

Solihull Junior School Curriculum Policy

Whilst this Curriculum Policy is pertinent to the specific needs and requirements of Solihull Junior School, it should be regarded in the context of the whole School.

Introduction

At Solihull Junior School we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. We maintain that learning should be a rewarding and enjoyable experience for everyone. Above all it should be fun.

We prepare all pupils for the Solihull School 11+ entry examination, in which we have a strong record of success in gaining scholarships. Additionally, we aim to stimulate development through a wide range of extra-curricular activities, and we try to give most pupils the opportunity to achieve some position of responsibility within the School.

We broadly follow the National Curriculum, but we are not obliged to follow it rigidly. We have the flexibility to adapt it to suit our specific needs and indeed go beyond it. In our review of the Junior School Curriculum, we have taken into account current research and recommendations from Every Child Matters, Excellence and Enjoyment, QCA 'A Big Picture of the Curriculum' and the Rose and Cambridge reviews of Primary Education. The Junior School Curriculum Policy links closely with the Teaching and Learning Policy.

The aims of the Junior School Curriculum are:

- To provide opportunities for all pupils to learn, make progress and achieve to the very best of their ability.
- To promote pupils' spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life.
- To provide personal, social and health education which reflects Solihull School's aims and ethos and promote citizenship.
- To promote a positive attitude towards learning, encouraging pupils to develop confidence and acquire a solid basis for a lifelong love of learning.
- To provide pupils with opportunities to experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, enabling them to acquire new knowledge, increase their understanding, develop skills and make progress according to their ability.
- To provide a happy, caring, secure and stimulating environment built on self-esteem, mutual trust, respect and positive relationships.

- To provide a broad, coherent, balanced and challenging curriculum which meets the needs of all pupils, whilst enabling all pupils to acquire skills in speaking, listening, literacy and numeracy.
- To enable pupils to realise their full intellectual, aesthetic and physical potential and develop the ability to think and learn for themselves.
- To motivate each child to achieve the highest possible standards, academically, socially and morally.
- To encourage each child to develop self-discipline and the ability to work both independently, taking a positive interest in their own work, and with others.
- To encourage a questioning attitude in children to the things around them.
- To encourage children to express themselves freely and confidently and to experience success in their work and a sense of enjoyment and satisfaction from a task well done.
- To ensure that all children feel valued as individuals and are aware that each of them has an important contribution to make to society.
- To encourage children to respect one another's opinions and beliefs, property and the environment.
- To develop pupils' independent learning skills, encouraging them to become determined, adaptable, confident, risk-taking and enterprising learners.
- To develop a positive partnership between school, home and the community.

Organisation

The curriculum is well structured and carefully planned to meet the needs of all pupils, following a 4-year grid to allow for progression and continuity of all subjects, including RE. This is reviewed annually to ensure opportunities for cross-curricular links are maximised where appropriate. Detailed policies and schemes of work form the basic material for the delivery to the pupils of a curriculum with breadth, depth, relevance, continuity and progression. The Junior School curriculum aims to be a balance of the teaching and learning of knowledge and skills integrated within opportunities for independent learning.

Modern Foreign Languages (French, Spanish and German) are taught in all year groups by specialist staff from the Senior School MFL departments. PSHE is taught by the Form Tutor once a week. In J1 and J2, PSHE is timetabled for one period each week and in J3 and J4 in a weekly form period. It is also delivered through assemblies and other relevant forums.

Allocation of teaching periods per week

	J1	J2	J3	J4
English	8	8	7	7
Maths	8	8	7	6
Science	2	3	3	3
History	2	2	2	2
Geography	2	2	2	2
Art	2	2	2	2
Technology	0	0	2	2
RS	1	1	1	1
IT	2	1	1	1
PSHE	1	1	0*	0*
Modern Foreign Languages	1	1	1	1
Music	2	2	1	2
PE/Swimming	2	2	2	2
Games	2	2	4	4
	35	35	35	35

*PSHE is taught by the Form Tutor during a form period, once a week, in J3 and J4

Planning

Within the Junior School, we have an agreed whole school approach to planning which provides a balance between developing consistency in the planning processes and enabling teachers to work most effectively by utilising their particular strengths and interests. Effective planning must show a good understanding of the aptitudes, needs and prior learning of pupils, alongside the teacher's knowledge and understanding of the subject matter being taught.

There are three stages in our planning process:

Long term planning – a yearly overview of the whole curriculum, indicating what topics will be taught each term, and to which groups of pupils. This is reviewed on an annual basis.

Medium term planning - a termly or half termly plan for each subject, giving clear guidance on the aims and objectives for each topic.

Short term planning – these are written weekly plans, completed by every teacher, setting out the learning objectives, teaching and learning activities, assessment where relevant, and resources required for each lesson. When appropriate, daily detailed lesson plans may be produced. Weekly plans must provide a clear and concise specification of exactly what is to be done, and how, in each lesson.

All planning must be submitted to the Head of the Junior School - medium term plans must be submitted by the end of the first full week of each term, and weekly plans must be submitted every Monday morning. Medium term plans must also be submitted to the relevant Subject Leader. Weekly planning meetings should be held by members of staff in each year group to plan collaboratively.

Assessment

Each year group takes the QCA optional tests at the end of each academic year. NFER and PIPS assessments are also used at different times during the school year. Formal and informal assessment information should be used in the planning, teaching and monitoring of all aspects of the Junior School Curriculum to enable pupils to make good progress. Details of all pupil assessments, and how assessment information is reported to parents, can be found in greater detail in the Assessment Policy and Junior School Information Booklet.

Monitoring and Evaluation

Subject Leaders have an important role to play in the delivery of the curriculum. They should:

- Take the lead in policy development and the production of schemes of work to ensure progression and continuity in their subject throughout the school.
- Support colleagues in their development of detailed lesson plans and implementation of the schemes of work, organising relevant INSET, where appropriate.
- Monitor pupils' progress in their subjects; carrying out work trawls, observing lessons, modelling lessons for other staff to observe and reviewing planning.
- Take responsibility for the purchase and organisation of resources.
- Be expected to keep up to date and inform staff of recent developments in their curriculum area by attending relevant courses.
- Arrange a variety of extra-curricular activities to supplement the teaching in their subject, for example: visits to museums, theatres or other places of interest, visiting speakers and groups, residential visits, extra curricular clubs.
- Liaise with Senior School Heads of Department to ensure smooth transition, ensure continuity and progression of learning, and to develop and foster links between Key Stage Two and Key Stage Three.

- Review the way their subject is taught in the Junior School and plan for improvement, (writing annual reviews and plans for the Junior School Improvement Plan for their subject) and discuss and review their curriculum area and role as Subject Leader with the Head of the Junior School.

Meetings between staff are held regularly to discuss curriculum matters, whether in whole staff meetings, year group meetings or subject related meetings.

Inclusion

Every effort is made within the Junior School Curriculum to ensure that the subject matter of the curriculum is age appropriate and relevant to the aptitudes and needs of our pupils, including those with an IEP or statement.

Effective screening measures are in place in each year group and pupils are closely monitored. Initial diagnostic assessment (NFER Nelson spelling and reading tests) highlight and identify pupils who require specific help in literacy related subjects. Teachers may use professional judgement to further identify pupils needing extra help. EAL pupils are identified at the beginning of each academic year and relevant intervention and monitoring provided as and when necessary.

Pupils requiring Learning Support receive effective help in small groups for one lesson per week. Each pupil who has an Educational Psychologist's report, identifying any Learning Difficulties and /or disabilities, will be given an Individual Education Plan (IEP). The IEP will identify the particular areas of need and include strategies and targets to help future progress. Staff will also make individual judgements about the needs of some pupils on an individual basis, as appropriate, and judge how to adapt the curriculum to meet an specific pupil's needs.

NFER testing at the beginning of each academic year highlights and identifies the Very Able pupils. Teachers use their own professional judgements to further identify such pupils. Teachers are aware of challenging them further. Underachievement is also highlighted, and these pupils are monitored and targeted. All teachers are made aware of those pupils on the Learning Support register, and also the Gifted and Talented, to ensure that all children achieve their full potential.

Implementation of the Curriculum

When implementing the curriculum, the following areas are considered carefully to promote effective delivery:

- The grouping of children, demonstrating an understanding of their aptitudes, needs and prior learning
- The deployment of staff
- The management of resources
- The employment of assessment and record keeping
- The monitoring of the curriculum
- The variety of teaching and learning styles and methods
- Effective classroom management, which ensures that pupils are encouraged to behave appropriately and responsibly and which uses effective strategies for managing pupil behaviour.

Management and Leadership

The Head of the Junior School, Deputy Head of the Junior School and Curriculum Leader, supported by the Subject Leaders, are responsible for the monitoring of the curriculum. They ensure that the long and medium term planning is completed, as set out in the Junior School Curriculum Policy. They also monitor short term planning and ensure, through lesson observations, book trawls and discussions with Subject Leaders, that lessons are being taught as detailed in plans and that relevant learning objectives are set and achieved. The Junior School curriculum is reviewed annually.

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