

Bradford Grammar School

Curriculum Policy

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

This policy complies with the Independent Schools Inspectorate (ISI) regulatory requirements. Any phrasing displayed in *italics* is ISI regulatory wording.

This policy reflects the values, ethos and philosophy of Bradford Grammar Junior School (the School) in relation to the curriculum. It gives a framework within which all governors, staff and pupils work together.

The School's values are:

- **Excellence**
- **Compassion**
- **Determination**
- **Opportunity**
- **Service**

Philosophy

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 aims;
- 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 independent learning in lessons and through homework.
- 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 will:

- *give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education;*
- *provide education and subject matter appropriate for the ages, aptitudes and needs of all pupils, including those pupils with a learning support plan, those for whom English is an additional language and the most able;*
- *provide opportunities for pupils to acquire speaking, listening, literacy and numeracy skills;*
- *where a pupil has a statement, the School will provide education which fulfils its requirements;*
- *provide personal social, health and economic education (PSHE) which reflects the School's values 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 Guidance);*
- 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, those for whom English is an additional language and the most able;
- *provide an environment where all pupils have the opportunity to learn and make progress;*
- *provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society;*
- provide effective preparation of pupils for the opportunities, responsibilities and experiences of secondary education;

- through its curriculum, take into account: continuity, balance, breadth, depth, mastery, progression, differentiation and the pupils' varied experiences, skills, attitudes, concepts and prior knowledge.
- provide opportunities for pupils to practise independent learning (research and the application of their learning) both in lessons and through homework. Guidance for teachers is contained in the Homework Guidance Document.
- ensure that pupils' work is marked and clear and appropriate feedback is given which promotes progress and which informs teaching and learning. Guidance for teachers is contained in the Presentation and Marking Guidance Document.

Curriculum Areas

Linguistic

English is taught as a separate subject and it is primarily 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 teachers in their form rooms in Clock House. In Years 5 and 6, English is taught by teachers who specialise in this area of the curriculum (this may be the form teacher) in Clock House classrooms. Throughout the school, pupils are encouraged to read widely and this is facilitated by timetabled visits to the School's Junior Library. Pupils' communication skills and their command of language are promoted throughout the wider curriculum where opportunities arise for pupils to use, apply and develop the skills and knowledge that they have learned in their English lessons. Modern Languages (ML) are taught throughout the school by a specialist subject teacher in Clock House classrooms. The English and ML curricula are supported through the School's extra-curricular programme of activities: participating in clubs (e.g. school council, junior journalism and drama), concerts, assemblies, school events and dramatic productions give pupils the opportunity to develop their linguistic skills.

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 is developed in a variety of ways, including practical activity, exploration and discussion. In Years 2, 3, 4 and 5 maths is taught by the form teachers in their form rooms in Clock House. In Year 6, maths is taught by teachers who specialise in this area of the curriculum (this may be the form teacher) in Clock House classrooms. Pupils' mathematical skills are promoted throughout the wider curriculum where opportunities arise for pupils to use, apply and develop the skills and knowledge that they have learned in their maths lessons. The maths curriculum is supported through the School's extra-curricular programme of activities: participating in clubs (e.g. Athletics and maths mastery) and school events (NSPCC number day, Quiz Club and The Happy Puzzle Company) give pupils the opportunity to develop their mathematical skills.

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 by Junior School teachers. 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. Across the year groups, pupils observe and participate in practical experiments and they learn to make predictions, record results and form conclusions based on their findings. Pupils' scientific skills and knowledge are promoted in the wider curriculum especially in geography and Design and Technology (DT). The science curriculum is supported through the School's extra-curricular programme of activities: participating in clubs (e.g. science club and DT club), school events (Quiz club) and educational visits give pupils the opportunity to develop their scientific skills.

Technological

This area is concerned with increasing pupils' knowledge and understanding of technological skills including: the use of information and communication technology (ICT); developing, planning and

communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Across the School, ICT (computing) is taught in a dedicated and appropriately equipped ICT suite in Clock House by specialist subject teachers. 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 online in a digital environment. Pupils' computing skills and knowledge are supported in the wider curriculum where opportunities arise for pupils to use, apply and develop the skills and knowledge that they have learned. The computing curriculum is supported through the School's extra-curricular programme of activities e.g. Athletics, digital leaders and junior journalism.

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 in Clock House. 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. DT lessons offer pupils the opportunities to research, plan, design and make projects working with tools, equipment, materials and components. Pupils learn how to use equipment and tools safely and they have opportunities to evaluate the processes that they have used and the products that they have produced. The DT curriculum is supported through the School's extra-curricular programme of activities e.g. D.T. club and digital leaders and through educational visits.

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 opportunities arise for pupils to explore this area in other subjects: English, PSHE, ML, science, religious studies (RS), music, computing, science and art lessons all offer opportunities for pupils to research, consider, discuss and reflect on how people and their actions have influenced events and conditions. This area is further explored through School assemblies, School events, educational visits and external educators visiting the School. This area of the curriculum is supported through the School's extra-curricular programme of activities.

Physical

This area is concerned with developing pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and helping them to evaluate and improve their performances. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. Games and PE are taught by Senior School specialist subject teachers who work alongside their Junior School colleagues. Pupils are taught in a range of locations on the School campus: the grass sports' pitches, the astro turf pitch, the netball courts, the tennis courts, the squash courts, the sports' hall, the swimming pool, the junior gym, the senior gym, the fitness suite, the Clock House playground and the Clock House hall. Pupils will acquire a range of knowledge and skills which will allow them to understand the importance of health and fitness and will allow them to participate in games and activities safely and with control. The importance of health and fitness is further underpinned through the curriculum, in particular the science and PSHE curricula offer opportunities for pupils to learn about and understand the basic principles of health and fitness. Additional opportunities for physical activity are provided through the School's extra-curricular programme of activities: netball club, hockey club, rugby club, cricket club, rounders club, table tennis club, swimming club, water polo club and cross country club are some of the opportunities available to pupils across the year. Pupils also have the opportunity to participate in competitive sporting fixtures and events against teams from other schools.

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.

The curriculum at the Junior School offers an abundance of opportunities for pupils to make, compose and invent:

Art is taught to all pupils by a subject specialist teacher in a dedicated classroom in the Senior School building. The art curriculum includes opportunities for expression through a wide range of media and techniques and pupils are given opportunities to develop and build on their skills and knowledge as they progress through the school. This area of the curriculum is supported in other subjects where pupils will have opportunities to express their ideas through drawings, images or models. The School's programme of extra-curricular activities includes an art club and opportunities arise throughout the school year for pupils to enter competitions where they have to express their ideas through art.

Music is taught to all pupils by subject specialist teachers in a dedicated learning environment in Clock House. Pupils are given opportunities to compose music and make imaginative and personal responses to music. Music plays an integral part of the School's programme of extra-curricular activities: orchestra, wind band, flute group, rock band, ukulele group, choir, string group and guitar group all afford pupils the opportunity to make personal responses to music. All pupils are given a wide range of opportunities to perform and all pupils participate in the Christmas and Spring Concerts each year. Additional opportunities arise for pupils to perform such as the house music competition, the School's dramatic production every other year and Open Day. Many pupils receive individual music tuition from peripatetic music specialists on a variety of instruments. These lessons take place in teaching rooms in the Senior School music department.

Dance is taught through the School's extra-curricular programme of activities (dance club).

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. Pupils are given opportunities to make, compose and perform poetry, prose and drama as part of their learning. This area of the curriculum is supported through the School's extra-curricular programme of activities (drama club), through assemblies and through other school events (e.g. Grandparents' Day). All pupils have the opportunity to perform in a whole school dramatic production every other year.

Computing is a subject where opportunities arise for pupils to make imaginative and practical responses using digital technology: designing and coding a game and designing and creating a video animation are two areas of the computing curriculum where pupils are required to be creative and imaginative.

Religious Studies (RS)

RS lessons are 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 in the Clock House classrooms. Pupils are taught about all of the main UK religions and they are given opportunities to make personal responses in relation to their learning. This area is further explored through School assemblies, School events, educational visits and external educators visiting the School.

Personal, Social, Health and Economic Education (PSHE)

This area is concerned with developing the emotional literacy, social skills, health and the spiritual and moral development of the pupils. In all aspects of School life, pupils are expected to show respect for others in a culture of tolerance and diversity. 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. PSHE is taught to all year groups by Junior School teachers in the Clock House classrooms. This area is further explored through School assemblies, School events, educational visits and external educators visiting the School.

Curriculum Development

The School's Junior Leadership Team (JLT), under the supervision of the Headmistress, constantly monitors and reviews the School curriculum and the School's academic guidance documents. Where appropriate, areas of curriculum review are incorporated into the School Action Plan. The Deputy Head Academic and the Academic Co-ordinator oversee 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 collaborate 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 Guidance and the Monitoring, Evaluation and Assessment Guidance) and the Headmistress 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 / Teaching and Learning

Teaching at the School is carried out by teachers who are registered with the Department of Education and who are not restricted from teaching by the Disclosure and Barring Service. 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 School is committed to maintaining high standards of teaching and learning. The School promotes the professional development of its teaching staff and it has adopted a Personal Professional Development (PPD) process for all staff, which supports this. The delivery of the School's curriculum is monitored by the Headmistress and members of the JLT. (See the School's Monitoring, Evaluation Assessment Guidance.)

The School's aims are to ensure that the teaching and learning at the School gives all pupils the opportunity to learn and make progress. In particular, the teaching and learning at the School:

- *enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;*
- *fosters in pupils self-motivation, the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;*
- *involves well-planned lessons and effective teaching methods, stimulating activities, and demonstrates excellent management and efficient utilisation of class time;*
- *shows a good understanding of the ages, aptitudes, needs and prior attainments of the pupils (including those with a learning support plan and those with an EHC plan), and ensures that these are taken into account in the planning of lessons;*
- *demonstrates good knowledge and understanding of the subject matter being taught;*
- *utilises effectively classroom resources of a good quality, quantity and range;*
- *demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress;*
- *utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;*
- *does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those different faiths and beliefs; and*
- *does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.*
- *promotes respect for other people in a culture of tolerance and diversity.*

The School has a comprehensive framework for pupils' performances to be evaluated, by reference to the School's own values and national norms (see the Monitoring, Evaluation and Assessment Guidance).

To ensure that the School's aims are met, the teachers will:

- *Plan and teach lessons in accordance with the requirements of the School's long term plan and medium term plans and in accordance with School policies and guidance documents.*
- *Plan and teach lessons taking into account the ages, aptitudes and needs of all pupils, including those pupils with a learning support plan, those with an EHC plan, those for whom English is an additional language and the most able.*
- *Maintain high standards of pedagogical knowledge.*

- Use their professional judgement to determine the most effective way to deliver different aspects of the curriculum.
- Use a range of materials, resources and activities to stimulate, engage and motivate pupils in their learning.
- Follow best practice by making clear to all pupils the objectives of the lesson and by carrying out some form of summing up at the end of the lesson.
- Promote both independent and collaborative learning.
- Encourage pupils to become confident and resilient learners who have positive attitudes to learning.
- Support pupils in their learning.
- Extend the learning of the most able pupils.
- Promote a positive learning environment for all pupils.
- Have high expectations of all pupils so that all pupils can make good progress.
- Promote respect for other people within a culture of tolerance and diversity.
- Promote the spiritual, moral, social and cultural development of the pupils.
- 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 marking and assessment of pupils' work is an essential aspect of teaching and learning. All pupils' work is marked in accordance with the School's Presentation and Marking Guidance. Assessment is carried out in accordance with the School's Monitoring, Evaluation and Assessment Guidance.

The School's teachers are supported in a number of ways in their teaching of the pupils:

- Members of the Junior Leadership Team (JLT) work alongside individual teachers to research and develop areas of the curriculum.
- The School provides essential INSET (IN-Service Training) to ensure high standards of professional conduct.
- Teachers are encouraged to take up opportunities for continual professional development and training.
- Members of the Junior Leadership Team share good practice.
- Teachers are deployed according to their areas of specialism.
- The PPD process encourages teachers to identify priorities for their own professional development at the School.
- The School employs a part-time member of staff to support classroom teaching across the school.
- The School's library, learning support, reprographics, Information Technology, estates, Human Resources and secretarial departments all offer practical and technical support in their particular areas of expertise.

Access to the Curriculum

Pupils are grouped into classes by the Headmistress, in association with the JLT and the relevant members of the teaching staff. When allocating pupils to classes all aspects of their education are considered: academic ability, pastoral welfare, social mix (boy / girl ratios) and educational needs (areas where support / extension might be required). All classes contain pupils whose academic abilities differ across the subjects and the School ensures that there is a mix of personalities across the classes. 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 Guidance.) The assessment and tracking of the pupils' progress allows pupils who require intervention (either for support or for extension) to be identified. The Deputy Head Academic, the Academic Co-ordinator and the Headmistress work alongside the Junior School teachers to identify such pupils and to facilitate necessary intervention. Pupils who are identified for intervention are monitored and tracked and their needs regularly assessed. The intervention programme is reviewed and updated by members of the JLT in consultation with the School's teachers. Intervention sessions are run during the school day, before the school day and after the school day depending on the nature of the session and the pupils involved.

Special Educational Needs or Learning Difficulties (SEND)

The School is a selective school and within this context the School ensures that reasonable adjustments will be made during the selection process for pupils with SEND. The admission of pupils with special educational needs into the School is covered by the School's SEND guidance. 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 Co-ordinator 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 summer term and interim reports, which contain effort and achievement grades, are sent at the autumn half term, the end of the autumn term and at the end of the spring term. A form teacher's comment will be made on the reports at the end of the autumn, spring and summer terms. 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 autumn and in the spring term. In addition, parents are invited to an informal evening, the 'Autumn Social', in the autumn term to discuss pastoral issues.

Policy reviewed by: Mrs C Orviss, Deputy Head Academic
Last policy review date: November 2018
Next policy review date: Spring 2019