Sydenham & Dulwich Girls

GDST
GIRLS' DAY SCHOOL TRUST

Curriculum Policy
Junior School: EYFS, KS1 and KS2

1 Introduction

1.1 In line with the school's ethos and aims, we aim to prepare pupils for life in the 21st century, supporting our pupils to develop an enquiring mind and a lifelong love of learning through enthusiastic, inspiring specialist teaching and a broad and balanced curriculum. With excellent pedagogy at its core, Sydenham & Dulwich Girls provides an academic and practical education in a caring and supportive environment, designed to support pupils to achieve their best and realise their full potential.

1.2 We provide a curriculum which is rich in opportunities for personal fulfilment. We uphold the values of hard work, mutual respect and cooperation, creating a harmonious learning environment where pupils learn from teachers and their peers.

2 Aims and Objectives

2.1 Our curriculum policy aims may be summarised as:

- **Challenging** - Our standards and expectations are high. We provide a curriculum which challenges pupils to achieve their best. We aim to develop lively and enquiring minds, with the ability to think imaginatively and critically with a positive response to opportunities, responsibilities, enterprise and leadership.

- **Wide-ranging and diverse** - We aim to provide a curriculum that meets the individual needs of all our pupils and develops their abilities and aptitudes. The specialist skills and expertise of our teaching staff ensure we can do this. Every pupil at Sydenham & Dulwich Girls is presented with a wide range of experiences, fostering educational development and encouraging independent learning.

- **Evolving** - To prepare each pupil for the challenges they will face in the 21st century, we ensure our curriculum is reviewed regularly to ensure that it is relevant and accessible. We respond to the needs of pupils and staff with a regular programme of monitoring and evaluation. PSHE has a high profile throughout the school and is central in developing an understanding of current social and moral issues, as well as recognising the importance of traditional values within today's society. Our PSHE teaching is in line with government statutory guidance (including relationships education- Sept 2021). Our curriculum regularly considers the future pathways for

careers and endeavours to promote opportunities for career thought development and to hear about different sector workers' roles and responsibilities.

- **Equal and diverse** - We are a community enriched by pupils and staff from a variety of backgrounds. Our curriculum aims to encourage respect for other people regarding the protected characteristics set out in the Equality Act (2010): age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

2.2 In practice these policy aims mean that in line with regulatory requirements, all pupils in EYFS – year 6 have experience of:

- **Linguistic education**
  - Pupils in EYFS to year 6 are taught English and French as part of their timetabled curriculum. Years 5 and 6 are taught Spanish.
  - Pupils in years 1-6 can attend Spanish Club and pupils in years 5-6 can attend Mandarin Club.

- **Mathematical education:**
  - Mathematics is a compulsory core subject taught to all pupils from EYFS to year 6.

- **Scientific Technical education:**
  - Science is a compulsory core subject taught to all pupils from EYFS (within Understanding the World) to year 6. Pupils in years 5 and 6 receive specialist teaching.

- **Technological education:**
  - All pupils in EYFS (Understanding the World; Technology) to year 6 study Computing. Pupils in EYFS - 6 receive specialist teaching.

- **Human and Social education:**
  - All pupils in EYFS to year 6 are taught Geography, History and Religious Studies.
  - PSHE is compulsory for all pupils and is in line with government statutory guidance (Sept 2021).

- **Physical Education**
  - All pupils in Reception have two specialist taught lessons of Physical Education each week plus physical education within their class with their teacher, and pupils in years 1 to 6 have two lessons of Physical Education a week all specialist taught.
  - All pupils in Reception to year 6 have a forty five minute weekly swimming lesson for one or two terms.

- **Aesthetic/Creative education Updated and reviewed**
  - All pupils in EYFS to year 6 are taught Art, Design Technology and Music as a specialist subject.

3 Fundamental British Values

3.1 Fundamental British Values underpin all aspects of the curriculum delivered at the Junior School, and as such, in addition to actively promoting British Values, we would also actively challenge pupils, staff or parents who express opinions contrary to fundamental British Values, including 'extremist' views. The British Values we espouse are not unique to Britain. We acknowledge that they differ in no way from the values of the many countries and cultural backgrounds represented by families at Sydenham & Dulwich Girls School.

4 Teaching and Learning

4.1 Effective teaching and learning is essential for the successful delivery of the curriculum and its aims. Staff are involved in discussions on curriculum development, assessment, homework and the provision for specific educational needs through departmental and whole school meetings. We aim to create a learning environment for all learners and ensure staff receive the necessary continual professional development to cater for the different learner profiles.

4.2 Planning and preparation expected by every teacher:

- Effective planning achieves progression in learning within the schemes of work within the Junior School.
- Setting high expectations building on prior attainment and knowledge of the individual needs of pupils.
- Awareness of the specific learning needs within the cohort, supported by appropriately planned adaptive strategies and activities.
- Preparation of well-produced materials in advance of the lesson.
- Clear learning challenges and success criteria discussed in lessons, which are understood by the pupils.
- Well-structured and well-timed lessons, which incorporate reviews of learning challenges.
- Adaptation of planning to reflect formative and summative assessment to reflect learning and understanding from previous lessons.

4.3 General teaching and learning methods expected by every teacher:

- Provision of challenge in lessons through a variety of teaching strategies.
- Use of a variety of teaching approaches to ensure opportunities exist for a range of learning styles.
- Use of a range of learning resources including ICT where appropriate.
- Communicate an enthusiasm for the subject, displaying good subject knowledge and understanding.
- Provide the opportunity for language, numeracy and computing skills to develop, in addition to the independent and collaborative study skills needed by pupils for effective learning.
- Provide opportunities to contribute to personal, spiritual, moral, social and cultural development and citizenship where appropriate.
- Link lesson content to previous teaching and learning.
- Draw from the ideas and experiences of pupils within the class.
- Ensure instructions and explanations are clear and specific.
- Involve all pupils in a class and listen and respond as appropriate.

- Encourage high standards of effort, accuracy and presentation.
- Monitor and assess understanding throughout the lesson by the use of a variety of formative assessment techniques.
- Recognise mistakes and misconceptions and use these constructively to facilitate learning.
- Mark and assess written work regularly and accurately and give positive feedback.
- Use homework effectively to reinforce and extend learning.

4.4 Classroom management expected by every teacher:

- Ensure an orderly, punctual start and conclusion to lessons.
- Maintain an orderly, purposeful atmosphere within the classroom / learning environment.
- Use praise regularly for effort and achievement.
- Apply rewards and sanctions consistently.
- Use prompt action to address any poor behaviour *(refer to behaviour policy).*
- Treat every pupil fairly and equally.
- Create a positive and cooperative atmosphere, where pupils feel safe and are confident about taking risks in their learning.
- Ensure the learning environment is attractive and conducive to learning with working walls to support learning, evidence of pupils' learning journey and finished pieces of work on display.

5 Curriculum Organisation

5.1 The curriculum and timetable is constantly evolving. The Junior School's timetable comprises 50 30-minute periods a week.

6 EYFS

6.1 Pupils in EYFS follow the Early Years Foundation Stage Statutory Framework (Sept 2021) and 'Development Matters' in the Early Years Foundation Stage. The EYFS is based upon four principles: the unique child, positive relationships, enabling environments and learning and development. Under the guiding themes of learning and development there are seven clear areas of learning:

- **The prime areas:**
  - Communication and language
  - Physical development
  - Personal, social and emotional development

- **The specific areas:**
  - English
  - Mathematics
  - Understanding the World
  - Expressive Arts and Design

Pupils work towards achieving the EYFS Early Learning Goals and where these are achieved, personalised learning (next steps) continues to be provided according to the individual child's ability and readiness for learning.

7 Key Stage 1

7.1 Key Stage 1 of the National Curriculum is formed by years 1 and 2. Class teachers are responsible for teaching: English, Mathematics, Science, History, Geography, PSHE and RE. Subject specialist teachers are employed to teach Art/DT, MFL, Music, Computing and Physical Education. The scheme of work for each academic subject is planned broadly in accordance with the National Curriculum.

8 Key Stage 2

8.1 Key stage 2 of the National Curriculum is formed by years 3 to 6. In years 3 and 4, form teachers are responsible for teaching: English, Mathematics, Science, Geography, History, PSHE and RE. Subject specialist teachers are employed to teach Computing, Art and DT, MFL, Music and Physical Education.

8.2 In years 5 and 6, pupils receive the same as years 3 and 4 but also receive specialist teaching in Science.

9 Spiritual, Moral, Social and Cultural Development

9.1 Sydenham & Dulwich Girls School has a strong sense of community – the spiritual, moral, social and cultural development of all pupils is at the heart of this. Awareness is fostered throughout the curriculum and particularly through assemblies, themed weeks and PSHE.

9.2 Personal, moral and social development is also encouraged through positions of responsibility. Representatives are given the opportunity to work directly with staff and contribute to the successful progress and running of the school. The following roles are available across the Junior School (with all pupils in year 6 taking a position of responsibility):

- Year 1 to 6: School Council Representative
- Year 1 to 6: Digital Technicians
- Year 1 to 6: Eco Council Representative
- Year 1 to 6: Flourish and Fundraise Committee Representative
- Year 5: Inspired Leaders
- Year 6: School Captain, House Captain, Eco Prefect, Sports Prefect, Drama Prefect, Science Prefect, Digital Leader Prefect, Library & Reading Prefect, Charity & Community Prefect, Undivided Prefect, Music Prefect

10 Extra-Curricular and Enrichment Opportunities

10.1 Educational visits (day and residential), workshops and cultural visits are all ways in which the curriculum is further enriched. Pupils are encouraged to be 'future-forward' thinkers and actively consider who they would like to be when they grow up and the career choices they may be interested in pursuing through our 'Daydream Believers' programme. Across the curriculum and our enrichment programmes, our Flourish and Fly ethos encourages pupils to be aspirational about their future selves, studies and career paths from EYFS through to Year 6.

11 Co-curricular Clubs and activities

11.1 A wide selection of clubs and activities are available. Co-curricular clubs/activities take place before school, during break and lunch breaks and after school. These clubs/activities are run

by Junior School staff and external agencies. Pupils are encouraged to attend a variety of clubs/activities, although attendance is optional. All clubs are listed on SOCS.

12 SEND, EAL and More Able and Talented

12.1 The range of pupil ability is broad at Sydenham High School and so where appropriate, the curriculum for individual students is adjusted to meet their needs, for example, by providing targeted learning support as detailed in the 'Intervention at Junior School' section of the SEND and Learning Support Policy. Most EAL pupils will thrive in a language enriched classroom without further intervention, and others may require additional help. This will be provided by the Head of Learning Development through individual or small group support through withdrawal from lessons in the Junior School as detailed in the 'Provision' section of the English as an Additional Language (EAL) Policy. Permission from parents will be obtained before pupils join these groups.

12.2 More able and talented (MAT) pupils are identified by GL data and teacher nominations (see More Able & Talented Policy). In pupil progress meetings, standardised scores in attainment tests are considered alongside CAT performance. Teachers plan lessons taking pupils' needs into account, providing an appropriate level of challenge for every pupil.

13 Monitoring and Evaluation of the Curriculum

13.1 Monitoring and evaluation of the curriculum is essential in order to ensure that the curriculum is fit for purpose and continues to support increased pupil achievement. This is the collective responsibility of the Junior School leadership team and Junior School teachers. These responsibilities can be summarised as:

- **Junior School leadership team**
  - Overall curriculum provision, breadth and balance – progression and quality of delivery
  - Appropriate differentiated schemes of work in place and adhered to by the form and specialist teachers
  - Monitoring schemes of work to ensure equality of access and opportunity for all students
  - Appropriate assessment which contributes to future lesson planning and ongoing curriculum development
  - Overall standards of attainment across all subject areas – formative and summative data analysis and target setting
  - Overall quality of teaching and learning across all subject areas
  - PSHE
  - Spiritual, moral, social and cultural awareness

- **Junior School teachers**
  - Planning and delivery of lessons
  - Assessment and recording of individual pupil progress
  - Class and individual pupil attainment

13.2 In addition to the staff review programme (GDST Develop) lessons are regularly observed by the leadership team and by other colleagues to develop practice.

13.3 Termly pupil progress meetings take place to assess data, set targets and review and set pupil interventions. This gives the Junior School leadership team an opportunity to discuss the progress of the Junior School and to review individual teacher performance.

13.4 Medium Term Plans and lesson resources are evaluated and monitored by the Deputy Head Academic and Assistant Head of Junior School - Teaching, Learning and Innovation regularly, who have an overview of all schemes of work. The Deputy Head Academic and Assistant Head of Junior School - Teaching, Learning and Innovation meet weekly with the Head of Junior School to discuss curriculum matters.

13.5 A QTL schedule runs throughout the year, whereby subject coordinators evaluate and monitor the planning, preparation, delivery and progression in skills within their subject area. QTL opportunities can take the form of work monitoring, learning walks and observations. The Deputy Head Academic and Assistant Head of Junior School meets with all subject leads regularly to review their subject development plans and review QTL experiences.

13.6 In addition to the aforementioned strategies employed for monitoring and evaluating the curriculum, the following strategies are also used:

- Subject coordinator meetings
- Staff meetings
- Pupil Voice
- Parent feedback

14 Careers and Futures

14.1 Across the curriculum, links with future jobs and responsibilities are considered. As part of our 'Daydream Believers' futures and careers initiative, speakers and parents are encouraged to come into school to talk about their jobs and vocations, e.g. visits from a parent who is a dentist to speak to children about their job and teach about the importance of good oral hygiene and parent talks during Science Week and Languages Week. During the school year, elements of our PSHE curriculum focus on 'Flourishing Futures', e.g. in Year 5, this topic incorporates teaching and learning about economic education and how they might need money to help them achieve their dreams and goals for the future. Pupils consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older.