



CURRICULUM POLICY

1. Introduction and Philosophy

- 1.1. *Elizabeth College provides a rich, diverse and exciting experience for pupils of all backgrounds, enabling them to flourish and make the very most of themselves.” ISI Report, October 2015*
- 1.2. 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, employing the school maxim of ‘Aim High, Be Brave, Be Kind’.
- 1.3. 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.
- 1.4. 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 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.

2. ISI Report October 2015: Conclusions and Next Steps

- 2.1. Pupils’ achievements across the school are excellent. In both the Junior Schools and Upper School, including the early years, pupils are well educated 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.
- 2.2. 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.
- 2.3. **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.

2.4. 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.
- Developing the use of Firefly as a VLE; training for all staff to implement this.
- CPD enhancement and improved opportunities for all staff.

3. Teaching and Learning

3.1. 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.

3.2. Pupils are taught in mixed ability classes from Reception to Year 6. Teachers are expected to monitor the academic performance of their pupils closely using summative and formative assessment 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.

3.3. The ECJS Learning Support Department gives additional teaching to those in need. 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 some additional support to develop their skills.

3.4. 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.

3.5. 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, eSafety and St John's Ambulance Service who assist in parts of this important programme of study directly.

- 3.6. 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.
- 3.7. Parents support the curriculum offered throughout the School by offering assistance and expertise. They help with many different areas, either regularly or as a special request. Many parents assist with sports fixtures, allowing our children to participate in a wide range of fixtures throughout the year.
- 3.8. Appendix A contains the curriculum plan, showing the time given to each subject area during the working week.
- 3.9. Appendix B shows the summative assessment framework which takes into account both attainment and achievement testing.

4. Early Years Foundation Stage

- 4.1. 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 prime areas of learning are Personal, Social and Emotional Development, Physical Development and Communication. Specific areas are Literacy, Mathematics, Expressive Arts and Design and Understanding the World. Spanish, RE and Music are also taught in Reception

5. Key Stage 1

- 5.1. 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.
- 5.2. Curriculum areas covered include: English, Mathematics, Science, RE, PSHE, ICT, Art / DT, History / Geography, PE, French and Music.
- 5.3. With the exception of Maths and English, the curriculum is delivered in Topic areas, rather than as individual subjects.
- 5.4. Learning in Reception, Years 1 and 2 is enhanced further through a variety of 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.



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

6. Key Stage 2

6.1. Children in Years 3 to 6 receive a broad and balanced curriculum, with specialist teaching in subjects such as French, Music, 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.

6.2. Curriculum areas covered include: English, Mathematics, Science, RE, PSHE, ICT, History, Geography, PE, Music, French, Art and DT.

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

6.4. 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.

7. Curriculum Enrichment

7.1. Curriculum Enrichment events are held at various points, either as separate departments or giving the opportunity for all 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 pupils are given the opportunity to develop their learning more creatively. Some are annual events but most others are planned on a year by year basis. Beechwood also has an activity week in the Trinity Term, involving all pupils in a wide range of activities and residential trips.

8. Monitoring and Evaluation

8.1. There is a regular programme for monitoring and evaluating both the curriculum and teaching and learning. All staff contribute to this programme and take an active role within it, led by the SLT. The programme is developed on a yearly basis, with core subjects and essential areas appearing annually and others occurring on a rota basis. Our aim is to ensure that time is given fairly to the needs of monitoring and evaluation and that the process is one of quality, rather than quantity.

9. Role of Coordinators

9.1. Every curriculum area has a designated coordinator and budgets are handled separately for EYFS/KS1 and KS2. Schemes of Work are written to allow clear progression and coordinators work to accomplish this.

Reviewed September 2020

Deputy Head Academic



10. Resources

- 10.1. 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.
- 10.2. Our active Friends' Association supplement the School's resources through their fundraising activities.
- 10.3. The Old Elizabethan Association also supports the school, on request, for specific items.
- 10.4. The Elizabeth College Foundation has contributed towards many projects at the school.
- 10.5. The school development plan highlights projects for future investment.



Appendix A

The EYFS run an integrated week with regular times put aside of the prime and specific areas of the EYFS Curriculum.

KS1 has a nominal timetable to cover all aspects of the curriculum, but do run a creative topic approach. Exact subject allocations may vary from project to project or from week to week. All classes include daily Maths and English input.

Subject	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
English	Creative curriculum – usually timetabled every day		5 (plus 4 readings session)	5 (plus 4 readings session)	5 (plus 2 reading sessions)	5 (plus 2 reading sessions)
Mathematics	4	4	5	5	5	5
Science	Creative Curriculum		1.5	1.5	2	2
ICT	Integrated into the curriculum					
Art and DT	Creative Curriculum		1.5	1.5	2	2
French	1	1	1	1	1	1
Games/PE	2	2	3	3	3	3
Humanities	Creative Curriculum		2	2	2	2
Music	1	1	1	1	1	1
PSHE	1	1	1	1	1	1
RE	1	1	1	1	1	1
Totals	21	21	25	25	25	25



Appendix B

Framework for Summative Assessment

Year group	Michaelmas	Lent	Trinity
Reception	EYFS Profile	EYFS Profile	EYFS Profile
Year 1	PIRA/PUMA Writing	PIRA/PUMA Writing	PIRA/PUMA Writing
Year 2	PIRA/PUMA Writing	PIRA/PUMA Writing	PIRA/PUMA Writing
Year 3	PIRA/PUMA Writing	PIRA/PUMA Writing	PIRA/PUMA Writing
Year 4	PIRA/PUMA Writing	PIRA/PUMA Writing, CATA	PIRA/PUMA Writing
Year 5	PIRA/PUMA Writing	PIRA/PUMA Writing	PIRA/PUMA Writing
Year 6	PIRA/PUMA Writing	PIRA/PUMA Writing, CATC	PIRA/PUMA Writing