



Junior School Curriculum Policy

Contents:		Page:
Whole School Policy Statement	Inspiring Curriculum, Teaching & Learning	1
	Maximising the potential of every pupil	1
	4 - 18 full-time education and preparation for life beyond school	1
Key Values		3
Junior School Curriculum (Including EYFS)	General	4
	Linguistic Education	4
	Mathematical Education	4
	Technological Education	4
	Scientific Education	5
	Aesthetic and Creative Education	5
	Physical Education	5
	Human and Social Education	5
Supporting Information	Timetable Balance and Homework	5
	Progression	6
	EYFS Curriculum	6
	Pupils below Compulsory School Age	7
	Monitoring	7
	Teaching is mostly subject based	7
	Transition to Senior School	7
	Spiritual, Moral, Social and Cultural Education	7
Ensuring Progress Framework		9
Tracking Trial and Mastery – Sept 2016		10

Whole School Policy Statement

Inspiring Curriculum, Teaching & Learning

At Guildford High School the curriculum is broad, rich and exciting for all our pupils, focused on our mission to provide a first class education for academically able girls. Our aim as a school is to inspire our pupils with a life-long love of learning, the skills and qualifications needed in a rapidly evolving workplace and effective preparation for adult life in British society and the world at large. The school aims to promote creative thinking and creative learning and to encourage and expect the best from everyone. We are a National Teaching School and aim to be at the cutting edge of Teaching & Learning.

Maximising the potential of every pupil

Curriculum lessons are well-paced, challenging and fun. Within the curriculum each pupil is encouraged to achieve her full potential and the needs of each pupil, including those with particular talents and those with learning difficulties and EHC plan are addressed when composing an individual timetable.

All pupils have equal access to the curriculum and the curriculum enables all pupils to learn and make at least good progress, including those with learning difficulties, those who speak English as an Additional Language and the most able of our very able pupils. The school is committed to ensuring provision for pupils with an IEP (Individual Education Plan or EHC. IEPs are reviewed at least bi-annually and EHCs annually.

The curriculum aims to educate the whole person through creative thinking and creative learning and the curriculum at GHS extends far beyond the classroom. The curriculum is enriched by a wide range of extra-curricular activities that allow extension opportunities, offering girls a contemporary curriculum which is founded on academic rigour. At GHS our approach to Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, to think and learn.

All departmental schemes of work effectively provide for subject matter appropriate for the ages and aptitudes of pupils and provide for pupils to acquire skills in speaking, listening, literacy and numeracy. Where pupils have a statement their educational needs are met through regular monitoring and annual review to ensure that their education meets the requirements of their statement. Our developmental approach to curriculum

4-18 full-time education and preparation for life beyond school

Guildford High School provides full-time supervised education to pupils of compulsory school age (5-16*) and also has a thriving Sixth Form and innovative post 16 curriculum for pupils of compulsory *participatory* age, as well as an EYFS setting for those in Reception year. The Sixth Form curriculum is appropriate to the age and aptitudes of academically able pupils (including those with learning difficulties, whose needs are reviewed annually), in line with the school's mission statement, and helps to prepare them for the opportunities and experiences of university and beyond.

In line with its statutory responsibilities and its Mission Statement of providing a first class education for academically able girls, Guildford High School has a comprehensive and impartial Careers Programme to help Senior School pupils make the right choices for their future, including about GCSE and post-16 courses. The information about GCSE, post-16 and post-18 courses is up-to-date and accurate and delivered in an impartial manner. It enables pupils to make decisions about career options and helps them to fulfil their potential.

Key values

The academic curriculum and PSHE programme at Guildford High School promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The academic curriculum and PSHE programme encourage respect for groups protected by the UK 2010 Equality Act. As well as providing pupils with social, moral, spiritual and cultural education, the PSHE programme also covers economic education to ensure that pupils leave the school with an awareness of how to manage their financial lives. The rich co-curriculum and assemblies also provide valuable opportunities for SMSC (and economic) education and to promote key British values. Curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

Other Information

This policy statement applies to all members of the school community, including those in the EYFS setting, but the Junior School has a separate Curriculum document, which includes details of the EYFS curriculum provision. Guildford High School seeks to implement this policy through adherence to the details set out in the rest of the document.

This document should be read in conjunction with:

- Mission Statement, Aims & Ethos
- Junior School Curriculum Policy (including details of our EYFS Curriculum)
- Careers Statement
- Child Protection Policy
- Generic Teachers Responsibilities
- Generic Heads of Department Responsibilities
- Assessment, Recording and Reporting Policy
- Controlled Assessment Policy
- PHSE Policy and Schemes of Work
- Special Educational Needs and EAL Policy and Provision
- Gifted and Talented Policy
- Equal Opportunities Policy

Guildford High School is fully committed to ensuring that the application of the Curriculum Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Equal Opportunities Policy document. Guildford High School is also committed to instilling in its pupils through its curriculum the key values of the school, in particular that all pupils should feel valued and recognised and that the views of others should be respected. Our curriculum provision therefore precludes the teaching of any partisan political views in any curriculum subject. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

This document is available to all interested parties on the school's website and on request from the main school office. It is reviewed annually, or as events or legislation changes require, by the Deputy Head of the Junior School (Academic). The next scheduled date for review is September 2017.

Junior School Curriculum

The Junior School curriculum aims to be broad and balanced, to develop pupil confidence and self-esteem, to prepare pupils well for entry into the Senior School and, eventually, for the opportunities, responsibilities and experiences of adult life. Our curriculum promotes education with character with continuous improvement at its heart. Based on the national curriculum the High School curriculum achieves depth and breadth and has been developed with rigour. In its delivery the curriculum is based on the following principles:

- pupil (and staff) enjoyment
- the development of pupil confidence and the recognition of gifts and abilities
- differentiation according to pupil ability, progress and understanding and the maximising of individual potential
- support for pupils with learning difficulties or disabilities, support if necessary for pupils whose home language is not English and support, extension and challenge for all pupils according to need

We promote leadership in every role: both staff and pupils, act with integrity and care and expect the best from themselves and others in building a happy, confident school. The Junior School curriculum is structured to ensure well-paced learning, maximising the potential of each pupil and helping them to be positive and resilient learners, celebrating their own gifts and abilities. As outlined in the following curriculum overview:

- **Linguistic Education**
 - In **English**, from Year 2, pupils develop skills in: reading comprehension, writing and poetry, grammar, handwriting, spelling and drama after a thorough grounding in Reception in: communication and language, phonics, reading, writing and drama.
 - **Spanish** is taught from Year 1 to Year 6 and **French** from Year 3 to Year 6 using songs, games, the interactive white boards as well as, with increasing pupil skill, written work. Assemblies and registrations include language practice and simple exercises in subjects across the curriculum. **Mandarin** is taught in Reception and Year 1 with the expectation that this will be rolled in across other year groups, year on year. Mandarin, like the European languages, is multisensory in the teaching and learning techniques used.
- **Mathematical Education**
 - Mathematics teaching and learning are based on Collins from Reception – Year 2 and Abacus Evolve in Years 3 - 6, with an emphasis on practical and kinaesthetic learning (particularly in homework offered in Year 1 and Year 2 as well as in all lessons in Reception – Year 6) and use of iPads to support learning across the Junior School. . Numeracy, Shape and Space, Statistics, Problem Solving and Arithmetic are covered. The gradual learning of tables is important from Year 2 when pupil understanding of the concepts involved in multiplication are sufficiently secure. Our aim is for all pupils to have a comprehensive and secure knowledge (up to x12) by the end of Year 4, as advised in the Primary curriculum.
- **Technological Education**
 - Computer Science skills are taught from Reception through to Year 6. The E-Learning Safety policy is shared with parents at information evenings and practised rigorously in school. The skills learned in Computer Science lessons are used across the curriculum. The cross-curricular use of iPads enhances pupils'

Computer Science skills, and encourages a developing knowledge and safety awareness.

- **Scientific Education**
 - Science is taught in Reception through to Year 6 with two lessons in Reception and four lessons in Year 1 becoming 6 weekly lessons in Years 2 – 6. The emphasis is on practical work and a depth of learning beyond the national curriculum. The scheme of work is cross referenced with Snap Science.
- **Aesthetic and Creative Education**
 - Music is specialist taught from Reception to Year 6. Two lessons each week cover singing and performing, composition, musicianship and skills, music analysis, appreciation and evaluation.
 - Art and Design follows distinct programmes teaching skills and developing intellectual and physical creativity from Reception through to Year 6.

N.B. Art provision also comes under the **Technological Education** heading as pupils work with tools, equipment, materials and components and evaluate processes.
- **Physical Education**
 - Gymnastics and Dance, PE and Games are taught by specialist staff from Reception through to Year 6 with Swimming added from Year 2.
- **Human and Social Education**
 - History and Geography are taught from Reception to Year 6. In Geography, as pupils' progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environment. History teaching helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity.
 - Religious Education is taught from Reception to Year 6 with a balance of Christian study and studying aspects of other faiths in each year group.
 - PSHE is delivered by the Form Teacher each week in a dedicated PSHE period. The themes and topics are supported by the assembly programme and by subject staff in relevant subject areas. The PSHE curriculum reflects the school's aims and ethos, implemented in a broad and appropriate manner, which encourages respect for other people. Further details can be found in the PSHE policy and schemes of work.

Supporting Information

Timetable Balance and Homework

In the Junior School we aim, that, through this broad curriculum and the extra-curricular provision, each girl will be able to fulfil her academic potential, perform in all areas at a very high level (above that indicated by her underlying ability) and discover wide areas of interest in which to develop passion and excellence. Careful consideration has been given to the time devoted to each subject so that the core subjects can be covered in sufficient detail and depth, thus developing essential skills, at the same time as allowing adequate provision in the timetable for breadth and depth in other curriculum areas. An important element of the allocation of time is the homework requirement. It is school policy that homework should provide the opportunity for the reinforcement or practise of work already covered in class. Differentiation is allowed for in the

provision of set tasks. All homework should be purposeful and achievable in terms of available resources, time and children's understanding.

Our approach to Junior School Homework was reviewed in Lent Term 2016. Our review included: a parent survey, discussion with KS2 pupils and a range of meetings involving SLT, subject co-ordinators and our whole staff team, which allowed full and thorough review. Going forward, our new approach has been rolled out in September 2016. Homework will be split into two elements Core and Creative. Core Homework will form the main element, this will include Reading, Spelling & Tables (Reception – Year 6.) Creative homework will be set collaboratively and will include flipped learning, competitions, cross curricular planning, choice and most importantly creativity. All Junior School Parents from Reception – Year 6 have had year group information evenings to explain the new homework approach.

Progression

The Reception Year/Early Years' Foundation Stage, covering the seven areas of learning and introducing the youngest pupils to school life, adheres to the EYFS requirements as detailed in the EYFS Handbook. Once they are ready, girls begin the Key Stage One programme. By the end of the Reception Year, all pupils are writing independently; have a reading age above their chronological age and are starting to access the Maths curriculum for Year 1. During Year 1 and 2 most pupils will be working at and beyond National Curriculum expected standard.

From Year 3 through to Year 6 it is expected that the majority of pupils will be working at and beyond National Curriculum expected standard. It is school policy to differentiate to allow for this range of ability and achievement. Pupils with a Statement of Special Needs or EHC plan, pupils with learning difficulties or disabilities are provided for as dictated by screening results and recommendations from the school SENCO, educational psychologist recommendations and/or the recommendations of other appropriate professionals in liaison with the SENCO. In the case of a pupil with a Statement or EHC plan recommendations made by the body of professionals who from The Team around the Child are followed by the school staff. Teacher assessment is continuous throughout the Junior School; the statutory tests are administered at the appropriate times (as outlined in the Assessment and Recording Policy). Progression from Key Stage One to Key Stage Two is seen as fluid. The policies and schemes of work have been drawn up to ensure that the skills and knowledge of each subject are thoroughly covered and to ensure progression and continuity throughout the primary stages.

EYFS Curriculum

The Reception Year curriculum covers the seven key states of learning from the statutory EYFS framework:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Each area of the curriculum is implemented through a mix of adult and child led activities, including planned, purposeful play. Each child is also assigned a key person to ensure that their learning and care is tailored to their individual needs.

Pupils below Compulsory School Age

Occasionally, the Junior School will admit a pupil into Reception who is still below compulsory school age (i.e. who was not yet 4 on 1st September of the year in which they joined the school). Such pupils are only offered a place at the school after passing our selective entrance assessments and are therefore deemed capable of coping with the normal Reception Year curriculum. They are generally children with birthdays in September, or possibly October. Any adaptations made to the curriculum for such children are similar to the adaptations made for children with late summer birthdays.

Monitoring

The implementation of the curriculum and the quality of learning are carefully monitored through:

- Pupil Progress Meetings and follow up with parents
- Academic Meetings
- Work Scrutiny/Book Looks
- Staff Team evaluation of pupil work and pupil results
- Regular lesson observations
- Appraisal
- Deputy Head (UL) meetings with Subject Leaders to discuss curriculum development, assessment and record keeping and individual girls Regular liaison between the Deputy Head and Head of Preprep
- Liaison with Senior School staff about Junior School pupil progress in the Senior School

Planning and provision ensure that pupils of all abilities enjoy learning and progress at an appropriate pace. Pupils are tracked throughout their learning journey, through formative and summative assessment. All staff follow the *Ensuring Progress Framework*.

Teaching is mostly subject-based: During Key Stage One some aspects lend themselves naturally to topic work. During Key Stage Two there are subject links rather than topic bases. The work in one subject or aspect of the curriculum frequently provides a useful stimulus for work in another; for instance the study of the Tudors in History is enhanced by exploration of music and dance of the period in other subject areas.

Transition to Senior School: Meetings between the Head of Junior School and the Headmistress cover Junior School curriculum development and Links Meetings between Junior School and Senior School staff each term ensure the curriculum meets the needs of pupils moving from Year 6 to Year 7. The Deputy Head of the Junior School works with the Head of Year 7 to ensure smooth transition for pupils pastorally and academically.

Spiritual, Moral, Social and Cultural Education

We endeavour to promote the spiritual and moral development of the girls through the Spiritual, Moral, Social and Cultural Policy and the Religious Education Policy. It is also considered important to encourage the children to express themselves creatively through Music, Drama and Art and Design. The Physical Education programme provides the pupils with opportunities for development of skills in all its aspects as well as encouraging team spirit through full participation in House events, often organised by the girls. Ideas from House and Pupil School Council meetings, from the Charity Team and the Eco-Team often present opportunities for the whole school to deepen and broaden its Spiritual, Moral, Social and Cultural Education.

Pupils receive preparation for the opportunities, responsibilities and experience of adult life as evidenced in the PSHE programme and in the individual schemes of work. In addition, the following provide experience for pupil development in PSHE:

- Residential trips in Years 2, 4, 5 and 6 – to encourage independence
- Form teacher – models positive and happy attitude
- Prefectorial and Monitor responsibilities throughout the school, in each class
- Prefectorial, service and leadership responsibilities for all Year 6 pupils
- School council – a member from each class, Years 1-6
- Eco-team responsibility
- House and Games Captains and subject monitors
- Fundraising activities for charities chosen by pupils
- Pupil outreach work through the local church, with local alms houses
- Sex education programme in Years 5 & 6.

Curriculum information is reviewed annually. This document is 'made available' to parents and prospective parents via the school website. This policy will be reviewed again in September 2017.

Ensuring Progress Framework

A framework which gives a whole school overview of how pupil attainment and progression is measured.

Yearly

TRACK KPI data Y1-6	September	Oct	January/February	March	May	June/July
Reception	Early Excellence Tracking (Sept – July)	*Writing			*Writing *Reading	
Year 1	Vernon spelling Salford reading	Rising Stars Progress * Spelling * Grammar * Reading Collins *Maths		Rising Stars * Spelling *Grammar * Reading * Maths	Rising Stars Optional test * Spelling *Grammar * Reading * Maths	Salford reading
Year 2	GL Assessment * Vernon spelling * Suffolk Reading	Rising Stars Progress * Spelling * Grammar * Reading Collins *Maths	National Curriculum Sample tests 2016 Maths & English	Rising Stars * Spelling *Grammar * Reading * Maths	National Curriculum Tests	Salford reading
Year 3	GL Assessment * SWST * Suffolk Reading	Rising Stars Progress * Spelling * Grammar * Reading Maths * Abacus	Rising Stars * Spelling * Grammar * Reading Maths * Abacus	Rising Stars * Spelling *Grammar * Reading * Maths	Rising Stars Optional test * Spelling *Grammar * Reading * Maths	CAT 4A
Year 4	GL Assessment * SWST * Suffolk Reading	Rising Stars Progress * Spelling * Grammar * Reading Maths * Abacus	Rising Stars * Spelling * Grammar * Reading Maths * Abacus	Rising Stars * Spelling *Grammar * Reading * Maths	Rising Stars Optional test * Spelling *Grammar * Reading * Maths	CAT4B
Year 5	GL Assessment * SWST * Suffolk Reading	Rising Stars Progress * Spelling * Grammar * Reading Maths * Abacus	Rising Stars * Spelling * Grammar * Reading Maths * Abacus	Rising Stars * Spelling *Grammar * Reading Maths * Abacus	Rising Stars Optional test * Spelling *Grammar * Reading * Maths	
Year 6	GL Assessment * SWST Y6 Reading	Y6 Test *Spelling *Grammar *Reading *Maths	Mid Jan Y6 Test Spelling Grammar Reading Maths	April National Curriculum Mock Test	National Curriculum Tests	

NB – Writing will be teacher assessed at the end of each term using 2016 Writing Assessment Grid. These will be in pupil books and shared with parents. Attainment according to age related expectation.

Tracking trial and Mastery - September 2016

In order to support our mastery-centred primary curriculum pupil progress will be teacher assessed in books. Teachers will scaffold using modelled examples and success criteria; pupils will then work on their learning independently; finally pupils will have opportunities to apply their learning in different contexts.

The following triangle method will be used to track pupil progress in Maths, English & Science.

- 1st side = completed task with support.
- 2nd side = completed task independently after direct teaching input.
- 3rd side/Complete triangle = demonstration of understanding and application when task reframed and revisited.