



LEICESTER GRAMMAR JUNIOR SCHOOL

CURRICULUM POLICY

This is one of the policies concerned with the curriculum. It should be read with regard to the policies on Sex Education, Assessment, Marking, SEND and Religious Education. It should also be read with regard to the Prevent duty.

This is a whole school policy and as such also applies to the EYFS.

THE AIMS OF THE CURRICULUM

The curriculum has been designed in order to reflect the aims of the School, as specified in the School's 'mission statement' which is detailed within the School Prospectus:

"The Leicester Grammar School Trust seeks to be an inspiring centre for co-educational excellence in academic and personal development, within a Christian ethos."

In order to fulfil this mission, LGJS aims to:

- Promote intellectual curiosity and a lifelong love of learning.
- Offer an extensive range of experiences which broaden the curriculum and develop the pupil.
- Create a stimulating, happy and supportive community where each pupil is allowed to flourish.
- Care for the mental and emotional well-being, promoting a healthy lifestyle and nurturing self esteem.
- Enable the moral and spiritual well-being of each pupil to grow and thrive.

The Trust's strategic objectives include the school thriving through 'Inspiring Learning' and 'Stimulating Curriculum'.

The curriculum is not just the range of subjects which are offered and the constraints under which they are chosen, but also the way in which they are delivered. It includes any other factors which have a bearing on the academic and personal development of the pupil.

It should be stressed that academic and personal education are not separate, but that both are essential aspects of our teaching. While the curriculum is designed to fulfil the academic potential of each child, it is always remembered that the overall individual personal development of each pupil is paramount.

As a school we support and promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This is in line with the Prevent Duty (2015).

OBJECTIVES

LGJS aims to encourage both academic breadth and balance, and to produce pupils who embody and benefit from this guiding principle.

Breadth is achieved by offering a wide range of subjects across several faculties. This allows a range of learning experiences, knowledge, concepts, skills and attitudes. Pupils are exposed to subjects covering the aesthetic, creative, human, social, linguistic and literary, mathematical and moral, physical, scientific, spiritual and technological. At each stage, the curriculum is planned as a whole, so that each subject can contribute to pupils' overall progress and achievement rather than appear discrete and unconnected.

Balance is achieved by giving each area appropriate attention within the curriculum as a whole.

THE NATIONAL CURRICULUM

Although regard is paid to the content of the National Curriculum (2014) other subjects are included to broaden and deepen the curriculum available to each pupil.

EVALUATION

It is recognised that the true value of the curriculum is difficult to establish. However, CEM results (ASPECTS/BASE/inCAS), GL Assessment Standardised Scores, NfER Standardised Scores and pass rates at Entrance Examinations are a convenient and usually very satisfactory way of gauging the success of the curriculum policy. The School supplements this by carefully considering all feedback from pupils and parents.

HOW THE CURRICULUM IS DELIVERED

Responsibility

The Headteacher controls overall policy.

The Deputy Heads and the Phase Leaders (FS, KS1 LKS2 & UKS2) are responsible for the detail and delivery of the curriculum. They provide a point of contact for staff and parents on curriculum matters.

Setting

It is considered that setting is not appropriate in most curriculum areas for the pupils at Leicester Grammar Junior School. Most differentiation that is required occurs within the teaching group. Exceptions to this are Mathematics in KS2, and Phonics teaching in EYFS/KS1.

Concern about academic progress

Any concern over the academic progress of a pupil is followed up in the first instance by the class teacher who will collect information, and then ensure it is referred on, if necessary, to the Head who will make contact with parents when appropriate. Concerns should be raised at the earliest opportunity. Staff receive regular training on SEND and the procedures for identifying pupils of concern.

The aim is for staff to work with parents and pupils in order to give each child the greatest possible opportunity for academic and personal success.

Assessments (both summative and formative) and teacher feedback are used to monitor pupil progress and to provide evidence for feedback in regular written reports and parents' evenings.

All members of staff are encouraged to use the full range of rewards available to them to motivate and encourage pupils in their work (see Policy and Procedures on Behaviour Rewards and Sanctions). The Head may see pupils at any time to give praise or to discuss work which is giving cause for concern. This is done to encourage staff and pupils to work together and generate an attitude of problem-solving rather than to condemn.

LEARNING SUPPORT

The School has a separate Special Educational Needs and Disability Policy.

The school has a SENDCO who is responsible for the co-ordination and delivery of the SEND policy at LGJS. Please read the SEND policy for details of how the matter of SEND is addressed.

CURRICULUM THROUGH THE SCHOOL

The curriculum at Leicester Grammar Junior School is based on the ethos of the National Curriculum (2014) with the addition of other subjects to best support our pupils and prepare them for life in the modern world.

As stated in the original aims of the School, the curriculum is designed to provide breadth and balance. The curriculum promotes the Social, Moral, Spiritual and Cultural development of pupils and supports the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Please read the SMSC policy for details.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. The LGJS curriculum provides lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Subjects in Foundation Stage

The curriculum is based on the EYFS Framework of the seven areas of learning:

- Communication and Language
- Physical Development
- Personal Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

French is also taught to children in Reception (FS2).

Music is taught to pupils in Kinders and Reception (FS1 and FS2)

All children in Kinders and Reception (FS1 and FS2) attend Forest School as part of their curriculum.

Cornerstones Curriculum

From Kinders to Y2, use is made of the Cornerstones Curriculum materials to help teachers plan and deliver lessons.

The Cornerstones Curriculum is a creative approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. The curriculum is delivered through Imaginative Learning Projects (ILPs) which provide exciting and motivating learning activities that make creative links between all aspects of children's learning.

Cornerstones also provide a 'detailed coverage checker' to ensure that all objectives within the curriculum are covered. This means that we are aware if there are any areas that need to be taught discretely.

Subjects in KS1

The curriculum is based on the National Curriculum (2014) and covers English, Maths, Science, Geography, History, RE, PSHE, Music, Art/DT French, PE/Games, Computing and Forest School.

Subjects in KS2

The curriculum is based on the National Curriculum (2014) and covers English, Maths, Science, Geography, History, RE, PSHE, Music, Art/DT French, PE/Games, and Computing.

The following highlight the way in which the curriculum may differ from that in other primary schools.

Religious Education

RE is studied by all pupils.

Modern Foreign Languages

Pupils in Reception (FS2) are introduced to French.

From then on all pupils within LGJS are taught French as part of the curriculum.

STEM

Pupils in Years 3 and 5 are taught STEM as part of a carousel running through the year.

Wellbeing

Pupils in Years 2 and 4 are taught wellbeing through a carousel running through the year.

Creative and Technical Subjects

The aim is to give all pupils exposure to as many aspects of these subjects as possible. Pupils receive lessons in Art, Design, Cooking, Drama and Music. Drama is taught within the English curriculum. There are many opportunities for all pupils throughout the school to participate in dramatic productions of many varieties.

Science

From Year 4, Science is taught by a Science specialist, in a fully equipped science laboratory.

Personal and social & health development (PSHE)

A structured program of PSHE is offered to all pupils through the Jigsaw scheme. This ensures coverage of the RSE curriculum and pays particular regard to respect for all people, including those with protected characteristics under the 2010 Act.

Computing and ICT

All pupils receive discrete instruction in computing skills. ICT provision is integrated into subject schemes of work, as appropriate, and delivered through the various subjects in co-ordination with the Computing co-ordinator. I-pad tablets are also used, as appropriate, throughout LGJS to enhance the pupil's learning. Supervised access to the Internet is available for all pupils. Careful instruction is given to the pupils about e-safety. Computing lessons in KS2 are delivered by a specialist Computing teacher.

Forest School

Forest School forms part of the curriculum for all pupils from Kinders through to Year 2. It is an important aspect of our learning which develops the pupils' creativity and awareness of the environment.

Games & P.E.

Games & PE are compulsory for pupils. A structured programme is offered for all. A few pupils may be excused because of long term illness or physical difficulties but every effort is made to provide alternative activities.

TIMETABLES

The Deputy Head Academic produces a timetable for each class each academic year which reflects the Curriculum Plan and the Curriculum Policy. The timetables reflect the balance of subjects which should be covered over the year. The weekly timetables are intended to be flexible, with teachers able to adapt teaching time each week to the needs of the children. There is also flexibility around the start and end of terms, and to allow for special events and festivals (including religious).

SUBJECT POLICIES

Each subject has its own specific policy which contains specific detail and schemes of work for that subject area.

PLANNING

Planning is essential to the effective delivery of the curriculum. Long and Medium Term planning documents feed into teacher's daily planning sheets. These sheets are specific to the pupils being taught, taking into account the ages, aptitudes and needs of all pupils, including those with SEND. These plans also indicate where SMSC/BV values are highlighted.

TRIPS AND VISITS

LGJS also runs an extensive range of trips linked to the curriculum, both domestic and foreign, residential and non-residential. One of the chief considerations when approving all trips is their worth to the pupils' development.

Notable amongst these are the Year 5 trip to Cuffley Active Learning Centre which reinforces pupils' experiences at Forest School, and the Year 6 trip to France which enables the pupils to make use of the language skills they have been developing throughout their time at LGJS. Trips play an integral part in the social, moral, spiritual and cultural development of the child, and it is expected that all children attend these trips and visits.

REMOTE LEARNING

In the event of pupils' needing to learn from home due to school closure, the curriculum will be adapted to the situation. The aim will remain to provide pupils with a broad and varied curriculum, though it is recognised that many of the experiences and activities undertaken at school are unable to be replicated at home. Teachers will use a range of techniques such as narrated powerpoints, video conferencing, Microsoft Teams and other 3rd party resources to ensure that pupils continue to learn whilst they are unable to attend school. This does not apply where pupils are off school due to illness.

THE SCHOOL LIBRARY

"The role of the school library is to be at the centre of the curriculum" (DfE).

It is the School's aim to follow this DfE recommendation as part of its pastoral objective to encourage independent study and learning throughout the School.

The teaching of library skills forms part of the planned programme for all pupils and this takes place in the library. The library is being developed as a research and resources centre, providing an ICT facility.

It is school policy to develop continuously the stock of books and ICT-based resources in both quality and quantity to cater for the needs of all ages.

CO-CURRICULAR ACTIVITIES

It is recognised that clubs and activities play a valuable contribution towards social, personal and academic progress of pupils. Although some activities are academic in nature the interaction between pupils of different age groups benefits both the younger and older pupils in terms of development of social skills and a whole school identity.

It is through such clubs and societies that additional opportunities for social, moral, cultural and personal development can be offered. Some examples are participation in church and Cathedral services, choirs and orchestras, drama groups and house events. It is therefore regarded as essential that as many pupils participate in these activities as possible. This is done through encouragement rather than compulsion.

A range of activities is provided during the lunch break and after school. It is intended that these activities reflect both the academic and the leisure interests of the pupils. Some of the activities are targeted towards a certain age range.

Care is taken not to exclude pupils because of gender, academic ability or economic background.

MONITORING AND EVALUATING

The Headteacher and SLT are responsible for monitoring and evaluating the Curriculum policy and procedures.