

Nottingham High Infant and Junior School



Curriculum Policy - Infant and Junior

1. Aims

The school aims to ensure that our curriculum is broad and balanced in order that the needs of all the children are provided for; whatever their gifts and talents. It is also important to recognise that, although the school is committed to providing the valuable opportunities provided in our own curriculum, which has the Early Years Foundation Stage Curriculum and the National Curriculum at its core, it also believes the curriculum embraces all that is learned through school, whether it be in classrooms through formal learning, or beyond the classroom as part of more physical, spiritual or creative learning. We endeavour to make learning enjoyable, whilst providing an environment that promotes pupils' achievement.

Our aims for all pupils from when they join us in EYFS and leave at the end of Year 6 are:

- a. To provide an all-round education, which gives pupils of all needs, abilities and cultural heritage the maximum opportunity to fulfil their academic and co-curricular potential. (*Further information: 'NHIJS Support for Learning Policy'.*)
- b. To provide opportunities for personal and social development across our curriculum and co-curricular provision: ensuring the delivery of Social, Moral, Spiritual and Cultural Education; the active promotion of 'British Values' and the reflection of our School's aims and ethos. (*Further information: 'SMSC Provision and Promotion of British Values Tracker'.*)
- c. To ensure that all pupils acquire and develop academic skills and knowledge appropriate to their ability, develop physical skills and an aptitude in Speaking and Listening, Literacy and Numeracy as well as foster a love of life-long learning.
- d. To provide a wide variety of learning opportunities: aesthetic, creative, environmental, ethical, historical, linguistic, mathematical, physical, scientific, social, spiritual, computing and technological areas. Firstly by the continuous provision towards the Early Learning Goals in EYFS and then from Year 1 to Year 6 through the teaching of a variety of subjects which become more discrete as the age of pupils rises.
 - Aesthetic and creative (including Art, Drama and Music)
 - Human and Social (including 'Topic' in KS1 and at KS2 Geography, History and Religious Studies)
 - Linguistic (including English and Modern Foreign Languages)
 - Mathematical
 - Physical (including PE and Games, and through an extensive Co-Curricular programme)

- Scientific (including the Science Curriculum)
 - Technological (including Art and Design, Design Technology and Computing).
 - Ethical, Social and Spiritual (including PSHE, SMSC and promotion of British Values).
- e. To provide a curriculum that is: relevant to the needs of pupils; provides continuity and progression of learning; has intrinsic merit; is sufficiently flexible to allow for future modification and fosters the ability to develop and communicate independent thought and ideas. The Curriculum aims to enable pupils to study a wide range of different subjects and skills enabling them to be “Secondary Ready”.
 - f. To reinforce the following features of the School: the vibrant atmosphere within the School as a whole, the support given to students inside and outside the classroom by highly qualified, committed and talented staff and the positive benefits of wide social access and diversity within the School community.
 - g. Alongside the commitment to academic excellence, the curriculum should support our strong pastoral ethos to: promote respect and tolerance for the individual and individuality; encourage the development of individual passions and enthusiasms both curricular and extra-curricular; develop the capacity for independent thinking and learning; foster resilience to extremism; develop the qualities of leadership; explore creativity; develop appropriate risk-taking and responsiveness in order that each pupil is prepared for the obligations, challenges and also the opportunities of adult life.

2. The Early Years Foundation Stage

The Early Years Foundation Stage covers the period of education from birth to the end of the academic year in which a child reaches five years of age. At Nottingham High Infant School, the pupils will complete this final year of their “Foundation Stage” in Reception Class. The curriculum, by which we mean the learning and development undertaken by every child in this key stage, is planned in accordance with the new framework ‘the Early Years Foundation Stage Statutory Framework 2012’. There are seven clear areas of learning:

- i. Personal, Social and Emotional Development
- ii. Communication, Language
- iii. Physical Development
- iv. Mathematics
- v. Literacy
- vi. Understanding of the World
- vii. Expressive Arts and Design

All areas of learning are important and inter-connected. The first three are the PRIME areas which are crucial for igniting the pupils’ curiosity and enthusiasm for learning, and building on their capacity to learn from relationships. Areas four to seven are the SPECIFIC areas, where the PRIME areas are strengthened and applied. In planning and guiding pupil’s activities, we reflect on the different ways children learn. Three characteristics of effective teaching and learning are:

- Playing and exploring
- Active learning
- Creating and Thinking Critically

(Further information: ‘NHIJS EYFS Guidance’ Document.)

3. Key Stage 1: Years 1 and 2

At Key Stage 1, a more formal curriculum is introduced which is divided along more traditional subject lines. Class teachers are responsible for teaching most subjects but subject specialist teachers are employed in Modern Foreign Languages, Music and some Physical Education. The learning objectives of the Key Stage 1 curriculum are based on the 2014 National Curriculum but are not confined by its suggested content. The assessment criteria which correspond to the learning objectives for each year group in all subjects are stored in Classroom Monitor. *(Further Information: NHIJS Assessment Guidance and NHIJS Subject Guidance Documents.)*

4. Key Stage2: Years 3-6

At the Junior Section of Nottingham High Infant and Junior School there is a greater emphasis on subject specialist teaching particularly in Years 5 and 6. The subjects taught are: Maths, English, Science, Design and Technology, Geography, History, Computing, Music, Art, Physical Education, Games, Religious Education, French, Spanish and Personal, Social and Health Education (PSHE). Year 6 also have the opportunity to study Food Technology and Philosophy for Children. The learning objectives of the Key Stage 2 curriculum are based on the 2014 National Curriculum but are not confined by its suggested content. The assessment criteria which correspond to the learning objectives for each year group in all subjects are stored in Classroom Monitor. *(Further Information: NHIJS Assessment Guidance and NHIJS Subject Guidance Documents.)*

5. Class Trips, School Outings and Invited Guests

Class trips, school outings and invited guests provide pupils with invaluable experiences which they cannot always gain in the classroom. This includes both day and residential trips and aims to provide as wide an educational experience as possible.

6. Leadership and Management

The Deputy Head (Academic) is responsible for the Curriculum at Nottingham High Infant and Junior School and reports directly to the Infant and Junior Head on all academic matters. The DH(Ac) has a comprehensive overview across the entire curriculum across all subjects and Key Stages. They are responsible for the sections of the Whole School Development Plan relating to the curriculum at NHJS. The Deputy Head (Academic) directs and guides the Key Stage Leaders, Heads of Department and Subject Co-ordinators in their leadership and management of the Curriculum. Subject leaders at the different Key stages submit an annual report which contains a review of the previous Key Stage or Subject Development plan and a new development plan. There are weekly management meetings between the Deputy Heads and the Heads of Key Stages (Phase Leaders) and Learning Support as well as regular meetings with Heads of Department and Subject Co-ordinators.

The Key Stage Leaders, Head of Departments and Subject Co-ordinators, under the guidance of the Deputy Head (Academic), are expected to:

- have a comprehensive overview of their key stage or subject within the Infant and Junior School curriculum.

- lead by example in the way they teach in their own classrooms.
- regularly review long and medium term plans to ensure effective continuity and progression and that the delivery of the curriculum is in line with the agreed aims of the School.
- advise the Deputy Head (Academic) on all matters pertaining to their key stage or area of the curriculum and to bring to their attention areas where any shortcomings impinge on the teaching and learning within the School.
- be involved in the development of School Policies, Guidance and Schemes of Work.
- work co-operatively with the Learning Support Coordinator in providing advice and support for staff.
- prepare, organise and lead INSET, with the support of the Deputy Head (Academic).
- monitor the delivery of their subject by:
 - **Lesson Observations**-to monitor, evaluate and develop the teaching and learning taking place in each curriculum subject.
 - **Work Scrutiny**- to ascertain the level of knowledge, skill and understanding in pupils' work and to evaluate the effectiveness of our Marking Guidance.
 - **Moderation activities**– to ensure that consistent judgements of attainment and progress are made within departments and across all key stages.
 - **Pupil Interviews**-A selection of pupils are interviewed to discuss their views, skills, knowledge and understanding of each curriculum subject.
 - **Evaluation of Assessment Data** - *to better understand individual, cohort and departmental progress.*
- ensure continuity and progression across their subject by forging strong links between the staff of different key stages within the Infant and Junior School as well as with the relevant department in the Senior School.
- use the data collected to inform and write an annual report and development plan for their subject which is linked to the whole school development plan.

7. Assessment, Recording and Reporting

The Curriculum of Nottingham High Infant and Junior School is underpinned by our Assessment, Recording and Reporting practices. These ensure the continuity and effective progress of our pupils in all areas of learning. We aim to:

- Track the progress of all pupils from EYFS to Secondary transfer.
- Use both formative and summative assessment.
 - Formative assessment is used every day to plan the next steps of learning of pupils in all key stages and across all departments.
 - Summative Assessments are used to track the attainment of all pupils at different points in the academic year and monitor progress of pupils and cohorts from year to year and Key Stage to Key Stage. They are used to inform teachers of pupil under-performance and those pupils working at a very high level – they may identify gifted children as well as children with educational needs.
- To record progress against a wide range of learning objectives in all subjects to ensure a holistic picture of a pupil's individual attainment is collected to help maximise learning.
- To analyse the assessment data that we collect to monitor the relative progress of individuals, classes and different groups (e.g. gender or ethnicity) within our pupil body.
- To regularly report the progress of pupils to their parents via interim grades, parents' evenings and written reports.
- Use centrally accessible detailed assessment information to ensure smooth transition from year to year and Key Stage to Key Stage.

- To use evidence from both formative and summative assessments to inform the work of the Learning Support co-ordinator and provide evidence for use in Individual Education Plans where necessary.

(Further Information: NHIJS Assessment and Recording Guidance 2018)

8. Monitoring & Evaluation

Through effective curriculum management, we reflect on how well we are achieving our aims and the processes via which we deliver the curriculum will be subject to ongoing scrutiny. The following questions help to focus our review and evaluation:

- Are pupils actively engaged in and enjoying their learning?
- Are there adequate opportunities for practical work, problem solving and creativity?
- Are individual pupil's needs being met?
- Does planning ensure continuity and progression for individual pupils over time and across the whole curriculum?
- Does the curriculum at Nottingham High Infant and Junior School reflect our stated aims and ethos?
- Does the curriculum meet the particular abilities and needs of the pupils at Nottingham High Infant and Junior School?
- How do the curricular areas relate to each other? Is there a balanced coverage of all areas of the curriculum?

Policy Reviewed February 2020

Next Review February 2020