



Derby
Grammar
School

Bringing education to life.

Derby Grammar Junior School

Curriculum Policy

Introduction

At Derby Grammar Junior School we believe that our curriculum should be broad, balanced, relevant and meet the needs of all children whatever their ability.

The taught curriculum is comprised of The National Curriculum and the wider curriculum. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning.

Aims

The aims of the curriculum are to:

- promote high standards in reading, writing and maths;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT;
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to be aware of the importance of, and participate in, the arts and related cultural themes;
- enable pupils to develop moral sensibility through carefully taught values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;
- prepare pupils for the opportunities, responsibilities and experiences of adult life.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils so that they can reach their potential;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

The Organisation of the Curriculum

- The curriculum is taught through discrete subjects and linked 'topic' areas where relevant.
- A yearly curriculum overview shows the topics taught within subjects and their approximate timeframe.
- Units of work are planned, usually over half a term's duration. These medium term plans contain the main objectives of the topic to be covered in the order that they will be taught.
- Short term planning (lesson plans) are produced and indicate the teaching, differentiated independent tasks, resources and outcomes.
- The pupils are taught with their year groups with some children/individuals being withdrawn for small group support when required. Games, PE and swimming are sometimes taught in adjacent year groups.
- Literacy is planned using the new framework of the National Curriculum. Grammar, punctuation and spelling are taught as discrete lessons and then integrated into the teaching of text types. Where possible, one poetry unit, one non-fiction and one fiction unit is taught each term in each year group. The six non-fiction text types are taught across the four junior years.
- Mathematics is taught from the 'active learn primary' schemes of work from Pearson.
- Other subjects are planned using national curriculum and DfES guidance, online and commercial schemes of work.

Roles and Responsibilities

The Head of Junior School has the responsibility for the leadership of the curriculum and delegating responsibility to key staff.

It is her responsibility to keep the Head and the Deputy Head informed of any changes within the curriculum.

Co-ordinators are responsible for liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject. They will analyse assessment results on a whole school, year group and pupil basis. They will feedback results to the Head of Junior School and Senior Teacher in order for any intervention to be put into place. They will observe peers to share good practice and undertake a scrutiny of work annually. Outstanding pieces of work will be copied or photographed and kept as evidence of good work.

The Head of Junior School and the Senior Teacher ensure that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.

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