

Hereford Cathedral Junior School

CURRICULUM POLICY

This policy applies to all pupils at Hereford Cathedral Junior School including those in our EYFS settings.

The Hereford Cathedral Junior School Curriculum Policy is supported by departmental plans and schemes of work which take into account the ages, aptitudes and needs of all pupils, including those with an Education, Health and Care plan (EHC). This Curriculum Policy and the associated schemes of work 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.

The school is committed to providing a rigorous academic and intellectual education which will challenge and engage pupils, offer continuity and progression of learning to foster a life-long love of learning for its own sake, and provide them with a secure foundation on which to continue into their senior schools and beyond.

QUALITY OF EDUCATION

All pupils of compulsory school age receive a full-time, supervised education. Hereford Cathedral Junior School, as an independent school, offers a broad and balanced curriculum based upon the National Curriculum.

The Curriculum

The curriculum aims to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative learning. The contribution of each curriculum subject to these educational areas is outlined in detail in the subject-specific documentation.

The School's lesson allocation:

The Junior School works on the basis of either 45 x 30 minute lessons per week (Nursery to Year 2) or 47 x 30 minute lessons per week + 3 x 20 minute lessons per week (Year 3 to Year 6).

Junior School structure of the day -

	Register	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lesson 6	Lunch	Collective	Lesson 7	Lesson 8	Break	Lesson 9	Lesson 10
	8:30-8:45	8:45-9:15	9:20-9:50	9:50-10:20	10:20-10:40	10:40-11:10	11:10-11:40	11:40-12:10	12:10-1:00	1:00-1:25	1:25-1:55	1:55-2:25	2:25-2:35	2:35-3:05	3:05-3:35
Monday															
Tuesday															
Wednesday															
Thursday															
Friday															

Junior School lesson allocation (Year 1 to Year 6) -

	Mathematics	English **Including 5 x phonics	Drama	Modern Languages	Thematic (Science and Humanities)	Science	Humanities	Religious Education	Music	Art/DT	Computing	PSHE & Form Time	Physical Education	Games	Swimming	Total number of lessons (30 mins)
Year 1	10	15**	*	2	4			1	2	2	2	1	2		4	45
Year 2	10	15**	*	2	4			1	2	2	2	1	2		4	45
Year 3	10	10	*	2	9			2	2	2	2	4	1	6		50
Year 4	10	10	*	2	9			2	2	2	2	4	1	6		50
Year 5	10	10	2	2		4	3	2	2	2	2	4	1	7		50
Year 6	10	10	2	2		4	3	2	2	2	2	4	1	7		50

*Included in English and Humanities

At all stages the core curriculum of subjects taught provides the opportunity for pupils to acquire skills in speaking and listening, literacy, numeracy and Computing. Speaking and Listening, Literacy, Numeracy and Computing are core skills and as such are firmly embedded in all areas of the Curriculum. It is the responsibility of all teaching staff to reinforce these skills and to promote their use wherever relevant.

Speaking and Listening:

Speech and the ability to listen and absorb information are vital communication skills. Every child should be able to communicate clearly, proficiently and politely, using standard English. Children should be able to participate in discussions, give individual oral responses and adapt their speech to suit audience and purpose. They should be able to listen, analyse and respond confidently to a variety of sources including languages other than English and Music. All subjects should include a variety of Speaking and Listening opportunities that offer group work, pair work and individual activities where appropriate. Our speaking and listening provision is supplemented with the teaching of Drama.

English and Maths:

Maths is taught through discrete lessons throughout the school, with all pupils having the equivalent of 10 lessons (or 5 doubles) per week. The form teachers deliver the maths to pupils in Years 1 to 3, whilst specialist teachers are used to deliver the content to pupils in Years 4 to 6; in Year 6, the pupils are streamed into teaching groups.

English is given the equivalent of 10 lessons (or 5 doubles) per week on the timetable, for all year groups. It is at the discretion of the teachers in Years 1 to 4 as to how they use this time, embedding some of the Learning Means the World (LMTW): Dimensions Curriculum topic work where necessary into their English planning, as well as elements of drama. Some of the lessons are then used to deliver the discrete content of phonics, spelling, grammar, punctuation and reading comprehension.

In Years 5 and 6, the pupils are taught by specialist teachers, where all lessons are discrete, but may still link to their topic work in humanities and science.

It is expected that maths and English skills will be transferred into other areas of the curriculum and, likewise, that the pupils use their computing skills within their maths and English lessons.

Computing:

Pupils are taught computing from Reception through to Year 6, with all year groups being timetabled for the equivalent of two 30-minute lessons per week, with a specialist teacher; the exception being Reception, who are timetabled for one 30-minute lesson per week. The focus is on coding skills, as well as internet safety lessons, with some basics of using Microsoft programmes being included so that the pupils are able to use these functions in other areas of the curriculum. The pupils are also introduced to touch-typing. All pupils have access to a fully equipped Computing Suite, alongside laptops and tablet devices. All pupils in Year 6 bring their own devices to school.

Other subjects:

All pupils are taught Humanities, Arts, Sciences and Technology with cross-curricular links between them. Religious education and PSHE is provided for all pupils. As a result, pupils have a well-rounded educational experience with enhanced cultural, sporting and language provision.

Our provision:

EYFS:

In EYFS, the children follow the Statutory Framework for the Early Years Foundation Stage (effective September 2024) which sets out the learning and development requirements. The EYFS learning and developing requirements comprise of the seven areas of learning and development and the educational programmes, early learning goals and assessment requirements. Throughout the EYFS, the prime areas of communication and language, physical development and personal, social and emotional development, are strengthened and applied in the different context of literacy, mathematics, understanding of the world and expressive arts and design.

i) Nursery:

A child's first steps along their educational journey are of the utmost importance; a good nursery education lays a solid foundation for future school achievements and successes. The nursery focuses on developing the whole child; their personal and social skills, early language and mathematical skills; awareness of the world around them; communication and emotional development, and their physical and creative skills. This enables children to fulfil their individual potential through a broad and balanced curriculum, based on introducing the Little Wandle phonics scheme, White Rose maths and the Dimensions Curriculum. At Hereford Cathedral Junior School Nursery, children will benefit from:

- a happy, caring atmosphere
- a stimulating and secure environment
- structured, play-based activities
- a balance of class, group and individual teaching
- a solid foundation for future learning

Being part of a larger school allows the Nursery children to enjoy an exciting and varied programme of activities including cookery, yoga, tennis, library visits, computing sessions and local visits and walks.

ii) Reception:

In Reception, pupils continue to fulfil the requirements of the EYFS Statutory Framework as outlined above. They are based in the Pre-Prep teaching block and are taught 45 30-minute lessons per week. The class sizes are small, providing children with the opportunity for greater individual attention. As part of the EYFS statutory framework, pupils receive specialist taught lessons in Modern Languages (French), Drama, Music, P.E, and Swimming, alongside the class teacher lead lessons using Dimensions Curriculum, White Rose maths and Little Wandle phonics. The class is supported by a full-time teaching assistant.

Years 1 and 2:

Pupils in Years 1 and 2 are taught in 45 30-minute lessons per week. The class sizes are small, providing children with the opportunity for greater individual attention, with a majority of the lessons being taught by the form teacher, who is supported by the equivalent of a full-time teaching assistant. The aim in the Pre-Prep is to provide the best possible start in education. High quality teaching combined with excellent pastoral care ensures that these first vital steps are taken with confidence. Staff support and extend the children's learning through carefully planned experiences and learning opportunities, so that each child develops their potential. Children are both confident and enthusiastic in a secure and happy environment.

Specialist teachers enhance the curriculum in Art, Computing, Modern Languages, Music and Physical Education.

All pupils are formally assessed in the summer term, using the Cambridge Insights digital assessments. Mini-unit assessments are used across the year to inform progress and planning.

Junior School:

In most circumstances the children progress from the Pre-Prep to the Junior Forms.

Pupils in Years 3- 6 are taught in 47 periods of 30 minutes and 3 periods of 20 minutes per week. The form teacher will continue to be responsible for pastoral care and the delivery of PSHE lessons, with specialist teaching for Art, Modern Languages, Computing, Music and PE/Games being provided for all pupils in Years 3 to 6. Pupils in Year 4 will then access specialist teaching for maths. All pupils in Years 5 and 6 will increase the access to specialist teaching across all subjects, including Drama, with some access to teaching staff from the Senior School for specific workshops.

Pupils will be placed into teaching groups for maths in Year 6, whilst all other lessons will be taught in form groups.

All pupils are formally assessed in the summer term, using the Cambridge Insights digital assessments. Mini-unit assessments are used across the year to inform progress and planning.

The Hereford Cathedral Junior School curriculum is broad in that it offers all the subjects required as part of the National Curriculum with an enriched performing arts, sporting and languages' programme. In addition, a number of activities take place after school and at other times to give

pupils even broader opportunities through an extensive extra-curricular programme, alongside a well-planned calendar of visitors, workshops and trips to enhance the teaching and learning.

All pupils have the opportunity to learn and make progress

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of the protected characteristics as listed in section 4 of the Equality Act 2010. In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable.

All pupils cover the same curriculum content; Delivery, however, is adapted according to the needs and ability of each teaching class. Pupils needing specialist intervention are identified and appropriate support is made available after consultation with their parents. Throughout the school, adaptation is achieved through group and individual work in the classroom.

It is our policy to ensure that:

- all pupils make good progress according to their ability;
- every pupil is appropriately challenged to increase their achievements through the teaching that they receive;
- teaching includes a good understanding of pupils' needs, and teachers take pupils' aptitudes, needs and prior attainment into account in lesson planning;
- teachers have a good knowledge and understanding of the subject matter being taught;
- teachers use resources which are stimulating and of good quality, including the use of digital technology;
- teachers systematically assess pupils and use this assessment to plan and modify provision for them;
- pupil motivation is fostered, in part by encouraging open discussion and debate of themes which arise from the curriculum or everyday life;
- teachers promote good behaviour;
- teaching does not undermine the fundamental British values of democracy, the rule of law and mutual respect and tolerance for those of different faiths and beliefs.

Should the school agree to admit a child with an Education Health and Care plan (EHC), identified by an Educational Psychologist, or other recognised body, the school undertakes to provide subject matter appropriate for the ages and aptitudes of any such pupils and to provide an education which fulfils its requirements. The Head of Learning Support/ Director of Studies, in conjunction with the Head will ensure that both the statutory requirements and individual needs are met. Should statutory assessment of a child lead to an EHC, the school would work with the parents to provide an education that fulfils its requirements.

Segregation by gender:

There are times when we segregate pupils by gender. These occasions arise only for reasons of competitive sport or positive action (for example during some sex education lessons).

Homework

At HCJS, all pupils will complete some form of homework, as set out in the school's policy and homework timetable. Every pupil is expected to read on a regular basis and pupils from Year 1 to

Year 6 will have weekly spellings to learn. There will be an increase of additional tasks as they progress through the school, including the introduction of learning times tables from Year 2.

Homework tasks should take no longer than 30 minutes to complete and can be either digital or paper based.

Preparing pupils for the opportunities, responsibilities and experiences of life in British society

The curriculum is designed to promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life in a British society. We aim to provide opportunities for the pupils to become happy, creative, moral citizens.

Pupils are to be encouraged to be happy:

- by the acquisition of knowledge and skills, particularly basic study skills;
- by the acquisition of self-knowledge through assessment procedures and the pastoral systems;
- by being treated respectfully and by being encouraged to learn the importance of mutual respect.
- by having their achievements acknowledged using House Points, Celebration Awards, Deputy Head and Headteacher Awards;
- by being made aware, in a sympathetic manner, of their limitations so that they can be encouraged not to be intimidated by them but to develop compensatory strategies;
- by the existence of an attractive and purposeful working environment.

Pupils are encouraged to be creative:

- by being given open-ended and problem-solving tasks, promoting resourcefulness;
- by having their opinions and ideas listened to and accepted, even if they are not yet fully formulated, promoting reflection;
- by accepting that sometimes it is acceptable to be wrong and having to adapt ideas, promoting resilience;
- by being offered a variety of opportunities in which to express themselves (e.g. Art, Drama, Music).

Pupils are encouraged to become moral citizens:

- by the example set by staff;
- by being made aware in lessons generally, during assemblies and in form periods of the importance of British values, moral codes and rules which exist for the common good;
- by the existence of fair school rules explained sympathetically to them and applied impartially and consistently throughout the school;
- by the high standards of personal behaviour expected of pupils by the school;
- by taking part in weekly PSHE lessons.

Personal, Social, Health and Economic Education (PSHE)

The above principles are in action across all aspects of school life but are underpinned by a structured

programme of PSHE and Relationships Education, which is delivered weekly and in partnership with weekly assemblies, form time and school council meetings. This scheme of work encourages respect for other people in regard to the protected characteristics under the Equality Act 2010 including differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender, sexual orientation. Further details can be found in the School's PSHE and Relationships Education Policy.

In drawing up Schemes of Work, subject leads not only have regard to the needs, age, ability and interests of the pupils they teach, but also emphasize, as opportunities arrive, the spiritual, moral, cultural, economic and social aspects of the material covered. Throughout the curriculum, we promote the fundamental British values of democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs. We believe it is important that pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society.

Liaison

Liaison within the Junior School, and between the Junior School and Senior School is achieved:

- by meetings held between the Heads of Department/Subject Leads of all subjects;
- by meetings held between relevant Junior School staff, including form teachers, the Head, the Director of Studies/ Head of Learning Support;
- by meetings held between the Head of the Junior School and relevant Senior School representatives (Admissions officer, Heads of Houses, Deputy Head, Academic Deputy);
- by the liaison and the transfer of records within the Junior School and from Junior School to Senior School;
- by holding year group focus meetings throughout the year, attended, as appropriate, by members of the senior school Learning Support department and the relevant academic staff from the Senior School (HoD's, form teachers, Academic Deputy).

Results and Achievements

Pupils do not take part in national tests at the end of Key Stage 1 and 2. A range of assessments are used including the formal, standardised tests of PIPS, CATs and Cambridge Insights to assess pupils' ability and attainment, alongside the informal teacher assessments of marking, traffic lighting and mini-topic tests.

The large majority of pupils proceed to the Senior School at the end of Year 6. A number of pupils achieve scholarships.

Pupils are provided with additional support lessons to prepare for the Academic Scholarship process.

Remote Access

In the event of a school closure during term time, the school will endeavour to provide remote access to education for all pupils. Similarly, the school will endeavour to provide remote access to education for any pupils who are unable to attend school, but are well enough to access education, in line with government guidelines.

Linked policies: Homework Policy, SEND Policy and PSHE and Relationships Education Policy.

Last review date: 17.10.24 (with reference to ISI Regulatory Requirements (September 2023) and the Statutory Framework for the Early Years Foundation Stage (effective September 2024))

Reviewed by TD
17/10/24