



The Priory School of Our Lady Of Walsingham



Junior School Curriculum Policy

Reviewed by: Executive Committee

On:

Next review due: September 2024

Signature of Principal

Junior School Curriculum Policy

This policy also applies to the EYFS.

Our Curriculum

1. From the very first tentative steps into our Reception classroom to the seamless transition of our Year 6 class into the Senior School, our pupils feel happy, valued and supported. Our curriculum is broad, balanced and robust with the flexibility to adapt to the individual needs of our children who are at the very heart of our Junior School. We celebrate the individuality of each child and help them to grow, learn and develop in a rich and safe environment so that they will become resilient, global citizens of the future. We adopt a whole School approach to ensure that our pupils make excellent progress by consistently building on their previous learning and by providing appropriate levels of challenge including many opportunities to achieve 'mastery' within each subject.
2. Our bespoke curriculum meets the formal requirements of the National Curriculum and enables our pupils to meet and often exceed the associated national End of Key Stage expectations. We provide differentiated learning opportunities across the full range of subjects. These comprise the core subjects Maths, English and Science, and foundation subjects that include Computer Science, History, Geography, Religious Studies, Art, MFL, Performing Arts and Physical Education & Games. We extend our offering to include a range of extra-curricular activities such as Outdoor Learning and child-initiated activities to enrich the 'learning experience' and support the personal growth and development of all of our pupils. This also includes the 'hidden curriculum' - what the children learn from the way they are treated in School and how they are expected to behave towards others. We aim to teach children how to grow into positive, responsible young adults, who can work and co-operate with others while developing the knowledge and skills necessary to achieve their true potential.

Values

1. Our School curriculum is underpinned by a strong, shared ethos and common values which are explicitly Christian in origin and based on the belief in the unique and irreducible value of each child as a son or daughter of God. There is no denominational requirement for entry but this underlying message is clear in our School's prospectus and our website, and permeates every tier of our admissions procedure. We believe this provides a common ethos of mutual respect which, underpins the exemplary behaviour and conduct of our pupils. The curriculum is the vehicle through which the School achieves its objective of educating children with the knowledge and skills that they need in order to lead fulfilling lives which is based on the concept of the irreplaceable value of each human being.
2. We value the way in which all children are unique and respect their family life and the values therein (held dear in a context of Christian ethic). This by definition respects the beliefs and values of different cultural, religious or ethnic backgrounds and looks to the spiritual and moral development of each person:
 - We value the importance of each person and what they bring to our School community. Our curriculum promotes respect, co-operation, tolerance, patience and understanding between all its constituent members, based on mutual respect.
 - We value each child for who they are and treat them with fairness and honesty. We aim to nurture each child to fulfil him/herself, both in learning and in personal development, and provide full and equal opportunities for all the children in our School.
 - We value our environment and teach children to care for the world we live in for future generations; being in essence 'the stewards of creation'.

- We have created our own set of Junior Values based on the Schools' Code of Conduct, Fundamental British Values and the attributes that we feel are necessary for our pupils to become effective, successful learners. These values permeate the Junior School and House Points are awarded in recognition of Kindness & Caring, Manners, Courage and Progress. Enamel star pins are presented to pupils who achieve 100 House Points in any one of the four given values. Individual achievements are celebrated in assemblies and our weekly 'Sporting Stars' are recognised on the Sport Notice Board and highlighted in our weekly newsletters.

Aims and objectives

1. We aim:

- to promote a positive attitude towards learning so that each child enjoys coming to School and is able to acquire a solid basis for a lifelong love of learning
- to provide a rich and safe learning environment where each child feels valued in order to learn to the very best of their ability
- to engage children with a broad, balanced and stimulating curriculum whilst teaching the basic and vital skills of oracy, literacy, numeracy and computer science and skills such as independence, interdependence and learning stamina
- to enable children to be creative and imaginative and encourage them to explore their own talents through self-expression in Music, Drama, Art, Dance and Sport
- to encourage children to be self-evaluative in their educational achievements and performance
- to encourage self-awareness and be mindful of their own spiritual development
- to help children understand the importance of truth and fairness so that they are able to live and work co-operatively with others and to resolve differences by discussion through open and fair procedures
- to promote an understanding of the Fundamental British Values - democracy, rule of law, individual liberty, respect and tolerance of all
- to teach children about their own local and national history so that they understand how their society has developed, its values and various public institutions
- to help children understand the range and continuity of English, British, European and global culture; how it evolved particularly in this country; and what has contributed to the current diversity of our society

Organisation and planning

1. Teachers who have expressed a particular interest in an area of the curriculum have agreed to become subject leads. Subject leaders take responsibility for planning and preparing Schemes of Work for their chosen subject across the entire Junior School, encompassing both Key Stage 1 & Key Stage 2. Although these **long-term** plans form the basis of our Junior School curriculum, they are constantly evolving to reflect current thinking and best practice; as such, they are subject to annual review by the senior leadership team.
2. **Medium-term** plans give clear direction on teaching strategies and the specific learning objectives for each year group with an over-arching emphasis (but not exclusively) on the core skills of developing literacy and numeracy. Foundation subjects are based on content and skill development and teachers make good use of National Curriculum guidance and many other quality educational resources to add depth and interest to ensure a broad and balanced curriculum.
3. **Short-term** plans are written on a weekly or daily basis. Teachers use these to set out the learning objectives for each lesson and to highlight opportunities for differentiation for individual pupils or groups of pupils. Class teachers are encouraged to use their

own short-term planning format as these are working documents which will often change from day-to-day based on the learning that has taken place.

4. Learning in **Key Stage 1** begins in our spacious Early Years classroom. Every child in Reception class is gently encouraged to explore a range of stimulating and engaging topic-based activities on an entirely 'free-flow' basis. Many activities are planned around the particular interests of our children and there are always many opportunities for 'spontaneous' learning. Our EYFS curriculum is based on the 7 areas of learning outlined in the Early Years Foundation Stage. The 3 core areas are Language & Communication, Physical Development & Emotional and Social Development. Other areas include Mathematical Development, Understanding of the World, Art & Expressive Design and Literacy. Baseline assessments are undertaken on entry and usually within the first 3 weeks of School. Activities are supported and differentiated to ensure that every child can access the learning. Feedback to parents is always given on a daily basis, more often at the School gate and more formally at our Welcome Evening and Parents' Evenings.
5. Key Stage 1 marks a shift from the EYFS curriculum to more subject-specific learning. Children in Year 1 & Year 2 will experience exciting and stimulating lessons which promote the development of pupil's knowledge, understanding and skills across the full range of National Curriculum subjects through topic-based learning. Science, RS, History and Geography are taught discretely in mini blocks to prepare pupils for more formal teaching in KS2. Our bespoke offering also includes specialist teaching in Spanish, Performing Arts (Music, Dance & Drama), Outdoor Learning and PE. Whilst assessments usually take place at the end of every block of learning, more formal assessments marking the end of KS1 take place towards the end of the Summer Term.
6. In **Key Stage 2** pupils acclimatise quickly to more formal subject-based teaching. There are many opportunities for different year groups to come together in Foundation subjects such as Art and PSHE where pupils can benefit enormously from sharing their ideas, thoughts and opinions with a larger audience. At **Upper Key Stage 2**, the curriculum is delivered by both Primary and Subject Specialist teachers. Subjects are taught discretely in mixed-ability form groups. Work is differentiated according to individual ability and outcomes. Teachers work with their own classes for the majority of subjects in order to maintain consistency and ensure progress with robust outcomes.

Our Extra-Curricular Activities

1. At Priory School we believe every child in Early Years & Key Stage 1 should be given the opportunity to experience lessons outside the classroom. Throughout the year, Outdoor Learning sessions take place every week, whatever the weather. Outdoor learning predominantly takes place in the School grounds but when the tides are 'right' we are able to access local beaches in East Cowes and at Osborne House where we can follow a Beach School programme. In lower KS2, Outdoor learning takes place (where possible) across the curriculum and is delivered through a range of subjects. The children also have a timetabled child-initiated learning session called 'Golden Time', where outdoor learning activities often take place.
2. Trips and educational visits are an integral part of our curriculum. We aim to offer at least one educational visit per term for each year group in the Junior School. At Upper KS2 children are encouraged to participate in our Y5 residential camp and our Y6 residential PGL trip. We also offer our pupils a range of clubs and activities, most of which are free to join.

Children with Special Educational Needs & Disability (SEND)

1. Our School does all it can to meet the specific needs of individual children.
2. Teaching staff differentiate the curriculum to provide learning opportunities for all children who attend the School. If we think it is necessary to provide adaptations to

the curriculum in order to make it more accessible to meet the needs of individual children, we will do so in consultation with parents.

3. We have a team of specialist support staff. If a child presents with a specific learning difficulty or need, an internal assessment will be made by a member of our suitably qualified team. In most instances, teachers are able to provide differentiated resources and educational opportunities within the classroom setting, sometimes mobilising additional support from the learning support team. Individual targets will be set for each pupil and these are monitored regularly and subject to termly review. However, if a child's need is more severe, we may decide, in consultation with parents, to place them on the SEND register and recommend that parents seek an assessment from the appropriate external agency. Our SENCO is best placed to signpost parents and will be on-hand to answer any questions you may have and make any formal referrals if necessary.
4. The School provides additional guidance for parents in the 'Special Educational Needs & Disability Policy' which can be found on the School's website.

Monitoring and review

1. The Principal and Head of the Junior School are responsible for the day-to-day organisation of the Junior School curriculum and together they ensure that standards are maintained.
2. Curriculum subject content is also monitored to ensure that each subject is taught consistently and with sufficient coverage across all 4 Key Stages. Subject leaders from both Schools work together to refine the schemes of work and ensure continuity and sufficient challenge. Senior leaders 'quality assure' teaching and learning across the School by conducting regular learning walks and lesson observations and by giving prompt feedback to staff.
3. Periodic audits of teachers marking across the whole School ensure that there is sufficient rigour, challenge and 'intent' in the marking and annotation of pupils' work. Samples of work are used to share 'best practice' across the whole School, thus ensuring robust outcomes for all pupils.

Authorised by The Principal, Mr David EJJ Lloyd & Head of the Junior School, Mrs A Barnes

September 2023