



South Hampstead

*Junior School*

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GDST

# Curriculum Policy

*Junior School & EYFS*

UPDATED BY

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NEXT REVIEW DATE

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At South Hampstead girls will experience a balanced academic curriculum and a rich extra-curricular programme which together promotes spiritual, moral, cultural, intellectual and physical development, thereby preparing girls for the opportunities, challenges and responsibilities of their next stage of education and, in the future, their adult lives. This policy lays the foundation for the whole curriculum, both formal and informal, and forms the context in which all other policy documents should be read.

## SCHOOL AIMS

The spirit of South Hampstead High School is that of endeavour – personal, intellectual and moral.

Our mission as a school: Opening doors, hearts and minds.

At South Hampstead we believe that education should be a truly enriching experience, a gift for life. We want our pupils to develop some sense of the sheer size of the world and all there is to learn about it – past, present and future. We believe in the power of knowledge as a tool for thought and creative endeavour, and a source of lifelong inspiration and curiosity.

In and out of the classroom, we want our pupils to find their voice, spoken and written. We want them to explore the big questions, the searching questions, the difficult questions. Debate and discussion lie at the very heart of a South Hampstead education. We aim to create abundant opportunities for creative output and to encourage pupils to take risks. In our teaching, we do what we know works and put research and reflection at the heart of our professional development. Teaching is a noble profession and our staff are central to our success.

We aim to provide outstanding breadth of opportunity in our curricular and co-curricular programme and to open our pupils' minds to a myriad of possibilities. We believe that involvement in school life is a key factor in our pupils' happiness. But it's not just taking about taking part; we aim to instil in pupils a sense of purpose, pride and determination and the belief that they can compete on the biggest of stages.

We aim to create a warm, tolerant and kind community where girls can be themselves and make friends for life. We want them to play their part in our community and in the community beyond South Hampstead. The 21st century is a time of unique opportunities and challenges; we have a critical role to play in preparing our young women to live and thrive, work and lead in tomorrow's world.

## WHAT IS TEACHING AND LEARNING?

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the school's response to teaching the various areas of the National Curriculum.

## SCHOOL AIMS

At South Hampstead we aim to create an aspirational culture for all. Our pupils are encouraged to aim high, and to develop the confidence and tenacity to make their dreams a reality. We aim to foster intellectual spark, creativity and debate, and real joy in learning.

We aim to provide outstanding breadth of opportunity in our curricular and extra-curricular programme and to open our pupils' minds to a myriad of possibilities. Our extra-curricular activities are based on the principle of inclusive excellence: we believe that involvement in school life is a key factor in our pupils' happiness and the development of all-important life skills.

We aim to create a happy, tolerant and kind community where girls can be themselves. We want them all to play their part in the life of the school and in wider society. Our pupils should leave us as confident, adaptable, and pioneering young women ready to make their mark on the world and to lead happy and successful lives.

## PRINCIPLES OF TEACHING AND LEARNING

We see Teaching and Learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.

All members of the school community work towards the school's aims by:

- Raising the esteem of the girls as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different faiths and cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Working as a team, supporting and encouraging one another's work towards supporting the school's aims.
- Providing a challenging and stimulating programme of study, designed to enable all girls to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual girl, according to ability and aptitude.

- Ensuring that learning is progressive and continuous.
- Being good role models – well prepared and organised.
- Maintaining an up-to-date knowledge of the National Curriculum.
- Having a positive attitude to change and the development of their own expertise.
- Working collaboratively with a shared philosophy and demonstrating common practice across the school.

**Girls** work towards supporting the school's aims by:

- Attending school regularly.
- Being punctual and ready to begin lessons on time.
- Being organised; bringing necessary equipment, taking letters home promptly and meeting homework deadlines appropriately.
- Behaving appropriately in line with the school Behaviour Policy.
- Taking responsibility for their own learning.

**Parents** work towards supporting the school's aims by:

- Ensuring that girls attend school, regularly and punctually.
- Providing support for the discipline within the school and for the teacher's role.
- Being realistic about their daughter's ability and offering support, encouragement and praise.
- Participating in discussions concerning their daughter's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a girl's happiness, progress and behaviour.
- Giving due importance to homework, hearing reading and assisting in learning of tables and spellings as required.
- Allowing their daughter to take increasing responsibility as they progress throughout the school.

## REGULATORY CONTEXT

In accordance with national regulatory requirements, the School's curriculum provides for:

- 1 full-time supervised education for girls of compulsory school age, which gives girls experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- 2 subject matter appropriate to the ages and aptitudes of girls, including those girls with a statement (Please refer to the Learning Needs Policy);
- 3 girls to acquire skills in speaking and listening, literacy and numeracy;
- 4 personal, social and health education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected

characteristics set out in the 2010 Act (a) (See PSHE policy for more detail);

- 5 a programme of activities which is appropriate to the needs of the girls in the Foundation Stage;
- 6 all girls to have the opportunity to learn and make progress.

## FUNDAMENTAL BRITISH VALUES

In all areas of the curriculum as well as our approach to teaching and learning, we ensure that we do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## CURRICULUM IN THE EARLY YEARS FOUNDATION STAGE

(Please also refer to the EYFS policy)

The Early Years Foundation Stage, which underpins the curriculum in South Hampstead's Reception class, is distinct in its identity. The curriculum is planned in accordance with the Statutory Framework for the Early Years Foundation Stage 2014.

There are seven areas of learning and development that shape the educational programme in Reception. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting the girl's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- 1 Communication and Language
- 2 Physical Development
- 3 Personal, Social and Emotional Development

The girls are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- 1 Literacy
- 2 Mathematics
- 3 Understanding the World
- 4 Expressive Arts and Design

Ongoing assessment (also known as formative assessment) is an integral part of the girls learning and development process. It involves observing them to understand their level of achievement, interests and learning styles.

The observations are used on a weekly basis to inform the planning for the week ahead to ensure a challenging curriculum that effectively meets the needs of the unique child. Careful and flexible planning between all the staff in contact with the girls

ensure that a wide, varied and effective curriculum is delivered. At South Hampstead subject specialist teachers in music and physical education work closely with the class teachers to give an accurate picture of attainment.

At the end of Reception records and evidence of each girl's learning and development are used to assess each girl in the EYFS profile.

## KEY STAGE 1: YEARS 1 AND 2

Key Stage 1 of the National Curriculum begins formally in Year 1. Class teachers are responsible for teaching English, Maths, Science, ICT, History, Geography, PHSCE, DT and RE.

Subject specialist teachers are employed in Music, French, Physical Education and Art.

## KEY STAGE 2: YEARS 3- 6

Key Stage 2 of the National Curriculum begins formally in Year 3. Class teachers are responsible for teaching English, Maths, Science, ICT, History, Geography, RE, DT and PHSCE.

Subject specialist teachers are employed in Drama, Music, French/ Mandarin, Physical Education and Art.

## THE CURRICULUM COVERED

The teaching of English and Maths in Key stage 1 and 2 is based on the National Curriculum 2014. From Year 1 upwards, girls are assessed using a range of assessments for their year group. The expectation is that by the end of Year 6, girls will be exceeding the expectations for their year group therefore the curriculum has been modified to meet the needs of the more able learner.

The teaching of the other curriculum subjects is based on the requirements of the National Curriculum.

The school has its own scheme of work for PSHE which is delivered by class teachers but is also reinforced through assemblies, circle time, subject teaching, charity/community involvement, guest speakers and class roles and responsibilities. In addition, discrete lessons are provided to cover personal safety, sex education and drugs education.

## TRIPS AND OUTINGS

All classes are expected to go on regular outings over the course of the year to complement the curriculum being covered. Full use is made of museums, art galleries, theatres, performing arts venues and historical sites.

In Years 4 – 6 the curriculum is supplemented by residential trips.

## THE MODE OF WORKING

We use a balance of class, group, paired and individual work where appropriate. Within this structure:

- Classes are of mixed ability, and various forms of differentiation are used within lessons.
- Teaching assistants are employed to support learning in Year R, 1 and 2 and support specific learners in Years 3 and above.
- Volunteer helpers assist occasionally in the classroom, in the library, on outings and visits.
- Schemes of work support the teaching of all subjects throughout the School.
- Girls requiring additional support are either supported in the classroom and/or given additional support for extra reinforcement either in small groups or individually. This is all supervised by the SENCO, in close co-operation with the class teacher. (See Special Educational Needs policy).

## HOMEWORK

This is considered to be an essential element of the teaching and learning process (see homework policy) therefore:

- Girls will be set regular homework.
- In addition to homework, it is expected that all girls will read at home.
- Girls will have multiplication tables and spellings to learn at home.
- Girls who would benefit from reinforcement of a particular concept may be asked to work on additional activities at home.
- Girls who have made insufficient effort during class time may on occasion be asked to complete work at home in addition to their normal homework.

## STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

All teachers are involved in the **planning process**, wherein:

- schemes of work and weekly plans are developed by class teachers in collaboration with curriculum co-ordinators leaders as well as the Senior Leadership Team
- planning and work scrutiny are monitored by the Head of Junior School, Phase Leaders and curriculum leaders
- staff meetings and INSET are used to discuss various aspects of the curriculum and ensure consistency of approach and standards

**Curriculum co-ordinators** have a variety of roles. They:

- take the lead in policy development and monitoring schemes of work to ensure progression and continuity in all subjects throughout the school

- support colleagues in their development of planning documentation and implementation of the scheme of work, and in assessment and record keeping activities
- monitor progress working alongside the Head of Junior School on action needed
- where relevant take responsibility for the purchase and organisation of resources for their area
- are expected to keep up-to-date through reading and attending relevant courses

**Feedback to girls** about their own progress is achieved in accordance with the assessment and marking policy.

**Cross-Phase Continuity** is ensured by:

- Liaison meetings between teachers of successive year groups throughout the school and completing pupil profiles at the end of each school year.
- Regular meetings of each phase as well as termly phase progress meetings.
- Regular meetings of the senior leadership team.
- Years 6/7 transfer meeting between teachers of Year 6 and the Head of Year 7, to include Special Needs Co-ordinators.
- Meetings held by the Head of the Senior School for Year 5 and 6 parents, in preparation for transfer.
- Visit to the Senior School Open Evening by Year 6 girls and parents.
- Transfer of pupil records, and summative assessment results.

## ASSESSMENT AND REPORTING

(Please refer to the Assessment policy for further detail)

Assessment is an essential part of the teaching process. Regular assessments are made of girls' work to establish a level of attainment and inform future planning. Teachers use assessment information to track the progress of individual girls. In addition, a termly progress meeting with class teachers and members of the Senior Leadership Team is used to monitor the progress of individual children as well as how effective the teaching and the curriculum is.

Reporting to Parents is done through Parents Evenings and three written reports. Parents are aware that:

- formal parent meetings are held on two occasions a year
- they may meet their child's teacher or the Head of Juniors informally by appointment at any other time



## **SPECIAL EDUCATIONAL NEEDS**

(See Learning Needs policy for further details)

South Hampstead Junior School has a Learning Needs Co-ordinator (LNCO) responsible for all girls including the EYFS. Her role is to support staff in identifying girls' difficulties and planning teaching strategies, to liaise with parents and outside agencies and to coordinate any extra help that may be required.

## **EQUAL OPPORTUNITIES**

We believe all girls in the school should have equal opportunities and equal access to the curriculum. Our curriculum encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a).

Other relevant policies that relate specifically to the Curriculum policy:

- Behaviour policy
- Assessment policy
- Marking policy
- Homework policy
- Special Needs policy
- Subject specific policies