



Junior Curriculum Policy

Aims

Colfe's School provides a stimulating and rigorous curriculum which combines the best of traditional and contemporary approaches. It is designed to challenge and engage all our pupils, irrespective of gender or cultural background, and to stretch the academically gifted while supporting those with learning difficulties and/or disabilities. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding necessary for them to be able to make informed choices as they progress through school and, indeed, life.

The curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Pupils are equipped with skills in speaking and listening, literacy and numeracy through the study of English, Mathematics and Modern Languages. It is important to stress, however, all teachers in the Junior School recognise their collective responsibility to develop literacy, numeracy, speaking and listening. Likewise, whilst pupils explore concepts of 'Wellbeing' through discrete PSHE lessons and assemblies, our co-ordinated approach to pastoral support across the school underpins everything we do.

The curriculum is continuously reviewed in response to the evolving needs of our cohort. Recent significant changes have included:

- Rewriting the Junior School Humanities curriculum in order to be more representative of our pupils and our community.
- Revisions to the Year 5 and 6 Maths curriculum to support with transition to secondary school.
- Revisions to the Junior School Science curriculum to provide more opportunities to work scientifically.

Current priorities for ongoing review of the curriculum include:

- Responding to the disruption to learning caused by COVID-19;
- Fostering greater collaboration with the Senior School, particularly in the foundation subjects;
- Wider review of the contribution the curriculum makes to the school's inclusive ethos and celebration of the diverse community it serves (see Appendix A: Diversity in the Curriculum statement).

The school's leaders aim to instil a culture in which schemes of work are continuously reviewed and refined. This is supported through the Junior School Subject Leader Forum,

where Subject Leads work towards a collective goal and share best practice in teaching and learning.

Overview of provision

Colfe's Junior School provides full-time supervised education for pupils aged 3-11. The Director of Studies is responsible for overseeing the planning and organisation of the curriculum. Subject Leads ensure that their subject provides continuity and progression from the beginning of EYFS to the beginning of Key Stage 3 and in doing so liaise with all Junior phases and Senior School Staff.

EYFS

We follow the statutory foundation stage (EYFS) framework for the learning, development and care of our children in Nursery and Reception and are preparing to introduce the Revised EYFS framework from September onwards. Early years learning concentrates on 7 areas split between prime and specific areas of learning. We enhance classroom practice with specialist for PE, swimming, music, drama and Forest School.

Key Stage 1 and Key Stage 2

We use the National Curriculum as our starting point and aim to provide a broad and balanced range of experiences appropriate to their stage of development. We also provide numerous opportunities for learning outside the classroom through our daily extra-curricular provision and carefully planned educational visits.

All children study:

English

Mathematics

Science

Humanities

Computing

P.E.

R.E.

PSHE

Art and Design Technology

Music

In Years 1 and 2, the Form Tutor teaches most subjects. From Year 3 onwards, pupils begin to be taught by specialist teachers, although responsibility for English and Maths remains primarily with the Form Tutor. In Year 3, pupils also begin studying Modern Languages, alternating between Spanish and French each year.

Pupils are set by ability in Mathematics from Year 5 onwards. Teaching in Upper Key Stage 2 is designed to support pupils to prepare for Entrance Exams in Year 6, as well as to exceed National Curriculum expectations for the end of Key Stage 2.

Learning Difficulties, Disabilities, and pupils with Special Educational Needs

Colfe's fully supports the general principles set out in the Special Educational Needs and Disability Act 2001, the Equality Act 2010 the SEND Code of Practice 2014 and Children and Families Act 2014. We regard it as a fundamental principle that all children accepted into the school should have full access to the curriculum and should be enabled to fulfil their potential. The Director of Learning Support, the school's SENCo, works closely with the Director of Studies and individual class teachers to ensure all teachers are aware of the specific needs of pupils and are able to use appropriate strategies.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school and where a pupil has an EHCP, the education will fulfil this requirement. Please refer to the Special Educational Needs Policy for further details.

Approaches towards differentiation

Teachers use a combined approach of whole class teaching, setting/ group work and individual work. Within this structure, a number of methods of differentiation are employed, often simultaneously. These may be divided into 4 main categories:

- By task – includes level of difficulty of task set
- By outcome – the same task but differentiated success criteria
- By differentiated access to resources – e.g. varying the duration and use of a resource
- By differentiated access to In-class support – e.g. access to specific teaching time according to need.

Homework

We believe that homework not only reinforces classroom learning, it also helps children and young people to develop the skills and attitudes they need for successful lifelong learning. Another vital role of homework is supporting the development of independent learning skills, including the habits of enquiry and investigation. Equally as important is the opportunity it presents to foster the role of parents and carers as co-educators of their children.

Homework starts in EYFS with reading and fun activities and builds up through the school. It is not supposed to be too onerous but helps children secure the knowledge they have learnt during the week. See the Junior School Homework Policy.

Appendix A: Diversity in the Curriculum

There is a moral imperative to review the academic curriculum at Colfe's in the context of the world's response to the death of George Floyd in May 2020. We are determined to provide a curriculum that reflects Colfe's location in one of the most diverse parts of the United Kingdom, supports the school's inclusive ethos, celebrates the diversity of our own school community, and provides our pupils with the best possible preparation to serve that community well in the future. For this reason, we have begun a thorough review of our academic curriculum, with the support of the EDI committee and Colfe's Togetherness, and other external experts.

Our review has a particular focus on the elements of the curriculum which are compulsory for all students (rather than optional courses at GCSE and A Level). The two phases of the school intend to work closely together on our response, as part of ongoing efforts to develop a coherent 3-18 curriculum. Just as we believe that the development of literacy is not the exclusive preserve of the English department, and that developing numeracy is not the exclusive responsibility of the Maths department, we also believe that every academic department has a role to play in promoting diversity in the curriculum.

All Senior Heads of Department have committed to reviewing their curriculum with their teams in the next term, with a view to ensuring reforms have been made to the curriculum no later than September 2021, with use of INSET time as appropriate. Lucy Kirkland (Director of Studies, Junior School) and Luke Rogers (Director of Studies, Senior School) will work together to co-ordinate the whole-school academic review over the remainder of the 2020-21 academic year.

Reviewed March 2021