



CURRICULUM POLICY

“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. Introduction and Philosophy

- 1.1. This policy has been developed to reflect the ethos, aims and values of Elizabeth College Junior School and to respond to the ‘Next Steps’ set out in the October 2015 Inspection. Our academic aim is to provide a rich, diverse, inclusive and exciting experience for all our pupils, enabling them to flourish and make the very most of themselves achieving or exceeding academic expectations. It addresses the regulatory requirements for the quality of education provided and is published on the school website.
- 1.2. Students of compulsory school age receive full time supervised education. This provides students with experience in linguistic, mathematical, human and social, physical and aesthetic and creative aspects. It promotes spiritual, moral, mental and physical development and prepares students for life. Progress is assessed and monitored regularly throughout the year.
- 1.3. Each child at Elizabeth College Junior School is valued and cared for as an individual, enabling them to be inspired by their learning experiences. 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 are committed to providing 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.
- 1.5. We strive, as a whole, to achieve high academic and moral standards that promote growth of the whole child. We support the development of Fundamental British Values and prepare pupils for the opportunities, responsibilities and experiences of life in British Society through a wide programme of PSHE and pastoral care, embedding them thoroughly in our SMSC provision. We teach respect for others, with particular regard for the protected characteristics, and promote a culture of tolerance and diversity. Specific details of this can be found in the PSHE Scheme of Work.
- 1.6. Whilst our aim is academic success for all abilities, this is achieved by a focus on learning and teaching. We want our pupils to develop a love of learning alongside growing

Reviewed February 2021

Deputy Head Academic



independence. Key school initiatives aim to develop a growing repertoire of learning skills in our pupils. Learning powers are introduced at a young age, developed with Growth Mindset principles, and both Assessment for Learning and Teaching Backwards underpin classroom approaches. Students are encouraged to develop resilience in their learning, accepting failure as part of the learning process and demonstrating growing strength in their determination to succeed.

- 1.7. Teaching at Elizabeth College Junior School focuses on the learning experience of the pupils; they should be challenged and fulfilled in their lessons. A high level of teacher enthusiasm and expertise should set consistently high standards for pupils to aspire to. Lessons should be thoroughly prepared, well-judged in content and pace and have purpose and a structure shared with pupils. The classroom environment should be stimulating, challenging and supportive for all pupils.
- 1.8. Teachers must ensure that all pupils are equally involved in lessons. They should differentiate learning to provide challenge to all students and support and scaffold those that need it. The setting of tasks, the pace of the lesson or the involvement of Teaching Assistants for small group work should all combine to encourage pupils to feel supported and challenged in their learning. Pupils should learn to embrace challenge and respond positively to constructive feedback. All pupils are expected to give of their best and are encouraged to develop their talents to the full.
- 1.9. Formative assessment is a key part of our day-to-day teaching. A package of formal, summative assessment takes place termly, focusing in on the development of Reading and comprehension, Writing and Mathematics. Published programmes are utilised for Reading Comprehension and Mathematics and a school-developed assessment looks at writing. Standardised scores are generated for Mathematics and Reading Comprehension termly and progress is tracked and monitored. Writing assessments are moderated internally. Action is taken promptly when progress is not maintained and pupils, when needed, have access to individual 1:1 support with qualified, specialist teachers. More able students are identified using these assessments, alongside teacher judgment. Data collected is used to inform the development of next steps in teaching alongside monitoring the progress of the school as a whole. The programme for summative assessment is listed in Appendix B. Complete details of our assessment and reporting process is in the Assessment and Reporting Policy.
- 1.10. We identify more able students and adjust teaching and learning opportunities accordingly, without making this information available to parents and students themselves. With pupils age 4-11, we are wary of applying labels too early in a child's school career, unless the situation is such that the particular talent or gift identified is notable and likely to be lifelong (see separate More Able Policy).
- 1.11. We motivate and reward students in a variety of ways, relevant to the different age groups within school. Verbal feedback, stickers, housepoints and credits, credit cards, 'Catch me being good' slips and holographic stickers (leading to the award of 'star' badges)

Reviewed February 2021

Deputy Head Academic



all play a part in this process. Weekly celebration assemblies focus not only on outstanding work, but also on good work habits and learning skills.

1.12. Homework is set throughout the school and is both varied and adjustable depending on the year group, the class and the pupil. Timetables are established and adhered to and tasks include reading, spelling and mental arithmetic skills depending on each given year group. Homework should be meaningful and variable and appropriate to differing abilities.

2. Key academic objectives from the 2020 – 2021 School Development Plan include:

- The on-going development of a cohesive curriculum by school-wide coordinators, demonstrating clear progression and stretch and challenge throughout the school, incorporating new initiatives such as Outdoor Learning and implementing a coordinator led programme of monitoring and evaluation.
- Developing planning throughout the school, ensuring that it is appropriate and relevant to the age group and the resources provided.
- Developing the use of Teaching Backwards strategies throughout the school.

3. Safeguarding and Prevent Policy.

3.1. In the delivery of the curriculum, teachers must act in accordance with the school's Safeguarding Policy and Prevent Duty Policy, informing the DSL or his deputy of any concern.

4. Teaching, Learning and the Curriculum

4.1. During their time at ECJS, the pupils 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 foster in our children. We believe that these experiences form a sound foundation for future academic success.

4.2. 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 challenge the most able. Effective planning should always incorporate details for support, stretch and challenge. This might be through specific scaffolding, differentiated activities, questioning in class, specific grouping for work or specialist input, depending on the subject. Extension and enrichment should provide opportunity to any pupil in class who may need it, bearing in mind the age of the pupils and variation in need. Teaching Backwards helps form a picture of need, but teachers should remain vigilant and flexible in their thinking.



- 4.3. Our Music department is supplemented by peripatetic staff, who come into School each week to take children for individual instrumental lessons. This option is open to all children. More able musicians are offered many opportunities to extend their development and skills. Examples include lead parts in school events, soloist occasions, Local Eisteddfod competitions, additional extra curricula opportunities and instrumental lessons with the option to take musical grade examinations. House competitions add informal breadth to these opportunities.
- 4.4. The PSHE programme is wide and varied. It teaches respect for others throughout, including incorporating awareness of the protected characteristics, ensuring pupils learn a culture of tolerance and diversity. A range of outside agencies support this curriculum. Pupils in Years 5 & 6 undertake a complimentary health course that is run by a qualified health educator from the Board of Health; this is completed by all Guernsey schools. The topics covered complement work within the Science curriculum and are geared specifically towards this age group. 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, Local Police and St John's Ambulance Service who assist in parts of this important programme of study.
- 4.5. The Games and Physical Education Programme is broad and thorough. Pupils learn basic skills in the early years and progress towards more formal team and individual sports as they move through the school. A wide variety of different activities are incorporated into the curriculum and this is supplemented by a range of Island opportunities. 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. Coaching is an integral part of lessons for both those needing help to develop their skills and the more able. Many opportunities are made for developing the skills of the latter; matches and competitions, specific coaching sessions, generic extra-curricular clubs and camps alongside specific clubs/activities, partaking of which is by invitation.
- 4.6. Appendix A contains the curriculum plan, showing the amount of time, in hours, given to each subject area during the working week. Actual lesson times vary in length between the Acorn House site (Reception-Yr 2) and the Beechwood site (Yrs 3-6). At Acorn House, sessions are adapted to fit into the course of the day and at Beechwood, all lessons are an hour in length. These are sometimes split to create reading/handwriting sessions in LKS2.

5. Early Years Foundation Stage

- 5.1. In Pre-School and Reception, every child's learning is varied, balanced and matches their individual needs. The children in the Pre-School and Reception classes follow the prescribed UK, DfE Foundation Stage Curriculum and work alongside the Guernsey Early Learning Team. Changes to this, led by the UK, are made when The Island of Guernsey makes the same change; this is often slightly after statutory UK changes. 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

6. Key Stage 1

- 6.1. In Years 1 & 2, all children receive a broad and balanced curriculum. Each class has its own dedicated Teaching Assistant. Curriculum areas covered include: English, Mathematics, Science, RE, PSHE, ICT, Art / DT, History / Geography, PE, MFL and Music. With the exception of Maths and English, the curriculum is delivered in Topic areas, rather than as individual subjects.
- 6.2. 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.
- 6.3. Extra-curricular activities at Acorn House take place after school mostly for children in Year 2, although one club each week, led by the Upper School's Sport's development team also invites Year 1 children in the Lent and Trinity Term.

7. Key Stage 2

- 7.1. Children in Years 3 to 6 receive a broad and balanced curriculum, with specialist teaching in subjects such as MFL, Music, Art and DT, Science 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. Children in Year 5 and 6 tend to have more specialist teaching during the week.
- 7.2. Curriculum areas covered include: English, Mathematics, Science, RE, PSHE, ICT, History, Geography, PE, Music, French, Art and DT.
- 7.3. In Key Stage 2, Teaching Assistants support learning in classrooms and specialist rooms. They work within classrooms under teacher guidance, with interventions under the Head of Learning Enrichment and the Pastoral Deputy Head and with both individuals and small groups. They play an active and valued part within the whole school community.
- 7.4. The curriculum 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.

8. Curriculum Enrichment

- 8.1. Curriculum Enrichment events are held at various points, either as separate departments (Acorn House or Beechwood) 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.

Reviewed February 2021
Deputy Head Academic



9. Role of Coordinators, Monitoring and Evaluation

9.1. Every curriculum area has a designated coordinator. Schemes of Work are written to allow clear progression and there is an established programme of monitoring and evaluation. Coordinators take a lead role in monitoring and evaluating their own subject area.

10. Resources

- 10.1. ECJS is well-resourced. It has its own designated budget, currently divided between the three departments (Pre-school, Acorn House, Beechwood). Sufficient funds are allocated to curriculum areas to allow for replenishment and replacement of resources as necessary.
- 10.2. Our active Friends' Association fundraise throughout the year, playing a part in deciding and developing projects of their own choosing.
- 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.



Appendix A

The EYFS run a 22 hour, integrated week with regular times put aside for 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 curriculum approach. Exact subject allocations may vary from project to project or from week to week. All classes include daily Maths and English although this may vary in length.

Subject	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
English	5 plus 1hr 20 mins phonics + reading sessions	5 plus 1 hr, 20mins phonics + reading session	5 (plus 3 reading sessions & 1 handwriting session)	5 (plus 3 reading sessions & 1 handwriting session)	5 (plus 2 reading sessions)	5 (plus 2 reading sessions)
Mathematics	5	5	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
MFL	0.5	0.75	1	1	1	1
Games/PE	2	2	3	3	3	3
Humanities	Creative Curriculum		2	2	2	2
Music	0.75	0.75	1	1	1	1
PSHE	1	1	1	1	1	1
RE	1	1	1	1	1	1
Totals	22	22	25	25	25	25

Numerical values refer to the number of hours spent on each subject area each week.



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 / CATB by need.	PIRA/PUMA/Writing
Year 6	PIRA/PUMA/Writing/ CATC	PIRA/PUMA/Writing	PIRA/PUMA/Writing