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The following policies are separate to the Curriculum Policy and should also be referred to get a full picture of the curriculum at City Junior School:

PSHCEE Policy

SEND Policy

Assessment Policy

Equal Opportunities and Inclusivity Policy

Relationships and Sex Education Policy

1. **Introduction**

At City Junior School (CJS), we provide full-time education for pupils of compulsory school age construed in accordance with section 8 of the Education Act 1996. Our aim is for pupils to achieve intellectual breadth and depth through the curriculum while developing a love for learning. We strive to challenge all children at the right level so that each student learns to take pride in their work and attains the highest levels of which they are capable. In doing so we take account the ages, aptitudes and needs of all pupils, including those with an Education, Health and Care (EHC) plan, Special Educational Needs or Disability.

Children are encouraged to enjoy learning, have high expectations of themselves, to take increasing responsibility for their own learning and to learn to work in co-operation with one another. The curriculum is designed to develop students' ability to think independently rather than promote mere knowledge acquisition.

None of the aspects of the curriculum undermine the fundamental British values of democracy: the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Indeed, the curriculum actively promotes fundamental British Values.

2. **The aims of the curriculum**

- To provide full-time supervised education for pupils aged 7 to 11 years and to give them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. (Section 8 Education Act 1996)
- To enable pupils to acquire speaking, listening, literacy, numeracy and critical thinking skills
- To generate a passion for knowledge and learning
- To stimulate pupils to think for themselves and become independent learners by progressively developing their information literacy, critical thinking and research skills
- To encourage a set of personal values based on honesty, trust, tolerance, understanding, caring and respect for others paying particular regard to the protected characteristics set out in the Equality Act 2010
- To enable pupils to develop self-reliance, self-esteem and self-confidence preparing them for the opportunities, responsibilities and experiences of adult life in modern British Society
- To enable pupils to use leisure time enjoyably and profitably
- To give an informed perspective about the role of the individual in the community, in society, in Europe and in the World

- To promote health and fitness
- To prepare for the future in an increasingly technology dependent world
- To provide pupils with knowledge that promotes their wellbeing and protects them from harm
- To actively promote fundamental British Values
- To allow all pupils to learn and make progress
- To recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process

3. A description of the curriculum

3.1 An overview

At CJS all pupils have access to the full range of experiences provided in the curriculum. The curriculum includes all those activities designed to promote the intellectual, personal, social, physical, spiritual and moral development of our pupils. It includes not only the formal programme of lessons but the informal programme which includes extra-curricular activities and all the features contributing to the school's ethos. There is a clear scheme of work and policies for PSHCEE education, which reflects the school's aims and includes Relationships and Sex Education.

The curriculum at CJS is characterised by breadth, balance, coherence, relevance, differentiation and progression.

Breadth	bringing all pupils into contact with a range of areas of learning (knowledge, concepts, skills and attitudes) and experience (aesthetic, creative and social, linguistic and literary, mathematical, moral, physical, scientific and technological).
Balance	ensuring that pupils have an opportunity to study subjects representative of all disciplines.
Coherence	planning the curriculum as a whole, embracing the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to overall progress and achievement.
Relevance	taking into account the previous learning of pupils and their readiness for new experience.

Differentiation matching teaching, assessment and tasks to pupils' abilities and aptitudes. Differentiation requires variation in teaching approaches, classroom organisation and individual support as appropriate to pupils, taking into account pupils' learning difficulties or disabilities and, where a pupil has a personal learning plan, providing an education which fulfils its requirements. Children are taught in mixed ability groups. Provision for gifted and talented pupils takes place through differentiation in the classroom and the wealth of extracurricular opportunities on offer. Pupils on the Learning Support List and EAL register will be provided for through in-class differentiation and, where appropriate, specialist support from the Learning Support Team.

Progression providing continuity within the curriculum from Year 3 to Year 6, to enable the pupils to learn and make progress.

Various curricular areas reinforce and complement each other so that the concepts, skills and attitudes developed in one area may be put to use and provide insight in another, thus increasing pupils' understanding, competence and confidence.

There is a keen awareness amongst students and staff of the potential for IT in the school, which is reflected in the use of IT across the curriculum to support learning. It is the school's policy to encourage judicious use of ICT to support learning and to regularly review provision as technology develops. [Thinking skills supports the delivery of IT skills by teaching pupils to think logically and critically.](#)

3.2 SMSC statement

Our Curriculum ensures that we support students in their spiritual, moral, social and cultural development.

Spiritual Development - students are encouraged to develop their own belief systems and their own understanding of their place within the context of the wider world, whether faith based or not. Students are encouraged to discuss these, as freely as they feel able and comfortable.

Moral Development - moral development takes the form of encouraging students to develop their own sense of right and wrong, based on human rights, our common humanity and a respect for both civil and criminal law. Students are encouraged to show respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 and encouraged to demonstrate respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England. Students are also encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality and to wider society.

Social Development - social development is seen through development of social skills, working together in lessons, contributing to lesson discussion and communicating with teachers and peers. The children are encouraged to make a positive contribution in community life, through the school community and the wider community to help them develop their self-knowledge, self-esteem and self-confidence. These experiences and their participation in the PSHCE programme enable them to acquire a broad general knowledge of and respect for public institutions and services in England.

Cultural Development - encouraging our students to recognise the value and richness of cultural diversity in Britain and worldwide, whilst recognising, respecting and actively promoting the fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance. The school's ethos is very much one that encourages respect, appreciation and acceptance of all diversity. The expression of views or behaviour that undermines British Values is challenged.

By assisting students to acquire an appreciation of respect for their own and other cultures, the school promotes understanding and harmony between different cultural traditions and between those with different faiths and beliefs.

The school precludes the promotion of partisan political views in the teaching of any subject in the school; and will take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils while they are in attendance at the school or while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views. As part of its safeguarding responsibilities, the school also takes seriously its responsibility to prevent students being radicalised by political groups and being drawn into terrorism.

3.3 Citizenship education

The school acknowledges its obligation to prepare pupils to participate in society as responsible and well-informed citizens.

The school's many co-curricular activities contribute to the development of the skills and attitudes necessary to foster citizenship in pupils. Other areas beyond the formal curriculum in which pupils have the opportunity to develop citizenship skills are:

- Through leadership roles and participation in elections. House and school leadership roles are elected by pupils and these pupils take on important community roles.
- Older pupils learn to take responsibility for younger pupils, for example by becoming House Captains or reading buddies.
- Children are involved in fundraising for the school's chosen charity. This enables them to develop an awareness of the wider community beyond the school.

- Speakers from a wide a range of different professions and walks of life are invited into school to speak to pupils.
- The [Pupil Parliament](#) enables students to make suggestions and to put their opinions about issues relating to school life and therefore forms an important practical part of citizenship education.

Citizenship is addressed in a range of academic subjects and most explicitly in PSHCEE.

3.4 Actively promoting British Values

We ensure our School fulfils the Government's 2014 "clear and rigorous expectation...to 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."

In addition to the points described above in the SMSC Statement and the description of our approach to Citizenship Education, the School actively promotes British values in the following ways:

- By providing a broad and balanced curriculum throughout Key Stage 2.
- In the themes and concepts covered as part of our assembly programme.
- In our Behaviour Policy.
- In the PSHCEE curriculum.
- By promoting critical thinking skills across the curriculum.
- Through [Pupil Parliament](#).
- Through active promotion of the Equalities Act 2010.

This approach gives pupils a range of opportunities to develop and demonstrate skills, attitudes and behaviours that will allow them to participate fully in and contribute positively to life in modern Britain.

4. Delivery of the Curriculum: Teaching and Learning at CJS

In order to ensure the curriculum is delivered effectively the School seeks to create a culture in which learning is highly valued and well supported so that all students fulfil their potential and leave school with a love of learning. Learning is the central function of the School.

Teaching is distinct from learning. The role of teachers is to facilitate the learning of the students. This policy sets out how teaching is to be undertaken so as to best promote learning.

This policy also considers the role of agents other than the classroom teacher in the learning process.

4.1. Objectives in order to promote learning effectively

A student can only be an effective learner if they are involved in the process of learning and can then apply that process to different contexts. To achieve this we strive to meet the following eight learning objectives:

- Students learn with a sense of purpose and are interested in the subject matter
- Students have a belief that their attainment is a function of the manner in which they approach their learning and not pre-determined by personal characteristics
- Students recognise that they have a range of learning skills and an awareness of which ones they should employ in a given context
- Students have a clear understanding of the success criteria when undertaking a learning activity
- Students are informed as to how well they are performing and what they need to do to improve
- Students learn in an environment which is purposeful, open, collaborative and respectful so that they feel safe to test their ideas, ask questions and take risks. Mistakes are viewed as an inherent part of the learning process.
- Students have access to high quality learning resources
- Students are set tasks which challenge all students regardless of prior learning and natural abilities

4.2 Roles and responsibilities

The eight student focused objectives rely on a range of agents fulfilling their roles and responsibilities which are designated as follows:

4.2.1 Teachers

- 4.2.1.1 The learning objectives students are working towards should be shared with a class. Teachers should have high expectations of their pupils.
- 4.2.1.2 The teacher should ensure that students are active learners by setting tasks which focus on the learning objectives and are both accessible and challenging to all students rather than merely presenting information to passive students. Teachers should set a range of different tasks over a unit of study.
- 4.2.1.3 Assessment by the teacher of students' learning plays a key role in the learning process. It should be used to inform the teacher when planning future lessons and tasks. It should be used by the teacher to give informative feedback, both written and verbal, to students. Feedback should help students and teachers to set targets for future learning. Success criteria should be clearly communicated. Assessment should take place during a lesson via [questioning](#), listening and observing students' work.

- 4.2.1.4 Teachers should provide opportunities for peer and self-assessment to encourage students to be reflective and to understand better success criteria. Teachers should encourage and support students to give constructive feedback to their peers. Both homework and classwork is suitable for peer or self-assessment.
- 4.2.1.5 Dialogue between a teacher and students and between a student and other students is a powerful learning tool: it reveals hidden misunderstandings, is useful in ensuring targets set are appropriately challenging, is an essential tool for assessment and can also be used to promote higher order thinking. Teachers should consider carefully the questions they ask do not just test whether students have absorbed information. Questions in lessons should include open ended ones designed to uncover students' insights and misconceptions and to push them towards a better understanding. This also helps students to learn new ideas from each other. Teachers should also promote written dialogue when they mark work by providing opportunities for students to demonstrate they have taken on board and acted upon the targets they have been set.
- 4.2.1.6 Teachers should consider the language they use. Praise should focus on the way students have completed a task rather than just the outcome or a student's innate qualities. Where possible teachers should try and appear to include themselves in the learning journey by using "we" rather than "you". Where appropriate they should consider language that promotes a culture of enquiry rather than an environment where there are only facts and falsities by using "it might be the case that" or "it could be that" rather than "it is" or "it isn't".
- 4.2.1.7 Teachers should maintain high standards of student behaviour so that students feel safe and are focused on their learning. Expectations of behaviour should be made clear and the teacher should model behaviour conducive to learning. If students are not meeting the required expectations of behaviour the teacher is responsible for taking action proportionate to the offence in accordance to the Behaviour Policy. If a student is either persistently or over a series of lessons failing to meet expectations with low level poor behaviour (e.g. talking when the teacher is talking) or is guilty of a serious offence (one considered potentially harmful to another person's wellbeing or school property) the teacher should inform the Assistant Head (Pastoral)
- 4.2.1.8 Teachers should maintain records to inform themselves, parents, line managers or pastoral teams of each student's performance. This should be sufficient to track progress accurately, to inform report writing, completion of monitoring grids and lesson planning, and to enable the teacher to set meaningful academic targets. SEND and EAL information should be included.

- 4.2.1.9 Teachers should collaborate with peers to share good practice and useful learning resources.
- 4.2.1.10 Teachers should take advantage of opportunities to develop their practice such as: engaging with training, evaluating the impact of their pedagogy, observing others and seeking advice from colleagues
- 4.2.1.11 Teachers should be aware of and implement guidance from the SENDco to help students with additional learning needs achieve their full potential. This includes adhering to the SEND and EAL Policies.
- 4.2.1.12 Teachers should follow the homework guidelines in the Staff Handbook when setting homework.

4.2.2 **The role of the curriculum leader**

- 4.2.2.1 Provide a strategic lead and direction for their subject, acquiring and maintaining a high level of subject expertise
- 4.2.2.2 Support and offer advice to colleagues on issues related to the subject
- 4.2.2.3 Monitor pupil progress / teaching in that subject area
- 4.2.2.4 Provide efficient resource management for the subject
- 4.2.2.5 Liaise with appropriate Heads of Department at the senior schools on matters relating to the subject
- 4.2.2.6 Promote the highest standards of teaching within their subject and to encourage pupils to realise their full academic potential
- 4.2.2.7 Draft and revise schemes of work and policy documents as necessary in close consultation with colleagues and ensure that subject teachers are familiar with them
- 4.2.2.8 Be responsible to the Head for submitting budgetary requests for their subject
- 4.2.2.9

It is the duty of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way in which the subject is taught in the school through observations, pupil voice and

book looks, and submit an annual report / subject development plan to the Head.

4.2.3 **Senior Leadership Team (SLT)**

4.2.3.1 The SLT is responsible for coordinating and monitoring the different sections of the CJS community to achieve the best possible learning outcomes.

4.2.3.2 The SLT should facilitate and support the development of teaching skills.

4.2.3.3 The SLT is responsible for whole school curriculum decisions with the aim being to create a well-balanced, stimulating, challenging and interesting curriculum.

4.2.3.4 The SLT should set the agenda for the future direction of teaching and learning in terms of: the focus of staff training, priorities set for Curriculum Leaders to monitor, and annual evaluation of the learning experience of students of CJS.

4.2.3.5 The SLT should set school rules and ensure they are enforced to ensure students feel safe and in the right frame of mind to learn.

4.2.4 **Learning Support**

4.2.4.1 The Learning Support initiatives are led by the SENDCo who should support staff in identifying those with Special Educational Needs and Disability.

4.2.4.2 The SENDCo should provide strategies for students and teachers to enact which will help SEND and EAL students fully access the school curriculum and learn as effectively as possible.

4.2.5 **Library, IT, and Premises Teams and Departmental Technicians**

4.2.5.1 These agents are responsible for ensuring that the resources purchased, maintained and made available to students are focused on supporting learning outcomes, enriching the learning experience, and creating a safe and purposeful environment.

4.2.5.2 The Library and IT teams should support students and teachers to acquire the skills and knowledge to access and make use of information efficiently as possible.

4.2.5.3 The Librarian should support the development of independent learning skills and information literacy skills across the year groups by identifying specific needs and addressing them through targeted provision in PSHCE and drop in sessions.

4.2.6 **Pastoral Team**

- 4.2.6.1 The Pastoral Team should monitor students' learning progress across the range of subjects by using school reports, assessment outcomes, pupil voice and work scrutiny.
- 4.2.6.2 They should communicate with parents and teachers if there is a cause for concern in a student's learning progress with a view to determining the cause and finding a solution.
- 4.2.6.3 They should help students monitor and evaluate their own learning and help them set targets or offer advice.
- 4.2.6.4 They should communicate with parents and teachers to help identify behavioural or emotional impediments to a student's learning and help find strategies to help students and teachers cope with these.

4.2.7 **Governors**

- 4.2.7.1 The Governors responsibility is to hold the SLT to account in its efforts to best provide for student learning.

5. Ensuring the curriculum is suited to those who are able, gifted and talented

We recognise that the majority of pupils at CJS can be identified as working at greater depth across the curriculum and are academically able. In addition, many of our pupils are very talented in one or more extracurricular areas, including music, drama and sport.

We also recognise that pupils' abilities will vary in different subjects and that it is essential to differentiate teaching and learning appropriately for the range of pupils we have in the school in order to stretch and challenge the most able and to provide support for the relatively less able. We acknowledge that pupils of very high ability have particular needs and we are committed to meeting them.

All staff involved in delivering any aspect of the curriculum are expected to develop extension and enrichment activities which also take account of the need to differentiate between very able pupils. This process is overseen and led by the Deputy Head and the relevant Curriculum leaders.

There are many opportunities for enrichment across and beyond the taught curriculum, such as clubs and squads, subject specific workshops and competitions, trips and visitors and opportunities to perform in productions, concerts and assemblies.

5.1 Indicators of High Ability

The following are seen as indicators of high ability and are fostered in all pupils where possible:

- An ability to apply concepts to novel material and to make connections between ideas
- An independent, curious, questioning approach to learning
- The ability to think creatively and with originality
- The ability to think abstractly and analytically
- Persistence, insightfulness and resourcefulness in solving problems
- Strong evaluative skills, high quality reasoning
- A willingness to speculate and make hypotheses to extend understanding
- Domain-specific talents (physical coordination, musical aptitude, 'ear' for languages etc.)

5.2 Implications for Teaching and Learning

We aim to present challenge to our pupils at all levels. This is done by:

- Use of open-ended tasks, enabling all pupils to respond at their own level
- Encouraging evaluation and analysis and avoiding over-emphasis on right/wrong answers
- Open-ended questioning; asking pupils to justify their answers and respond in greater depth
- Problem-solving activities of varying levels of difficulty
- Focusing on process rather than outcome to encourage risk-taking

In all areas of the curriculum the emphasis is on encouraging pupils to think for themselves. We feel that depth of knowledge and good learning habits, which equip pupils for senior school and beyond, are more important than accelerated learning.

6. Ensuring curriculum progress is assessed and recorded in line with our wider aims

Assessment is an integral part of any curricular planning. There are two key types; formative assessment to improve learning and summative assessment to assess learning.

Assessment should enable a pupil to know how well she has mastered the learning objectives on which she is currently working and what she needs to do to improve. It should also allow the teacher to check the students' learning and plan subsequent lessons appropriately.

There are a number of different forms of assessment such as questioning techniques in class, peer assessment, self-assessment, comment-only marking and giving grades.

Expectations of how teachers should assess pupils' work can be found in the Assessment Policy.

7. Ensuring student progress towards meeting the curriculum objectives is properly reported

The school recognises that regular written reports are essential to promote students' learning. Written reports enable staff to give students structured and positive feedback and advice for future improvement in a way which complements the regular communication achieved through marking and assessment of work and interchanges in class. Reports provide students with the opportunity to take stock of their progress and to set themselves targets for their future learning through the report reading sessions which are held with staff as part of every reporting occasion.

Reports are also an essential element in the school's communication with parents. They give vital information on pupils' performance and cement the essential partnership between school and home, assisting each student to achieve their "personal best" in line with the school's objectives for pupils. Reports provide data to add to our understanding of a pupil's progress over time.

Detailed instructions to staff on the procedures for writing reports are given in the Staff Handbook. The report system is an organic one and is kept under review to ensure its relevance and effectiveness. The schedule below should therefore be regarded as a statement of current practice, which may change from time to time, rather than as fixed and final. The school does not use effort grades. The use of attainment grades are as follows:

In Years 3 to 6, students sit nationally standardised tests (PUMA, PiRA, GAPS) at the end of each term. Parents are informed of their child's progress across the year. Marks are not shared and grades are not used on reports.

	Autumn Term	Spring Term	Summer Term
YEAR 3	Parents' evening Target setting report	Parents' evening Target setting report	Full report
YEAR 4	Parents' evening Target setting report	Parents' evening Target setting report	Full report
YEAR 5	Parents' evening Target setting report	Parents' evening Target setting report	Full report
YEAR 6	Parents' evening Target setting report	Parents' evening Target setting report	Full report

Framework for the evaluation of pupil performance

Daily	<ul style="list-style-type: none"> • Verbal feedback • Pupil self-assessment • Peer assessment • Acknowledgement marking
Weekly	<ul style="list-style-type: none"> • Feedback marking – maths, English, science
Half termly	<ul style="list-style-type: none"> • Feedback marking – wider curriculum • Pre-unit assessments • Pupil progress meetings with SLT
Termly	<ul style="list-style-type: none"> • PUMA, PiRA and GaPS assessments • Teacher pupil target setting meetings • Target based reports sent to parents
Annually	<ul style="list-style-type: none"> • Baseline assessment at the start of the school year • Comparative judgement sessions - writing • End of year school report

