



**SOLIHULL**

# Curriculum Policy

**Owner:** Deputy Headmaster: Academic  
**Reviewers:** Assistant Head: Academic  
Assistant Head: Junior School

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## **Introduction**

The aim of the curriculum is to educate pupils for academic success and personal fulfillment in line with the school's aims:

**Ambition:** the curriculum is based on rigorous teaching and academically ambitious courses which provide stretch and challenge for all.

**Opportunity:** the curriculum is flexible, to allow an individualised approach to subject combinations wherever possible; all pupils have access to the full range of the curriculum.

**Community:** the curriculum seeks to teach the pupils responsible attitudes to learning and the values which will lead to positive citizenship; it also aims to facilitate learning in as broad a range of contexts as possible.

The curriculum seeks to educate the whole person in a broad and balanced way, laying foundations which may be built upon in Higher Education and throughout life.

## **Solihull Senior School Curriculum Policy**

### **1. The Aims of the Senior School Curriculum**

- To meet the needs and abilities of all pupils – taking into account age, gender, academic level, learning support, EAL and other factors.
- To offer pupils the experience of a broad and balanced education which encourages them to fulfil their potential in many diverse areas relevant to their skills, abilities and interests and which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- To generate a passion for knowledge and learning.
- To encourage the capacity for independent and creative thought, and to challenge and critically appraise ideas.
- To foster pupils' resilience, encouraging constructive responses to academic challenges and setbacks.
- To enable the pupils to achieve the best of which they are capable in an appropriate range of subjects, the subject-matter being appropriate for the ages and aptitudes of pupils, including those pupils with an Educational Health Care Plan.
- To ensure that all pupils have the opportunity to learn and make progress.
- To ensure that pupils acquire speaking, listening, literacy and numeracy skills.
- To enable pupils to go on to higher education establishments, or to pursue a career appropriate to their interests and abilities.
- To encourage pupils to explore and consider the spiritual dimension of life and to take informed decisions about moral and spiritual issues including personal, social and health education which reflects the school's aims and ethos.
- To give the pupils an informed perspective on the role of the individual in society and to encourage them to become responsible citizens, giving them adequate preparation for the opportunities, responsibilities and experiences of adult life.
- To give the pupils an understanding of core British values and to promote those values across the curriculum and co-curriculum: democracy, freedom of speech, individual liberty and tolerance of those with different faiths and beliefs and respect for the rule of law. In addition, to guard against any content that might seek to undermine these values.

- To give appropriate careers guidance for pupils receiving secondary education.
- To provide an acquaintance with such a range of academic subjects and extra-curricular opportunities that boys and girls are able to make effective and fulfilling use of their leisure time after leaving school and are also able to pursue intellectual, cultural, aesthetic and physical pursuits of their choice through a programme of activities which is appropriate to their needs.
- To provide opportunity for links with the local community and with schools and other organisations elsewhere in the world.

## 2. Curriculum Structure

The curriculum is rooted in the core academic subjects whilst aiming to respond to each pupil as an individual through the provision of a number of optional subjects; these options are not offered in pre-determined combinations or a column structure; rather the timetable is designed in response to the choices of a particular cohort of pupils.

There are no carousel structures within the Lower School curriculum: the school believes that each pupil should pursue sustained study of a subject (for an entire year) be it a language or a creative and technical subject.

The curriculum structure operates on a principle of extension rather than acceleration. Public examinations are not taken early; rather pupils who might have done so are encouraged to explore subjects in greater depth with this work being less exam focused.

The current timetable operates on a two week structure: alternating week A and week B, on forty periods of forty minutes duration per week.

### Lower School

In the Lower and Middle School much of the curriculum is compulsory.

### Options

\* In the Shell Form, pupils select two additional languages chosen from French, German and Latin.

\* indicates subjects are optional.

\*\* In the Fourth Form, pupils choose three subjects from Art, Design and Technology, German, ICT, Latin, Music and Spanish.

\*\* indicates subjects are optional.

### Lower School – Number of Periods per Fortnight

<b>Subject</b>	<b>III</b>	<b>Shell</b>	<b>IV</b>
English	5	4	4
Mathematics	5	4	4
Science	4	5	0
Biology	0	0	3
Chemistry	0	0	3
Physics	0	0	3

French	0	3*	3
History	2	2	2
Geography	2	2	2
Terriers	2	0	0
Religious Studies	2	2	2
PE/Swimming	1	1	1
Games	3	3	3
Art	2	2	3**
Design & Technology	2	2	3**
ICT	2	2	3**
Latin	3	3*	3**
Music	2	2	3**
German	0	3*	3**
Spanish	3	3	3**
Wellbeing	0	0	1
<b>Total</b>	<b>40</b>	<b>40</b>	<b>40</b>

### Options Advice

At appropriate times in the year, pupils in the Third, Shells and Fourth Forms will have the subject options explained to them together with an explanation of how their choices may, (or may not), affect later courses of study. A letter of explanation is sent to parents together with instructions on how to input their child's options into the school's online system. While every effort is made to accommodate the wishes of every pupil, some subjects may be limited in the number of pupils they can take.

In the Fourth Form the first two choices will be guaranteed but pupils are asked to specify an alternative subject for their third option. It is extremely rare for all three choices to not be met, however.

At the end of the Fourth Form pupils make their GCSE choices. It is important to understand that an option subject dropped cannot be taken up again at a later date, for example at GCSE.

### Middle School – Number of Periods per Fortnight

<b>Subject</b>	<b>LV</b>	<b>UV</b>
English	12	10
Mathematics	10	10
Private Study	1	2
Biology	7***	6***
Chemistry	7***	6***
Physics	7***	6***
PE/Swimming	2	2
Games	3	6
French	7***	8***
Latin	7***	8***
German	7***	8***
Spanish	7***	8***
History	7***	8***
Geography	7***	8***
Art	7***	8***
Design and Technology	7***	8***
Drama	7***	8***
Food Preparation & Nutrition	7***	8***

Religious Studies	7***	8***
ICT	7***	8***
Music	7***	8***
<b>Total</b>	<b>80</b>	<b>80</b>

\*\*\* indicates subjects are optional

### Options 2016-2017

In the Lower and Upper Fifth Forms, in addition to the three compulsory subjects there are seven optional subjects to be chosen: pupils may choose to study two or three sciences; and one Modern Foreign Language must be studied. Pupils also have one supervised private study period a fortnight in order to build independent learning skills.

Optional subjects to be chosen from the list below:

- Art
- Classical Civilisation
- Design (Resistant Materials)
- Drama
- French
- Food Preparation & Nutrition
- Geography
- German
- History
- Latin
- Music
- Religious Studies
- Spanish

### Sixth Form

In the Sixth Form all pupils are studying for A Levels. In addition to the time provision for A Levels, the timetable also includes our new ASPire programme in the Lower Sixth which includes certificated and non-certificated Enrichment courses. Enrichment continues into the Upper Sixth with a carousel structure and a series of lectures (see below), Games and Private Study as a preparation for the greater independence of life beyond school.

### Number of Periods per Fortnight

<b>Subject</b>	<b>LVI</b>	<b>UVI</b>
Subject 1	16	18
Subject 2	16	18
Subject 3	16	18
Subject 4	16 – if taken	18 – if taken
Enrichment	6*	2*
ASPire	4	0
Games	6	6
Private Study	Up to 18	Up to 18
<b>Total</b>	<b>80</b>	<b>80</b>

\*Pupils taking four A Levels in the Lower Sixth Form may be excused Enrichment in order to allow them the necessary study and learning time. However, in the Upper Sixth Form these pupils will usually attend Enrichment.

Pupils in the Lower Sixth Form study three or four subjects chosen from the list below. The school is able to offer not only a very wide range of subject choices, but also a very wide range of subject combinations. In almost all cases, pupils can do any combination of the subjects listed below, although this cannot be absolutely guaranteed.

### A level Subject Choices

Art: Fine Art	History
Art: Photography	Latin
Biology	Mathematics
Business	Mathematics (Further)
Chemistry	Music
Classical Civilisation	Physical Education
Design & Technology (Product Design)	Physics
Economics	Politics
English Literature	Psychology
French	Religious Studies
Geography	Spanish
German	Theatre Studies

### Options Advice

Information about Sixth Form courses is contained in the Sixth Form Subject Choices booklet which is issued to all Upper Fifth Form pupils and new applicants late in the Autumn Term. Upper Fifth Form students also have an individual interview with the Head of Careers between November and January which looks at their option choices for A Level; he/she meets with all Lower Sixth Form students to think about their future university choices. Form Tutors, the Head of Careers and Heads of Departments are also available to offer advice at any time to pupils or to parents.

### ASpire

The new ASpire programme furthers the school's aim of offering pupils a holistic education. For those pupils studying three A Levels the fourth column offers an opportunity to study for a different sort of externally certificated qualification. For 2017-2018 the choice was as follows: Extended Project Qualification, Introduction to Law, Certificate of Languages for Business, Certificate in Financial Literacy, IGCSE Computing and Leadership & Management. The majority of pupils will take the Extended Project Qualification; other courses will run as demand requires.

### Enrichment – Non Certificated Courses

In an educational world dominated by public examinations, Enrichment for the Lower Sixth Form and Upper Sixth Form which is not specifically directed to examinations is an important part of our provision. Enrichment embodies the philosophy that there must be more to post GCSE education than the specialist study of a small number of subjects.

We believe that this varied programme, along with our extensive out-of-school sports, drama, music and activities provision, contributes towards the balanced education needed to send our students out better prepared to meet the challenge of the outside world.

### Enrichment for the Lower Sixth Form

For the Lower Sixth Form there are three periods per week allocated to Enrichment, one period on a Monday and a double on a Thursday. The major activities are:

- **Terriers:** a considerable number of Lower Sixth Form pupils help as instructors with the Terriers activities programme which is provided for the Third Form. On Mondays the instructors are trained and on Thursdays they train and assist in looking after the younger pupils.
- **CCF:** NCOs are able to undertake a BTEC in Leadership.
- **Community Service:** pupils are involved in visiting individual pensioners, or helping at local charity shops and Junior Schools on Mondays.
- **Charities Committee:** pupils coordinate the charitable events across the school.
- **Debating:** This course focuses on building skills in British Parliamentary Debating with Monday sessions looking at key political issues and international events and Thursdays offering a regular opportunity to debate.
- **Engineering Education Scheme**
- **Community Sports Leadership Award**
- **Making Music**

### Enrichment for the Upper Sixth Form

UVI Enrichment is suspended in the Summer Term.

The Upper Sixth Form has one double period a fortnight of Enrichment on Thursdays. They take part in a carousel of options aimed at personal development before they embark on a university career. The carousel includes sessions on subjects as diverse as cooking and nutrition, financial investment and management, interview skills, sexual ethics and feminism and wellbeing.

A programme of lectures and activities for those who aim to study Dentistry, Medicine or Veterinary Science is another option; this continues over two terms.

In addition, a number of speakers come in each year to talk about important social topics such as the dangers of drinking, driving and the use of drugs as well as international topics such as the Middle East and career or GAP year-related topics.

### Oxbridge Preparation

The Oxbridge co-ordinator oversees the school's support for students applying to Oxford and Cambridge universities.

For the most part, this academic extension work takes place within subject departments and comprises extra lessons, talks and interview practice. A key element of the programme is the focused preparation for the various entrance tests.

There are also workshops on the writing of personal statements and interviews among other topics that are relevant across a range of subjects.

Oxbridge preparation is anticipated by academic extension groups from the Third Form onwards in addition to the scholars' programme.

### 3. Homework

Homework is:

- To provide an opportunity for independent learning.
- To help establish good habits for self-motivated study.
- To develop time management skills and a sense of personal responsibility with regard to work and leisure.
- To extend the amount of time spent studying beyond the timetabled school day.
- To encourage research and investigation.
- To develop skills in using libraries and other learning resources.
- To develop skills of reading and extracting essential facts.
- To test understanding of subject content.
- To allow practice and consolidation of work done in class and preparation for future class work.
- To learn essential facts.
- To provide for differentiation and to allow pupils to work to their best level.
- To provide the teacher with an insight into an individual's learning and understanding.
- To provide evidence for the evaluation of teaching.
- To provide pupils with a bank of resources to which to refer.
- To provide the opportunity to learn through experience, correction and feedback.
- To strengthen the partnership between pupils, teachers and parents.

Homework is set for all Forms from Monday to Friday inclusive. Every pupil is required to do the allotted tasks, graded according to their level in the school, and, in most cases, it must be allowed to take precedence over all other activities. Homework set must be recorded by the pupil in the Pupil Planner. The planner also provides a quick and easy means of communication between home and school, and vice versa.

#### Homework Timetable Times (Mondays to Fridays)

The following table indicates the approximate allocations of daily homework time for each year group, and while these may vary slightly in practice, the total homework time should not be exceeded.

	Number of Subjects	Time for each subject (minutes)	Total Homework Time (minutes)
<b>LOWER SCHOOL</b>			
III	2	25	50
Shell	2	25	50
IV	2 or 3	30	60/90
<b>MIDDLE SCHOOL</b>			



LV	3	35	105
UV	3	35	105

### Sixth Form

There is no published homework timetable. Subjects should generally set the equivalent of about four hours of work per week for the average pupil. The setting of work is coordinated for groups which are shared by more than one teacher so that pupils are not put under unreasonable pressure.

#### **4. The Academic Curriculum Beyond the Classroom**

The school firmly believes in modelling and facilitating learning across the widest possible range of contexts. Individual departments offer a range of supporting clubs, societies and lecture programmes to enhance their timetabled provision.

Many subjects offer out of lesson support to respond further to the needs of individual pupils in their subject.

Educational visits are an important part of our programmes. Departments take pupils to conferences, museums, fixtures, exhibitions and outdoor education centres amongst others. Extended residential trips are also offered – from sports tours to language exchanges – where pupils can apply their learning and develop their abilities at working together.

Pupils are encouraged to participate in competitions both within the school and externally (e.g. the Maths Challenge, Olympiads).

#### **5. The Co-curriculum**

Our academic curriculum is supported by a wide range of co-curricular activities which encompass Combined Cadet Force, debating, drama, the Duke of Edinburgh's Award scheme, music, sport and many others.

In sport a wide range of activities is offered and all abilities are catered for. Opportunities are provided for pupils to develop their skills as individuals or part of a team. All pupils have access to individual music lessons. The wide range of ensembles provides many opportunities for pupils to develop their talents. There are drama performance opportunities for all age groups and pupils are able also to prepare for the RADA Shakespeare awards.

#### **6. Careers**

Careers advice and guidance are also central to our provision for pupils. Careers education begins in the Junior School and develops through the Lower School PSHE Education programme. This is complemented by the Wellbeing programme in the Fourth Form. Following options advice individual interviews are held. Pupils have the opportunity to organise work experience with the school's support. The extensive programme of careers lunches reflects the policy of exposing pupils to real life practitioners to help them arrive at informed decisions for their own futures. Pupils have the opportunity to attend careers and gap year fairs. This programme runs throughout the year and draws on the expertise of alumni, parents and others and will typically involve a presentation followed by an opportunity for pupils to ask questions.

## **7. Inclusion**

All pupils including those with SEND have access to all areas of the curriculum. All teachers are made aware of pupils on the SEND register and the AGT register in order that those pupils can be supported and challenged appropriately. Teachers are informed about strategies which will assist the learning and progress of pupils with SEND and will make necessary adjustments to their teaching and assessment. The Learning Support department provides support across the curriculum, most usually in lessons for individuals or pairs of pupils. (See the Learning and Curriculum Support policy.)

## **8. Monitoring**

Teachers, Tutors, Heads of Year, Heads of Section and senior managers all monitor learning and progress. This monitoring takes the form of class work, tests, homework and examinations. Regular feedback is provided via grades which are subject to detailed tracking. Further information is provided in reports and at parents' evenings. Heads of Department monitor the provision of the curriculum for their subject. This is overseen by the Deputy Head and Assistant Head: Academic.

The curriculum is reviewed annually with the Academic Planning Committee being at the heart of this process.

This policy should be read in conjunction with a number of linked policies, in particular:

- Assessment Policy
- EAL Policy
- Learning and Curriculum Support Policy
- Stretch and Challenge Policy
- Teaching and Learning policy

## **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.

We prepare all pupils for the Solihull School 11+ entry examination, and both encourage and support them to fulfil their potential. Additionally, we aim to stimulate development through a wide range of co-curricular activities, and we try to give all pupils the opportunity to achieve some position of responsibility within the school.

We broadly follow the National Curriculum, but have the flexibility to adapt it to suit our specific needs and indeed go beyond it. In our annual review of the Junior School curriculum, we take into account current research and recommendations. The Junior School Curriculum Policy links closely with the Teaching and Learning Policy.

### **1. The Aims of the Junior School Curriculum**

- 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.

## 2. Curriculum Structure

The curriculum is well structured and carefully planned to meet the needs of all pupils. This is reviewed annually to ensure opportunities for cross-curricular links are maximised where appropriate. Detailed policies and schemes of work form the basis of a curriculum that provides breadth, depth, relevance, continuity and progression for our pupils. The Junior School curriculum aims to be a balance of the teaching and learning of knowledge and skills integrated within opportunities for independent learning.

Spanish is taught in all year groups. MFL teaching is delivered by specialist staff from the Senior School MFL Department.

PSHEE (Personal, Social, Health & Economic Education) is taught by the Form Tutor once a week. PSHEE is timetabled for one period each week, as a weekly timetabled lesson for J1 and J2, in J3 rotating between a period of Maths or English throughout the year, and in lieu of an English lesson in J4 in the Easter and Summer Terms (\*see table). It is also delivered through assemblies and other relevant forums.

## 3. Allocation of Teaching Periods per Week

	<b>J1</b>	<b>J2</b>	<b>J3</b>	<b>J4</b>
English	8	8	7*	7*
Maths	8	8	7*	7*
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
PSHEE	1	1	1*	1*
MFL	1	1	1	1
Music	2	2	1	1
PE/Swimming	2	2	2	2
Games	2	2	4	4
	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>

\* In J3 and J4 there is one less period of Maths for half the year and one less period of English for the other half of the year to facilitate the inclusion of one period of PSHEE per week in the timetable.

## 4. 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 learning objectives and teaching and learning activities. When appropriate, daily detailed lesson plans may be produced.

All weekly planning must be submitted to a designated weekly planning folder on the school's network first thing on Monday mornings. Medium term plans must also be saved onto the school's network inside the Junior School Schemes of Work folder. Weekly and termly plans are monitored regularly by the Assistant Head of the Junior School and periodically by Junior Management Team (JMT). Weekly planning meetings should be held by members of staff in each year group to plan English, Maths and Science collaboratively.

## **5. Assessment**

Each year group takes formal written examinations at the end of each academic year. J2, J3 and J4 also sit formal written exams at the end of the Christmas Term. Verbal Reasoning (VR), Non Verbal Reasoning (NVR), spelling, reading and PIPS assessments are also used at different times during the school year. Formal and informal assessments 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 Handbook.

## **6. 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 co-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 the Junior School and Lower School.
- 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, within the context of the Solihull School SIP) and discuss and review their curriculum area and role as Subject Leader with a member of JMT.

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

## **7. 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 a Pupil Profile or a statement of special educational needs.

Effective screening measures are in place in each year group and pupils are closely monitored. Initial diagnostic assessment (in VR, NVR, spelling and reading tests) highlights and identifies 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 identified as requiring additional help with English receive support in small groups for one lesson per week, during a Curriculum Support lesson, during which the Learning Support Co-ordinator works closely with the subject teacher to help specific pupils master key skills and concepts. Curriculum Support is also provided to help pupils in the lowest Maths set once a week. Each pupil who has an Educational Psychologist's report, identifying any learning difficulties and/or disabilities, will have a Pupil Profile. The Pupil Profile 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 specific pupil's needs.

VR & NVR testing at the beginning of each academic year highlights and helps identify our Very Able pupils. Teachers use their own professional judgements to further identify and challenge such pupils. 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 Very Able Register, to help ensure that all children achieve their full potential.

## **8. 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.

## **9. Management and Leadership**

The Junior Management Team, supported by the Subject Leaders, is 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, Departmental Reviews 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.