

Telford Junior School

Curriculum Policy

Introduction

The curriculum comprises all learning opportunities and other experiences that the school plans for its pupils:

- The formal subject-based curriculum, set out in this policy statement.
- Extra-curricular activities.
- The 'hidden curriculum'; what pupils learn from the way they are treated and expected to behave, encapsulated in the school ethos.

Aims

1. To provide a broad and balanced curriculum that fosters an enjoyment of learning (see below: objectives a & b).
2. To ensure that the key English and Maths skills are effectively developed in preparation for secondary school (objectives c, d, e).
3. To promote the spiritual, moral, cultural, mental and physical development of pupils (objectives f & g).
4. To prepare for the opportunities, responsibilities and experiences of later life (objectives h, i, j, k).
5. To provide a 'knowledge rich curriculum', building schema to help that knowledge become part of the long term memory, while nurturing "the joy of education and the joy of acquiring knowledge" (Professor Brian Cox).

Objectives

- a) The curriculum will deliver the programmes of study set out in the National Curriculum for both Core and Foundation Subjects, incorporating a wide range of quality enrichment activities.
- b) The medium-term planning will identify a range of activities designed to motivate and enthuse learners of all abilities.
- c) The planned learning will challenge and support children of all abilities.
- d) Alongside the specific teaching of English and Mathematical skills, the curriculum will use opportunities across all subject areas to develop pupils' language, literacy and mathematical fluency (including the application of number).

- e) The curriculum will be inclusive; taking account of equal opportunities legislation and making appropriate provision for pupils with special educational needs (including those with a disability), English as an additional language and those who demonstrate higher ability. (This policy should be viewed alongside the school's Equality Policy and SEND Policy.)
- f) The curriculum will make provision for personal, social, health and economic education, as well as opportunities for collective worship and the teaching of religious education.
- g) The curriculum will promote physical activity, recognizing its benefits for children's health and well-being (including their mental well-being) and in stimulating more meaningful engagement across the curriculum.
- h) Higher order learning will be effectively planned across the curriculum, with an emphasis on investigation, problem solving and creativity.
- i) The curriculum will help develop children's resilience, confidence, self-esteem, independence and children's sense of responsibility for their own learning.
- j) The curriculum will develop children's communication skills, their ability to work collaboratively, their respect for one another and their sense of fairness and honesty.
- k) The curriculum will promote children's awareness of how to stay safe (including online safety).

Organisation and Planning

The curriculum is planned across the three classes in each year group. Long term plans outline the areas of knowledge that are to be taught in each year group, by all classes in the year group. Subject specific guidance and year group planning overviews are set out on the school website.

From these teachers develop medium term plans, which outline the weekly learning intentions and the activities being used to teach that knowledge.

Class teachers take responsibility for their own short term planning; the learning intentions for each session, specific activities, resource implications and the deployment of additional classroom support.

Core and Foundation Subjects are planned for separately, but with opportunities for cross-curriculum teaching developed, where meaningful links can be found, which help to enliven the curriculum for pupils. Teachers are mindful of the importance of pedagogical subject knowledge and that must be considered when delivering cross-curricular teaching (developing subject specific concepts, terminology and vocabulary).

Curriculum Responsibilities

All teachers share the responsibility for contributing to the design and provision of an engaging curriculum, in line with the subject areas set out in the National Curriculum. The curriculum is therefore planned by teachers across each year group, with subject leads having

an overview of coverage, ensuring continuity and progression, and having consideration for sequencing of learning from one year group to the next.

The head teacher and leadership team will oversee curriculum development, liaising with the Local Governing Board. Governors will review curriculum development and its impact on standards. Governors will ultimately approve the school's curriculum, outlined in this policy statement.

Governors will ensure that the school curriculum is published on the school website, by subject and academic year.

To ensure that the curriculum meets the needs of all children, teachers recognise the importance of summative and formative assessment strategies. These help to shape the medium and short-term plans, ensuring that the curriculum being delivered is adapted to the needs of the children for whom the teacher is responsible.

In designing the school's curriculum subject leads and year groups liaise with the infant school and with secondary school colleagues, through cluster collaboration. This supports the needs of the children as they join the school and in preparing our Year 6 children, as they move on to the next stage in their education.

Home Learning

Teachers will advise children and parents/carers on home learning activities, which will be set to extend and reinforce learning undertaken in the classroom. Information about home learning is shared with parents/carers via Year Group Padlets (online portal).

Conclusion

The Curriculum Policy sets out the framework for the school's curriculum provision. The curriculum specific to individual subject areas is constantly evolving and this is reflected in the subject overviews shared on the school website (under the subject pages).

Reviewed: January 2025