



THE KING'S SCHOOL
CHESTER

The King's School Junior School Curriculum Policy

1. Introduction

- 1.1 At the King's School Junior School, we believe in providing a first class independent education, both through outstanding teaching and opportunities to develop wider skills.
- 1.2 We maintain that learning should be a rewarding and enjoyable experience through which everyone can achieve their potential and exceed their expectations.
- 1.3 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.

2. Aims and objectives

- 2.1 To provide a rich, purposeful and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- 2.2 To provide a curriculum which is stimulating, dynamic and flexible.
- 2.3 To build on pupils' prior experiences, skills, knowledge and learning.
- 2.4 To enable children to become resourceful, enquiring and independent learners.
- 2.5 To foster children's self-esteem, and help them to build positive relationships with other people by encouraging them to understand the ideas, attitudes and values of others.
- 2.6 To provide opportunities for pupils to celebrate success and achievement.
- 2.7 To ensure provision for equal opportunities and the individual learning needs of each pupil.
- 2.8 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.

2.9 To help children grow into reliable, confident and positive citizens.

3. Effective learning

3.1 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel that they belong. Pupils thrive in the lessons, where they enjoy learning and being challenged, and feel that they will succeed.

3.2 All teaching is structured to maximise learning opportunities, and lessons are planned in accordance with the following principles:

- The teaching should build on previous learning.
- It should give pupils the 'big picture' of the lesson.
- The teacher should explain the learning objectives, and why the lesson is important.
- The lesson should be presented in a range of styles.
- It should allow opportunities for the pupils to build up their own understanding through various activities.
- It should allow opportunities for the children to review what has been learnt.
- It should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies.
- The teaching should indicate what the next step in the learning will be.

3.3 We offer opportunities for children to learn in different ways. These include:

- Investigation and problem-solving.
- Internet / library research.
- Independent work, pair work, group work, whole class work.
- Asking and answering questions.
- Use of ICT.
- Visits to places of educational interest.
- Creative activities.
- Watching television / media clips and responding to musical or tape-recorded material.
- Debates, role-plays and oral presentations.
- Designing and making things.

- Participation in physical activity.

3.4 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn.

(See **Assessment, Recording and Reporting Policy**)

4. Curriculum organisation

4.1 All pupils study in 40 periods of 30-35 minutes per week as follows:

Subject	J1	J2	J3	J4
English	8	8	8	8
Maths	8	8	8	8
Science	2	3	3	3
History	2	2	2	2
Geography	2	2	2	2
Technology	2	2	2	2
ICT	2	2	2	2
Art	2	2	2	2
Music	2	2	2	2
French	1	1	1	0
Spanish	0	0	0	1
PE	2	2	2	2
Games	2	2	2	2
PSHE	1	1	1	1
RS	1	1	1	1
Handwriting	1	0	0	0
Activities	2	2	2	2
Total	40	40	40	40

4.2 In addition to the main subjects, all pupils have the opportunity to be involved in many other activities during their time in the Junior School such as:

- Activity courses in German, Baking, First Aid, Golf, Library, Drama, Craft, Textiles, Brain Gym, Lego Technology and Mask making.
- Optional overseas trips.

- Residential adventure course.
- Cambridge football tour.
- Primary Maths Challenge competition.
- Cathedral services at the end of each term.
- Visits outside school to places such as York, Delamere Forest, Wepre Park, Manchester Science Museum, Black Country Museum, Speke Hall, Chirk Castle, Theatre Clywd.
- Visiting workshops e.g. Shakespeare, Tudors, Greeks, Vikings, Victorians, Fire Brigade, poet, judge, Welsh birds of prey, Animal man.
- Private music lessons are available on a large number of instruments. Music plays a large role in the life of the school, from the popular choir who sing at all the major school events to the orchestra which is open to all pupils who have had at least 2 terms of lessons.
- Drama - all pupils take part in at least 2 productions, in J2 and J4.

5. Sex education / Drug awareness

- 5.1 The sex education programme is introduced through PSHE lessons in J4. The programme should equip pupils to understand areas such as human growth and development, human reproduction, pregnancy and childbirth.
- 5.2 No one should be expected to ask or answer any personal questions.
- 5.3 The J4 form teachers / PSHE teachers, the Head and Deputy Head of the Junior School contribute to the delivery of the sex education programme.
- 5.4 The school promotes the positive values of stable family life, marriage and shared responsibilities of parenthood.
- 5.5 Parents are key figures in helping children cope with the emotional and physical experience of growing up. Sex education is therefore complementary to and supportive of the parents' role.
- 5.6 Parental consent is always sought before the start of the sex education programme and parents have a statutory right to withdraw their child from any programme of sex education.
- (See **Sex Education Policy**)
- 5.7 The Junior School acknowledges its responsibility to provide information and education about drugs and other substances. This responsibility is shared with the parents who should therefore be kept involved and informed at all times.

- 5.8 Drugs education is delivered at regular intervals throughout the school and takes account of the age and experience of the pupils.
- 5.9 A Drugs Awareness Day programme forms part of the PSHE lessons held in J4 and includes an introduction to types of drugs, reasons for drug abuse, attitudes to drug taking, smoking, solvent abuse and alcohol.

(See **Drugs Education Policy**)

6. Homework

- 6.1 Learning at home is an essential part of good education and an important part of the home / school partnership. Regular homework is important, since it gives pupils the opportunity to practise at home the tasks done in class, and helps them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and, later, in adult life.
- 6.2 All children are expected to take part in a variety of homework tasks to enhance and support their work in class.

The homework policy is designed:

- To ensure consistency throughout the school.
- To ensure progression towards independence and individual responsibility.
- To ensure parents/carers have a clear understanding about expectations for themselves and the pupils.
- To extend and support learning.
- To provide opportunities for parents and pupils to work together.

6.3 It is expected that pupils will spend at least the following times on the stated homework activities:

Year Group	Homework	
	Mon - Thurs	Weekend
J1	1 x 25 mins + reading	2 x 25 mins + reading
	2 Maths, 2 English, 1 Science or Geography, 1 History or RS.	
J2	1 x 30 mins + reading	2 x 30 mins + reading
	2 Maths, 2 English, 1 Science, 1 Geography or History or RS.	
J3	2 x 20 mins + reading	2 x 30 mins + reading
	3 Maths, 3 English, 1 Geography, 1 History, 1 RS, 1 Science.	
J4	2 x 35 mins + reading	2 x 35 mins + reading
	3 Maths, 3 English, 1 Geography, 1 History, 1 RS, 1 Science.	

6.4 Pupils are expected to:

- Make full use of all the opportunities they are presented with.
- Tackle home tasks promptly and with a positive attitude.

- Take pride in presentation and content, acknowledging the high personal standard expected.
- Be organised so that necessary books and equipment are not left at school.
- Take responsibility for handing in the completed task on the agreed day.

6.5 Staff are expected to:

- Provide a range of homework tasks and activities to consolidate and extend learning in class.
- Ensure that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability.
- Communicate with parents via the homework diary and keep them informed of the tasks to be carried out.

6.6 The homework diary is an ideal place for parents and teachers to record any comments. Parents may also comment on whether the time allocation was appropriate or whether the activity was too short/too long. As with all school activities, parents are invited to discuss any queries with their child's class teacher.

7. Effective teaching

7.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum schemes of work to guide our teaching.

7.2 We make ongoing assessments of each child's progress, and we use this information when planning our lessons. It enables us to take into account the abilities of all our children. Our prime focus is to develop further the knowledge and skills of all our children and we strive to ensure that all tasks set are appropriate to each child's level of ability.

7.3 We set academic targets for the pupils in Maths, English and Science each term, and we share these targets with the pupils and their parents. We review the progress of each child at the end of each term, and set revised targets.

7.4 Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school behaviour policy with regard to discipline and classroom

management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise 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 insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.

- 7.5 We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.
- 7.6 We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups.
- 7.7 Our classrooms are attractive learning environments. We change displays as often as is possible so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
- 7.8 All of our teachers reflect on their strengths and weaknesses through annual appraisal, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

8. Organisation and planning

- 8.1 We plan our curriculum in three phases. We agree a long-term plan for each year group and this indicates which topics are to be taught in each term.
- 8.2 Our medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each topic, as well as opportunities for cross-curricular work and resources to be used. These are handed in to the Director of Studies on a half-termly basis.
- 8.3 Our daily planners are used for short-term plans. We use these to set out objectives for each session, and to identify what resources and activities we are going to use in the lesson.

9. The role of the curriculum leader

9.1 The role of the curriculum leader is to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress / teaching in that subject area.
- Provide efficient resource management for the subject.
- Liaise with appropriate HODs in the Senior School on matters relating to the subject.
- Promote the highest standards of teaching within their subject and to encourage pupils to realise their full academic potential.
- Hold subject meetings at least once a year.
- Acquire and maintain a high level of subject expertise.
- 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.
- Be responsible to the Head of the Junior School for submitting budgetary requests for their subject.

9.2 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 interviews and work scrutinies, and submit an annual report and subject development plan to the Junior School Director of Studies. The subject leader also keeps a portfolio of children's work, which is used to show the achievements of pupils and to give examples of expectations of attainment.

This policy will be reviewed every two years (Summer 2010).

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