

Bradford Grammar Junior School

Curriculum

Policy Document

Curriculum Policy

Philosophy and Aims

Philosophy

Through the curriculum, in its broadest sense, we try to provide a framework from which all aspects of the school community develop. We are committed to:

- creating high standards of learning for all children, with access to all areas of the curriculum
- incorporating aspects of the National Curriculum relevant to our needs
- creating a stimulating environment in which children can learn
- creating a caring, secure, environment
- developing a responsible attitude to the school and wider environment
- encouraging children to become self-confident and develop as individuals

Overarching Aim

We aim to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

Consideration is given to the following:

- Continuity
- Balance
- Breadth
- Depth
- Recognition of the individual
- Providing children with a variety of experiences, skills, attitudes, concepts and knowledge that they can take with them beyond school.

- The school will provide education and subject matter appropriate for the ages and aptitudes of pupils including any pupil with a statement.
- The curriculum will allow pupils to acquire skills in speaking and listening, literacy and numeracy.
- Where a pupil has a statement, the school will provide education which fulfils its requirements.
- The school will provide personal social and health education which reflects the schools aims and ethos.
- The school will provide a programme of activities and extra curricular activities appropriate to the pupils' needs.
- 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.

School Aims

These have been written in conjunction with staff, parents and pupils and as a direct result of the ECM outcomes.

(See also the Schools Aims leaflet, provided to parents, which has a more detailed list of aims)

- To have high academic expectations of all our pupils.
- To create a happy, stimulating, safe and secure school environment where children will be encouraged to reach their full potential.
- To have a whole school approach to pastoral care.
- To deliver a broad and balanced curriculum to the highest standards.
- To ensure all pupils and adults feel valued and supported.
- To promote the expertise and professional development of all staff.
- To promote positive images of the school, developing and building on existing links between the school, parents and the local and wider communities.
- To encourage pupils to respect the beliefs and cultures of others and to recognise themselves as members of the community.

Key issues are:

- Groupings of pupils (streamed on entry with the flexibility to move from one class to another, if appropriate)
- Deployment of staff (staff utilised in their specialist areas, interests and specialism considered)
- Management of resources
- Assessment
- Record-keeping
- Monitoring the curriculum
- Professional development of staff

The deployment of staff

Consideration is given to:

- How the curriculum is covered
- Teaching styles
- Resources

Class teachers are supported in a number of ways to teach the curriculum:

- Use of Junior Management Team to research and develop areas of the curriculum alongside teachers
- Peer to peer observations with cover by Head and Deputy
- Use of the Junior Management Team to observe and share good practice
- Specialist teachers for certain subjects
- Flexibility of timetabling
- Use of strengths and expertise in key areas of the curriculum
- Through the use of Performance Management

In Years 2, 3 and 4 the form teacher provides most of the form's teaching and all Maths and English sessions are undertaken by the form teacher.

Specialist teachers are also employed in the Junior School to develop and enhance the curriculum.

A Music specialist teaches music throughout the school.

A Design and Technology specialist teaches all pupils from Year 4.

Senior School Language specialists teach French, Spanish and German from Year 4.

Art is taught throughout the school by specialist Senior School Teachers.

Other areas of the curriculum (which may vary from year to year) are also taught by Senior School subject specialist teachers.

The management of resources

- Orders are made using the order book and signed off by the Head.
- Individual members of the Junior Management team liaise with staff when ordering resources for each subject.
- Resources are audited and monitored as required by subject leaders/JMT/Teachers

Assessment

- There is a school entrance exam to the Senior School which all year 6 children sit.
- Continuous teacher assessment is used across the school. End of topic tests are used and on-going assessments are carried out regularly. This data is used to inform planning and teaching.
- Examinations take place in most subjects twice a year in autumn and summer.

- Reading and spelling assessments / tests are done by each year group.
- CAT testing is done at the start of the year for all new pupils and all of Year 4.
- NFER testing in Maths and English is done during the Summer Term. This data is used for tracking purposes.

Record-Keeping

Assessment and record-keeping are closely linked. The records kept by teachers can focus on the needs of the individual child.

Records can identify results from assessments to show strengths and weaknesses.

Data from our records is used to report to parents. These are sent to parents five times a year. Full reports are sent at the end of the Autumn and Summer Terms. Interim reports are sent at Half-Term in the Autumn and Spring Terms and at Easter.

Academic information, in the form of a reference, is passed on to other schools when children move away from Bradford Grammar Junior School.

The records can provide feedback to pupils and teachers for discussion.

Test results inform teachers of children who may be under-performing and those working at a very high level; it may be possible to identify gifted children as well as children with special educational needs, or those who are under-achieving.

Records provide evidence which can be used as a basis for discussion with parents.

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

Monitoring the curriculum

We strive to provide a broad and balanced curriculum which shows continuity and progression.

- The JMT constantly monitor and make changes to the curriculum if necessary
- Schemes of work are produced to ensure continuity and progression
- School policies are reviewed on a regular basis (JMT)
- Children's work is monitored and informs planning and assessment
- Planning documentation is reviewed and checked on a regular basis

Professional Development of Staff and Impact on the Curriculum

The school has adopted a Performance Management Scheme, which can help develop key areas of the curriculum.

The staff have certain professional needs which can be addressed by targeted INSET and training issues, all of which have a positive impact on the teaching of the curriculum.

The Curriculum

All children are taught:

- English
- Maths
- Science
- Design & Technology
- Geography
- History
- ICT
- Music

- Art
- Physical Education, Games
- Religious Education
- PSHCE
- MFL from Year 4 (French, German and Spanish)

The School Nurse is involved in the teaching of some areas of PSHCE. ICT is timetabled and taught as a discrete subject and is also used to deliver other aspects of the curriculum; thus providing strong cross-curricular links.

Analysis of Time

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	
	Lesson	Time	Lesson	Time	Lesson	Time	Lesson	Time	Lesson	Time
SUBJECT		(mins)		(mins)		(mins)		(mins)		(mins)
Eng	9	360	8	280	6	240	6	240	5	200
Lib	1	40	1	40	1	40	1	40	1	40
Maths	7	280	7	240	6	240	6	240	6	240
Sci	3	120	2	80	2	80	2	80	2	80
Geog	2	80	2	80	2	80	2	80	2	80
Hist	Blocked With Geog	0	2	80	2	80	2	80	2	80
Music	2	80	2	80	2	80	2	80	2	80
DT	2	80	Incorporated into blocks and Hist/ Geog	80	2	80	2	80	2	80
Art	Blocked With DT	0	2	80	2	80	2	80	2	80
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/ Sp	0	0	0	0	1	40	1	40	2	80
TOTAL	35	1400	35	1400	35	1400	35	1400	35	1400

PSHCE is taught in a twenty minute form period on Wednesdays and throughout the terms' themed assemblies. There are constant opportunities to cover aspects of PSHCE in other lessons and in other aspects of school life away from the taught curriculum.