



Cheltenham College Junior School

Curriculum Policy

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Aims:

Academic Excellence is one of the three core aims. At The Junior we strive to ensure every pupil reaches his or her true academic potential. From the beginning, in the Foundation Stage, pupils are encouraged to develop their intellectual curiosity, academic rigour and the ability to learn independently. It is important that every pupil has the knowledge, skills and attitudes to succeed in a complex, fast-changing and multi-cultural society, with compassion, sound judgement and integrity.

The curriculum, teaching and learning at Cheltenham College shall:

Supply full-time supervised education for pupils 3-13 years old

Be broad and balanced

Contribute effectively to the intellectual, physical, personal attainment and development of the pupils

Give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education

Teach subject matter appropriate for the ages, gender, backgrounds and aptitudes of pupils, including those pupils with a statement of SEN or LDD

Enable pupils to acquire skills in speaking and listening, literacy and numeracy

Provide for personal, social and health education which reflects the College's aims and ethos

Enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught

Be enriched by extra- and co-curricular activities through both optional activity sessions and the Saturday morning programme

Offer all pupils the opportunity to explore and access their full academic potential

Foster in pupils a sense of delight in the life of the mind and the application of intellectual, physical or creative, interest in their work, and the ability to think and learn for themselves

Involve well-planned lessons, effective teaching methods, suitable activities and wise management of classroom time

Show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons

Ensure that teachers possess appropriate knowledge and understanding of the subjects they teach

Be based on classroom resources of an adequate quality, quantity and range

Ensure regular and thorough assessment of pupils' work

Ensure that effective strategies are in place for managing pupil behaviour and encouraging responsible behaviour

Guide pupils to appreciate and value the contribution made by all ethnic groups in our multi-cultural society, showing tolerance for different cultural traditions

Encourage awareness of the importance of their own positive contribution to society, the need to show initiative in their response and their responsibilities as members of a local community and a global society

Involve parents in their child's education through regular reporting of effort, attainment and target setting

Encourage pupils to use ICT safely and appropriately to enhance, enrich and give depth and breadth to their learning. ([Refer to Acceptable Use Policy](#))

Be subject to on-going evaluation and review by the Council Education Committee, Headmaster, Curriculum Director, the Heads of Departments' and other committees as appropriate.

Procedures:

Heads of Department are responsible for the effective delivery of the curriculum. They ensure that a relevant scheme of work is maintained and reviewed regularly and that members of their department implement effective planning, teaching, assessment and record keeping and follow all school policies relating to their subject.

All teachers use ongoing formative assessment, in addition to summative assessment, to ensure that each lesson is appropriately aimed at the individual's needs. Pupils with SEN/LDD are also monitored by our Learning Support Unit, the Coach House, who regularly update the individual education plan of these pupils, provide all staff with advice on strategies they require and any extra exam provision needed. ([Refer to SEN/LDD Policy](#)) Gifted and Talented pupils are equally catered for and challenged through a variety of strategies and opportunities ([Refer to Gifted and Talented Policy](#)).

It is important that we both measure the long-term progression and the actual attainment of each pupil. This is done annually using PIPS (Performance Indicators in Primary Schools), which allow us to see both the progress in attainment and the value added attainment of individual pupils, class groups and year groups and track this progress over time. Also used are Progress in Maths, English and Verbal reasoning which give us nationally standardised results from the age of 5-12, and through the MiDYIS (Middle Years Information System) for Years 7 and 8. As the pupils progress through the school we introduce more formal examinations in preparation for 11+ and 13+ Common Entrance. Our aim is to educate the pupils in seeing exams as a chance to 'show off' their abilities and not as a time of stress.

([Refer to the overview of assessment and exams taken in each year.](#))

Saturday opportunities

In addition to the weekday curriculum we offer a great breadth and depth of opportunities in our Saturday morning programme. This is timetabled on a Termly basis and offers both extra-curricular and co-curricular activities on and off-site.

([Refer to Saturday overview of activities](#))

Preparation for Adult Life

Parents are occasionally invited in to school to talk about their professions, linked to the Personal Development and Knowledge and Understanding of the World goals in the EYFS, linked to topic work in Key Stage 1 and then as relevant to their studies further up the school: An example of this was inviting a serving member of the forces to talk about their time in Afghanistan when the Year 7 pupils were studying 'The Breadwinner'. Other professions have included dentists, doctors,

In year 8 pupils occasionally have the opportunity to take part in 'Go to work with your parents' day, have talks from the Police, train as First aiders... as part of their post Common Entrance programme.

As opportunities arise pupils are informed of special events and courses that link pupils' learning to jobs as adults; recently ten Year 7 pupils attending a 'Young Lawyers' week end in London and several pupils are attending a technology camp in the Summer.

Prep

We believe that it is a vital part of a child's education that there are excellent home / school links. To aid this we encourage parents to be involved in their child's learning; from Foundation Stage two, when children bring home material to support their learning of Jolly Phonics through to Year 8 studying for Common Entrance or Scholarship exams.

In Kingfishers pupils will bring home their blue 'book bag' which will contain their reading book and any Jolly Phonics or Numeracy support activities for you to help and encourage your child. From Year 3 prep starts to become more formal and from Year 3 pupils are expected to do 10 minutes each of reading, tables and spellings each evening.

Once in Year 5 pupils are given daily prep in subjects based on a weekly timetable ([Refer to prep timetable - published each September - and prep policy](#)) plus time for learning vocabulary for French, and from Year 6 Latin. All preps are recorded in the pupils' diary to ensure that parents are able to encourage and support their child.

Reporting to Parents

At Cheltenham College Junior School we aim to ensure that Parents are kept informed of their child's academic progress and we have an open-door approach with Parents. Therefore Parents communicate regularly with class tutors at the beginning and end of the day and use e-mail communication regularly. In addition to this we have a structured arrangement for formal reporting to Parents through Parents evenings, assessment cards, information evenings and full reports. ([Refer to timetable of reporting to parents.](#))

Monitoring:

The ALT - Academic Leadership Team - is directly responsible, through its chairman (the Curriculum Director), to the SMT, for the teaching and learning at the school, the development of the curriculum, the organisation and efficiency of the timetable and realising the standards set by the school's strategic plan. In particular, it will be responsible for the following:

1. Monitoring two of the three key KPIs for the Council's Education committee - pupils' attainment and value-added, the quality of T & L
2. The profile of academic success and expectation
3. Assessment, recording and reporting
4. The balance of the academic curriculum throughout the whole school
5. Differentiation
6. Impact of national curriculum changes and the 11+, 13+ transfer
7. Use of technology to deliver and monitor the academic curriculum
8. Academic resources

Curriculum overview

Although the curriculum at The Junior is based largely on the National Curriculum, in many respects it reaches far beyond. All areas of the school benefit from the expertise of specialist subject teachers – with French, PE and Music specialists teaching in Kingfishers (Foundation Stage and Key Stage one), Lower School (National Curriculum Years 3 and 4) and Year 5. Once the pupils enter Year 6 subject specialists teach all their academic lessons. On entering Upper School (Year 7 and Year 8) the pupils either work towards the Independent Schools Examination Board (ISEB) Common Entrance examinations or Scholarship exams for entry to the 13+ senior school of their choice. Although many pupils continue to Cheltenham College we also prepare pupils for entry to a variety of schools such as Eton, Marlborough, Radley and Shrewsbury.

[\(Refer to Yearly overviews of the curriculum\)](#)

EYFS

Pupils in KFS1 and KFS2 follow the Early Years Foundation Stage Framework closely.
(Included in Curriculum Overview section)