



## **Policy Curriculum**

**Philosophy:** We believe that the curriculum of Elizabeth College Junior School incorporates everything a child experiences. We aim to 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:**

Our aim is to 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 March, 2009**

### **CONCLUSIONS AND NEXT STEPS**

#### **Overall Conclusions**

Elizabeth College meets its aims successfully. It enables all pupils to learn well, and to become socially responsible citizens. It provides a high standard of education for all its pupils, from the Early Years Foundation Stage to the sixth form and passage to university or employment. Its provision is wide, both in the formal curriculum it offers to all pupils and in the range of its extra-curricular activities and visits. The overall quality of teaching and the quality of pupils' learning and achievement throughout the college are good, and sometimes they are excellent. The college is confident in the education it offers; it also reviews regularly its provision and its practice to improve these still further. The college's weaknesses, of which they are aware, are few: they lie in the limited exchange of best practice in teaching, and ensuring that all pupils throughout the ability range are catered for in every lesson, according to their prior attainment and their current needs.

#### **Next Steps**

The college is clear in its aims for all its pupils. To secure these more fully, it should:

*develop further the programme of professional development to share best practice in teaching throughout the school;*

*ensure that all teachers recognise pupils' prior attainment and provide regularly for all different levels of ability, particularly for those pupils with learning difficulties or disabilities and those who are gifted and talented.*

Key academic objectives from the school development plan include:

- The production of a cohesive curriculum, demonstrating clear progression throughout the school.
- On-going development of planning formats including clearly defined differentiation for children with SEND and for those who are AGT.
- Development of the curriculum enrichment programme, with specific record keeping and planning to enhance the provided programme.
- Improving opportunities for the sharing of best practice.

### **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 although in Years 3 to 6, pupils are set for Numeracy. 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, seeking advice if required.

ECJS operates a Learning Support Department to give 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 an HTLA who works closely with the teachers and the DoS to implement support programmes. At Beechwood, this work is undertaken by 2 part-time teachers and, as a result, there is an additional charge for these lessons during Key Stage 2.

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.

There are two Pre-Reception classes of 24 children with three staff in each. Each room has their own room leader.

There are two Reception classes (maximum of 20 per class), both of which have a dedicated Teaching Assistant.

### Key Stage 1

In Years 1 & 2, all children receive a broad and balanced curriculum, using a range of Teaching and Learning strategies. The children have a more structured day, with lessons timetabled throughout the week. Each class has its own dedicated Teaching Assistant.

Curriculum areas covered include:

Literacy, Numeracy, Science, RE, PSHE, ICT, Art / DT (half a term each), History / Geography (half a term each), 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 wide range of clubs are available, from which the children select two.

### 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:

Literacy, Numeracy, 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 term to meet for planning purposes. Time is also given for the monitoring and evaluation of planning, children's work and the displays in school. Monitoring and evaluation of the curriculum is also undertaken by the SMT from a whole school perspective on a bi-annual basis as part of a rolling programme.

### 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' Associations 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 allowed us to have our all weather pitch installed and our Library /Music room built on the Acorn House site.

**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