Review and monitor attainment and progress in their subject area(s) by leading Learning Walks and pupil discussions then feeding back to relevant staff and the Director of Studies;
- Provide guidance, support and training to all staff on induction and when the need arises;
- Encourage relevant educational visits and speakers to link with topics and curriculum areas.

### *Role of the Year Group Coordinator, Teaching Staff and Support Staff*

- Be aware of all aspects of this guidance;
- Undertake careful planning of all areas of the curriculum (following the curriculum overview) and take time to develop those special moments of interest/unique events which will further children's experiences;
- Liaise closely with the Subject Coordinator when reflecting and evaluating aspects of the curriculum;
- Adapt plans as necessary to suit the needs in each class;
- Maximise learning opportunities by encouraging pupil independence and free learning.

### *Role of Pupils*

- Be aware of this guidance;
- Take ownership of their learning by following the Dulwich College Core Values in the classroom and beyond;
- Feedback suggestions for the curriculum via the School Council.

#### 4. **Home Learning** (see Home Learning Policy)

Home Learning is set on a regular basis in all year groups. The setting of Home Learning often gives pupils a sense of ownership of their learning and equipping them with a range of skills and desire for lifelong learning.

Home Learning consists of daily reading and weekly spelling for all year groups. Additional tasks, linked to the curriculum, are also set. Year Group Coordinators are responsible for ensuring the given Home Learning tasks are well communicated and manageable for all pupils.

- Year 3-4: Approx. 30-40mins daily;
- Year 5-6: Approx. 40-60mins daily.

Home Learning should consolidate and extend the curriculum. Where possible, Home Learning offers opportunities for research and development of pupil information and digital literacy.

Home Learning is communicated, marked and monitored through Microsoft Teams. If pupils have difficulty accessing a computer at home, the Form Teacher will provide alternative means of completing the Home Learning.

#### 5. **Assessment** (see Assessment Policy)

Dulwich College Junior School uses Formative and Summative Assessment to monitor pupil progress and attainment, inform planning and as a means of reviewing the effectiveness of the curriculum.

All pupils undertake InCAS in the Michaelmas term to assess reading, spelling, maths, mental arithmetic, developed ability and attitudes to learning. The resulting data is analysed on an individual, class group and year group cohort basis by all teaching staff and Dulwich College Junior School SMT. Specific actions are then taken on individual level to ensure all pupils are best placed to reach their potential.

End of term assessments take place in Reading, Writing, Grammar and Maths.

Continuous teacher assessment takes places throughout the term with specific and frequent tasks set.

The combination of teacher assessment and end of term exams forms the basis of reports to parents.

#### 6. **Learning Support Provision** (see Junior School Learning Support Policy)

The Junior School Learning Support department oversees provision for pupils with additional needs. Throughout the school year, the Learning Support Coordinator works closely with Form Teachers, Year Group Coordinators and the Director of Studies to use school data and qualitative evidence to identify pupils who would benefit from additional support. This support may be in-class differentiation, Precision Teaching Groups, personalised 1-1 support or adjusted examination access arrangements.

## **7. Extension & Enrichment** (see individual subject policies)

At Dulwich College Junior School, we do not keep a Gifted & Talented register. As a selective school, many of our pupils could be classed as such. Instead, we consider opportunities to provide Extension & Enrichment for all throughout our curriculum.

Setting in English (Year 6 only) and Maths (Year 5 and 6 only) brings together pupils of similar abilities and allows the pace and content of lessons to be specific and targeted. In other curriculum areas and in Maths and English in other year groups, we believe the benefits of mixed-ability teaching is most suitable for our pupils.

Our staff recruitment is focussed on attracting and retaining high calibre teachers who stretch and challenge pupils within lessons. We also utilise close links with specialist staff in the Senior School.

Throughout the academic year, our pupils engage with educational visits to museums, places of worship, and other places of interest to develop a deeper, richer understanding of a topic or concept. In addition, specific events are held in-house and in partnership with other schools to also enrich our curriculum.

Each year, pupils undertake a research project designed to enrich a particular area of the curriculum. The degree of choice and freedom in researching and presenting grows as they progress through the Junior School culminating in an Extended Research Project in Year 6 following the 11+ exam.

An annual Junior School Symposium takes place in April, in partnership with James Allen's Girls' School and Dulwich Wood Primary. The Symposium focuses on a central theme, which is then interpreted in many different ways by staff and guests. Pupils experience a range of activities, lectures and workshops throughout the day.

Many of our co-curricular clubs allow pupils to extend their understanding and interest in an academic subject. Clubs are open to all pupils (given year group and number restrictions) and are therefore mixed ability. Pupils choose clubs to attend thereby demonstrating their commitment to Free Learning. At times, teachers suggest clubs for pupils to attend, which they think will be of benefit to extending the pupil's understanding, interest or engagement in a subject. In addition, our pupils have the opportunity to represent school through sport, music, drama, chess, computing, maths, quiz club.

## **8. Timetable & Lesson Allocation**

See next pages

<b>Time</b>	<b>Lesson</b>
08:25 - 08:35	Registration
08:35 - 08:55	Assembly
08:55 - 09:50	<b>P1</b>
09:50 - 10:45	<b>P2</b>
10:45 - 11:10	Break
11:10 - 12:05	<b>P3</b>
12:05 - 12:35	LUNCH
12:40 - 13:35	<b>P4</b>
13:35 - 14:15	Break / Clubs
14:15- 14:25	Registration
14:25 - 14:50	<b>P5a</b>
14:50 - 15:45	<b>P5</b>
15:45	End of school
16:00 – 17:00	HL /After School Clubs
17:00 -18:00	After School Care

There are three Forms in each of Years 3 to 6. The table below shows the time allocation for each subject. A small number of lessons will be taught on a two-weekly timetable to accommodate staff from the Senior School's two-weekly timetable. All subjects are taught continuously throughout the year, with the exception of the carousels. For clarity 0.5 refers to one of the 25 minute periods per day. These are named 5A on the timetable and take place from 2.25-2.50pm.

	E N G L I S H	M A T H S	W E L L B E I N G	F R E N C H	H I S T O R Y	G E O G R A P H Y	C O M P U T I N G	S C I E N C E	A R T	D . T .	G A M E S	P . E .	R . S .	S T R I N G S / B R A S S	D R A M A	D A N C E	P H I L O S O P H Y / C . A F F A I R S	F O R M P E R I O D / R E A D I N G	M U S I C
<b>Y3</b>	5	5	1	1	1	1	1	2	1	1	2	1	0. 4	0. 6	0. 3	0. 3	0. 2	2	1. 5
<b>Y4</b>	5	5	1	1	1	1	1	2	1	1	2	1	0. 4	0. 6	0. 3	0. 3	0. 2	1. 5	1. 5
<b>Y5</b>	5	5	1	1	1	1	1	2	1	1	2	1	1	0	0. 5	0. 5	0. 5	1. 5	1. 5
<b>Y6</b>		5	1	1	1	1	1	2	1	1	2	1	1	0	0. 5	0. 5	0. 5	1. 5	1. 5

### *Carousels*

- Year 3 & 4 R.S./Philosophy, Drama/Dance, and the strings and brass lessons are taught in a carousel during two timetabled periods throughout the year. Year 3/4 Drama/ Dance is taught on a half-termly carousel. R.S./Philosophy is taught in termly units;
- In Years 5&6 Philosophy is timetabled for P5A throughout the year on a carousel with Current Affairs;
- Drama and Dance are taught in half termly blocks to ensure equal coverage of both subjects;
- Form Periods allow Form Teachers to manage the wellbeing of the class and support reading.