

MERCHANT TAYLORS' JUNIOR BOYS' SCHOOL

CURRICULUM POLICY

INTRODUCTION

At Merchant Taylors' Junior Boys' School we aim to provide a first class independent education. The curriculum comprises of planned activities which promote learning, personal growth and development. It includes not only the formal requirements of the academic curriculum but also the range of extra-curricular activities that the school offers, in order to enrich the experience of the children.

There are three main parts of the curriculum: the academic, sport and the arts.

We value:

- hard work in a disciplined environment
- participation in sporting and physical activities
- development of pupils' creative talents – particularly art, music and drama.

AIMS

- To provide a rich, purposeful and varied learning environment which allows children to develop their skills and abilities to their full potential.
- To provide a curriculum which is stimulating, dynamic and flexible.
- To challenge each child in all aspects of the curriculum - mentally, physically and creatively.
- To encourage pupils to take responsibility for their own learning and enable pupils to become resourceful and independent learners.
- To develop self-discipline, co-operation, teamwork and display socially acceptable behaviour; to show consideration for others, good manners to all and a sense of responsibility.
- To develop children's spiritual, moral, social and cultural development through lessons, activities and the pastoral care system. Our curriculum is designed to take account of the diverse cultural backgrounds of our pupils; in some subjects we draw on the different cultural experiences of our children to enhance teaching and learning.
- To help pupils develop their spiritual awareness through a study of Christianity and its philosophy and through acts of communal worship. To have some understanding of other major religions.
- To provide opportunities for pupils to celebrate success and achievement.
- To ensure provision for equal opportunities and the individual learning needs of each pupil.
- To ensure that pupils are well prepared for entry to the senior school.

CURRICULUM ORGANISATION AND PLANNING

CLASS	MATHS	ENGLISH	SCIENCE	GEOG	HIST	FRENCH	MUSIC	ART/ DT	RE/ PSHE	ICT	PE	GAMES	CHALLENGE	SWIM	GOLDEN TIME
Y3W	9	10	4	2	2	1	1	2	1	2	1	2	1	1	1
Y3O	9	10	4	2	2	1	1	2	1	2	1	2	1	1	1
Y4W	9	10	4	2	2	1	1	2	1	2	1	2	1	1	1
Y4H	9	10	4	2	2	1	1	2	1	2	1	2	1	1	1
Y5B	9	10	4	2	2	1	1	2	1	2	1	2	1	1	1
Y5F	9	10	4	2	2	1	1	2	1	2	1	2	1	1	1
Y6Y	9	10	4	2	2	1	1	2	1	2	1	2	1	1	1
Y6L	9	10	4	2	2	1	1	2	1	2	1	2	1	1	1
Y6W	9	10	4	2	2	1	1	2	1	2	1	2	1	1	1

We plan our curriculum in three phases. We agree a long-term plan (Curriculum Overview) for each year group and this indicates which topics are to be taught in each term. These are reviewed annually.

Our medium-term plans (Schemes of Work) give clear guidance on the objectives and teaching strategies that we use when teaching each topic, as well as opportunities for cross curricular work, resources to be used and the promotion of Fundamental British Values. We develop and extend published schemes of work, to meet the needs of our pupils.

Short-term planning consists of daily lesson plans contain learning objectives for each lesson, differentiation, indicators of progress, resources and activities we are going to use in the lesson.

In addition to the main subjects, all pupils have the opportunity to be involved in many other activities during their time in the Junior School such as: Mandarin, French, Baking, Golf, Drama, Craft, Residential Trips, Primary Maths Challenge, Services at the end of each term, Visits to places of interest and Visiting workshops. Private music lessons are available. Music plays an important role in the life of the school, from the popular choir who sing at major school events to the orchestra. All pupils take part in at least 2 productions, in Y4 and Y6.

Ongoing assessments are made of each child's progress, and teachers use this information when planning lessons. We strive to ensure that all tasks set are appropriate to each child's level of ability.

Pupils are set targets in Maths and English each term. We review the progress of each child at the end of each term, and set revised targets.

We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books. We also use displays as learning prompts for the children.

EQUAL OPPORTUNITES

The curriculum in our school is designed to provide access and opportunities for all children who attend the school, regardless of physical or learning difficulties, race, ethnicity, gender or religion.

LEARNING SUPPORT

We treat all pupils as individuals and cater for their individual needs. We are committed to providing an environment which encourages all pupils to maximise their potential and will adapt the curriculum to meet the needs of individual children.

GIFTED AND TALENTED

We recognise that some children in the Junior School benefit from additional opportunities to enable them to reach their full potential.

We also focus on outstanding leadership, social awareness and creativity.

All teachers have high expectations, tasks are designed to take account of levels of existing knowledge, skills and understanding and lessons include extension opportunities or open-ended tasks. Children are able to pursue interests in depth.

Out of school provision includes attendance at AJIS events and opportunities to enter competitions in school, national schemes and AJIS competitions.

ROLES & RESPONSIBILITIES

The Head Teacher has responsibility for the leadership of the curriculum and for monitoring its provision. The Deputy Head Academic has overall responsibility for developing and updating the curriculum and ensuring, with the Head Teacher, that the curriculum has progression and appropriate coverage and is consistently monitored.

The Head of Learning Support is responsible for the development of provision mapping and co-ordinating the work of support staff to achieve the best possible outcomes for individual pupils. Class teachers ensure that the curriculum is well-planned and taught and that the aims are achieved for their class.

Subject leaders, including the SMT, are responsible for monitoring provision and keeping up to date with curriculum developments, providing INSET where necessary. This should ensure that progress is tracked and that there is appropriate challenge, support and intervention.

The role of a curriculum subject leader is to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress / teaching in that subject area.
- Provide efficient resource management for the subject.
- Draft and revise schemes of work and policy documents as necessary in close consultation with colleagues and ensure that subject teachers are familiar with them.
- Be responsible to the Head of the Junior School for submitting budgetary requests for their subject.
- Keep up to date with developments in their subject, at both national and local level.
- Review the way in which the subject is taught in the school through observations, pupil interviews and work scrutinies.
- Submit an annual action plan and mid year interim report to the Deputy Head Academic.