



Policy Curriculum

Philosophy: The curriculum of Elizabeth College Junior School incorporates everything a child experiences. We provide a rich, diverse, inclusive and exciting experience for all our pupils, enabling them to flourish and make the very most of themselves.

Each child at Elizabeth College Junior School is valued and cared for as an individual. Our welcoming atmosphere provides a happy environment in which children are given opportunities to develop their social, emotional, spiritual, physical and academic abilities. The children are motivated, keen to learn and enjoy the experiences that we offer.

Aims:

We provide our pupils with the very best in Pre-Preparatory and Preparatory education through our broad and balanced curriculum and a wide range of extra-curricular activities. This enables them to develop their talents and skills, gain moral awareness and self-confidence, achieve academic goals commensurate with their ability and become independent learners as their confidence grows. With a dedicated and caring staff, each pupil benefits from personal attention and a happy atmosphere. We strive as a whole to achieve high academic and moral standards that promote the development of the whole child.

ISI School Inspection Report October, 2015

CONCLUSIONS AND NEXT STEPS

Pupils' achievements across the school are excellent. In both the Junior Schools and Upper School, including the early years, pupils are well education in clear confirmation of the college's aims. In many academic and extra-curricular activities pupils demonstrate high levels of knowledge and understanding as well as being both highly literate and articulate. Pupils from the very youngest and of all abilities have excellent attitudes to learning.

Pupils' academic achievements are supported by an excellent curriculum, carefully planned and sufficiently adaptable to meet well the needs of individual pupils. Extra-curricular provision is excellent providing an extensive range of opportunities. The curriculum is delivered by good teaching throughout.

Recommended Next Steps

Ensure that teaching always provides appropriate teaching and challenge for the pupils (especially with regard to AGT).

Ensure that systems for monitoring and supporting teaching and learning are consistently effective across the College.

Extend the use of standardised attainment data in order to track pupils' performance more accurately, especially in the Junior School.

Key academic objectives from the school development plan include:

- The on-going development of a cohesive curriculum, demonstrating clear progression throughout the school, incorporating new initiatives such as Outdoor Learning.
- The development of effective data tracking and improved use of Standardised assessment results.
- A review of MFL provision and a change in the delivery and programme.

- CPD enhancement and improved opportunities for all staff.

Teaching & Learning:

During their time at ECJS, the children are able to experience a wide range of educational activities. The curriculum offered is a whole learning experience. It is not only the activities and lessons planned, but also those dispositions, attitudes and values which we try to foster in our children. We believe that these experiences form a sound foundation for future academic success through the whole of Elizabeth College.

Pupils are taught in mixed ability classes from Reception to Year 6. Colleagues are expected to monitor academic performance closely, informed by benchmarking using NFER data and teacher knowledge of their pupils and they should take action promptly in the case of those students who are underperforming. Similarly, they should aim to stretch and challenge the most able.

The ECJS Learning Support Department gives additional teaching to those in need, either those experiencing specific learning difficulties or those requiring additional development as a result of specific gifts. The school is broadly inclusive of a range of Learning Difficulties and Disabilities and is able to undertake assessment procedures to identify a range of difficulties. External agencies can be accessed for further support if so needed. Children who are identified as 'Able' may also receive additional support to develop their skills. At Acorn, children benefit from small group or 1:1 time with HTLAs who work closely with the teachers and the HoLS to implement support programmes. At KS2, this support is undertaken by qualified teachers and, as a result, there is an additional charge for these lessons. Occasionally, some KS1 children may also receive this specialised support and be charged accordingly.

Our Music department is supplemented by peripatetic staff, who come into School each week to take children for Individual instrumental lessons. Lessons are offered from Year 2 onwards, although the range of instruments offered is limited. From Year 3, the range broadens. Although the Head of Music coordinates the lessons, the peripatetic staff charge parents for these lessons directly.

A range of outside agencies support the curriculum. To supplement our own PSHE programme, pupils in Years 5 & 6 undertake a short course that is run by a qualified health educator from the Board of Health. The topics covered complement work within the science curriculum and are geared specifically towards this age group. In Year 6, these include consideration of health, hygiene, peer pressure, friendship, bullying, smoking, drugs, coping with puberty and the changes of adolescence, basic anatomy, family life, sex education, childbirth and the responsibilities of parenthood. We also have close links with the local Fire Brigade, Alcohol Awareness, GASP and St John's Ambulance Service who assist in parts of this important programme of study directly.

Sports Development Officers work with classes of children throughout the year in disciplines such as cricket, hockey, badminton, squash, fencing and fitness, either on or off site.

Parents support the curriculum offered throughout the School by offering assistance and expertise. They help with reading, art, DT, cookery, off-site visits and with dramatic and musical activities. Many parents assist with sports fixtures, allowing our children to participate in a wide range of fixtures throughout the year.

Foundation Stage:

When planning the curriculum programme and putting it into practice, we ensure that every child's learning is varied, balanced and matches their individual needs. The children in the Pre-School and Reception classes follow the prescribed Foundation Stage Curriculum. The areas of learning are Personal, Social and Emotional Development, Communication and Language, Literacy, Mathematics, Expressive Arts and Design, Physical Development and Understanding the World. French is also taught in Reception.

Key Stage 1

In Years 1 & 2, all children receive a broad and balanced curriculum, using a range of Teaching and Learning strategies. Each class has its own dedicated Teaching Assistant.

Curriculum areas covered include:

English, Mathematics, Science, RE, PSHE, ICT, Art / DT, History / Geography, PE, French and Music.

The curriculum in Reception, Years 1 and 2 is enhanced further through activities such as, outside play, participation in assemblies, concerts, visiting theatre groups and authors, special services and sports day as well as visits to places of interest. Curriculum Enrichment days are held throughout the year when the normal timetable is suspended and pupils enjoy a day of more creative learning opportunities. Some of these events are held annually (e.g. Guernsey Week, Health and Wellbeing Day), but others are planned on a year by year basis.

Extra-curricular activities at Acorn House take place after school for children in Year 2. A range of clubs are available.

Key Stage 2

Children in Years 3 to 6 receive a broad and balanced curriculum, with specialist teaching in subjects such as French, Music, ICT, Art and Physical Education. The week is divided into 25 sessions. In each year group, class teachers take their children for some of the sessions and at least one of the core subjects. Years 5 & 6 receive more specialist teaching than Years 3 & 4.

Curriculum areas covered include:

English, Mathematics, Science, RE, PSHE, ICT, History, Geography, PE, Music, French, Art and DT.

Teaching Assistants support the Teaching and Learning in classrooms and specialist rooms.

The curriculum in the Preparatory department is enhanced by a range of extra-curricular events. Visits to places of interest on and off the island, concerts, visiting drama groups, art exhibitions, class assemblies, play opportunities, cookery club, sports fixtures and tours, clubs and activity weeks all take place. We are also fortunate in attracting a number of visitors willing to talk about their experiences of exploration, adventure and charitable work.

Curriculum Enrichment

Each year, a number of Curriculum Enrichment events are held, giving the opportunity for Acorn House and Beechwood staff and pupils to unite as ECJS. This helps to foster a cohesive feel to the school and allows pupils the opportunity to work together in mixed age groups. The normal timetable is suspended and gives pupils the opportunity to develop their learning more creatively. Science, Viking and Explorer days, Health and Well-being Day, Guernsey Week and Art days are all well established and the programme is reviewed and extended each year. Recent events have included a Young Engineers day, puzzle days, Numeracy activities and an Elizabethan Day. Beechwood has an activity week in the Trinity Term, involving all pupils in a wide range of events and residential trips. Events may be for the whole school or departments within it.

Role of Coordinators:

Every curriculum area has a designated coordinator in each Key Stage. The coordinators have joint written policies and joint schemes of work. The coordinators are allocated time each year to meet for the monitoring and evaluation of planning, children's work and the displays in school. The SLT plays a role in this process.

Resources:

- ECJS is well-resourced. It has its own designated budget, divided between the three departments. Sufficient funds are allocated to curriculum areas to allow for replenishment and replacement of resources as necessary.
- Our active Friends' Association supplement the School's resources through their fundraising activities. Items such as play equipment, CD players, digital cameras and interactive whiteboards have all recently been purchased.
- The Old Elizabethan Association also supports the school, most recently purchasing our steel pans and radio microphones.
- The Elizabeth College Foundation has contributed towards much of the recent building developments.

Equal Opportunities:

- Refer to Able, Gifted and Talented Policy and SEND Policy.

Assessment:

- Refer to Marking, Assessment, Recording, Reporting and Accountability Policy and Staff Handbook