



St George's Junior School

WEYBRIDGE

CURRICULUM POLICY

We are:

Perfectly balanced; co-educational; 3 – 18; Josephite; Catholic

Our Mission:

To inspire all in our Josephite, Georgian Family to be the very best version of themselves.

Children's Mission Statement:

"Learning to Live and Love like Jesus"

Planning

St George's Junior School values the contribution which whole school planning makes towards promoting continuity and progression throughout the School. Teachers plan work on a regular basis, in order to set achievable goals for themselves and for their pupils.

Careful planning by all staff in the School ensures that work is matched to pupils' abilities, experience and interests, whilst ensuring that there is progression, continuity and balanced subject coverage throughout and between each phase of the pupils' education. We place great importance on preparing pupils for transition from one phase to the next. In the Early Years Foundation Stage more formal timetabling and routines are gradually established and pupils transferring from Key Stage 1 to Key Stage 2 have the opportunity to become familiar with the Year 3 staff and environment.

Long-Term Planning

The aim of our long-term planning is to ensure:

- coverage of all the National Curriculum orders, as well as Religious Education, Personal Social Health and Citizenship Education, as well as French in Years 1-6;
- progression in each subject;
- balance within and between subjects;
- continuity between Key Stages.

The intended outcome of these aims is a broad framework for each year group which reflects our School's overall curricular aims and objectives and which:

- specifies the content to be taught in each subject;
- organises content into manageable and coherent units of work;
- allocates time to each unit of work;
- sequences work;
- identifies links between aspects of different subjects.

The School values the expertise of the Curriculum Leaders who, in co-operation with other members of staff, initiate policies and schemes of work for each subject area, designed to provide full coverage of National Curriculum requirements. These provide the guidelines for all individual phase and class planning.

Staff in the Early Years Foundation Stage plan the curriculum within the Early Learning Goals.

Where teaching is topic based, the topics are chosen carefully to ensure rigorous embodiment of the contributory disciplines and the appropriate coverage of the Programmes of Study.

Literacy, Numeracy, Computing, PSHE and RE have a curriculum role beyond their timetabled allocation. They appear where relevant, in teaching across the curriculum.

Medium-Term Planning

The medium-term planning within the School is consistent with the overall schemes of work and long-term planning set out at the beginning of the school year.

Year group and subject planning meetings are held before the start of each new term to discuss the programme of work in all curriculum areas. Each planning team develops a detailed plan for the term or half-term. The planning is led by the Head of Year or by the Curriculum Leader and draws on the expertise of all staff, including teaching assistants.

The Medium-term planning should set out:

- learning objectives;
- resource requirements, including time;
- nature of tasks and activities;
- links to other areas of work, where appropriate;
- suggested teaching strategies and pupil groupings, including differentiation;
- assessment opportunities;
- evaluation.

Copies of the medium-term plans should be given to the respective Curriculum Leaders who will monitor subject delivery across the School.

Short-Term Planning

All staff in the School produce short-term planning on a weekly basis. The short-term plans are drawn up in weekly planning meetings and are based on the initial long-term plans and the more detailed medium-term plans. As the short-term plan is designed to be a working document, some flexibility in format is allowed across year groups to avoid rigid constraints which would prevent the plan being a useful record for the teachers using it.

The following guidelines should be observed when drawing up the short-term plan for each subject:

- it should be a working document which each teacher will use;
- it should be a link between planning and practice;
- it should set down aspects of what is to be taught and the time allocation, to make the work of teachers and teaching assistants more effective;
- it should set out clear objectives for each lesson;
- it should make clear the skills and knowledge which are going to be taught;
- it should include assessment that will inform future planning should be built into the plan;
- it should include how differentiation will be organised;
- it should list the resources to be used.

An overview of the curriculum outline for each year group is shared with parents via Dragonfly at the start of each term.

Differentiation

At St George's Junior School we use differentiation as a deliberate process of intervention in the classroom to maximise potential, according to the needs of the individual pupil. Staff are required to differentiate their teaching to cater for the varied and complex needs of all the pupils in their class. We aim to provide pupils with relevant learning experiences and suitably challenging work, enabling them to progress and raise their standard of attainment.

Pupils are arranged in mixed ability classes, with the following exceptions:

- Mathematics is set in Years 3, 4, 5 and 6;
- English is set in Years 5 and 6. In Years 3 and 4 a specialist teacher takes a smaller group of lower ability pupils;
- French is set in Year 6.

Various teaching strategies are used in the classroom, with staff setting targets that meet the needs of all the children. The most common techniques for differentiation which are used are a combination of the following:

- Differentiation by task
- Differentiation by outcome
- Differentiation by input

Differentiation by task

- Individual levels of task set which are matched to the different ability levels within the group.
- A common thread to the lesson and different tasks set for different ability levels, taking care not to have too many different groups working on separate tasks within the classroom.
- Opportunity allowed for pupils to move between ability groups.

Differentiation by outcome

- Common tasks introduced with the expectation of different outcomes from different pupils within the class.
- Pupils recognise that if the same work is set for everyone, they are all being treated equally.
- Opportunities for whole class discussions and well-structured, open-ended questioning targeted at different levels for different pupils.
- Each pupil has the opportunity to show positive achievement.

Differentiation by input

- Differentiated lesson plans to take into account varying groupings within a class.
- Ensuring rigour, pace and challenge for able pupils, while at the same time making sure that low achievers understand and complete work.
- Variation of time allowed for individuals and groups.
- Variation in appropriate support for individuals and groups.
- Differentiated homework to reinforce and extend the work done in class.

Equal Opportunities

The Curriculum at St George's Junior School aims to provide all pupils with relevant learning experiences and suitably challenging work. When planning, teachers set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with special educational needs and disabilities (SEND), pupils from all social and cultural

backgrounds and those from diverse linguistic backgrounds, including those children with English as an additional language (EAL).

While the School aims to cover the age-related programmes of study for each subject, we aim to adapt the curriculum in order to meet particular needs and abilities. If pupils are withdrawn for additional support in literacy, numeracy, specialist instrumental tuition or for other reasons, the School will ensure that they do not consistently miss out on one particular part of the curriculum and that they continue to receive a broad and balanced curriculum. Learning Support teachers employed by the School plan alongside the class teacher and help to adapt resources to support the development of the pupils.

1. The Curriculum

The broad and balanced curriculum throughout the School is designed to:

- offer pupils opportunities to explore and develop their own individual talents, irrespective of their level of ability;
- use teaching approaches which are intended to stimulate, challenge and stretch the pupils, whilst also providing skills, knowledge, understanding and the ability to think independently;
- provide equality of opportunity, entitlement and access to the whole curriculum;
- maintain and improve self-esteem, and ensure there is always a framework of mutual respect, in line with the ethos of the School;
- create and implement a culture of achievement, success and high expectations;
- offer a broad and balanced curriculum that prepares all pupils for the next phase of their education;
- encourage independent learning;
- build on pupils' natural curiosity and their thirst for learning;
- celebrate achievements;
- allow time for high quality in-depth work;
- allow time for periods of reflection;
- where appropriate, look to ensure that Fundamental British Values are taught and celebrated within the curriculum.

In providing a relevant and stimulating curriculum which has a positive effect on standards and learning, the School is also aware of the need for it to be holistic. It is our desire that all pupils should have fun whilst progressing through a range of learning experiences and skills development, including extra-curricular activities, trips and those which can be linked to the wider community.

Curriculum Organisation

Our facilities and staffing enable us to provide a comprehensive breadth of curriculum, with specialist teaching starting at the age of four or five in French, Computing, Music, PE and Games. By Year 5 all subjects are taught by specialist teachers.

The curriculum is organised and planned appropriately and effectively in terms of time allocation to subjects. The structure is intended to enable all pupils to achieve their full potential across the range of National Curriculum subjects, together with Religious Education, PSHE and French.

The coherence of the curriculum is often strengthened by combining aspects of one subject with those of another. Through their planning, teachers may combine related or complementary aspects of the programmes of study from two or three subjects to plan a single unit of work or topic. This is more particularly evident from Foundation Stage up to Year 3, where the School employs aspects of the Creative Curriculum approach. At other times the School will focus on whole school projects which encompass aspects of many different subject areas (e.g. Centenary of 1st World War, Olympics). Learning objectives for each individual subject continue to be covered over the course of any particular sequence of work.

Planning for individual subjects will also provide opportunities for pupils to make connections between subjects by applying their skills, knowledge and understanding in one subject to their work in another (e.g. Science/Design and Technology/Computing).

When considering the broad curriculum aims of St George's Junior School, staff are expected to enable all pupils to have the opportunity to experience achievement and to reach potential in the following areas:

- **Academic achievement** – Pupils must be able to write and respond appropriately and be able to organise the material that they are using.
- **Applying knowledge** – They must be able to deal with practical as well as theoretical knowledge and the spoken as well as the written word. Problem solving and the skills of investigation must be considered important when applying knowledge.
- **Social and interpersonal skills** – They must acquire the capacity to communicate with others face to face and work collaboratively. They must also develop initiative and self-reliance and show an ability to work alone without being always closely supervised.
- **Motivation and commitment** – Pupils should be encouraged to persevere, learning in spite of difficulties, and to show a willingness to try new things.
- **Decision making and independent learning** – Pupils need to be able to exercise choice, take decisions and express their own points of view.

St George's Junior School values the contribution planning makes towards promoting continuity and progression throughout the School. Careful planning by all staff in the School ensures that work is matched to pupils' abilities, experience and interests, whilst at the same time ensuring that there is progression, continuity and balanced subject coverage throughout and between each Key Stage.

There are three important stages of planning within the School.

- Long-term
- Medium-term
- Short-term

Year Group Progression

Nursery

Each child in the Nursery is encouraged to develop at his or her own pace in a secure, safe and stimulating environment. High priority is given to the personal and social development of each child. By the end of their time in the Nursery, the staff aim to ensure that the children are confident, happy, motivated, considerate and eager to learn. The refurbished Nursery now meets the highest standards of health and safety. The bright and airy rooms are complemented by the newly created secure outdoor play area which provides adequate shade during the sunny summer terms.

The children are taught in groups of eight by fully qualified specialist staff under the leadership of the dedicated Head of Nursery. The day is divided into periods of free play and structured activities. Children are encouraged to experiment, explore and create. In Upper Nursery there is greater emphasis on the introduction of Literacy and Numeracy skills. Letter sounds and numbers are introduced and pencil control is developed through drawing, tracing and colouring. Fine motor skills are improved through cutting, sticking and modelling, while activities on large apparatus and wheeled toys develop gross motor skills.

The Nursery programme follows the Early Years Foundation Stage curriculum. Dance is taught by a specialist teacher.

Reception

Children in Reception continue to build upon the strong and secure foundations laid down in Nursery. Emphasis is placed on giving the children a safe, happy and stimulating environment in which they can flourish to their full potential. They gain increasing independence through a widening curriculum and a greater use of School facilities. The children are grouped in small classes with a qualified teacher and a teaching assistant. As part of developing the children's literacy skills, guided reading and synthetic phonics are introduced as a major feature in this year group. There is a strong emphasis on outdoor learning, both in terms of extending the classroom to include practical activities close by and by providing opportunities for the children to learn further afield within the School site as part of the Forest School programme (Reception to Year 3).

Reception children continue to follow the Early Years Foundation Stage curriculum and begin to grasp the fundamental concepts of reading, writing and number. Music, PE/Games, Dance and Computing are taught by specialist teachers.

Children are assessed throughout Reception against the Early Years Foundation Stage Statutory Framework. By the end of Reception many children will have reached or exceeded the Early Learning Goals.

Years 1 and 2

Children in Year 1 and Year 2 are encouraged to develop a sense of independence and confidence. They benefit from a broad, balanced curriculum as well as a comprehensive range of extra-curricular activities. By the end of Year 2, all children will have had the opportunity to perform on stage, learn the violin and the recorder, study French and develop their Computing skills. Music, French, PE and Games are all taught by specialist teachers. Each class has its own dedicated full time teaching assistant. Throughout Year 1 and Year 2, progress through the curriculum is carefully monitored and tailored to meet the needs of the individual child. Class work is differentiated to meet those needs.

Pupils' work is constantly monitored by staff using formal and informal assessments and reporting criteria.

Children have many opportunities to visit places of interest outside school, including trips to the theatre. They also enjoy visits from authors, along with maths workshops, science shows and writing workshops.

Years 3 and 4

In Year 3 and Year 4 the Group Tutor continues to play a central role in pupils' daily routine. Each year group has a dedicated Teaching Assistant who provides further support for individual pupils and small groups. The wide range of curriculum subjects offered in Year 1 and Year 2 continues to be expanded with specialist teaching in French, Music, Computing, Art and Design Technology, PE and Games. More formal assessments are introduced and pupils' work is monitored and reported to parents through termly Grade Cards, twice yearly Reports as well as Parent/Teacher Consultation Evenings.

Pupils are taught in mixed ability classes with setting for Mathematics now well established in Year 3, enabling pupils to progress at a pace appropriate to their ability in this subject. To enhance the English teaching provision, a specialist takes a smaller group of lower ability pupils in both Year 3 and Year 4. Year 3 pupils undertake a series of Forest School lessons which focus on developing the children's practical skills, problem solving and knowledge and understanding of the outdoors. Children in Year 3 attend a residential trip to Marchants Hills (PGL) for one night and children in Year 4 visit Hooke Court in Dorset for two nights.

Homework is more subject-based with the continuing expectation that pupils read each night.

Pupils in Years 3 and 4 are provided with many opportunities to develop self-confidence and enrich their personal experience and learning opportunities through a varied programme of Performing Arts.

Pupils are introduced to a variety of musical instruments, including tuned and un-tuned percussion, and they can join the Junior Choir and Orchestra. In addition, instrumental tuition delivered by a team of talented peripatetic visiting music teachers (VMTs) is available. An instrumental music scheme offers every child in Year 3 the opportunity to learn an instrument at no additional cost for the full school year.

Year 4 pupils are entered for the Junior Grade 2 English Speaking Board Examination which encourages speaking and listening skills and engages pupils in valuable skills needed beyond the classroom.

Teamwork and individual excellence continue to be developed on the sports field throughout Year 3 and Year 4. Boys concentrate on Rugby, Hockey, Cricket and Tennis whilst girls play Netball, Hockey, Rounders, Cricket and Tennis. Pupils develop their skills in Gymnastics, Swimming and Athletics. Pupils have the opportunity to compete in Inter-House competitions as well as taking part in sporting fixtures against other local schools.

Years 5 and 6

Academic studies throughout Year 5 and Year 6 continue to be complemented by a diverse programme of sporting and cultural activities which give a breadth of experience to pupils, offering them opportunities to enjoy new pursuits and develop additional skills.

All subjects are taught by specialists in mixed ability groups except for Mathematics and English which continue to be set according to ability.

In Years 5 and 6 the English programme facilitates and incorporates the demands and expectations of the Primary Framework in preparation for the requirements of the 11+ examinations as well as the School's own internal examinations.

We aim to foster a love of reading and continue to develop the skills pupils need to become confident, independent readers. All pupils are encouraged to make full use of the School's well-resourced Library with its extensive range of fiction, non-fiction and reference texts.

Science lessons are delivered in the well-equipped laboratory. The Science Department aims to develop sophisticated understanding through first-hand experience whilst maintaining a balance between academic rigour and having fun.

Homework increases as pupils progress through Years 5 and 6 and attainment levels are carefully monitored to ensure they have fulfilled their academic potential before leaving the Junior School.

Teamwork and individual excellence are a focus for development in Year 5 and Year 6 during PE and Games lessons. Pupils benefit from the extensive facilities on both the Junior School and College sites and from expert coaching from experienced sports staff. Both boys and girls have a comprehensive fixture list in all major team sports which, together with Inter-House matches each term, ensures as many pupils as possible have the opportunity to play for a team.

Creative and Performing Arts are also given a high profile in Years 5 and 6. Drama features in curriculum planning and as an extra-curricular enrichment activity. Some Year 5 pupils are entered for the Junior Grade 3 English Speaking Board Examination. All Year 6 pupils have the opportunity to enter for the London Academy of Arts acting examinations and they take part in Inter-House Public Speaking and Debating competitions. A particular highlight of Year 6 is the end of year Drama Production (the Revue) which involves every member of the year group.

Music features strongly in the life of the pupils with many of them joining the Senior Choir, the Chamber Choir, the Orchestra or one of several smaller ensembles. Many pupils take advantage of individual tuition from the peripatetic visiting music teachers (VMTs) and achieve success in the Associated Board examinations. Opportunities for playing and performing are available at various times throughout the school year with pupils performing at formal and informal concerts, Inter-House Music competitions as well as in the local community.

The quality of Art and Design Technology work produced by pupils in the top two year groups is of a very high standard, with individuality and creativity being nurtured. The subjects enjoy specialist facilities including a kiln which enables the study of ceramics to be included in the curriculum. Access to networked computers aids pupils' research and inspires their planning of projects.

Before they leave the Junior School, pupils have the option of taking part in residential trips, including an educational visit to France in Year 5 and an outward bound trip to Little Canada during the Summer Term of Year 6. There is also an opportunity for the children in these year groups to visit Holland on a hockey tour in the Christmas Term. Through these wonderful events, the children develop qualities which cannot be defined by academic success: inter-personal skills, team spirit, leadership potential, self-awareness, independence and mental and physical stamina.

Looking ahead to Year 7

By the end of their time at the Junior School, we endeavour to ensure the children have acquired a real enthusiasm for their academic studies, having also become confident, self-reliant young people possessing high personal self-esteem and strong Christian moral and social principles.

The advantage of the close liaison between the College and the Junior School ensures pupils are offered a degree of progression, continuity and educational opportunity not usually available elsewhere.

This policy should be displayed in:

S:\SGW_Policy_and_Procedure_Index\SGJ Policies A-Z	https://stgeorgesweybridge.com/further-information/school-policies-
ISI Portal	

Associated policies:

Assessment Policy	Equal Opportunities Policy
Feedback: Marking, Grading & Work Scrutiny Policy	Teaching & Learning Policy

Last reviewed: November 2018
Next review: September 2019

Policy Owner: Deputy Head (Academic)