

BOOTHAM JUNIOR SCHOOL CURRICULUM POLICY

This policy relates to the Junior School (and includes details of the provision for students in the Early Years Foundation Stage). A separate policy exists for the Senior School.

The curriculum covers the broad range of activities offered by the school. It includes the formal academic curriculum, trips, workshops and also the range of extra-curricular activities. We offer a full-time supervised education for pupils of compulsory school age as well as a sessional nursery. The broad aim of the curriculum is to promote learning, the development of skills, personal growth and development of the “whole” child - giving the pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. We recruit pupils with as wide an ability range as are able to benefit from the curriculum we offer, recognising that with limited resources we cannot cater for all abilities. We provide all pupils with life skills, opportunities, responsibilities and experiences for the next phase of their education. We encourage pupils to approach learning positively and to adopt an adventurous outlook towards challenge.

Through the curriculum, in its broadest sense, we try to provide a framework from which all aspects of the school community develop. We are committed to:

- Creating high standards of learning for all children, with access to all areas of the curriculum;
- Incorporating aspects of the National Curriculum relevant to our needs and successful transfer to Bootham School where appropriate;
- Creating a stimulating environment in which children can learn;
- Creating a caring, secure, environment;
- Developing a responsible attitude to the school and wider environment; and
- Encouraging children to become self-confident and develop as individuals.

Bootham Junior School aims for its pupils to become adept and self-motivated learners. We use our ‘Big Six’ Dispositions - Creative, Resilient, Adventurous, Independent, Collaborative, Reflective - to actively encourage the development of transferable skills across the curriculum.

Our children are encouraged to be adventurous and challenging in their search for truth, engage in the process of learning, enjoy learning for its own sake and continue learning after they leave school. They will be helped to become independent learners. We offer a curriculum which stimulates different styles of learning, affording children a range of experiences through which they can reach their potential.

Our children will be taught to demonstrate kindness and care for others and to value diversity. They will learn the importance of resolving conflicts without violence. They will be offered opportunities for service, to work for the good in society, and for 'letting their lives speak'. They will be encouraged to engage actively with the life of the school, the local community, and the wider world.

We will help our children develop spiritual and physical well-being, and a proper understanding of themselves and their place in the world. They will learn to be open to the ideas of others, and learn to be discriminating. We will encourage our children to have the imagination to change the world and maintain the hope that it can be done. We educate children in the non-violent resolution of conflict, and about sustainability, simplicity and a detachment from material goods in the pursuit of the welfare of others.

Early Years Foundation Stage (from rising 3)

The EYFS Curriculum is based on the seven areas of learning. Detailed information is available in the EYFS policy.

KS1 and KS2

Pupils study the following subjects:

English, Mathematics, Science, Geography, History, Drama, RE, PSHCEE, Music, PE, Computing, Art, DT, Outdoor Education and Thinking Skills. Modern foreign languages are introduced from Year 2, swimming from Year 1 and Latin from Year 5.

Music, PE, Swimming, Thinking Skills, Outdoor Education and Latin are taught by specialists. Languages are taught by Language Assistants with the support of the class teacher.

Our curriculum is topic-based and so not all subjects are covered every half-term.

Pupils develop an understanding of spiritual, moral, social and cultural issues through the curriculum, extra-curricular activities, assemblies and other opportunities. Bootham Junior School is a diverse community and we enjoy celebrating this diversity within the school. Fundamental British Values are embedded in our curriculum areas when appropriate and pupils deepen their understanding through Class Meetings, PSHCEE lessons and assemblies.

Additional Support

We make provisions for students with learning differences to be supported within class or to have additional small group sessions. Similar arrangements are made for pupils with significant EAL needs. 1:1 or small group pastoral support may also be available where a pupil has emotional or social needs. Where a pupil has a EHCP an education which fulfils that student's requirements is offered.

Extra-Curricular Activities

There are a variety of broad and balanced extra-curricular activities available for all the children to participate in.

Each term, children, along with their parents, complete a form to choose the activities they would like to do. We expect the children to make a commitment to their chosen activity for the term unless there are exceptional circumstances.

Assessment

Tests are used throughout the school on a formal and informal basis to measure progress and inform teaching. Details can be found in our Assessment policy.

Date of Last review: September 2016
Person responsible: Head of BJS/LM
Review Group: Education Committee
Approval Group: General Committee
Next review date: October 2018

Checked and updated for fact of process: September 2017

Note: This policy will be checked and updated, on an annual basis, for matters of fact and process.