

CURRICULUM POLICY

Junior School

This document contains the following:

- an introduction to the academic philosophy of the school
- an explanation of how we meet the regulatory requirements for the quality of education provided (curriculum)
- an outline of the structure of the whole foundation (Pre-Preparatory School, Junior School and Senior School)
- an outline of the Junior School curriculum
- notes on the wider curriculum in the Junior School, covering sport and games, information technology, religious education, PSHE, and extra-curricular activities

This document should be read in conjunction with the following complementary documents:

- Homework, assessment and reporting policy (DCSF Standard I. (3) (a), (b), (g); (4))
- Learning support policy (DCSF Standard I. (2) (b), (e), (i))
- PSHE syllabus (DCSF Standard I. (2) (f))

This document repeats some information from the Curriculum Policy of the Senior School, in order:

- to highlight the consistency of educational philosophy across the Foundation
- to enable the Junior School curriculum to be seen in the full context of the curriculum of the school as a whole

1. Introduction. The curriculum policy of the three constituent parts of the Foundation is as stated in the current prospectus. Our vision is that our pupils should grow up to be independent learners who are able to explore their thinking within a curriculum which is relevant, engaging and scholarly. In the Junior School, pupils study the full range of National Curriculum subjects, including French, from Year 3, although there is a necessary focus on the core skills of literacy and numeracy (DCSF Standard I. (2) (a)). While we want pupils to know things, we also encourage them to weigh the evidence, reflect on their outcomes and apply their learning through problem-solving activities. We take account of the ability of every pupil and ensure that each is challenged and her or his talents fostered. When pupils leave Highgate Junior School, we want them to be knowledgeable and well-adjusted young people who have the thinking skills, study skills and intellectual curiosity to sustain them in their secondary education.

2. Meeting the Regulatory Requirements for the Quality of Education Provided (Curriculum). Full details are available in Schemes of Work: from yy3 upwards: these take the form of departmental schemes produced by the Subject Coordinator and kept in the X drive on the central database.

a) Relevant Subject Coordinators or Heads of Year, in liaison with the Director of Studies, ensure that the content of the courses is suitable for each year group. The National Curriculum is shadowed in all subjects, although in Mathematics, pupils are set work which is one year ahead of their school year. Heed is taken of aspects of gender, race and religion when formulating and choosing schemes of work, and lesson plans make provision for

JUNIOR SCHOOL

differentiation in accordance with the aptitudes of pupils. Currently no pupil in the school has a statement. (DCSF Standard 1.(2) (b))

b) Pupils are assessed in literacy and numeracy by appropriate work set in each year and by formal examinations and tests. These tests include PIPS, which are sat by all pupils in the school, as well as end-of-year examinations and interim assessments. Pupil participation in class at every level ensures that high standards of speaking and listening are maintained, the latter also tested by written work and formal tests. (DCSF Standard 1. (2) (c))

c) Lessons are conducted in English; where English is not the pupils' first language, we are satisfied at the point of entry that the pupil is able to cope with the teaching provided. When the pupil simply needs help in bettering his/her fluency and understanding, special arrangements are made through the Junior School Learning Support Coordinator. (DCSF Standard 1. (2) (d))

d) We are not currently dealing with pupils with a statement. Such needs are coordinated by the Foundation Learning Support Coordinator and SENCO, based in the Senior School, in liaison with the Learning Support Coordinator in the Junior School, who together ensure that statutory requirements and individual needs are met. (DCSF Standard 1. (2) (e))

e) The Christian ethos of the school sets the standards for personal and social education. Such issues are dealt with specifically in assemblies and also in Religious Education classes, which are taught as part of the Humanities programme. Whole-school assemblies happen twice weekly, and are conducted by the School Chaplain and/or members of the Senior Management Team. There are also year group Assemblies within the week, which are conducted by members of Senior Management, Form Tutors and sometimes the pupils themselves. Many moral and social issues are also raised and discussed in other subjects. The main forum for these issues is PSHE; but issues of friendship, neighbourliness and citizenship inevitably tend to occur, and are addressed, on a daily basis, often through form time. Health education matters are dealt with by tutors through PSHE, aided by experts in particular areas from both inside and outside the school. (DCSF Standard 1. (2) (f))

f) Full schemes of work are in place for pupils under 5 (see Pre-prep documentation) and a full A Level programme is available for pupils between the ages of 16 to 18. (DCSF Standard 1. (2) (h))

g) The academic programme is open to all pupils. We aim to create a safe environment where all are stimulated to learn and to pursue both a full general programme of education and their own specific interests. The core primary curriculum is the same for every child, although there is both extension opportunity and learning support for those requiring it. As a selective school, it is our expectation that pupils will meet a basic academic standard which allows them to access the curriculum: regular monitoring of pupils serves to check their academic progress (See separate policy document on Assessment and Reporting). (DCSF Standard 1. (2) (i))

3. The structure of the School and its Curriculum

3.1 The structure of the school and its three sections is set out below. Regular meetings between the Heads of the three schools, between the Directors of Studies and between Heads of Department and other teachers enable curriculum coherence and provide for a focus for curriculum change and development.

Age	NC year	Key Stage			
3-4	Nursery	Foundation	Pre-Preparatory School		
4-5	Reception				
5-6	1	KS 1			
6-7	2				
7-8	3	KS 2		Junior	

JUNIOR SCHOOL

8-9	4			School	
9-10	5				
10-11	6				
11-12	7	KS 3			Senior School
12-13	8				
13-14	9				
14-15	10	KS 4			
15-16	11				
16-17	12	KS 5			
17-18	13				

3.2 The Junior School (DCSF Standard I. (2) (a), (b), (c), (i))

The curriculum in Years 3 – 6 closely shadows the National Curriculum. As such, pupils study the statutory subjects of Art, Design and Technology, English, Information and Communication Technology, Mathematics, Music, Physical Education and Science. Geography, History and Religious Education are taught within Humanities on a rolling programme, whereby Geography and History alternate, half-termly, and Religious Education is taught alongside each. French is also taught from Year 3.

The flexibility of the Junior School curriculum allows for many cross-curricular links. Planning happens within year groups, which allows for a horizontal, thematic approach to be taken, as well as a vertical, skills- and knowledge-based approach. Thus, it is not uncommon for the teaching of English and ICT, for example, to reinforce the teaching of Humanities. In Year 3 and 4, a majority of lessons are taught by Form Tutors, enabling cross-curricular links to happen naturally out of the time spent with children. In Year 5 and 6, this is still the case, to a degree, but increasingly, in the upper years, the core subjects of English, Maths and Science are taught by subject specialists, rather than Form Tutors.

The figures below refer to the numbers of 50-minute lessons allocated per subject per week:

Subject	Period Allocation			
	Y3	Y4	Y5	Y6
English	6	6	5	4.5
Mathematics	5	5	5	4.5
Science	3	3	3	3
French	1	1	1	2
Humanities	4	4	4	4
Art	1.5	1.5	1.5	1.5
Design Technology	1.5	1.5	1.5	1.5
Music	1.5	1.5	1.5	1.5
Physical Education	1	1	1	1.5
Games	2	2	4	4
Information Technology	1	1	1	1
Drama	1	1	1	1
PSHE	0.5	1	1	1

3.3 The Wider Curriculum in the Junior School

JUNIOR SCHOOL

- a) Sport and Games.** Physical Education is taught in all year groups, as is Games. A rich variety of sports are on offer; those naturally interested in sport are encouraged and fostered to develop their talents to a high level. On the other hand, it is recognised that not all are natural sportsmen/women and some pupils have an aversion to sport. We are committed to encouraging physical fitness and provide a full range of activities, so that each pupil at every level can find something to his/her liking and so develop physical fitness and the ability to be part of a team and to work together. Competition is encouraged and excellence in team and individual sports, as in other areas of school life, is nurtured and very much valued. Physical fitness, and the benefits of a healthy lifestyle, are reinforced through the PSHE programme. (DCSF Standard I. (2) (a), (f))
- b) Information Technology.** All pupils in all year groups have formal lessons in Information Technology. It is our belief that ICT is an essential tool, not only in and of itself, but also to support pupils' learning in all subjects. The Subject Coordinator for Information Technology reviews the use of and provision for ICT in the various subjects to ensure not only that pupils are using and developing their skills to an appropriate level, but also that full advantage is made of the school's ICT provision to support teaching. Each subject's Scheme of Work should take into account the use of ICT within that subject and should indicate where specific skills are being required and practised in particular tasks. Many subject resources exist only as SMART Notebook activities, and teachers are accustomed to using web-based learning tools to support their teaching. (DCSF Standard I. (2) (a), (b), (c), (h), (j))
- c) Religious Education.** All pupils, within all year groups, have Religious Education classes within the Humanities programme. Highgate has a Christian heritage, while welcoming those of all faiths or none, and the ethos of the school relies heavily on Christian ethics (see separate document on *Spiritual, Moral, Social and Cultural Development*). Religious education serves to open all pupils' eyes to the spiritual dimension in their own and others' lives. It matters to us that our pupils are equipped to live a moral life informed by choices and values and are helped to navigate their way through uncertain and unchanging times. Pupils learn about and discuss moral and ethical issues and study comparative religion, making them aware of the beliefs of others by whom they are surrounded in North London. In addition, schemes of work in almost all subjects inevitably touch upon issues of a religious, moral or ethical nature. (DCSF Standard I. (2) (f), (j))
- d) Personal and Social Education.** All three parts of the Foundation follow carefully structured programmes of personal and social education. The specific topics are delivered by a variety of means: formal lessons, tutorial periods, assemblies etc. A separate PHSE document spells out the content; in the Junior School, this area is the
- e) responsibility of the Assistant Head (Pastoral)** (DCSF Standard I. (2) (f), (j))
- f) Extra-curricular activities.** A wide range of extra-curricular activities is on offer and is listed in a separate document. All pupils choose one or more activity to pursue at the end of the school day. Some activities have an academic base, some are more practical and artistic. The specific provision of the aforementioned activities is tailored to the age of the pupils concerned, and care is taken to ensure that there are activities to suit both boys and girls. There are school plays within year groups, and we also encourage pupils to take up a musical instrument and to take part in the many orchestras, choirs and music groups. (DCSF Standard I. (2) (a), (b), (c), (f), (h), (i), (j))

MJS (DMF)
June 2009