



# CRANFORD SCHOOL

## Curriculum Policy for the Junior School (Including EYFS)

Please also refer to the School's **'Whole School Policy for Personal, Health, Citizenship and Economic Education'**(PSHCEE), **'Whole School EAL Policy'**, **'Spiritual, Moral, Social and Cultural Policy'**(SMSC) and **'Whole School Policy for Assessment, Recording and Reporting'**

**This policy document should be read in conjunction with separate Junior School Subject Policies, supporting plans and Schemes of Learning for the Junior School (including EYFS).**

**Parts of this policy have been written with particular reference to the Government guidance "[Political impartiality in schools](#)" (17 February 2022)" and "[Gender separation in mixed schools – non statutory guidance \(June 2018\)](#)"**

*The aim is not to prevent pupils from being exposed to political views or discussing political issues in school. Pupils should not, however, be actively encouraged by teachers or others to support particular political viewpoints.*

### Aims:

The curriculum at Cranford School aims to provide opportunities for all pupils to learn and to achieve their potential. Individual Subject Policies, Curriculum Plans and Schemes of Learning take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan. We endeavour to ensure that pupils receive a broad and balanced education and that they undertake a wide range of educational experiences aimed at enriching and extending their abilities and understanding. All pupils have the opportunity to learn and make progress. Please see the School's **'Whole School Policy for Assessment, Recording and Reporting'** for details about how this is assessed.

There is a strong emphasis on enrichment explicitly and through cross-curricular links, educational visits (both day and residential), sports and cultural visits and links with industry and the community. We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are underpinned through our Assembly programme, Personal, Social, Health, Citizenship and Economic Education (PSHCEE) and Spiritual, Moral, Social and Cultural (SMSC) curriculum planning and co-curricular programme.

At Cranford School the Junior School curriculum aims to:

- Provide opportunities for all pupils to enjoy learning and make progress so they achieve their potential;
- Provide pupils with experience in Literacy (including Speaking and Listening and Modern Foreign Languages); Mathematics, Computing, Science, Personal Development (including Dance and Drama); Art and Design Technology; History; Religious Studies, Geography, PE, Forest School, Music and PSCHEE.
- Deliver experiences appropriate for the ages and aptitudes of pupils, including those with Specific Educational Needs and/or Disabilities (SEND) and EAL;
- Ensure that pupils take part in substantial physical activity equivalent to one lesson per day, which may take the form of PE, Games and Swimming.
- Enable pupils to acquire skills in Speaking and Listening, Literacy and Mathematics;
- Provide opportunities for children to develop their enquiry skills, selecting information from a variety of sources and media and making judgements about its accuracy and reliability;
- Ensure that pupils are academically and socially equipped to make a smooth transition to Senior School.
- Provide full-time supervised education for pupils of compulsory school age.
- To ensure the effective preparation of pupils for life in British society. The aim being to develop in every pupil the values, skills and behaviours they need to get on in life. We endeavor to deliver a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.
- To ensure pupils are being prepared for engagement with communities where gender mixing is common and understand and respect that any gender can fulfil almost any role in society, with very few exceptions.

The curriculum has been planned to ensure that it is:

**Broad** - so that it provides each pupil with a wide range of experiences, knowledge and skills, fostering educational development and encouraging independent learning.

**Balanced** - so that each area of the curriculum is allowed sufficient time for its contribution to be effective.

**Flexible and Differentiated** – so that what is taught and how it is taught is relevant and stimulating to meet the learning needs of individual pupils and fully develop their abilities and aptitudes.

The curriculum aims to foster the development of the qualities and skills which enable pupils to achieve success and fulfilment in all areas:

- To be healthy;
- To stay safe;
- To enjoy and achieve;
- To make a positive contribution;
- To achieve economic well-being;
- To promote pupils' spiritual, moral, social and cultural development.

### **Teaching and Learning**

Issues of teaching and learning are high on the professional agenda of the School; we aim to use a wide range of teaching styles in response to the individual learning needs of all pupils. Heads of

Key Stage take responsibility for the monitoring of teaching and learning together, alongside Subject Co-ordinators, with the Deputy Head (Academic Junior) and the SLT. They also ensure that staff are kept up to date with best practice.

The development of spiritual, moral, social and cultural awareness is included within the curriculum at all Key Stages. Assemblies are held and these provide further opportunities to explore spiritual and moral issues. PSHCE Education at Cranford reflects the School's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. We ensure respect is given to all irrelevant of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

The School is committed to providing a planned programme for EAL learners.

Whilst EAL does not feature strongly at Cranford School currently, we ensure specialist EAL support is available for new arrivals with EAL from qualified teachers or teaching assistants who have received appropriate training and support. More advanced learners of English have continuing support in line with their varying needs as they develop competencies over time.

Cranford School understands the need to educate pupils in the safe use of technology, particularly internet use and that of social media (e-safety) and ensure this is conducted across a broad and balanced curriculum, which includes PSHCEE and computing lessons and reinforcement in Assemblies. Please see the '**Whole School E-Safety Policy**'.

The curriculum allows pupils to learn about the achievements of other cultures, including those outside Europe and enrichment is encouraged through an appropriate balance of work by authors, speakers, artists, scientists etc. from other cultures, including visits to and experiences of different cultural contexts.

The school takes its duty to meet the legal requirements relating to political impartiality seriously and recognises the duty of care we have to provide the pupils with balanced views in a whole range of global, political, religious and ethical ideas. With this in mind all staff are made aware of their duty to prohibit the promotion of partisan political views and should therefore "take such steps as are **reasonably practicable** to secure that, where **political issues** are brought to the attention of pupils, they are offered a **balanced presentation of opposing views**" (Political impartiality in schools 17 February 2022). This new guidance has sections on understanding terminology, and scenarios to assist with: identification of political issues; ensuring balance in teaching them; age-appropriate teaching; choosing resources; and sensitive political issues. There is a section on staff expressing personal opinions and further scenarios relating to: the use of external agencies; discussing political issues; political activity by pupils; activities within school during political events; public displays and communications; and concerns about political impartiality

Staff are also made aware that when they remain unsure if a topic is a 'political issue' it is advisable to avoid promoting a particular view to pupils. Instead, they must ensure they give a balanced factual account of the topic, in line with the legal duties on political impartiality, set out in the guidance given in the Government document "Political impartiality in schools" (17 February 2022). Staff are also made aware that "Not all areas of ethical debate are political issues. There are some concepts and views that can be considered as shared principles that underpin our society and not political issues in this context. Examples include a belief in upholding certain rights, such as freedom of speech and protection from violence and criminal activity - or challenging discrimination and prejudice, including racism." (Political impartiality in schools 17 February 2022)

PSHCEE at Cranford reflects the School's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010, to ensure that pupils do not form a negative or restrictive views of gender roles, or of those with other protected characteristics, such as disability or race.

(For further detail see the Individual Subject Policies, '**Whole School Policy for Assessment, Recording and Reporting**', the School's Statement as to how progress is measured at the School, '**Whole School Marking and Feedback Policy and Procedures**', '**Homework Policy**', '**Policy on Meeting Individual Pupils' Academic Needs**', '**Whole School Able, Gifted and Talented Policy**' and '**Whole School Special Educational Needs and Disability (SEND) Policy**'.

We aim to use a wide range of teaching styles and resources in response to the different learning needs of individual pupils. This includes the use of relevant technology and resources to support Home Learning and remote education (for example, as used during the Covid-19 lockdown period). Please refer to the School's '**Home Learning Policy**' for details.

## **Home Learning**

In the event of a health-related individual self-isolation, group 'bubble' remote education, or temporary Whole School closure, Heads of Department/Key Stage take responsibility for the management and monitoring of learning and teaching in their areas and members of the SLT take responsibility for monitoring and evaluating teaching and learning and the curriculum through the Line Management System. Where interruptions to learning occur, for groups of pupils or individuals Heads of Department, liaising with SLT, will discuss whether adjustments need to be made to the curriculum based on their assessments of pupils' learning and progress, with a view to addressing any gaps in knowledge and skills. Learning and teaching is supported by a well-resourced Library.

### **The Early Years Foundation Stage:**

The Early Learning Goals (the knowledge, skills and understanding which young children should acquire by the end of the Reception year) and the educational programmes are set out in the 'Statutory Framework for the Early Years Foundations Stage' document.

The three prime areas of learning and development are:

- Communication and language
- Physical development
- Personal, social and emotional development

The four specific areas of learning and development are:

- Literacy development
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Cranford School we believe these are equally important and interconnected, depending on each other to support a rounded approach to child development. We deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities alongside our deliverance of the Characteristics of Effective Teaching and Learning.

We believe it is important to consider the different ways children learn and reflect this in how we teach, organise our learning environment and support individual children and groups of children. Through our planning and delivery, we foster Playing and Exploring, Active Learning and Creativity and Thinking Critically.

### Curriculum Guide:

The curriculum is guided by the National Curriculum. An integrated approach is taken to the teaching and learning across the curriculum, for example in Humanities, where links are made with English and with other subjects where appropriate.

### Reception:

Subject	Hours per Week
Class Time	22
Forest School	0.5
French	0.5
Music	0.5
Computing	2
PE/Games	4.5
<b>Total</b>	<b>30</b>

### Key Stage 1:

Subject	Number of 50-Minute Lessons per Week	
	Year 1	Year 2
English	5.5	5.5
Phonics	4	4
Mathematics	6	6
Science	1.5	1.5
RS	0.5	0.5
PSHCEE	0.5	0.5
Humanities	1.5	1.5
Computing	1	1
Art	1	1
DT	0.5	0.5
French	0.5	0.5
Music	1	1
Forest School	0.5	0.5
Junior Library	1	1
PE/Games	5	5
<b>Total</b>	<b>30</b>	<b>30</b>

### Key Stage 2:

Subject	Number of 50-Minute Lessons per Week
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	<b>Year 6</b>	<b>Year 5</b>	<b>Year 4</b>	<b>Year 3</b>
English	6	6.5	6.5	6.5
Mathematics	6	7	7	7
Science	2.5	2	2	2
French	2	1	1	1
RS	0.5	0.5	0.5	0.5
Music	1	1	1	1
Drama	1	1	1	1
Art	1	1	1	1
DT	0.5	0.5	0.5	0.5
Computing	1	1	1	1
Humanities	1.5	1.5	1.5	1.5
Library	1	1	1	1
PSHCEE	0.5	0.5	0.5	0.5
Forest School	0.5	0.5	0.5	0.5
PE/Games/Swim	5	5	5	5
<b>Total</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>

Junior School use the Cornerstones curriculum to ensure a cross curricular approach to Teaching and Learning. It is a is an ambitious, concept-driven and knowledge-rich curricular that draws together all areas of the curriculum in a topic-based approach.

Reviewed: September 2019: Headmaster, Deputy Heads (Junior School and Director of Studies) and Governors

Reviewed: September 2020: Headmaster, Deputy Heads (Junior School and Academic) and Governors

Reviewed: September 2021: Headmaster, Deputy/Assistant Heads (Junior School and Academic) and Governors

Reviewed: September 2022: Headmaster, Deputy Head DSL), Deputy Head (Juniors Academic), Assistant Head (Academic Seniors) and Governors

Reviewed: September 2023: Headmaster, Senior Deputy Head (Whole School), Deputy Heads (Academic Juniors and Seniors) and Governors

Reviewed: March 2024: Headmaster, Deputy Heads (Academic Juniors and Seniors) and Governors

Review Due: March 2025 by Headmaster, Deputy Heads (Academic Juniors and Seniors) and Governors