

# **WOLVERHAMPTON GRAMMAR SCHOOL (JUNIOR)**

## **CURRICULUM POLICY**

The curriculum in the Junior School has been drawn up in accordance with the aims of the school.

The Junior School aims are:

- To challenge and support all children in order to unlock their talents and realise their full potential
- To foster a love of learning, a curiosity about the world and provide an environment which promotes an independent work ethic
- To provide a wide range of creative, cultural, sporting and adventurous activities to challenge all pupils
- To nurture a supportive and inclusive community which encourages a sense of social responsibility and spiritual and personal development
- To provide a safe learning environment encouraging children to lead healthy and fulfilling lives

### **Ethos**

We maintain that learning should be a positive and relevant experience. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

This policy is a statement of aims, principles and strategies for quality learning and teaching within the Junior School. Quality learning and teaching are the key principles of the school, harnessing pupils' self-esteem and self-confidence so that each and every pupil is given the opportunity to realise their educational potential. As an inclusive, self-evaluating and reflective school, committed to development and improvement, we strive to constantly review and improve our academic provision for each and every pupil, regardless of age, gender, race, religion or ability.

### **Aims and objectives**

We believe that people learn best in a secure structured environment. Teachers at WGJS provide a rich varied and creative learning environment that allows children to develop their skills and abilities to access their full potential.

Through our teaching we aim to:

- Provide a broad, balanced curriculum that stimulates and engages our pupils, so that they enjoy their learning;

- Plan and deliver a curriculum that caters for the full ability range of our pupils;
- Ensure all aspects of speaking, listening, literacy and numeracy skills are developed, to equip the pupils for the next stage of their learning, and for life;
- Create and maintain an exciting and stimulating learning environment;
- Provide opportunities for pupils to develop creative, artistic, musical and sporting talent;
- Provide well-chosen resources to enable effective teaching and learning;
- Provide a co-curricular programme that supports, extends and enriches the curriculum;
- Enable children to become confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem and help them build positive relationships with other people;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- To prepare for opportunities and responsibilities of life in British society;
- Help children grow into courteous, reliable, independent and positive citizens;
- To promote actively the five Fundamental British Values.

## **Effective learning**

We recognise the need to implement strategies that allow all children to develop the seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinesthetic, music, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence and provide creative opportunities for all children to learn in different ways.

These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- open ended questioning
- innovative and creative use of ICT across the curriculum
- use of interactive ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- responding to musical or recorded material
- learning through the use of concrete materials and experiences;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

## **AFL Strategies used in WGJS to promote effective learning**

AFL strategies are firmly embedded in our teaching and learning. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they

learn.

We believe that children engage in their learning best when they are required to take some responsibility for it. Pupils are involved in self-review and peer review in an informal way, often in discussion, throughout the school. They respond to targets set by their teachers.

Our pupils learn best when they:

- Feel that they are in a safe environment where they belong; that their opinions are valued and that there is a clear structure to their role in assessing their own learning.
- Understand clearly what they are trying to learn and what is expected of them
- Are fully involved in what they are learning and know where to get help if they need it
- Are given feedback about the quality of their work, and what they can do to make it better
- Are taught how to take responsibility for the progress they make as independent learners able to work effectively with the teacher and with each other.

### **Effective teaching**

The focus of WGJS teaching is on providing a range of high quality learning opportunities for our children to enable rapid progress and foster enjoyment.

To enable this, staff:

- prepare lessons thoroughly
- build upon children's prior knowledge
- deliver lessons where understanding is developed through active, practical and first-hand experiences
- pace lessons appropriately so that pupils have time to consolidate skills and understanding, but also move on rapidly
- share learning objectives and ensure that these are understood by the children
- give clear indicators of expectations through the use of success criteria
- ask open ended, thought-provoking questions
- provide opportunities for children to review and reflect on their learning
- give developmental feedback of children's work
- implicit use of ICT across the curriculum

With respect to planning;

- Lessons are planned with clear learning objectives, taken from the medium term and weekly plans.
- When teaching we focus on motivating the children and building on their skills, so that they feel that learning is a positive experience.
- We base our teaching on our knowledge of the children's level of attainment and achievement. Our prime focus is to develop further the skills, knowledge and understanding of all children. We strive to ensure that all tasks set are appropriate to each child's level of ability.
- To ensure every child is given equal opportunity, differentiation is built into our provision in many ways, including: differentiated tasks, learning objectives and success criteria, within the classroom, for groups or individuals.

### **Classroom management**

Teachers make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. We expect all children to respect the class rules that we jointly devised to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general.

- We ensure that all tasks and activities that the children do are safe. Risk assessments are always created for any new or off-site activities. When we plan to take children out of school, we first inform parents.
- We deploy teaching assistants and other adult helpers effectively.
- Our classrooms are creative learning environments. Displays related to different areas of the curriculum are changed regularly to reflect current learning. We ensure that all children have the opportunity to display their work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.
- All our teachers reflect on their practice and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- We conduct all our teaching in an atmosphere of trust and respect for all. Our core values based on the word 'Respect' are at the heart of our school.

### **Monitoring effective planning and delivery of the Curriculum**

- The Head teacher, Deputy Head or subject leaders analyse assessment data and use this information to implement new initiatives. Assessment data is analysed carefully and is used to inform planning, teaching and to monitor progress
- The JSMT organise regular lesson observations, and work scrutinies, at least twice a year. These are conducted either by the Head or by subject coordinators. The two formal scrutinies carried out by the Head are followed by individual written feedback to staff and whole-school feedback in a staff meeting, specifically set aside.
- All subjects are planned thoroughly. The planning has three strands. Long Term plans provide a brief overview of the topics to be taught. Medium Term Plans are the schemes of work. Weekly plans are the short term planning. The weekly planning is based on the

medium term plans but adapted for each group of pupils. All plans are stored in the Junior School's common planning area.

- The subject coordinators have the responsibility of keeping up to date with curriculum development and government initiatives, update plans, suggest new topics and find new resources accordingly.
- Where a completely new scheme of work is written this will generally be a collaborative task with several staff involved. Subject coordinators are required to produce subject development plans and share this information with colleagues. They are also expected to update subject policies as necessary.
- Staff are provided with INSET. They are encouraged to develop areas of interest, implement new initiatives and share expertise.
- All staff are encouraged to share skills, ideas and resources, participate in peer lesson observation, and learn from one another.
- NQTs and other new or inexperienced staff are given appropriate support, including a mentor.
- The Learning Support coordinator helps Form Teachers produce IEPs for pupils with specific learning needs and gives support and guidance on strategies for supporting pupils in the classroom.

### Organisation, timetabling and balance of curriculum provision

The curriculum is designed with generous period allocation for sporting, creative and practical subjects.

This table shows the time allocation for each subject within a 30 period week.

	English	Mathematics	Science	MFL	Humanities	Art/DT	Music	PSHE	RE	PE	Games	Skills	Academic Enrichment	Reading	Review	ICT
Y3	5	5	2	1	3	2	1	1	1	1	2	2		2	1	1
Y4	5	5	2	1	3	2	1	1	1	1	2	2		2	1	1
Y5	5	5	2	1	3	2	1	1	1	1	2		2	2	1	1
Y6	5	5	2.5	1.5	2	2	1	1	1	1	4		2	1	1	*

\* Y6 ICT is taught within the Skills & Academic Enrichment programme

### Curriculum planning

Our curriculum is based on the National Curriculum but is adapted to suit our pupils and give them the best educational experience possible. We keep abreast of educational reform and consider new initiatives, adopting those we feel will enhance our curriculum.

## **Assessment**

Assessment is an integral part of teaching and learning. Our assessments are rigorous and robust and provide formative, summative and diagnostic feedback. Formative assessment takes place in our daily teaching and informs short term planning. Summative assessment takes place at intervals throughout the year. Results are analysed carefully and used to track pupils' progress, inform planning, and allocate pupils to sets. We use assessment including PIPS to track progress both for individuals and cohorts. (For further details see Assessment and Marking Policy)

## **Pupils with Special Educational Needs**

Where a pupil has a recognised learning difficulty or statement of special educational needs, identified by an Educational Psychologist, or other recognised body, appropriate provision will be put in place. The Junior School Learning Support Coordinator, in conjunction with OpAL, alongside the Head of the Junior School will ensure that statutory requirements and individual needs are met. (See Special Needs and Disability Policy)

## **Gifted and Talented**

Generally, teachers will be expected to cater for gifted children in the classroom, within their chronological year group. Setting in Maths enables the most-able pupils to move at a rapid pace and Maths challenges are included in our provision. The most-able mathematicians are taught by a specialist from the senior school. The most able in English are offered extension creative writing opportunities, such as our Young Writers Club. All junior school pupils are taught by a science specialist with many challenges and practical investigations to extend the most able. Children with a particular interest in Science are encouraged to join the Science or Astronomy Club. Gifted children are given the opportunity to participate in extension activities to develop higher cognitive skills e.g the Psychology Club.

The most talented have excellent opportunities in all areas e.g. high levels of sports coaching; the opportunity to compete in Inter School Chess competitions; talented musicians may be asked play alongside pupils from the Senior School. Many children reach very high level of achievement in the creative arts, sport, chess, and music.

## **Well-being**

The well-being of everyone in our school community is taken seriously. Relationships between staff and pupils are excellent and lie at the heart of our pastoral care. The WGJS Pupils' Charter (See Study Mates) underpins everything we do. All religions, cultures and beliefs are celebrated in assemblies, PSHE and RE lessons. Many moral and social issues are raised and discussed in PSHE and other subjects. What it means to be a British citizen is part of the PSHE programme as is Health Education and Sex Education/Personal Relationships. Staff promote fundamental British values as part of the PSHE programme and through assemblies. Children in Years 5 and 6 have workshops on internet safety and cyber bullying.

## Co-curricular Activities

- A wide range of enrichment activities supplements the timetabled curriculum. Regular themed days are held. These may include Book Day, historically themed days or days celebrating a religious festival such as Diwali.
- Pupils are taken to places of interest on a regular basis. These visits complement the academic curriculum.
- Residential visits are organised annually for pupils in all year groups. These help to develop teamwork, responsibility, and independence, in a very different environment.
- There are many opportunities for pupils to develop interests and talents in Music, Sport, Drama, Art, Chess, and many other areas through our extensive range of clubs.

## The role of parents

We believe that parents have a fundamental role in supporting their children in school. Parents are actively encouraged to support their children at every available opportunity. They are encouraged to support their children at home with prep and become involved in their child's reading.

Parents are always welcome to contact teachers informally or to make an appointment to come into the Junior School to discuss concerns.

In addition, we aim to inform and involve parents through the following:

- Providing staff email addresses for parents
- Encouraging the use of their child's Study Mate as a channel of communication.
- Weekly bulletin
- The Handbook for Parents (updated annually), now on Firefly
- A curriculum handbook provided at the start of each term, now on Firefly
- A 'Meet the Teachers evening' at the start of the Autumn Term
- Parents' Evenings twice a year.
- Reports and comments at the end of the Autumn Term
- Grades and comments in core subjects at HT in the Spring Term
- A full report issued after HT in the Summer Term.
- An induction evening for new parents in June.
- Transition information and meetings for Years 5 and 6 Parents.
- Prize giving at the end of the year

**Please also refer to the following policies:**

Curriculum Policy Senior School - website	PHSE Scheme of Work (Junior School) - website
Acceptable Use Policy – school network	English as an Additional Language - website
Equal Opportunities Policy - website	Special Educational Needs and Disabilities Policy - website
PHSE Scheme of Work (Senior School) - website	Anti Radicalisation Policy - on request

## **Monitoring and Evaluation of this policy**

The school monitors and evaluates its curriculum provision through the following activities:

- Annual Governing body audit.
- Senior leadership team discussion
- Annual parent survey
- Comparison against national competitors and professional bodies recommendations
- Self-evaluative and reflective professional ethos throughout all staff
- Teacher assessments/ assessment data shows attainment is well above national average.
- Data management indicates steadily improving standards.
- Classroom observations by SMT show policy is being implemented by staff
- Regular analysis of a range of risk assessments
- Review of concerns and complaints registers by SMT and board of Directors.

DLP  
October 2016

Next Review:  
September 2017