

## Curriculum Policy

This policy applies to the Junior School and is published to parents, pupils and employees.

Updated December 2016.

### Philosophy

Bradford Grammar Junior School (the 'School') provides a broad and balanced curriculum which promotes deep understanding with fluent application in a wide range of subjects for all pupils as they develop and progress through the School. This will be achieved by:

- ensuring that all pupils have equal access to all areas of the curriculum;
- incorporating those aspects of the National Curriculum that are relevant to the School's needs;
- creating a stimulating environment for learning for all pupils;
- creating a safe, happy and secure environment for all pupils and staff;
- fostering in all pupils a responsible and respectful attitude to the School and the wider environment;
- encouraging all pupils to become confident and resilient learners;
- promoting the expertise and the professional development of its staff;
- promoting positive relationships with parents, the local and the wider community;
- upholding the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### Aims

*The School curriculum aims to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education:*

- *The School will provide education and subject matter appropriate for the ages, aptitudes and needs of all pupils, including those pupils with a learning support plan;*
- *The curriculum will allow pupils to acquire speaking, listening, literacy and numeracy skills;*
- *Where a pupil has a statement, the School will provide education which fulfils its requirements;*
- *The School will provide personal, social, health and economic education which reflects the School's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. (See the School's PSHE policy);*
- *The School will provide a varied programme of activities and extra-curricular activities appropriate to the ages, aptitudes and needs of all pupils, including those pupils with a learning support plan;*
- *The School will provide an environment where all pupils have the opportunity to learn and make progress;*
- *The School will provide adequate preparation of pupils for the opportunities, responsibilities and experience of Senior School and adult life in British Society;*
- *The School curriculum will take into account: continuity, balance, breadth, depth, mastery, progression, differentiation and the pupils' varied experiences, skills, attitudes, concepts and prior knowledge.*

### Curriculum Areas

#### Linguistic

*English is taught as a separate subject and it is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.* In Years 2, 3 and 4, English is taught by the form teacher. In Years 5 and 6, English is taught by teachers who specialise in this area of the curriculum. Throughout the school, pupils are encouraged to read widely and this is facilitated by timetabled visits to the School's Junior Library. Modern Foreign Languages (MFL) are taught throughout the school by a specialist subject teacher. The English and MFL curricula are supported through the School's extra-curricular programme of activities.

### **Mathematical**

*This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics will be developed in a variety of ways, including practical activity, exploration and discussion.* In Years 2, 3 and 4, maths is taught by the form teacher. In Years 5 and 6, maths is taught by teachers who specialise in this area of the curriculum. The maths curriculum is supported through the School's extra-curricular programme of activities.

### **Scientific**

*This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.* In Years 2, 3 and 4, science is taught in the Junior School classrooms. Pupils in Years 5 and 6 are taught science lessons in the Senior School science laboratories by Junior School teachers who specialise in this subject area. In all years, pupils are taught material from the three separate scientific strands: biology, chemistry and physics. The science curriculum is supported through the School's extra-curricular programme of activities and educational visits.

### **Technological**

Design and Technology (DT) is concerned with *developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.* In Years 2 and 3 DT is taught by Junior School teachers in the Year 2 and 3 classrooms in a cross-curricular manner and is topic based. In Years 4, 5 and 6 DT is taught by a specialist subject teacher in a dedicated and appropriately equipped DT classroom. The DT curriculum extends and applies the work on electronics and materials covered in the Year 4, 5 and 6 science curricula. It also includes project work which links with the computing curriculum through other aspects such as graphics and computer control. The science curriculum is supported through the School's extra-curricular programme of activities and through educational visits.

### **Computing**

Computing is concerned with increasing pupils' knowledge, skills and understanding of how computers and computer systems work and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Pupils will use and design a variety of programs, developing their ideas using technology to create a range of content whilst understanding how to remain safe in a digital environment. In all years, pupils are taught in the computing room by a specialist subject teacher. The computing curriculum is supported through the School's extra-curricular programme of activities and through cross-curricular learning.

### **Human and Social**

*This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of history and geography make the strongest contribution to this area but PSHE lessons, assemblies, educational visits and visiting speakers also contribute. This area of the curriculum is supported through the School's extra-curricular programme of activities.*

## **Physical**

*This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. The importance of health and fitness is further underpinned through the science and PHSE curricula and additional opportunities for physical activity are provided through the School's extra-curricular programme of activities. Pupils also have the opportunity to participate in competitive sporting fixtures and events. Games and PE are taught by Senior School specialist subject teachers who work alongside their Junior School colleagues.*

## **Aesthetic and creative**

*This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, DT, drama and the study of literature, because they call for personal, imaginative, and often practical, responses. Art is taught to all pupils by a subject specialist teacher in a dedicated classroom and this area of the curriculum is supported by the School's programme of extra-curricular activities. Music is taught to all pupils by subject specialist teachers in a dedicated learning environment and this area of the curriculum is supported by the School's programme of extra-curricular activities. In addition, pupils may receive individual music tuition from peripatetic music specialists on a variety of instruments. Dance is taught in PE lessons and this area of the curriculum is supported through the School's extra-curricular programme of activities. The teaching of DT is outlined above. Drama and literature are taught through the School's English curriculum by teachers who specialise in this subject area and this area of the curriculum is supported through the School's extra-curricular programme of activities.*

## **Religious Studies (RS)**

*Religious Studies is a major way of providing human and social education and promoting spiritual, moral, social and cultural development. RS is taught to all year groups by Junior School teachers.*

## **Personal, Social, Health and Economic Education (PSHE)**

This area is concerned with developing the emotional literacy, social skills and spiritual development of the pupils. The School has adopted the 'Jigsaw' PSHE curriculum which incorporates a whole school integrated mindfulness approach. The health education of the pupils is supported by the input that is made to the School curriculum by the School's nursing team.

## **Curriculum Development**

The School's Junior Leadership Team (JLT), under the supervision of the Head, constantly monitors and reviews the School curriculum and the School's academic policies. Where appropriate, areas of curriculum review are incorporated into the School Development Plan. The Director of Teaching and Learning oversees the compilation of an annual long term academic plan and termly medium term plans to ensure appropriate coverage of the curriculum, continuity and progression. Planning documentation is reviewed and checked by members of the JLT. Subject teachers are encouraged to work with subject leaders to develop and enhance the curriculum for the benefit of the pupils. The continual professional development of teachers is supported by the School (see the Teaching and Learning Policy and the Monitoring, Evaluation and Assessment policies) and the Head will take all reasonable steps to facilitate teachers' requests for opportunities to extend their own experiences in the interests of curriculum development.

## **Delivery of the Curriculum**

Members of the School's teaching staff are deployed to teach the curriculum according to their areas of specialism and interest, the requirements of the School's curriculum, the availability of facilities and the availability of the School's resources. The delivery of the School's curriculum is monitored by the Head and members of the JLT. (See the School's Monitoring, Evaluation Assessment Policy.)

### **Access to the Curriculum**

Pupils are grouped into classes by the Head, in association with the JLT and the relevant members of the teaching staff. Consideration is given to the individual needs of all pupils. All pupils in all classes will have equal access to the curriculum across their relevant year group. Pupils' progress and attainment through the curriculum is assessed and tracked by members of the teaching staff. (See the School's Monitoring, Evaluation Assessment Policy.) The assessment and tracking of the pupils' progress allows pupils who require intervention (either for support or for extension) to be identified. The Director of Teaching and Learning and the Head work alongside the Junior School teachers to identify such pupils and to facilitate necessary intervention.

### **Special Educational Needs**

The School is a selective school and within this context the School ensures that reasonable adjustments will be made during the selection procedure for pupils with SEND. The admission of pupils with special educational needs into the School is covered by the School's SEND Policy. Pupils who are identified as having a special educational need are listed in a secure area on the School's network. Such pupils are assessed by their teachers and the School's Learning Support Department to facilitate the preparation of Individual Learning Plans. The school ensures that lessons, behaviour management and other procedures (for example, arrangements for school trips or examinations) take account of all pupils' learning needs and that all pupils are able to fully access all areas of the School's curriculum.

### **Reporting to Parents**

The School sends written reports to pupils' parents four times a year. Full reports are produced at the end of the autumn and summer terms and interim reports, which contain effort and achievement grades and a comment from the form teacher, are sent at the autumn term half term and at the end of the spring term. The content of the reports is based on the pupils' responses to assessment, their progress, attainment, attitude and behaviour throughout the curriculum.

All records and results can be used for discussion with Governors and other bodies about the overall performance and achievement of the School.

Oral academic reporting takes place in the form of a parents' evening in the spring term. In addition, parents are invited to an informal evening in the autumn term to discuss pastoral issues.

## Curriculum Plan

The subjects taught, the number of lessons, and total time devoted to each subject per week is shown in the table below.

YEAR	2		3		4		5		6	
SUBJECT	Lessons	Time (mins)	Lessons	Time (mins)	Lessons	Time (mins)	Lessons	Time (mins)	Lessons	Time (mins)
English	8	320	6	240	6	240	6	240	6	240
Library	1	40	1	40	1	40	1	40	1	40
Maths	7	280	7	280	6	240	6	240	6	240
Science	2	80	2	80	2	80	2	80	2	80
Geography	2	80	2	80	0	0	0	0	0	0
History	Blocked With Geog	0	2	80	0	0	0	0	0	0
Humanities	0	0	0	0	3	120	3	120	3	120
Music	2	80	2	80	2	80	2	80	2	80
DT	Linked with Science	0	Incorporated into blocks and Hist/Geog	80	2	80	2	80	2	80
Art	2	80	2	80	2	80	2	80	2	80
PSHE	1	40	1	40	1	40	1	40	1	40
ICT	2	80	2	80	2	80	2	80	2	80
PE	2	80	2	80	2	80	2	80	2	80
Games	4	160	4	160	4	160	4	160	4	160
Rs	1	40	1	40	1	40	1	40	1	40
Fr/Gm	1	40	1	40	1	40	1	40	1	40
<b>TOTAL</b>	<b>35</b>	<b>1400</b>	<b>35</b>	<b>1400</b>	<b>35</b>	<b>1400</b>	<b>35</b>	<b>1400</b>	<b>35</b>	<b>1400</b>