



# KING HENRY VIII JUNIOR SCHOOL

## King Henry VIII Junior School

### Curriculum Policy

**Date of last review:** September 2022

**Person(s) responsible:** Deputy Headteacher (Academic)

**Planned review date:** September 2025

## 1. Rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within King Henry VIII Junior School and applies equally to Key Stage 1 and Key Stage 2. The policy aims to take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan (EHC plan) or special educational needs (SEN). The school's aims, ethos and values encourage respect for other people and pay particular attention to the protected characteristics set out in the Equality Act, 2010. Pupils are taught respect, tolerance and inclusion throughout daily school life and in every lesson and activity in which they take part.

## 2. Introduction

2.1 The curriculum is based on full-time supervised education for pupils of compulsory school age (construed in accordance with the Education Act 1996). Our school's curriculum comprises all the planned activities that we organise in order to promote pupils' learning, and their personal and social development. It reflects both the requirements of the 2014 National Curriculum and specific amendments capturing the context and location of King Henry VIII Junior School. It also includes the various out of school hours activities that the school organises in order to enrich the children's experience. In addition, the curriculum includes what is sometimes referred to as the 'hidden curriculum' – what the children learn from the general climate and culture of our school, and the way they are treated and expected to behave. We want children to grow into positive, responsible people who have the confidence to do the right thing, who can work, co-operate and are empathetic with others while at the same time developing their knowledge and skills, in order to achieve their full potential.

2.2 We value the breadth and range of our curriculum. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

2.3 The following documents support the implementation of this policy: Teaching and Learning policy, Marking and Feedback policy, Policy for pupils with Higher learning potential, Assessment, Recording and Reporting policy, Equal Opportunities Policy, Inclusion policy, Pupils with English as an Additional Language (EAL) policy and Subject policies.

## 3. Aims and objectives

3.1 The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to equip children with a solid foundation in the core skills in English and Mathematics;
- to enable children to be innovative, to use 'thinking' and problem solving skills, and to be independent learners;
- to develop children's skills of team work and the ability to work in collaboration with others;
- to enable children to understand and appreciate the arts, and give them opportunities to develop their own artistic and creative abilities;
- to teach children about the developing world, including how their environment and society have changed over time;

- to help children understand Britain's cultural heritage and its associated fundamental values;
- to enable children to appreciate and understand the importance of scientific and technological discoveries and development;
- to give children an awareness of and experience of speaking and understanding other languages than English;
- to teach children ICT skills and to apply these skills across the curriculum to support their learning; • to enable children to become computational thinkers and equip them with problem solving skills which can be applied across the curriculum;
- to appreciate and value the contribution made by individuals and demographic groups in our diverse society;
- to enable children to be positive citizens, contributing to the society in which they live;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, be mentally and physically healthy, and to live and work co-operatively with others.

#### **4. Our Curriculum Values**

4.1 Our curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

4.2 These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for all including but not exclusively; people from different ethnic groups; people with different religious beliefs and those with none; people of different genders and sexuality; people of different ages; people with different learning needs and those with disabilities; people suffering from ill health including those with mental health difficulties.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child's individuality, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

#### **5. Organisation and planning**

5.1 We plan our curriculum in two phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. Subject Leaders review this long-term

plan regularly in collaboration with Heads of Year. The long term plan ensures a progression of skills within a subject area across the school.

5.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. Much curriculum content in Key Stages One and Two is based on the 2014 National Curriculum; this has been enriched and extended however to reflect the School context and including the provision of Specialist Teachers.

5.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each lesson or series of lessons, to plan the learning activities in which pupils will be engaged, to make clear how learning may need to be differentiated for groups of different ability, to plan assessment opportunities and to identify what support and resources will be needed by the pupils.

5.4 We believe that pupils learn most effectively when they are able to understand connections between different areas of their experience. We want them to acquire transferable skills which can be applied in any area of knowledge or understanding. Children do not see their world in discrete compartmentalised boxes, but, rather, as a whole spectrum of experience. For this reason 'cross-curricular' links are made. Core essential skills of English and Mathematics are also applied.

5.5 This cross curricular approach is most apparent in Key Stage 1, but is also used in Key Stage 2. There are many times, however, when discrete, subject-related skills or knowledge cannot be easily addressed through such a cross-curricular approach, and separate subject-based lessons also feature in our planning, particularly in Key Stage 2. Curriculum coverage is regularly reviewed to ensure that, however the curriculum is planned and taught, pupils are receiving their entitlement to a rich, relevant and engaging provision.

5.6 We recognise that children learn at different rates and sometimes have learning needs which come from an earlier or later curriculum stage. The curriculum provision at King Henry VIII Junior School encourages a 'mastery' approach where children are provided with multiple opportunities to apply their learning in various contexts.

## **6. The curriculum and inclusion**

6.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this in consultation with their parents or carers.

6.2 At Key Stage Two, entrance to the school is through academic selection. Many children however, progress through the school from Year 2 and as such each cohort contains children with a spectrum of academic strengths. Our lessons aim to be educationally inclusive. We adapt the curriculum and teaching to meet the learning needs of pupils across the ability range. Teaching of early phonics is taught in ability groups. The majority of teaching in the wider curriculum is organised to meet the differing needs of ability groups within the class. However, we also maximise the advantages of mixed ability teaching, when pupils may learn more effectively by learning alongside others of different ability.

6.3 The School fulfils its obligations for Special Educational Needs & Disabilities (SEND) as per the SEND Code of Practice (January 2015) If a child displays signs of having special educational needs, then his/her teacher makes an assessment of this need in collaboration with the Head of learning support. Initially, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class

organisation and through carefully differentiated planning and teaching. Some pupils or groups of pupils may have additional support from trained teaching assistants, either within class, or, at times, in separate teaching groups.

6.4 If a child's need is more complex, we may conduct further assessments which may be used to provide advice to teachers and parents. At this point appropriate external support services may be recommended.

6.5 The school provides either group or individual learning targets for pupils with additional needs as is most appropriate. These are small step, time limited and drawn from in school assessment or recommendations from reports written by external services. Targets are captured on Referral and Tracking forms and are shared with parents.

6.6 The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, the teaching materials may be adapted or special physical access arrangements may be made.

6.7 The school is also fully committed to meeting the needs of our most able and gifted and talented pupils. In most cases, the needs of our more able pupils can be fully met through well differentiated planning and teaching, tailored to the needs of the most able groups or individuals. However, we maintain a register of more able, gifted and talented pupils and may, at times, make special additional provision to ensure that their skills and abilities are appropriately challenged. This may include access to some extra-curricular activity designed to stretch more able or talented pupils.

6.8 The school recognises that a diversity of languages brings a richness to life. Linguistic and cultural diversity are valued by everyone. It is the aim of the whole school community to value the home languages spoken by pupils at the School. Pupils at King Henry VIII Junior School are encouraged to become confident language users and to explore and appreciate the richness of language in order to achieve their full potential personally, socially, emotionally and academically. The School is fully committed to providing pupils for whom English is an additional language, the necessary support. Where this is required an appropriate programme will be implemented. Further information can be found in the policy for EAL.

## **7. Curriculum subjects**

- English - To develop communication skills and command of language through listening, speaking, reading and writing.
- Mathematics - To develop the ability to calculate, understand patterns and relationships in number and space, as well as to think logically and explain reasoning. All mathematical learning is supported by practical activities, exploration and discussion.
- Science - To ensure pupils learn about materials and forces, understand nature and develop the scientific skills to enable them to observe, form hypotheses, conduct experiments and record findings.
- Art and DT - To provide opportunities for making, inventing and other imaginative and practical responses. To use a range of tools, equipment, materials and components to produce and evaluate creative works. To develop an understanding of the important role that food plays in our lives and to experience the preparation and production of a variety of types of food.

- Music - To provide opportunities to develop proficiency as musicians and to create compositions using a variety of tools and techniques.
- Humanities (History and Geography) - To provide opportunities to develop an understanding of people and the environment and how past, present and future human actions impact on events and conditions.
- Modern Foreign Languages (French Year 2-4, German & Spanish Year 5&6) To appreciate the work and pleasure involved in learning a new language and gain some insight into the life and culture of the countries where those languages are spoken. To develop a foundation in the vocabulary and grammar of languages upon which they can build future learning.
- PE and Sport - To develop knowledge, skills and understanding across a range of sporting activities. To understand the importance of leading healthy and active lives as well as the values of team work, fairness and respect.
- Computing - To ensure that Digital Technology permeates and enhances the whole curriculum, whilst also teaching subject specific skills in Computing lessons.
- RE - We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school and local community. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.
- PSHE - Allows children both to learn about themselves, life and the world around them and to reflect on what these ideas and concepts mean to them. Children extend their own sense of moral values, and PSHE their growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the PSHE curriculum.
- RSE – We teach pupils how to keep safe, and how to recognise healthy, respectful relationships which embrace family and friendship, in all contexts, including online.

## **8. The role of the subject leader**

8.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- oversee the taught curriculum for their subject area in order to ensure necessary coverage;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

8.2 The school gives subject leaders either regular non-contact time or specific sessional release, depending on the needs of the subject area, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader writes and reviews the long-term curriculum plans for the subject and ensures that progression is planned into schemes of work. The subject leader may also keep a sample portfolio of children's work, which can be used to exemplify standards and expectations, and support assessment moderation.

## **9. Monitoring and review**

9.1 The Deputy Headteacher (Academic) in collaboration with the Senior Leadership Team is responsible for monitoring the way in which the school curriculum is implemented. The post holder is responsible for the

day-to-day organisation of the curriculum. Monitoring of schemes of work and lesson plans for all teachers is completed, ensuring that all classes within Year Teams are taught consistently, and that all lesson sequences have appropriate learning intentions, addressing the needs of all pupils.

9.2 Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

9.3 This policy will be reviewed every three years or sooner if necessary.

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