



## CURRICULUM POLICY

**This policy applies to all pupils at Hereford Cathedral Junior School including those in our EYFS settings.**

The Hereford Cathedral Junior School Curriculum Policy is supported by departmental plans and schemes of work which take into account the ages, aptitudes and needs of all pupils, including those with an Education, Health and Care plan (EHC). This Curriculum Policy and the associated schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The school is committed to providing a rigorous academic and intellectual education which will challenge and engage pupils, offer continuity and progression of learning to foster a life-long love of learning for its own sake, and provide them with a secure foundation on which to continue into their senior schools and beyond.

### QUALITY OF EDUCATION

All pupils of compulsory school age receive a full-time, supervised education. Hereford Cathedral Junior School, as an independent school, offers a broad and balanced curriculum based upon the National Curriculum.

### The Curriculum

The curriculum aims to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative learning. The contribution of each curriculum subject to these educational areas is outlined in detail in the subject-specific documentation.

The School's lesson allocation:

	Mathematics	English	Drama	Science	French	Humanities	Religious Education	Music	Art/DT	ICT	PSHE*	Physical Education	Yoga	Games	Swimming	Total number of lessons (30-35 mins)
Year 1	10	10	2	2	2	2	1	2	2	2	1	2	1	0	2	40
Year 2	10	10	1	2	2	2	1	2	2	2	1	1	1	2	2	40
Year 3	8	7	1	4	2	3	2	2	2	2	1	1	1	5	5	40
Year 4	8	7	1	4	2	3	2	2	2	2	1	1	1	5	5	40
Year 5	7	7	1	4	2	3	2	2	2	2	1	1	1	6	6	40
Year 6	7	7	1	4	2	3	2	2	2	2	1	1	1	6	6	40
	* PSHE takes place during a 30 minute form period															

At all stages the core curriculum of subjects taught provides the opportunity for pupils to acquire skills in speaking and listening, literacy, numeracy and ICT. Speaking and Listening, Literacy, Numeracy and ICT are core skills and as such are firmly embedded in all areas of the Curriculum. It is the responsibility of all teaching staff to reinforce these skills and to promote their use wherever relevant.

### Speaking and Listening:

Speech and the ability to listen and absorb information are vital communication skills. Every child should be able to communicate clearly, proficiently and politely, using standard English. Children should be able to participate in discussions, give individual oral responses and adapt their speech to suit audience and purpose. They should be able to listen, analyse and respond confidently to a variety of sources including languages other than English and Music. All subjects should include a variety of Speaking and Listening opportunities that offer group work, pair work and individual activities where appropriate. Our speaking and listening provision is supplemented with a discreet Drama lesson for Years 1 to 6 and an extensive Speech and Drama programme.

### English and Maths:

English and Maths are taught as discrete lessons throughout the school. In the Pre-prep a larger amount of time is spent in teaching these core skills. As pupils move through the school, the broader curriculum allows Maths and English skills to be developed and reinforced in a wider range of subjects and contexts. This includes work in Science, ICT, Humanities and Drama.

	English	Maths
Year 1	350 (5hrs 50 mins)	350 (5hrs 50 mins)
Year 2	350 (5hrs 50 mins)	350(5hrs 50 mins)
Year 3	245 (4hrs 5 mins)	280 (4hrs 40mins)
Year 4	245 (4hrs 5 mins)	280 (4hrs 40mins)
Year 5	245 (4hrs 5 mins)	245 (4hrs 5 mins)
Year 6	245 (4hrs 5 mins)	245 (4hrs 5 mins)

### ICT:

Pupils are taught ICT from Year 1 through to Year 6. Year 1 and 2 have one 35 minute lesson a week. From Year 3 to 6 pupils are taught for two 35 minute lessons a week by a specialist teacher. ICT skills are supported in other subjects. All pupils have access to the fully equipped ICT suite for their ICT lessons, as well as the Talbot Suite for other curriculum subjects.

### Other subjects:

All pupils are taught Humanities, Arts, Sciences and Technology with cross-curricular links between them. Religious education and PSHE is provided for all pupils. As a result, pupils have a well-rounded educational experience with enhanced cultural, sporting and language provision.

### Our provision:

#### EYFS:

In EYFS, the children follow the Statutory Framework for the Early Years Foundation Stage (effective September 2021) which sets out the learning and development requirements. The EYFS learning and developing requirements comprise of the seven areas of learning and development and the educational programmes, early learning goals and assessment requirements. Throughout the EYFS, the prime areas of communication and language, physical development and personal, social and

emotional development, are strengthened and applied in the different context of literacy, mathematics, understanding of the world and expressive arts and design.

i) Nursery:

A child's first steps along their educational journey are of the utmost importance; a good nursery education lays a solid foundation for future school achievements and successes. The nursery focuses on developing the whole child; their personal and social skills, early language and mathematical skills; awareness of the world around them; communication and emotional development, and their physical and creative skills. This enables children to fulfil their individual potential through a broad and balanced curriculum. At Hereford Cathedral Junior School Nursery, children will benefit from:

- a happy, caring atmosphere
- a stimulating and secure environment
- structured, play-based activities
- a balance of class, group and individual teaching
- a solid foundation for future learning

Being part of a larger school allows the Nursery children to enjoy an exciting and varied programme of activities including cookery, yoga, tennis, library visits, ICT sessions and local visits and walks.

ii) Reception:

In Reception, pupils continue to fulfil the requirements of the EYFS Statutory Framework as outlined above. They are taught in the Pre-Prep teaching block. Pupils are taught in 35 periods of 35 minutes and 5 of 30 minutes per week. Within each year group there are usually two or three parallel classes. The class sizes are small, providing children with the opportunity for greater individual attention. As part of the EYFS statutory framework, pupils receive lessons in French, Art, Drama, Music, P.E, PSHE, yoga and Swimming.

Years 1 and 2:

Pupils in Years 1 and 2 are taught in 35 periods of 35 minutes and 5 of 30 minutes per week. Within each year group there are usually two or three parallel classes. The class sizes are small, providing children with the opportunity for greater individual attention.

The aim in the Pre-Prep is to provide the best possible start in education. High quality teaching combined with excellent pastoral care ensures that these first vital steps are taken with confidence. Staff support and extend the children's learning through carefully planned experiences and learning opportunities, so that each child develops their potential. Children are both confident and enthusiastic in a secure and happy environment.

The curriculum encompasses Numeracy, Literacy, Science, ICT, Humanities, Creative Arts, Religious Education, PSHE, Swimming and Physical Education. Specialist teachers enhance the curriculum in French, Music and Physical Education.

Junior School:

Pupils in Years 3- 6 are taught in 40 periods of 35 minutes per week. In most circumstances the children progress from the Pre-Prep to the Junior Forms. Whilst children have their own form teacher with a primary responsibility for pastoral care, they are increasingly given specialist tuition for all subjects in the Junior Forms. Children are tested during each of the four junior years, with progress towards the 11 + transfer being carefully monitored. In Years 5 and 6, children are set for English and Maths and taught in forms for all other subjects.

The curriculum encompasses English, Maths, Science, Religious Education, ICT, Humanities, French, Music, Art/D.T, Drama, PSHE and Physical Education.

The Hereford Cathedral Junior School curriculum is broad in that it offers all the subjects required as part of the National Curriculum with an enriched performing arts, sporting and languages' programme. In addition, a number of activities take place after school and at other times to give pupils even broader opportunities. Examples of such activities are: Chess club, Heart Start and ICT club.

### **All pupils have the opportunity to learn and make progress**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of the protected characteristics as listed in section 4 of the Equality Act 2010. In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

All pupils cover the same basic syllabus. Delivery however, is differentiated according to the needs and ability of each teaching group. Pupils in need of specialist help are identified and appropriate support is made available to them after consultation with their parents. Throughout the School, differentiation is achieved through group and individual work in the classroom. In addition, in Years 5 and 6, both English and Mathematics are set.

It is our policy to ensure that:

- all pupils make good progress according to their ability
- every pupil is actively pushed to increased achievement by the teaching he or she receives
- that teaching includes a good understanding of pupils' needs, and teachers take pupils' aptitudes, needs and prior attainment into account in lesson planning
- teachers have a good knowledge and understanding of the subject matter being taught
- teachers use resources which are stimulating and of good quality
- teachers systematically assess pupils and use this assessment to plan and modify provision for them
- pupil motivation is fostered, in part by encouraging open discussion and debate of themes which arise from the curriculum or everyday life.
- teachers promote good behaviour
- teaching does not undermine the fundamental British values of democracy, the rule of law and mutual respect and tolerance for those of different faiths and beliefs

Should the school agree to admit a child with an Education Health and Care plan (EHC), identified by an Educational Psychologist, or other recognised body, the school undertakes to provide subject matter appropriate for the ages and aptitudes of any such pupils and to provide an education which fulfils its requirements. The Head of Learning Support/ Director of Studies, in conjunction with the Head will ensure that both the statutory requirements and individual needs are met. Should statutory assessment of a child lead to an EHC, the school would work with the parents to provide an education that fulfils its requirements.

### **Segregation by gender:**

There are times when we segregate pupils by gender. These occasions arise only for reasons of competitive sport or positive action (for example during some sex education lessons).

## **Preparing pupils for the opportunities, responsibilities and experiences of life in British society**

The curriculum is designed to promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life in a British society. We aim to provide opportunities for the pupils to become happy, creative, moral citizens.

Pupils are to be encouraged to be happy:

- by the acquisition of knowledge and skills, particularly basic study skills.
- by the acquisition of self-knowledge through assessment procedures and the pastoral systems.
- by being treated respectfully and by being encouraged to learn the importance of mutual respect.
- by having their achievements acknowledged (Merits, House Points etc.)
- by being made aware, in a sympathetic manner, of their limitations so that they can be encouraged not to be intimidated by them but to develop compensatory strategies.
- by the existence of an attractive and purposeful working environment.

Pupils are encouraged to be creative:

- by being given open-ended and problem-solving tasks, promoting resourcefulness.
- by having their opinions and ideas listened to and accepted, even if they are not yet fully formulated, promoting reflection.
- by accepting that sometimes it is acceptable to be wrong and having to adapt ideas, promoting resilience.
- by being offered a variety of opportunities in which to express themselves (e.g. Art, Drama, Music).

Pupils are encouraged to become moral citizens:

- by the example set by staff.
- by being made aware in lessons generally, during assemblies and in form periods of the importance of British values, moral codes and rules which exist for the common good.
- by the existence of fair school rules explained sympathetically to them and applied impartially and consistently throughout the school.
- by the high standards of personal behaviour expected of pupils by the school.
- by taking part in weekly PSHE lessons.

## **Personal, Social, Health and Economic Education (PSHE)**

The above principles are in action across all aspects of school life but are underpinned by a structured programme of PSHE and Relationships Education which is delivered weekly and in partnership with weekly assemblies, form time and school council meetings. This scheme of work encourages respect for other people in regard to the protected characteristics under the Equality Act 2010 including differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender, sexual orientation. Further details can be found in the School's PSHE and Relationships Education Policy.

In drawing up Schemes of Work, Heads of Department not only have regard to the needs, age, ability and interests of the pupils they teach, but also emphasise, as opportunities arrive, the spiritual, moral, cultural, economic and social aspects of the material covered. Throughout the curriculum, we promote the fundamental British values of democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs. We believe it is important that pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society.

### **Liaison**

Liaison within the Junior School and with the Senior School is achieved:

- by meetings held between the Heads of Department/Subject Coordinators of the core subjects.
- by meetings held between relevant Junior School staff, including form teachers, the Head, the Director of Studies/ Head of Learning Support.
- by meetings held between the Head of the Junior School and relevant Senior School representatives (Admissions officer, Heads of Houses, Deputy Head, Academic Deputy)
- by the liaison and the transfer of records within the Junior School and from Junior School to Senior School.
- by holding year group focus meetings throughout the year, attended, as appropriate, by members of the senior school LDD and the relevant academic staff from the Senior School (HoD's, form teachers, Academic Deputy)

### **Results and Achievements**

Pupils do not take part in national tests at the end of Key Stage 1 and 2. A range of assessments are used including PIPS, CATs and Progress in English and Maths to assess pupils' ability and attainment.

The large majority of pupils proceed to the Senior School at the end of Year 6.

In the academic year 2020-21, pupils from the Junior School achieved 2 Academic Scholarships, 2 Sports Scholarships, 2 Music Scholarships, and 1 Music Exhibition.

Linked policies: SEN Policy, SMSC policy, PSHE and Relationships Education policy.

Last review date: 16.11.21 (with reference to ISI Regulatory Requirements (September 2021) and the Statutory Framework for the Early Years Foundation Stage (effective September 2021)

Reviewed by TD  
25.11.21