



# SILCOATES

Independent education for boys and girls aged 3-18

## Curriculum Policy (Junior School)

### Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It is not only the formal requirements of the academic curriculum, but the range of extra-curricular activities that the School organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

In pursuit of these aims, we try to combine the best of the old with the best of the new. We uphold traditional values. The School aims to teach pupils to work hard and play hard and to take pride in what they do; to pay attention to detail; to have good manners; to consider other people's feelings; and to grow into self-disciplined, confident, responsible adults with well-rounded personalities.

### Values

Our school curriculum is underpinned by the values stated above. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

### Aims and Objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;

- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

## **Programmes of Study**

Pupils study the following subjects:

English, Mathematics, Science, Modern Languages – Spanish, Geography, History, Religious Studies, Art, Music, Design & Technology, ICT, Physical Education, PSHE and PE/Games. In addition, Politics, Philosophy and Business are studied in Year 6, while our Forest School forms part of the curriculum in Pre-School and Reception at present. Outdoor learning then takes place in all other year groups across the Junior School. For Years 1-6 there is also an additional music workshop each week.

For Reception, the Early Years Curriculum is followed and, in Year 1, some of the subjects highlighted above are called different names.

## **Organisation and Planning**

We plan our curriculum in three phases. The long-term plan indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted elements of the New National Curriculum, and follow the Early Years Curriculum, we take our medium-term planning directly from the guidance documents. In Reception and Year 1 we use the 'Read, Write, Inc.' programme for English and in Years 2-6 the Collins Literacy Framework. For Mathematics, Years 1-6 all follow the Abacus medium-term plans. We use elements of the new national schemes of work for much of our medium-term planning in the foundation subjects.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to think through what resources and activities we are going to use in the lesson.

We teach each subject separately in Years 5&6 but use a more topic based approach in Years 3-4 if required. In Reception through to Year 2, even more of the subject specific skills are taught through topic based learning, for the non-core curriculum areas. This is based on a school timetable and an agreed approximate period allocation for each subject. Each child has the opportunity to experience the full range of Early Years / National Curriculum subjects.

## **Children with Special Needs and/or Disabilities**

The curriculum in our school is designed to provide access and opportunity for all children who attend. If we think it necessary to adapt the curriculum to meet the needs of individual children, we do so in consultation with parents. The School's Special Educational Needs and/or Disabilities Policy sets out our principles and approaches. There are Individual Action Plans and Education Health Care Plans for pupils with significant learning difficulties. Classes are taught in a mixed ability setting. However, in Years 5 and 6, teaching groups (sets) are created in Mathematics and English to enable us to support the less able and stretch the more able. For 'Read, Write, Inc.', children are grouped according to their phonetic ability and this can sometimes be across the two or three year groups.

Additional support groups exist for particular groups of children, notably for those who are either weak or, where possible, gifted in literacy and numeracy.

## **Key Skills**

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

Staff develop these skills via a range of teaching styles in the classroom and through the wide range of extra-curricular activities.

Staff are encouraged to seek out cross-curricular links, links to the above skills and, in particular, ICT and PSHE opportunities.

## **Assessment**

The School's Assessment Policy gives details of the aims of assessment at our school. This should be read in conjunction with the Feedback (Marking) Policy.

## **The Role of the Subject Co-ordinator**

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 related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

It is also the role of each Subject Co-ordinator to try to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the School, liaise with the Senior School Heads of Department and plan for improvement. Each Subject Co-ordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the necessary skills and that progression is planned into schemes of work.

## **Monitoring and Review**

The Head of the Junior School is responsible for the day to day organisation of the curriculum. He monitors the long-term plans for each subject, while the Subject Co-ordinators monitor the medium-term plans. This ensures that all classes are taught the appropriate modules of work and that year groups are broadly working in parallel. A meeting is held between the Head of the Junior School and each Subject Co-ordinator on a termly basis.

<b>Reviewed by:</b>	Mr Boyer - Head of Junior School		
<b>Date of last review:</b>	January 2018 - to update to May 2019	<b>Date of next review:</b>	May 2020

