



Name of Policy

Name of Policy	Curriculum Policy
ISSR	Part 1: Quality of Education
Reviewed by	Alleyne's Governing Board
Author/SLT	Ms C Burness (Junior School Deputy Head Academic)
Date of school review	September 2024
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Policy Overview

This policy applies to the Junior School, including EYFS.

Introduction

This curriculum policy reflects the vision statements of Alleyne's School and should be read in conjunction with The Assessment Policy, The Spiritual Moral Social and Cultural Policy (SMSC), The Specific Learning Differences Policy (SPLD), The Gifted and Talented Policy (G&T), The Equality, Diversity and Inclusion documents and the British Values Policy.

At Alleyne's Junior School we believe in the concept of lifelong active learning and the idea that both children and adults learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

This policy is a statement of aims, principles and strategies for quality learning and teaching within our school. Quality learning and teaching are the key principles of the school ethos, harnessing pupils' self-esteem and self-confidence so that each and every pupil is given the opportunity to realise their educational potential. As an inclusive, self-evaluating and reflective school, committed to development and improvement, we strive to constantly review and improve our academic provision for each and every pupil.

Aims

At Alleyne's Junior School we provide a rich, varied and creative learning environment that allows children to develop their skills and abilities in order to access their full potential.

Through our teaching we aim to offer a curriculum which:

- is stimulating, rich and varied
- is accessible to all children and all learning styles

- is enriched by use of technology
- promotes and celebrates our Learning Dispositions and ROCCK values
- goes beyond the requirements of the National Curriculum
- is enhanced by visits and workshops
- is complemented by the co-curricular programme
- helps prepare children for the next stage in their education and the transition to senior school
- builds self-esteem and confidence
- inspires intellectual curiosity
- all rounded, holistic and liberal
- harnesses the expertise and passions of the staff
- enables children to gain transferable skills which are the building blocks of life-long learning
- nurtures a developing sense of the children's place within the world and the role they can play as citizens within their community
- promotes fundamental British Values
- enables children to become independent and collaborative learners.

Opportunities for critical thinking, open ended learning and collaboration are presented in areas of the curriculum where it will enhance the learning experience and outcomes for the children.

Curriculum Structure

All children are offered an age and developmentally appropriate curriculum. Lessons are built on periods of 20 minutes and the allocation of lessons is as follows:

Curriculum breakdown 2024 to 2025

Year Group	R	Y1	Y2	Y3	Y4	Y5	Y6
English	12	8	13	12	12	12	8
Phonics	4	4					
Library		2	2	2	2	2	2
Verbal Reasoning					1	2	4
Non verbal Reasoning					1	2	4
Story	5						
Maths	10	14	13	14	12	12	12
Creative thinking	2	2	2				
Science		3	3	4	6	8	8
Humanities				6	6	6	6
Topic	6	5	4				
Computing	2	2	2	2	2	2	2
Forest School	4						
PSHE (inc. RSE)	2	2	2	2	2	2	2
French/ Spanish	2	2	2	4	4	4	
Mandarin							4

Music	4	4	2	2	4	2	4
PE/Games	3	6	6	8	8	8	8
Swimming	3	2	2				
Art	4	4	4	3			
DT		3	4	3			
Art&DT					6	4	4
RE	2	2	2	2	2	2	2
Infant Play	5	5					

Alleyn's Junior School pupils experience a wide range of experiences in linguistic, mathematic, scientific technological, human and social, physical, aesthetic and creative lessons. This provision is supported by an extensive co-curricular curriculum.

Curriculum Organisation

Each curriculum subject is overseen by the subject coordinator who is responsible for the broader delivery of the subject across the school. Individual subject policies describe how this is achieved.

Policies are reviewed annually, and Subject Development Plans reflect all developments within the subject area. This helps inform the School Development Plan.

Curriculum Planning

A strong curriculum is founded upon rigorous planning that is age and developmentally appropriate. The curriculum:

- establishes cross curricular links between subjects
- builds on the interests and prior knowledge of the children
- shows a clear development of the acquisition of skills through the years from Reception to Year 6

There are three levels of planning:

- Long term plans- written by the subject coordinators for the academic year ahead
- Medium term plans- written by the subject teachers, every term
- Individual lesson plans- written by the subject teacher before every lesson and reviewed after it.

Effective planning should be informed by appropriate assessments. Refer to The Assessment Policy.

Subject coordinators meet all staff teaching their specialist subject regularly to offer guidance and support. English and maths teachers meet formally at the beginning and end of each academic year.

Parallel form teachers have a weekly timetabled planning meeting to discuss lessons. Subject staff who teach the same year group meet to discuss lesson planning at their mutual convenience. This ensures that pupils in the same year group gain broadly the same educational experience.

All form tutors teach their forms for English and maths, where possible. The youngest children enjoy a creative curriculum and are taught by their form teacher for most subjects, though specialist staff are used to teach Languages, Music, Personal Social and Health Education and Relationships and Sex Education (PSHE/RSE) and Physical Education/Games (PE). We also have specialist teachers for Computing, Art and Design Technology (DT).

PSHE and RSE

The school delivers a progressive, spiral and planned PSHE/RSE curriculum, across all of the year groups. The curriculum is designed with adherence to key legislation and statutory requirements. It has been designed with consultation and feedback from parents and is regularly reviewed to ensure its suitability. Refer to The Relationships and Sex Education Policy and The PSHE Policy.

Digital Learning

All children in the Junior years (Years 3 to 6) have their own iPad and all Infant children, (Reception to Year 2) share one iPad between two children. The curriculum is under constant review to enable teaching and learning to take place using iPads when it is known to increase the learning experience for the children.

Curriculum delivery

We recognise that children learn in different ways and our curriculum delivery enables all children access to all subjects.

We give opportunities for the children to experience learning in different ways:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- self and peer review
- asking and answering questions;
- open ended questioning
- innovative and creative use of ICT across the curriculum
- use of interactive ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- responding to musical or recorded material
- learning through the use of concrete materials and experiences;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, as promoted by our Learning Dispositions. (See Learning Disposition Policy)

The ROCCK values of responsibility, opportunity curiosity, care and kindness permeate all that we do and these values are brought into our curriculum at every opportunity.

Effective teaching

Effective teaching will contribute significantly to high quality learning opportunities. Key to this is motivating children to strive to always give their best.

To enable this staff:

- prepare lessons thoroughly
- discover and build upon children's prior knowledge
- deliver lessons where understanding is developed through active, practical and first-hand experiences
- pace lessons appropriately so that pupils have time to consolidate skills and understanding, but also move on rapidly
- share learning objectives and ensure that these are understood by the children
- give clear indicators of expectations, providing success criteria
- ask open ended, thought-provoking questions
- give children thinking time before gaining responses
- provide opportunities for children to review and reflect on their learning
- give developmental feedback of children's work
- implicit use of ICT across the curriculum

When teaching we focus on motivating the children and building on their skills, transference of these skills, knowledge and understanding of the curriculum. We use long term planning to guide our teaching.

We base our teaching on our knowledge of the children's level of attainment and achievement. Our prime focus is to develop further the skills, knowledge and understanding of all children.

As teachers we:

- strive to ensure that all tasks set are appropriate to each child's level of ability.
- have high expectations of all children. We believe that their learning should aspire then to the highest possible standard.
- consider the National Curriculum when planning our lessons but are not restricted by it.
- establish good working relationships with the children we teach.
- ensure that all tasks and activities that the children do are safe.
- deploy teaching assistants and other adult helpers effectively.
- ensure our classrooms are creative learning environments which offer stimulating and interactive displays
- reflect on our practice
- conduct all our teaching in an atmosphere of trust and respect for all.

Early Years Foundation Stage (EYFS)

In accordance with EYFS principles, we believe that:

- Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person
- The environment plays a key role in supporting and extending children's development and learning
- Children develop and learn in different ways and at different rates and all areas of Learning and development are equally important and inter-connected.

Our planning and organisation at Alleyn's is based on the knowledge that children learn in different ways and at different rates, through playing, talking, observing, planning, questioning, experimenting and interacting with others. In Reception we ensure that children are offered a wide range of learning experiences, carefully considering their individual needs, their age and their development stage as well as the interests of the class as a group, to ensure the best possible progress.

The teachers ensures that every area of learning is covered in the termly planning and that English and Maths lessons are planned daily. In addition to this, they plan for each area of the classroom ensuring that children receive a variety of experiences each day including exploratory play, role play, small world play, construction, problem solving, fine and gross motor skills and creative play. These experiences will address specific educational needs in relation to personal, social, emotional and physical development and communication and language skills. The children also have opportunities during the day for their own initiated play accessing their chosen resources independently. The Teacher and the Teaching Assistant meet weekly to discuss the children, their interests and progress and activities that they might provide. They also meet briefly at the beginning of the day to discuss the plan for that day and at the end of the day to discuss the wellbeing of the children and share observations for updating profiles.

Professional Development

The Professional Development Policy describes how teachers remain fully informed and up to date with best practice and subject development. The first half of every weekly staff meeting is taken up with a curriculum subject. The coordinator will have the opportunity to share national developments in that subject and initiatives within the school. Subjects are rotated on a rolling basis.

Learning Environment

Classrooms at Alleyn's Junior School are vibrant, inviting places which inspire children to engage in their learning. Clever touch screens are installed in all classrooms and there is wealth of books as well as stimulating wall displays to engender curiosity. Many classrooms are used to deliver several subjects. There are specialist rooms for Science, Computing, Music, Art and

Design Technology. Many facilities are shared with the Senior School including the Sports Hall, Swimming Pool, Playing Fields, Gym, the MCT and Music School.

Equal opportunities

The school ensures that all pupils are given equal opportunities to access the curriculum and we follow the guidelines for equality, diversity and inclusion. Teachers encourage all pupils to participate fully in all lessons.

Differentiation

To ensure every child is given equal opportunity, differentiation occurs throughout the curriculum. It will be reflected in the planning and includes:

- tasks set
- teacher input and assistance
- resource provision
- classroom organisation
- expectations of outcome
- enrichment opportunities in class and out
- purposeful and clear questioning to stimulate deeper learning and understanding
- learning objectives and expectations (WALTs and WILFs)

Each Infant class benefits from a teaching assistant whose role is to assist with the pastoral welfare and academic progress of the pupils. Smaller group teaching takes place in some classes, notably sport and music. All Junior maths classes (Years 3-6) are supported each week, by an extra adult offering maths intervention strategies. Children in Years 4-6 are placed in one of three maths sets. Year 4 has three parallel sets, whereas children in Year 5&6 are placed in one of two parallel sets or an extension set. The groups are flexible allowing for the movement of children at the appropriate time.

Pupils with identified learning differences may benefit from the additional input of specialist teacher support. (See Specific Learning Differences Policy).

The Gifted and Talented Policy outlines how such children are supported through the curriculum and co-curriculum.

Achievements

For the promotion of high self-esteem and its benefits to academic learning, social, physical, creative and academic achievements and endeavour are celebrated in many ways. (See Recognition Policy).

Co- Curriculum

There is an extensive program available to the pupils of Alleyn's Junior School. Activities reflect links to many areas of the curriculum and may be derived from staff and pupil interests. These activities are extremely well supported by pupils.

Activities include:

- School clubs which take place before school, during lunchtime and after school.
- Visiting speakers and workshops. Friday mini lectures take place every half term.
- Themed days which promote and celebrate different subjects in the curriculum.
- Day visits to museums and sites of interest. Every pupil takes part in one visit per term.
- Residential trips for all children in Years 3-6 which increase in length and distance from school as the children move up the school. These trips combine curricular links with challenges incorporating our school Learning Dispositions. They help to develop character.

Governance and School Leadership

Effective governance enables the school leaders to employ talented teachers and provide them with the required resources to deliver a quality curriculum.

The role of parents

We believe that parents, in partnership with The School, have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' meetings and workshops to explain our school strategies for teaching specific areas of the curriculum and health education;
- arranging parent consultation appointments to discuss their child's achievement, attainment and next steps in their learning.
- sending information to parents at the start of each year in which we outline the topics that the children will be studying during that year at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework.
- sending the weekly Newsfeed newsletter with information about the school.

We appreciate the role parents have in supporting their children and the school.

Monitoring and review

The curriculum is constantly monitored and evaluated. As part of the monitoring process we:

- evaluate children's self-esteem and confidence
- carry out regular classroom observations
- support all new teaching staff with an induction process (See Induction for New Staff Policy) and all staff with an appraisal process
- ask the children to take part in regular formative and summative assessments (See Assessment Policy)
- carry out an annual pupil and staff survey