

## The Giles Junior School



### Our Mission:

- To live life proactively
- To care for self and others
- To nurture learning for a lifetime

## The Giles Junior School

### Curriculum Policy

#### Status: non-statutory

This policy has been written using 'The National Curriculum in England Key stages 1 and 2 Framework Document'.

#### Purpose

Giles Junior School follows the National Curriculum in England to provide opportunities for all pupils to learn and to achieve. The aims of our curriculum are:-

- To develop enjoyment of, and commitment to learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils.
- To provide rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills
- To enable pupils to think creatively and critically, to solve problems and to make a difference for the better.
- To give pupil's the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens.
- To develop pupil's physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- To develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
- To promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- To enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity.
- To prepare pupils for the next steps in their education, training and employment and equip them to make informed choices at school and throughout their lives, enabling them to appreciate the

relevance of their achievements to life and society outside school, including leisure, community engagement and employment.

## **Subjects**

The Core subjects taught are English, Mathematics and Science. The foundation subjects are Design & Technology, ICT, History, Geography, Modern Foreign Languages, Art & Design, Music, PE and PSHE.

Further details of the National Curriculum for each subject can be found on [www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject](http://www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject) and the school website for the yearly overview and termly topic coverage for each academic year.

To ensure consistency through Giles in each subject, additional subject guidelines are available for staff on the school network.

## **Assessment**

At Giles Junior School we assess pupils' in order to support learning and to provide information about students' progress using the Herts for Learning guidance. For further information see the assessment policy.

## **More Able Pupil's**

All children have the right to a broad, balanced and relevant education which provides challenge and progression and takes individual differences into account. At Giles Junior School we aim to provide an environment which encourages all children to maximise their potential or personal achievements. Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. For more information see the more able policy.

## **Disadvantaged pupils**

Giles Junior School aims to respond to pupil's needs and recognise and respond to barriers for learning for individuals and groups of pupils. For further information see the Pupil Premium policy and the Children Looked after policy.

## **SEN pupils**

Giles is an inclusive school where we aim to ensure the needs of all children are met effectively to realise ambitious outcomes. All teachers are teachers of all children including those with Special Educational Needs and Disabilities. At Giles our aim is that all children whatever their individual need or disability will reach their full potential and reasonable adjustments will be made to ensure this. We have high aspirations of and expectations for all pupils and focus on long term outcomes and the steps to success that are needed to achieve these outcomes. For more information see our SEND Inclusion policy.

## **The Role of the Subject Leader**

The role of the subject 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 in that subject area;
- Provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to the school improvement priorities. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

**Monitoring and Review**

Our governing body’s Curriculum and Standards Committee is responsible for monitoring the way the school curriculum is implemented. We have named governors for all curriculum areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects through governor visits to school.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher , along with the Curriculum Subject Leaders and Senior Leadership Team, monitors the curriculum through planning, book scrutinies, classroom observation and pupil voice.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

**Home /School Partnership**

We actively promote parents working in partnership. Parents are formally invited into school in the autumn and spring term to meet with the class teacher in order to be kept informed of their child’s progress. In the summer term parents are given a written report and the opportunity to come in and discuss it with the class teacher. The school encourages parents to talk with staff, including the Head, at any time if they need clarification or support on any matter relating to their son’s/daughter’s education. The school also holds opens mornings, inviting parent’s in to view the children’s books, at least once a term.

**Date for review:** June2019

**Distribution:-**

A copy of this policy will be available to :-

- a) all school governors
- b) all teaching staff
- c) all School Office staff (as required)
- d) all parents (on request)

Approved.....

Date: 16<sup>th</sup> June 2015