



Mill Rythe
JUNIOR SCHOOL

Curriculum Policy

Date of Policy:	December 2013 Nb: Reviews made in September 2014
Date of Next Review:	October 2017
Review Cycle:	Every Three Years
Signature (Chair of Governors):	

CURRICULUM STATEMENT

Curricular Aims

- To foster a passion for learning amongst our pupils.
- To develop a sense of awe and wonder through a stimulating and engaging curriculum.
- To ensure children leave Mill Rythe Junior School with a strong grounding in the basic skills of reading, writing and maths.
- To ensure children receive a well-balanced and rounded education with an opportunity to learn about a wide range of subjects and topics (including exposure to the arts, sciences, humanities and physical education).
- To enable all our pupils to develop both a strong sense of responsibility for their own learning and a high level of self knowledge of themselves as learners, and as a result learn and achieve extremely well.
- To prepare our pupils to lead healthy, safe, successful adult lives.
- To promote our children's spiritual, moral, social and cultural development and enable them to understand and fulfil their responsibilities as community members.

Principles

The Curriculum should:

- Be relevant and engaging for the children
- Motivate children through stimulating content and approaches.
- Develop children's skills (both subject specific and generic learning skills), knowledge and understanding in equal measure.
- Be flexible to the needs of individual cohorts and children.
- Ensure clear coverage of the national curriculum and show progression as the children move through the school.
- Be coherent and linked between year groups.
- Cater for all learning needs, taking into account children who learn very quickly and easily, children who have barriers to learning and the different ways in which all children learn.
- Not disadvantage any child on the grounds of learning ability, physical difficulty, ethnicity, religious belief or cultural background.
- Give the children the skills, knowledge and developing attitudes needed to stay safe, be healthy and financially competent now and as adults.
- Provide the opportunities for the children to develop spiritually, morally, socially and culturally and develop an understanding of their role in their own and the wider community.
- Be linked to efficient and effective systems of assessment and planning.
- Encourage children to think about their future as successful adults, the goals involved and the steps needed to achieve these goals.
- Encourage and value interest and involvement from home.

The Mill Rythe Junior School Curriculum – An Overview

At Mill Rythe Junior School, children are taught the three 'core' subjects of English, mathematics and science (as outlined in the 2014 National Curriculum) as well as the following 'foundation subjects':

- Art and Design
- Computing
- Design Technology
- Spanish

- Geography
- History
- Music
- Physical Education

The school also follows the locally agreed Religious Education syllabus, 'Living Difference' and teaches Personal, Social and Health Education (PSHE) based on the National PSHE Association curriculum objectives.

At Mill Rythe Junior School, for the most part subjects are taught discretely. However, we do look to make links between subjects where the opportunities arise. We ensure there is a clear and rigorous progression in the knowledge and skills the children learn in each subject across the school.

However, we believe that learning goes beyond these subject disciplines and so our learning at our school is enriched through activities such as:

- 'Special subject focus days' e.g. Art exhibition day and Design Technology day.
- Visitors to school (recent visitors have included children's authors and athletes)
- Cross Curricular weeks e.g. 'Great to be British Week'
- Whole-school events e.g. Christmas productions, singing concerts, museums and music concerts.
- Weekly sports coaching sessions.
- Daily whole-school assemblies where children get to explore a range of moral, cultural and topical issues.
- Access to extra-curricular clubs e.g. sporting clubs, newspaper club, Young Chefs Club.
- 'Special Days' such as World Book Day.
- Trips and residential trips.
- Children taking on responsibilities around school such as monitor jobs.

Policy into Practice – The Details

Organisation of the Curriculum

- Each year team has a 'curriculum map' which shows the subjects and topics that will be covered in each year group. These can be found on the school website and on the school network. Year teams are free to allocate these units to the three terms to enable effective cross curricular links to be made where appropriate.
- Each subject manager also has a subject specific curriculum map showing the specific areas and topics being covered in their subject across the whole school. These are also published on the school website.
- Units of work are re-planned regularly by year teams, always taking into account the relevant national curriculum requirements, to ensure they stay relevant and meaningful for the children. Children should be given opportunities at the start of units of work to share what they already know and what they would like to find out.
- Effective cross curricular links are made where appropriate to secure the children's interest and to show children how the subject disciplines are related and interlinked. Teachers should decide where links can be made to support learning and the learning objectives. It is not always appropriate to make links and sometimes subjects are best taught discretely; links between subjects should not be forced.
- Units of work may be delivered in a block or through regular weekly lessons or any combination of the two methods based on the needs of the children and the nature of the unit of work.

Coverage, Continuity and Progression

- For science and the foundation subjects, year teams plan learning journeys together. However, there is an expectation that teachers will adapt planning to meet the individual needs of the children that they teach.
- In English and maths, year teams will often work together to discuss learning journeys and the overarching themes being taught i.e. the style of writing being taught. However, there is an expectation

that each teacher will need to plan individual learning journeys to meet the specific needs of their group. The school has a detailed mathematics framework in place from which teachers plan their learning journeys.

- The objectives contained in the National Curriculum are allocated across the key stage to ensure appropriate progression.
- Subject leaders ensure that the units of work in each year group cover the requirements of the National Curriculum. They also ensure that there is a clear progression in skills and knowledge throughout the skill in their subject.

Classes, Sets and Groups

Each year group has either two or three classes of mixed ability (depending on the size of the year group). Each year, the school mixes classes to ensure that children get used to working with a range of peers. Teachers take account of a wide range of factors when assigning children to classes but always put the child's learning first.

Within classes teachers often group children in a variety of ways but always with the ability, in that subject, of the children in mind.

Currently, Maths and Reading is taught in ability sets within each year group (all other subjects, including writing are taught in class groups). Where setting does take place it is based on an individual child's rate of learning as well as their potential attainment. There is significant movement between the sets during the Key Stage. Setting has proved an effective strategy for the school in terms of ensuring high levels of attainment and progress in reading and maths. This policy is kept under constant review by the leadership team.

Children are set for swimming within all year groups.

Collective Worship / School Assemblies

Collective Worship takes place in the morning from Monday to Thursday and from 2.45pm to 3.25pm on Fridays.

Swimming, Games and P.E. lessons for each year group are timetabled for the same time each week whilst use of the ICT suite, the trolley of laptops and the drama studio is negotiated between year teams to achieve best fit and best use of resources.

Assessing Children's Progress

- On an on-going basis, teachers are expected to assess the progress children are making. This is known as formative assessment. Teachers will assess children's progress using a range of strategies i.e. by asking questions, listening to children's thoughts and ideas, observing children at work as well as by looking carefully at children's written work in books. This assessment is used to inform subsequent teaching to ensure that children's learning needs are met.
- Children are also encouraged to engage in assessing their own work through self-assessment.
- Marking and feedback are a key part of assessment and the school has a well established marking system that encourages dialogue between teachers and children (see marking policy).
- Systems of summative assessment well established. Formal assessments in reading, writing and maths take place on a termly basis to provide assessment data (and more frequently where required). Detailed pupil tracking systems are then used to monitor progress of all children, plan future teaching and appropriate interventions where required.
- Termly pupil progress meetings and cohort action plans used to identified underachievement and appropriate strategies to tackle this and raise achievement further.

Involving Parents and Carers in the Curriculum

- Details of the school curriculum are published on the school website.

- Parents and carers are sent termly year group newsletters explaining the key themes being covered and how parents can help at home.
- Parents and carers are often invited in during units of work e.g. Art Exhibition, Sandwich Making.
- Special services and events involving parents e.g. Carol Service, Aesthetics Evening, Leavers Assembly, Harvest Festival.
- Formal parent teacher meetings and informal 1:1 meetings.
- Termly parent coffee meeting to discuss key areas of school improvement.