



Campion Junior School Curriculum Policy

Introduction

This policy has been drawn up to communicate the school's approach to the planning, timetabling and teaching of the curriculum. This policy applies to Years 1-6. There is a separate policy for Early Years.

The curriculum encompasses all the planned activities that we organise in order to promote learning and personal development. It includes the requirements of the various curriculum subjects and the range of extra-curricular activities organised by the school in order to enrich the experience of the children. It also includes the 'hidden curriculum', or the transmission of norms, values, and beliefs conveyed in the classroom and the social environment¹.

We believe that children will learn if they feel happy and secure, and if their natural curiosity is aroused. They learn best when they are actively involved in the learning, with skilled teachers to guide them. Children learn at different speeds and in different ways. As a school our aim is to provide an atmosphere and a richness of experience within which each child's unique qualities can flourish.

Our curriculum has been developed from the British system combined with the use of the International Primary Curriculum. Full advantage is taken of the special relationship we have with our host country, Greece, and the excellent opportunities our pupils have to study Greece's uniquely rich heritage.

This policy should be read and implemented in conjunction with the following school policies:

- Assessment
- Teaching and Learning
- Marking and Feedback
- All subject policies.

Aims

Our overarching aim is to develop confident individuals who are successful learners and responsible citizens by providing a broad-based curriculum which gives pupils experience in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

We aim to:

- Provide a secure and happy environment that supports the development of the whole child.
- Encourage and nurture each child's strengths and address any weaknesses.

¹ Giroux, Henry and Anthony Penna. "Social Education in the Classroom: The Dynamics of the Hidden Curriculum." *The Hidden Curriculum and Moral Education*. Ed. Giroux, Henry and David Purpel. Berkeley, California: McCutchan Publishing Corporation, 1983. 100–121

- Inspire a love of learning so that children become lifelong learners.
- Promote self-respect and respect for all people whatever their religion, ethnicity, gender, ability or disability.
- Provide a broad and balanced curriculum that is taught creatively, encouraging collaboration, independence and an investigative approach.
- Have high expectations of behaviour and academic achievement.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Develop links within the local and wider communities.
- Ensure that children develop strong skills in literacy, mathematics and information and communication technology (ICT).
- Develop children's appreciation of the arts.
- Help children to develop strong English language skills to support their work across the curriculum.
- Foster a sense of belonging to a community.

Curriculum Leadership

There are curriculum leaders for literacy, mathematics, Greek language & culture, and IPC. The Head of Junior School leads the curriculum for Early Years and for PSHCE.

The subject leader is responsible for:

- Preparing and reviewing the policy for their subject;
- Developing a good knowledge of the curriculum framework and scheme of work;
- Keeping all relevant documentation up-to-date;
- Ensuring implementation of the policy, framework and scheme of work;
- Continuing their own professional development in their subject through reading and attending courses;
- Passing on expertise, helping and guiding other staff;
- Arranging INSET, where necessary, for other staff;
- Managing and controlling resources;
- Contributing to the design and review of the School Improvement Plan for their specific area of responsibility;
- Examining pupil performance, target setting, progress and assessment data, in collaboration with the Head of Juniors and Deputy Head.

Before the end of the school year, each subject leader will consider the development of his/her curriculum area including any financial implications so that the School Improvement Plan may be updated. A written review of the year is formulated and plans for the forthcoming year developed.

Structure of the Curriculum

The curriculum framework is structured as follows:

Early Years	Nursery and Reception	Ages 3-5 years
Milepost 1	Years 1 and 2	Ages 5-7 years
Milepost 2	Years 3 and 4	Ages 7-9 years
Milepost 3	Years 5 and 6	Ages 9-11 years

The curriculum in Years 1-6 is based on the Primary Framework for Literacy and Mathematics 2006. Science, history, geography, art, technology, society and ICT are taught through thematic units taken from the International Primary Curriculum. Native Greek and Arabic speakers follow a language programme from Year 1. Greek is taught as a foreign language from Year 3. Music and PE are taught by specialist teachers who design their programmes based on the National Curriculum for 2013 and the International Primary Curriculum. PSHCE is taught through IPC units, discrete lessons, assemblies and various school procedures, e.g. the allocation of responsibilities in class.

Timetabling

Teaching periods are allocated as in the table below:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maths	8.5	8.5	8.5	8.5	7.5	7
English	8.5	8.5	8.5	8.5	7.5	7+1 V.R.
IPC (incl. ICT)	9	7	7	7	8	8
PE	2	2	2	2	3	3
Music	2	2	2	2	2	2
Language (EAL, Greek, Learning Support)	3	5	5	5	5	5
PHSCE	1	1	1	1	1	1
Assembly	1	1	1	1	1	1
Total	35	35	35	35	35	35

Planning

Long-term plans indicate what topics are to be taught each term in mathematics, English and IPC.

The IPC route plans give an overview of the objectives to be covered in IPC subjects in each year-group and term. Missing objectives may be covered through assemblies, school trips or other learning activities planned by each teacher. This is recorded so that the second year of a milepost is aware of the coverage.

Class teachers produce outline half-termly plans for English, mathematics and IPC. Cross-curricular links are indicated where appropriate. The Head of Junior School monitors the half-termly plans.

Short-term plans are those that teachers write on a weekly basis. This planning identifies learning objectives and what resources and activities will be used in the lessons. Differentiation and assessment opportunities are also documented.

Assessment and Record Keeping

A large part of the assessments made by teachers are continuous, day-to-day assessments, where the teacher monitors and records how learning objectives are being achieved and, as a result, plans for the next steps in learning. Summative assessments are also made at specific points in the school year. Further details of our assessment procedures can be found in the school's Assessment Policy.

Monitoring and Evaluation

The subject leaders and class teachers are responsible for monitoring and reviewing the curriculum on an annual basis. This process is reflected in the Subject Leader's action plans, and is achieved through:

- Regular formal and informal discussions with staff;
- Observations of lessons;
- Analysis of assessment data;
- Regular scrutiny of children's work;
- Monitoring planning to ensure curriculum coverage;
- Collating data from staff, parent and child questionnaires;
- Speaking with the children about their learning.

Languages

During the specified language periods pupils may attend Greek, Arabic, EAL or Learning Support according to their needs (see Language Policy for more details).

Special Needs

The school has a policy for special educational needs.

The aims of the policy are:

- To identify children with special educational needs as early as possible ;
- To identify the areas in which these children are experiencing difficulty ;
- To make provision, or take appropriate action, for children who have a special need;
- To record and review these children's progress regularly.

The class teacher, in conjunction with the SENCO, the Head and any appropriate outside agencies, is responsible for providing access for pupils with special educational needs to a balanced and broadly based curriculum. Gifted and Talented pupils are identified by teachers and/or by a consideration of standardised test results and placed on the Gifted and Talented register.

Further details of Special Educational provision can be found in the school's SEN Policy.

Curriculum Enhancement

The curriculum is enhanced by using visits and speakers whenever possible. We aim to give each class at least one of these enhanced opportunities each half term. In addition the children participate in or watch concerts and theatrical performances by their peers at least once a term.

There are opportunities for the children to take responsibilities within their class and the whole school. In each class children are assigned monitor roles. Children in Years 5 & 6 may be selected by their peers for the School Council. House Captains are elected from Year 6 and Year 6 pupils may serve as Playground Buddies.

Extra-curricular activities

The school offers a variety of clubs for children during the lunch break and after school. These include Football, Gymnastics, Trampolining, Dance, Greek Dancing, Track and Field, Tennis, Latin Dance, Orchestra and Choir.

Focus Weeks

Some aspects of the curriculum are delivered through focus weeks and days. The timetable is suspended and activities are focused on a key theme, e.g. science week, art of speaking week.

The Role of Teachers

Teachers have a responsibility to deliver the agreed curriculum through careful planning, teaching and evaluation.