



CURRICULUM POLICY

(Junior School)

Reviewed February 2021

Policy Principle:

QEH Junior School educates boys between the ages of 7 and 11 years. The curriculum caters specifically for the interests, abilities and aspirations of boys of this age range. It is also mindful of the needs of the skills, knowledge and understanding needed to enable the boys to thrive in the Senior School.

Aims:

Every child is entitled to a holistic, broad, balanced and relevant curriculum that allows them to develop to their full potential by encouraging creative thought, imagination, physical development, and moral and spiritual maturity. It should meet the needs of each individual and take account of their differences. It should be enjoyable, exciting, relevant and stimulating, and should provide a suitable challenge for all children, including those with specific educational or behavioural needs.

What Children learn:

Within these broad aims the school considers that each child shall learn:

- a. To communicate clearly and confidently in both speech and writing
- b. To listen attentively and with understanding
- c. To read fluently, with understanding, feeling and enjoyment, and to be exposed to a wide range of material in order to develop opinions and critical analysis
- d. To write clearly and legibly, where spelling, punctuation, syntax and usage are seen as important
- e. To find the spark which ignites love of reading and writing.
- f. To be relatively proficient in their use of the latest technology, including ICT
- g. To understand mathematical language and concepts, to be aware of the applications of mathematics in the world, to appreciate numbers and to develop logical thought
- h. To master basic scientific ideas and methods of enquiry, and through observation, investigation and discrimination to recognise patterns and order within our world
- i. To problem-solve, by interpreting evidence and devising and investigating possible solutions, thinking creatively and imaginatively, and being willing to take calculated risks
- j. To develop the confidence to make and hold valid moral judgements, to understand the value of self-worth and respect for and sensitivity toward others, to recognise prejudice and bias, and develop tolerance of the values, thoughts and ideas of others
- k. To be culturally aware, recognising not only the differences but also the similarities between different peoples, and to value these differences
- l. To be spiritually alive, and in particular to be aware of Christian beliefs and their importance in shaping our current society

- m. To be able to use various art forms and design skills as a means of expression, using a variety of materials and methods
- n. To appreciate music through listening, performing and composing and develop a critical sense with regard to music
- o. To develop agility and physical coordination, confidence in and through appropriate physical activities, and to develop an understanding and an awareness of the body and the importance of living a healthy lifestyle
- p. To understand our world through geographical and historical study, and through a study of a variety of world languages
- q. To understand the value of achieving happiness for oneself and others, and that both may be achieved by contributing to the community as a whole.

The School supports these learning outcomes by:

- a. Catering for the individual needs of all the children, regardless of social or ethnic background, or academic ability
- b. Creating and maintaining an exciting and stimulating learning environment
- c. Ensuring that each child's education has continuity and progression
- d. Facilitating the children's acquisition of knowledge, skills and moral and spiritual values which will help them to develop into a respectful and respected member of the community
- e. Providing an appropriate curricular balance
- f. Recognising the crucial role which parents play in their children's education, and making every effort to encourage parental involvement in the educational process
- g. Treating children with respect through listening to their aspirations, ideas and needs
- h. Regularly assessing, recording and reporting upon the academic, social, emotional, physical and moral development of each child, and through careful and appropriate monitoring of their progress

The Curriculum:

We achieve a balanced approach with lessons of 50 minutes and some half lessons of 30 minutes prior to games. In the Junior School, there are six lessons per day. The time given to transfer pupils to games pitches is factored into the timetable.

Year	Eng/GR	Ma	Sci	MFL	Hist	Geog	RS	Tpc	Art	Dr	IT	Mus	DT	PE/Sw	SP/Act	SS	PSHE	CH
3	300	250	100	50			50	150	50	50	50	50	50	50	250		50	30
4	300	250	100	50			50	150	50	50	50	50	50	50	250		50	30
5	300	250	100	50	50	50	50		50	50	50	50	50	50	250	50	50	30
6	300	250	100	50	50	50	50		50	50	50	50	50	50	250	50	50	30

Note GR=guided reading; CH= changing; SS=Study Skills SP=Sport and includes travelling to and from Failand

We follow the National Curriculum but enhance this with expectations above the requirements of the NC. This is seen through the amount of time given to Drama as well as subjects in Years 5 and 6 being taught by specialist teachers.

All subjects have a subject leader who is responsible for overseeing the Curriculum Overviews, and Handbook. They are also responsible for constructing, with other staff if required, the Schemes of Work which are regarded as Medium-Term plans. These are dynamic documents, liable to change to reflect opportunities at school or the need to focus on specific areas. INSET and Staff meetings are used to keep staff up to date with changes. Staff are also able to use the INSET budget to attend relevant courses.

Linguistic Education:

English plays a major role in the school. Each year group has 6 lessons each week, providing time for the study of the subject alongside guided reading. Opportunities for listening, speaking and reading are part and parcel of the curriculum and a good deal of work is based on Talk for Writing and other KS2 dynamic learning schemes in which IT is used to good effect. PIRA is used as a twice yearly assessment.

MFL teaching is provided by the senior school. The aim here is to provide the pupils with background knowledge of French in Years 5 and 6. In Years 3 and 4, the pupils experience a variety of languages ranging from Mandarin through to Spanish.

Mathematical Education:

The curriculum follows the National Curriculum with opportunities for the more able pupils, especially in Years 5 and 6, to be set and stretched, whilst weaker pupils are supported. Opportunities to extend provision are encouraged through either the UKMT Primary Maths Challenge or local maths competitions. Online tools are used and the Abacus scheme of work is followed by all year groups, with assessment through PUMA standardised assessments twice a year.

Science Education

Science is taught as a discrete subject from Year 3. Children have two 50 minute lessons each week. We do not have a Science lab nor access to the Labs at Senior School and so the work done reflects the space and resources we have. Pupils broadly follow the Galore Park programme of study mixed with other NC level studies. Sex and Relationship education is partly taught in Science in Year 6 alongside PSHE lessons. The school has several gardens which it uses as a basis for scientific study. Field trips also take place, alongside Geography, to further the pupils' knowledge.

Art and Design Technology

Art is taught once a week, with the pupils also entering art competitions and exhibitions at a national level. The school doesn't possess a specific art room and so this severely restricts the range of mediums the pupils can work with. However, the standard is acceptable and a view to having a dedicated art space is on-going. Trips are made to local art galleries to develop the pupils' awareness of the subject. DT is taught to each class from year 4 with a range of projects including bridges made from balsa, birdhouses and learning techniques for cutting using a range of tools. As with Art, a dedicated or shared DT Room would enhance the subject which is very popular with pupils.

Technological Education

We make good use of new technologies; interactive whiteboards, an IT Lab, and increasingly iPads. Computing or IT is taught as a single subject to each year group. The pupils have access to iPads which are used in a variety of lessons and they also have clubs such as Digital Leaders and Comic Creator Clubs to join. The Seesaw app is widely used, along with others and green screens to enhance the pupils' subject knowledge.

Humanities Education

History and Geography are taught as Topic in Years 3 and 4, allowing for a cross over between the subjects. Years 5 and 6 have one History and geography lesson each per week. The syllabus for both follows some aspects of the NC but also includes local studies and, in history, the gaining of core historical skills in preparation for Year 7. A range of visits to local sites in the vicinity and further afield allow for the subject to be understood to its fullest extent. These include role-playing as Victorian children at a mill, local visits to sites in Bristol and experiencing rainforest adaptation at first hand in the Living Rainforest.

Performing Arts

Music and Drama are highly successful subjects at school. Each subject receives a lesson per week with two choirs and music groups also taking place. The pupils sing together at regular whole school assemblies, the Harvest festival and annual House Music Competition. Soloists are given performance platforms through the House Music Competition and the Talent Show. In Drama, the boys have the opportunities to act in school plays in Years 3, 4 and 6. Years 5 and 6 also have the opportunity to take part in the Shakespeare in Schools festival each year. There is a House Poetry recitation for all pupils, leading to the House Cup as well as a Handwriting Competition as well.

RS and PSHE

The school has a Christian foundation and the Junior School values are based on world religions with tolerance and consideration of others paramount. RS is used to promote SMSC within the Junior School and we follow the Discovery RE journal which is used in a number of primary schools. The subject is broadened to include, for older pupils, aspects of philosophy. Assemblies led by the SLT on a Monday also reinforce the school values through religious stories. Once a year, the school has a Carol Service and a Harvest Festival which takes place at a local church. PSHE is taught as a discrete subject in the school using the Jigsaw programme of study. Its aim is to build on the pupils' social, moral, spiritual and cultural skills and to make them aware of British values.

Sport and PE

All pupils attend two sports periods each week. Pupils in years 3 and 4 have a weekly swimming lesson whilst pupils in Years 5 and 6 have a weekly PE or swimming lesson. PE takes place in the school gym and is taught by specialist teachers.

Games take place at Failand for boys twice a week. The school's philosophy is Sport for All and boys can play for a team if they so wish. Pupils in Years 3 and 4 have the option of attending activities once a week which include Forest School for Year 3.

Pastoral Provision

The school takes its pastoral responsibility very seriously. Form teachers (years 3 and 4) and Form Tutors in Years 5 and 6, alongside the TAs, keep a constant and vigilant eye on the pupils and their wellbeing. From September 2019, the Assistant Head has had overall responsibility for the pastoral care of the children and acts as a DSL for the Junior School. The school uses the AS tracking system to monitor pupil well-being. Form staff are trained in its use and the pupils take part twice a year, to monitor their well-being and mental health. Regular contact is maintained with staff and parents regarding pupil issues.

How do we ensure that all pupils flourish?

The school regards itself as academic without being too challenging. As such, there is a wider spread of academic ability due to selection processes for Years 3 and 4 being harder to define than entry to Year 5. We ensure that all children have the opportunity to learn because of thorough curriculum planning, effective teaching and assessment procedures, which tracks pupils' progress across core subjects and over time. Generous staff: pupil ratios mean we are able to deploy teaching assistants to support the children's learning. There are four TAs, one for each year group, meaning that pupils may receive that support where it is needed most. In Years 3 and 4, Form Teachers are responsible for teaching most of the curriculum, which incorporates English, Maths, Science, Topic (History, Geography) and Art. Year 3 and 4 pupils are taught in mixed ability form groups, mostly in their own classrooms. This provides the security of being in the one environment but begins the transition to becoming a more independent learner. They are taught Science, Art, Drama, French, PE, Computing and Music by the subject specialist. Pupils in Year 5 and 6 have increased independence. If there are two forms in these year groups, pupils are set by the ability for English and Maths.

Pupils and staff are ably supported by the school's Additional Needs Coordinator (ALNCo). The ALNCo is the SENCO and supports staff in identifying and supporting those pupils with specific educational needs. She also coordinates the implementation and review of any Individual Provision Map and Learning Plan (IEP) to ensure that our provision fulfils the statements' requirements. The ALNCo liaises with teachers to create an IEP for students with more severe learning difficulties and provides guidance for those who present with less severe educational needs. She provides workshops or clinics for pupils throughout the year. The ALNCo also works with staff to create the Gifted and Talented Register of those pupils who it is felt would benefit from being challenged in specific subjects.

Each subject coordinator across the school is responsible for compiling and coordinating subject policy and curriculum documents. Each department writes Curriculum Overviews (long term plans) and from here, medium-term Schemes of Work (S.O.W.) are created. These are written a term in advance and, as working documents, are reviewed weekly and at longer intervals in planning and

departmental meetings. These documents have at their heart a core philosophy, which aims to build on the individual strengths of each child.

The form teacher is supported by the Assistant Head and Head of Teaching and Learning Together they are able to track both pastoral and academic concerns of pupils throughout each year group. Pupils are encouraged to take responsibility for their own learning as they are trained to use their Seesaw apps effectively. They are also taught to maintain a personal tray or locker, engage in appropriate and respectful behaviour, celebrate difference, success and individuality, and develop responsibility for their own safety and belongings. The boys' behaviour is excellent overall and the environment is happy, safe and caring. For children who require a little more support in this area, the School has access to the school counsellor. The pupils also undergo AS Tracking twice a year and concerns raised about individuals are shared either through Day Book, the School's 'pastoral register' and the regular pastoral staff briefings which mean that teachers are aware of additional pressures children may be under e.g. those children who may be performing a caring role at home. Day Book will change in the near future with records going on to a different system.

How do we listen to and respond to 'pupil voice'?

In the context of the curriculum, our intention is to engage the children in their learning and for them to see themselves as partners in their learning, not mere recipients. We believe pupils need to be taught how best they learn, the reasons behind why they are learning something, how to learn through experience and experimentation and how to 'close the gaps' in their own learning.

The School uses aspects various learning techniques, such as Assessment for Learning alongside other methods to ensure pupils are aware of the progress they are making. Time is given for pupils to reflect on what they have been taught and work with TA or the subject teacher to reflect on achievements. Using the most up to date educational research, whole class feedback is now undertaken alongside individual verbal feedback to ensure the pupil knows directly how they can improve. Pupils also use peer assessment in some subjects to learn how to evaluate others' work. Learning outside of the classroom environment also plays an important role with an extensive programme of day and residential trips. These enhance the subject as well as developing the whole child through a series of experiences designed to broaden their understanding and knowledge of life beyond the classroom, building resilience and character.

How does the school celebrate and embrace difference and diversity?

QEH Junior School is a holistic, caring environment in which children are encouraged to be themselves. The School's approach to discipline is based around mutual respect for others in the school community. Pupils are aware of the system of rewards (House Points, Star Performers and Headmaster's Diploma) and sanctions (minutes taken off Golden/Reward Time, lunchtime detention, afterschool detention, temporary suspension or permanent exclusion). The school values its pastoral structure; each form teacher knows their children's needs extremely well and at any time, children are able to speak to these members of staff as well as the Assistant Head to help solve pastoral problems.

The pupils have weekly assemblies, including one that celebrates achievement and excellence. PSHE (including RSE) is taught as a discrete subject throughout the School. PSHE helps pupils to develop the spiritual, moral, social and cultural skills necessary for later life. The boys are taught to respect the individual differences through our QEH Values that are present within the school community thereby fulfilling our obligations as detailed in the 2010 Equality Act. In addition, PSHE plans reflect the school's commitment to promoting British values as well as helping to prepare pupils to play a full and active life within British society. Outside of PSHE lesson time, Form Teachers have built in other relevant learning opportunities for PSHE such as during registration time. In addition, assemblies will often reflect key PSHE aims as well as the school's duty in promoting British values.

How does the school encourage every child to make their own positive contribution to the life of the School?

Throughout the School, the academic and extra-curricular provision has been planned to ensure that all of the children receive a broad and balanced education. Homework is organised to offer extra depth in a number of subject areas, whilst still allowing children to follow their own particular interests. In Sport, fixtures are run against other schools and after school there are a series of clubs provided either by staff or outside groups. All staff run an after-school club. Children choose from different clubs each week and these cater to every interest; sport, art, computing, science, dance, crafts, etc. and change on a termly basis providing even more opportunities for children to explore their interests. The trips' programme is organised to provide children with a range of experiences and teachers within the school ensure that they receive strong moral messages on an individual, class and whole school level (through the assembly and PSHE programmes for example). Children are all encouraged to participate in clubs or House competitions as well. Music and Drama clubs take place before school, with Drama clubs running after school. Each year group has a residential trip during the school year, usually in early May. This trip takes the pupils away from school to a variety of locations where pupils experience challenges of being away from home along with learning how to work together, teambuilding and gaining core skills such as resilience. The QEH Award is designed to engage the pupils fully in Years 5 and 6, with its service to the community, outdoor education and personal development. The pupils gain a great deal from this award as a precursor to the Duke of Edinburgh's award and Ten Tors Teams in the senior school.

How does the school prepare pupils for entry to senior school?

From Y3 upwards, pupils are being prepared for QEH Senior School and the world beyond. This includes engendering a love of learning, an inquisitive nature, plus a kind, thoughtful attitude to others. It involves allowing each boy to develop his particular strengths, while supporting and developing his weaker areas.

In all year groups, the pupils undergo assessment through the use of PIRA and PUMA assessments. These take place twice a year and allow staff to look at data and make judgements on targeting individual pupils. In addition, we use the Incas assessment tool to inform staff about pupil development. In Year 6, pupils have one lesson of 'Reasoning' until the end of January after which they are taught the Compass for Life programme. During the final term, pupils in Years 6 visit parts of

the senior school under a familiarisation programme, work alongside teachers from the school and have visits from the Head of Year 7 as well.

How do we equip the pupils for life?

Our aim is to provide a dynamic curriculum, with teaching methods that are appropriate for this generation. We are making increasing use of technology as an aid such as Seesaw apps and numerous others to support learning. By setting our pupils challenging tasks, involving the creativity and intersubject working, pupils experience a wide range of vibrant and exciting lessons that provide not only the 'grammar' of the subject but allows them to gain an understanding of their place in it. Our core value of kindness; 'Treating others as you wish to be treated' underpins all that we do. By raising awareness of ecological issues, working with the city's homeless and by raising funds for other causes, the pupil develops a holistic approach to life, understanding that it isn't linear and that all have their roles to play. We actively encourage pupils to learn to accept failure as being part and parcel of life and that one only grows through experiencing and recognising their own weaknesses. The QE Award plays a key role in developing core strengths whilst our sport, music and drama work allows pupils to work as a team, support and help one another in a healthy cooperative environment.

The above policy should be read in conjunction with the following which is available on the school website or via the Junior School Office:

- a. Teaching and Learning Policy
- b. Special Needs Policy
- c. PSHE Programme
- d. Homework Policy