



Notting Hill & Ealing High School GDST

Curriculum Policy Junior School including EYFS

Introduction

At NHEHS girls will experience a balanced academic curriculum and a rich extra-curricular programme which together promotes spiritual, moral, cultural, intellectual and physical development, thereby preparing girls for the opportunities, challenges and responsibilities of their next stage of education and, in the future, their adult lives. This policy lays the foundation for the whole curriculum, both formal and informal, and forms the context in which all other policy documents should be read.

What is Teaching and Learning?

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced wherever possible and meets the requirements of the school's response to teaching the various areas of the National Curriculum.

Aims

We seek to encourage all the girls to:

- Be tolerant and understanding with respect for the rights, views and property of others
- Develop a responsible and independent attitude towards work and towards their roles in society.
- Achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness.
- Be prepared for entry to senior school(s).

Principles of Teaching and Learning

We see Teaching and Learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.

All members of the school community (teaching and non teaching, staff, parents and governors) work towards the school's aims by

- Raising the esteem of the girls as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered environment in which all are fully aware of behavioural expectations

- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Working as a team, supporting and encouraging one another.

TEACHERS work towards supporting the school's aims by:

- Providing a challenging and stimulating programme of study, designed to enable all girls to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual girl, according to ability and aptitude.
- Ensuring that learning is progressive and continuous
- Being good role models – well prepared and organised.
- Maintaining an up-to-date knowledge of the National Curriculum
- Having a positive attitude to change and the development of their own expertise
- Working collaboratively with a shared philosophy and demonstrating common practice across the school.

GIRLS work towards supporting the school's aims by:

- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised; bringing necessary equipment, taking letters home promptly and meeting homework deadlines appropriately.
- Behaving appropriately in line with the school Behaviour Policy.
- Taking responsibility for their own learning.

PARENTS work towards supporting the school's aims by:

- Ensuring that girls attend school, regularly and punctually
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their daughter's ability and offering support, encouragement and praise.
- Participating in discussions concerning their daughter's progress and attainments
- Ensuring early contact with school to discuss matters which affect a girl's happiness, progress and behaviour
- Giving due importance to homework, hearing reading and assisting in learning of tables and spellings as required.
- Allowing their daughter to take increasing responsibility as they progress throughout the school.

Regulatory Context

In accordance with national regulatory requirements, the School's curriculum provides for:

- 1) full-time supervised education for girls of compulsory school age, which gives girls experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;

- 2) subject matter appropriate to the ages and aptitudes of girls, including those girls with a statement (Please refer to the Special Educational Needs Policy)
- 3) girls to acquire skills in speaking and listening, literacy and numeracy;
- 4) personal, social and health education which reflects the school's aims and ethos (See PHSCE policy for more detail);
- 5) a programme of activities which is appropriate to the needs of the girls in the Foundation Stage;
- 6) all girls to have the opportunity to learn and make progress

Curriculum in the Early Years Foundation Stage

(Please also refer to the EYFS policy)

The Early Years Foundation Stage, which underpins the curriculum in NHEHS' Reception classes, is distinct in its identity. The curriculum is planned in accordance with the Statutory Framework for the Early Years Foundation Stage 2012.

There are seven areas of learning and development that shape the educational programme in Reception. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting the girl's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

Communication and Language

Physical Development

Personal, Social and Emotional Development.

The girls are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design.

Ongoing assessment (also known as formative assessment) is an integral part of the girls learning and development process. It involves observing them to understand their level of achievement, interests and learning styles.

The observations are used on a weekly basis to inform the planning for the week ahead to ensure a challenging curriculum that effectively meets the needs of the unique child. Careful and flexible planning between all the staff in contact with the girls ensure that a wide, varied and effective curriculum is delivered. At NHEHS subject specialist teachers in music and physical education work closely with the class teachers to give an accurate picture of attainment.

At the end of Reception records and evidence of each girl's learning and development are used to assess each girl against the 17 Early Learning Goals.

Key Stage 1: Years 1 and 2

Key Stage 1 of the National Curriculum begins formally in Year 1. Class teachers are responsible for teaching English, Maths, Science, ICT, History, Geography, Art, Design and Technology, PHSCE and RE.

Subject specialist teachers are employed in Drama, Music, French and Physical Education.

Key Stage 2: Years 3- 6

Key Stage 2 of the National Curriculum begins formally in Year 3. Class teachers are responsible for teaching Class teachers are English, Maths, Science, ICT, History, Geography, Art, Design and Technology and PHSCE.

Subject specialist teachers are employed in RE, Drama, Music, French/German and Physical Education.

The Curriculum Covered

The teaching of English and Maths in Key stage 1 and 2 is based on the National Framework for the teaching of Numeracy and Literacy. From Year 2 upwards, girls are assessed using the National Curriculum assessments for their year group.

The expectation is that all girls will achieve a Level 5 overall in English and Maths by the end of Year 6. Therefore the curriculum has been modified to meet the needs of the more able learner.

The teaching of the other curriculum subjects is based on the requirements of the National Curriculum.

The school has its own scheme of work for PHSCE which is delivered by class teachers but is also reinforced through assemblies, circle time, subject teaching, charity/community involvement, guest speakers and class roles and responsibilities. In addition, discrete lessons are provided to cover personal safety, sex education and drugs education.

Trips and outings

All classes are expected to go on regular outings over the course of the year to complement the curriculum being covered. Full use is made of museums, art galleries, theatres, performing arts venues and historical sites.

In Year 6, part of the curriculum is delivered through a week long residential trip and in Year 5 there is an overnight outward bounds trip.

The mode of working

We use a balance of class, group, paired and individual work where appropriate. Within this structure:

- Classes are of mixed ability, and various forms of differentiation within lessons are used (see differentiation policy)
- Teaching assistants are employed to support learning in Year R, 1 and 2
- Volunteer helpers assist occasionally in the classroom, in the library, in sports activities, on outings and visits and in providing general help.

- Schemes of work support the teaching of all subjects throughout the School.
- Girls requiring 1 - 1 support are sometimes withdrawn for extra support provided by a Learning Support teacher, in close co-operation with the class teacher. This is paid for privately by the parents. (See Special Educational Needs policy)

Homework

This is considered to be an essential element of the teaching and learning process (see homework policy) therefore:

- Girls will be set regular homework
- In addition to homework, it is expected that all girls will read at home
- Girls will have multiplication tables and spellings to learn at home
- Girls who would benefit from reinforcement of a particular concept may be asked to work on additional activities at home.
- Girls who have made insufficient effort during class time may be asked to complete work at home in addition to their normal homework

Strategies for ensuring Progress and Continuity

All teachers are involved in the **planning process**, wherein:

- schemes of work and weekly plans are developed by class teachers in collaboration with curriculum and phase leaders as well as the Senior Leadership Team
- planning and work scrutiny are monitored by the Head of Junior School and/or curriculum and phase leaders
- staff meetings and INSET are used to discuss various aspects of the curriculum and ensure consistency of approach and standards

Curriculum and phase leaders have a variety of roles. They:

- take the lead in policy development and monitoring schemes of work to ensure progression and continuity in all subjects throughout the school
- support colleagues in their development of planning documentation and implementation of the scheme of work, and in assessment and record keeping activities
- monitor progress working alongside the Head of Junior School on action needed
- where relevant take responsibility for the purchase and organisation of resources for their area
- are expected to keep up-to-date through reading and attending relevant courses

Feedback to girls about their own progress is achieved in accordance with the assessment and marking policy.

Cross-Phase Continuity

This is ensured by:

- Liaison meetings between teachers of successive year groups throughout the school and completing pupil profiles at the end of each school year.
- Regular meetings of all the phase leaders
- Years 6/7 transfer meeting between teachers of Year 6 and the Head of Year 7, to include Special Needs Co-ordinators.

- Meetings held by the Head of the Senior School for Year 5 and 6 parents, in preparation for transfer.
- Visit to the Senior School Open Evening by Year 6 girls and parents
- Transfer of pupil records, and summative assessment results.

Assessment and reporting

(Please refer to the Assessment policy for further detail)

Assessment is an essential part of the teaching process. Regular assessments are made of girls' work to establish a level of attainment and inform future planning. Teachers use assessment information to track the progress of individual girls and member of the Senior Leadership Team use it to monitor how effective the teaching and the curriculum is.

Updated July 2013

Next review July 2014

Reporting to Parents is done through Parents Evenings and three written reports. Parents are aware that:

- formal parent meetings are held on two occasions a year
- they may meet their child's teacher or the Head of Juniors informally by appointment at any other time

Special Educational Needs

(See Special Educational Needs policy for further details)

NHEHS Junior School has a Special Educational Needs Co-ordinator (SENCO) as well as a separate SENCO for the EYFS. Her role is to support staff in identifying girls' difficulties and planning teaching strategies, to liaise with parents and outside agencies and to co-ordinate any extra help that may be required.

Equal Opportunities

We believe all girls in the school should have equal opportunities and equal access to the curriculum.

Other relevant policies that relate specifically to the Curriculum policy:

- Behaviour policy
- Assessment policy
- Marking policy
- Homework policy
- Differentiation policy
- Special Needs policy
- Subject specific policies

Reviewed: July 2014

Date of next review: July 2015