

Bradford Grammar Junior School

Curriculum Policy including the Early Years Foundation Stage (EYFS)

This policy is published to parents, pupils and employees.

This policy reflects the values, ethos and philosophy of Bradford Grammar Junior School (the School) in relation to the curriculum.

The School's values are:

- **Excellence**
- **Opportunity**
- **Happiness**

Philosophy

The School provides a broad and balanced curriculum which is designed so that all pupils can learn and make progress. A good understanding and application of skills is 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 and planning the EYFS curriculum in accordance with the latest version of the DfE EYFS Framework;
- creating a stimulating environment for learning for all pupils;
- encouraging all pupils to become confident and resilient learners;
- promoting independent learning in lessons and through homework, appropriate to age.
- 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 and those without faith or 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 an Educational Health Care Plan (EHCP), 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 section 4 of the Equality Act 2010 (see the School's PSHE Guidance);
- 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 secondary education and later in British society;

- aim for continuity, balance, breadth, depth, mastery, progression and differentiation within each curriculum area, and over the years, taking into account the pupils' varied experiences, skills, attitudes and prior knowledge;
- provide opportunities for pupils to practise independent learning (research and the application of their learning) both in lessons and through homework.
- ensure that pupils' work is marked, and clear and appropriate feedback is given which promotes progress and which informs teaching and learning.
- support and enhance the curriculum through the extensive co-curricular programme which changes termly.

The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage is distinct in its identity. Our EYFS curriculum is planned in accordance with the latest version of the DfE Statutory Framework for the Early Years Foundation Stage and enriched to provide high quality learning experiences in line with the School's values. The following four guiding principles shape our practice:

- Every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident, and self-assured
- Pupils learn to be strong and independent through positive relationships
- Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Pupils develop and learn in different ways and at different rates. The framework covers the education and care of all pupils in early years provision, including pupils with special educational needs and disabilities (SEND).

The Early Years Curriculum

The Early Years curriculum is built around the seven areas of learning and development. These areas are interconnected and support a holistic approach to child development. The three prime areas of learning underpin the four specific areas of learning and development.

The three prime areas of learning and development are:

- communication and language
- physical development
- personal, social and emotional development

The four specific areas of learning and development are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

At the School, our bespoke Early Years curriculum creates an environment for challenging and engaging learning which helps to build secure foundation skills and knowledge. It is full of opportunities to ignite pupils' curiosity and for pupils to develop a lifelong love of learning.

The curriculum is designed to reflect the different ways that pupils learn, enabling pupils to play and explore, create, and think critically, to be active learners and to develop higher level thinking.

Pupils in the EYFS class work towards the early learning goals; the knowledge, skills and understanding which pupils should acquire by the end of the reception year. The curriculum is delivered through a balance of adult-led and pupil-initiated learning, via whole group and small group teaching. The School carefully considers the balance of different types of learning as the

pupils move through the Reception Year, thus preparing pupils for the more formal learning environment of Year 1.

EYFS pupils are taught in a purpose built, state of the art, Early Years building, incorporating free flow access to an outdoor area, allowing a wealth of indoor and outdoor learning experiences. Reception pupils also benefit from: an indoor multi-use activity space, offering opportunity for large group work and parental involvement; an Early Years playground featuring zones for different types of play and development of fine and gross motor skills; and linked access to a woodland play and learning zone, including an outdoor performance space. In addition, EYFS pupils have access to facilities across the campus including the School's PE and Games facilities and the Clarkson Library.

Subject specialist teachers deliver timetabled lessons in Music, Physical Education and Modern Languages. This approach is designed to foster firm foundations and early interest in these subject areas and lessons are delivered in an accessible age-appropriate manner.

Primary Curriculum Areas (Years 1 to 6)

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. All 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. Modern Languages (ML) are taught throughout the School by a specialist subject teacher. The English and ML curricula are supported through the School's extra-curricular programme of activities. Assemblies, School Council meetings, and productions give pupils opportunities to develop their linguistic skills in a public arena.

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 is developed in a variety of ways, including practical activity, exploration and discussion. The wider curriculum gives pupils opportunities to use, apply and develop the skills and knowledge that they have learned in their lessons. Mathematics, Times Tables Rock Stars, maths mastery and school events (e.g. Mathematics Numeracy Challenge) give pupils the opportunity to develop their mathematical skills.

Scientific

This area develops pupils' knowledge and understanding of nature, materials and forces, developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Pupils in Years 5 and 6 are taught some science lessons in the Senior School laboratories by Junior School teachers. 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. STEM club) Educational visits and workshops 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, Computing is taught in dedicated and well-equipped suites by Junior School 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 will use and design a variety of programs, developing their ideas using technology to create a range of content. Understanding how to remain safe online in a digital environment is emphasised. 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. ICT is integrated into other curriculum areas such as DT, Maths, humanities and English. Homework is set using digital the MS digital platforms. Some pupils are digital leaders who support other pupils in ICT clubs.

In Key Stage 1, DT is taught by Junior School teachers in a cross-curricular manner and is topic based. In Key Stage 2, DT follows a separate DT curriculum. The DT curriculum extends and applies the work on electronics and materials covered in the Key Stage 2 science curricula. It also includes project work which uses computer graphics and computer control. Pupils plan, design and make projects working with a variety of tools and materials safely and they have opportunities to evaluate the products.

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. History and geography make the strongest contribution to this area, but opportunities arise in other subjects that give opportunities for pupils to research, consider, discuss and reflect on how people and their actions have influenced global, national and local 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. The School Council is keenly involved in this aspect of life in the School. The employees develop areas of study according to individual interest, national and global events and also through pursuing lines of enquiry chosen by the pupils.

Religious Studies (RS) lessons are a part of providing human and social education and promoting spiritual, moral, social and cultural awareness. Pupils are taught about the main UK religions and belief systems in order to engender respect for other people. Pupils are given opportunities to make personal responses; this area is further explored through School assemblies, educational visits and external educators visiting the School.

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 gain an understanding of the basic principles of fitness and health. Games and PE are taught by Senior School specialist teachers and their Junior School colleagues. Pupils are taught in a range of locations on the School campus: the grass sports' pitches, the AstroTurf pitch, the netball courts, the tennis courts, the squash courts, the sports' hall, the sports' barn, the swimming pool, the junior gym, the senior gym, the fitness suite, the playground and the Junior School Hall. The importance of health and fitness is further underpinned through the science and PSHE curricula. Boys and girls are afforded equal opportunities to participate in comparable sporting activities. Additional opportunities for physical activity are provided through the School's extensive extra-curricular programme of sporting activities. 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 in all subjects, but most strongly in art, music, DT, literature and drama where responses are personal, imaginative, and often practical.

Art is taught to pupils in Years 2 to 6 by a subject specialist teacher in a dedicated classroom in the Senior School. The art curriculum includes opportunities for expression through a wide range of media and techniques and pupils develop and build on their skills and knowledge as they progress through the School. Throughout the year, pupils 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 specialist teachers in the School. Pupils are given opportunities to compose music and respond to music. Music plays an integral part of the School's programme of extra-curricular activities: orchestra, flute group, ukulele group, choir are just some of the musical clubs that run in the School. All pupils are given opportunities to perform and participate in the Christmas and Spring Concerts. Additional opportunities arise for pupils to perform such as the House Music Competition, in recitals and at Open Days. 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.

Drama and literature are taught through the School's English curriculum. 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). Pupils have opportunities to build confidence in performances and assemblies throughout the school year.

Personal, Social, Health and Economic Education (PSHE)

This area contributes to the personal and social skills, health (physical and mental), 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 health education of the pupils is supported by the School's nursing team. PSHE is also delivered through School assemblies, whole school events, educational visits and visitors coming in. Relationships Education is taught to all pupils in PSHE lessons in line with the statutory requirements of the latest version of The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations. (See RSE Guidance).

Curriculum Development

The Head of the Junior School is responsible for the development of the School curriculum and management of the School's academic guidance documents with the support of the School's Junior Leadership Team (JLT) and the EYFS Lead. The Head of the Junior School, Subject leaders and EYFS Lead oversee the long-term academic plan and the termly medium-term plans to ensure appropriate coverage of the curriculum, continuity and progression.

Delivery of the Curriculum / Teaching and Learning

The school day is divided into seven lessons, each of 40 minutes. The School runs on a weekly timetable. DT, art, science and games are always double lessons; other subjects may be taught in double or single lessons. *See Appendix 1 for the timings of the School day.*

There are discussions between the Senior School and Junior School employees about the content of subjects, subject specific vocabulary and assessment to ensure progression and development for the pupils.

PE department employees are timetabled to work with Junior School pupils in PE and Games lessons.

The delivery of the School's curriculum is monitored by the Head of the Junior School, members of the JLT and Subject Leads. (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, effective teaching methods, activities and management of class time;
- 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 those without faith or belief;
- does not discriminate against pupils contrary to Part 6 of the Equality Act 2010;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to inform planning and teaching.

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 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, an EHC plan, those for whom English is an additional language and the most able, extending the most able.
- Maintain high standards of pedagogical knowledge to create a positive learning environment.
- Demonstrate a good knowledge and understanding of the subject matter being taught.
- 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.
- 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. (See the School's Feedback and Presentation 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 JLT and Subject Leaders 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 JLT share good practice.
- The PPD process encourages teachers to identify priorities for their own professional development at 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 Head of the Junior School in consultation with the JLT and relevant employees. When allocating pupils to classes, all aspects of their education are considered: academic ability, pastoral welfare, social mix (boy / girl ratios) and educational needs. All classes contain pupils whose academic abilities differ across the subjects. All pupils will have equal access to the curriculum across their relevant year group. Pupils' progress and attainment is assessed and tracked. (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. Any intervention is reviewed and updated by members of the JLT in consultation with the School's teachers.

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. Assessment is carried out by the School's Assistant SENDCo 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.

Reporting to Parents (Years 1 to 6)

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

Parents are invited to an informal evening, the 'Autumn Welcome Event', in the autumn term to discuss settling into the new year, procedures and any pastoral concerns.

Oral academic reporting takes place in the form of a parents' evening in the autumn and spring terms.

Reporting to Parents (Reception)

In EYFS, ongoing assessment is an integral part of the School's learning and development process. Observations are recorded on an online learning platform, which creates an individual electronic learning profile for each pupil. The EYFS employees track each pupil's individual progress across the outcomes of the 'Development Matters' document as well as the 17 Early Learning Goals of the Early Years Foundation Stage.

EYFS parents have a login to the online learning platform, thus having the opportunity to access and view the digital learning journey for their child as well as contribute their observations of learning and achievements captured at home.

Parents are invited to the 'Autumn Welcome Event', in the autumn term to discuss settling into the new year, procedures and any pastoral concerns. Parent evenings are held in both the autumn and spring terms, and give the opportunity to discuss their child's social, emotional and academic progress and areas for next steps.

Opportunities for informal communication with teaching employees are available on a daily basis, at drop off and collection.

A full summative report is issued to parents at the end of the summer term and parents given the opportunity to discuss judgements. The report covers all Prime and Specific Areas, including strengths and next steps and includes a summary of the pupil's development in each of the three Characteristics of Effective Learning. An EYFS data sheet is also created and shared, detailing attainment against each of the 17 Early Learning Goals (ELG). ELG data is shared with the Local Authority.

Parents are given the opportunity to discuss these judgements with the Reception teacher in preparation for their transition to Year 1.

Policy reviewed by:	Mr R Ribeiro, Head of the Junior School
Last policy review date:	Summer 2025
Next policy review date:	Summer 2026

Appendix 1

The School Day

EYFS (Reception)		Key Stage 1 & 2 (Year 1 to 6)	
08:30-08:45	Flexible Start	08:30-08:45	Pupils to form rooms
08.45-09.05	Form period	08.45-08.50	Registration
09.05-10.25	Morning Learning	08.50-09.05	Form period/Assembly
10.25-10.40	Break	09.05-09.45	Period 1
10.40-12.00	Morning Learning	09.45-10.25	Period 2
12:00-13:05	Lunch break	10.25-10.40	Break
13.05-13.10	Registration	10.40-11.20	Period 3
13.10-15.10	Afternoon Learning	11.20-12.00	Period 4
15.20	End of day	12:00-13:05	Lunch break
		13.05-13.10	Registration
		13.10-13.50	Period 5
		13.50-14.30	Period 6
		14.30-15.10	Period 7
		15.10-15.20	Form period
		15.20	End of day