



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).

Aims:

The curriculum at Cranford House 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 generally: explicitly and through cross-curricular links, educational visits (both day and residential), foreign exchanges 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 House School the 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, Personal Development (including Dance and Drama); Art and Design Technology; History; Religious Studies, Geography, PE, Music, PSCHEE and Science.

- Deliver experiences appropriate for the ages and aptitudes of pupils, including those with Specific Educational Needs and/or Disabilities (SEN/D) and EAL;
- 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;
- 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.

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.

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 (Junior School) 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 House 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 House 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.

Particular attention is paid to assisting children to adjust their behaviours in order to reduce risks and build resilience, including radicalisation, with particular attention to the safe use of electronic equipment and the internet. Pupils are educated in the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. 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.

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 recent Covid-19 lockdown period). Please refer to the School's '**Home Learning Policy**' for details.

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 House 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	22.5
Forest School	0.5
French	0.5
Music	0.5
Computing	1
PE/Games	5
Total	30

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
Total	30	30

Key Stage 2:

Subject	Number of 50-Minute Lessons per Week			
	Year 6	Year 5	Year 4	Year 3
English	6	6	6.5	6.5
Mathematics	6	6	7	7
Science	2.5	2.5	2	2
French	1	1	1	1
Spanish	1	1	0	0
RS	0.5	0.5	0.5	0.5
Music	1	1	1	1
Drama	1	1	1	1
Art	01	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	35	5	5	5
Total	30	30	30	30

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

Review Due: September 2021 by Headmaster, Deputy Heads (Junior School and Academic) and Governors