



UCS Junior Branch

CURRICULUM POLICY

The structure of the Curriculum:

At the Junior Branch of University College School, we believe that all children have a right to a broad, balanced and relevant education, which provides continuity and progression and takes individual abilities and differences into account. This policy, supported by appropriate plans and schemes of work, outlines how the Junior Branch implements effectively full-time supervised education for its pupils in linguistic, mathematical, scientific, technological, human and social, physical, and creative and aesthetic education. The Junior Branch covers all of the subjects of the Key Stage Two National Curriculum and, broadly speaking, this framework provides subject matter appropriate for the ages and aptitudes of pupils, including those with a statement. There are eight periods in the teaching day, each of thirty-five minutes. The academic subjects studied are English, mathematics, science, history, French, geography, art, design and technology, information technology and music. A timetabled programme of Personal, Social and Health Education, in co-ordination with the school's extensive pastoral system, supports the academic curriculum. All of these subjects will contribute to developing pupils' literacy and numeracy and details of how such contributions are facilitated in subjects outside of English and mathematics will be highlighted in subject planning documentation such as the termly Schemes of Work. Drama and an extensive programme of sports education in PE and games lessons also enhance the curriculum.

Pupils in all year groups sit regular internal assessment tests in English, mathematics and science.

The school aims to

- Fulfil the educational needs of individual pupils, including the most able and those who are experiencing learning difficulties or have a statement. When pupils have a statement, the school will provide education suited to the needs of the statement, as outlined in Individual Education Plans or as agreed in the regular review meetings that take place
- Provide for pupils to acquire skills in speaking and listening, literacy and numeracy
- Facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment

- Ensure that each pupil's education has continuity and progression
- Ensure that there is a match between the pupil and the tasks he is asked to perform
- Provide a broad and balanced curriculum
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat children in a dignified way
- To provide opportunities for pupils to celebrate success and achievement
- Provide for the adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life
- In addition there is a need to involve pupils in planning, assessment and recording. The staff will provide opportunities for pupils to be made aware of why they are doing an activity, what they are expected to achieve, and to evaluate their own work. Individual targets give meaning to this process and appropriate challenge.

We aim that all children should

Learn: to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team

Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources

Be happy, cheerful and well balanced

Be enthusiastic and eager to put their best into all activities

Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour

Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions

Care for and take pride in their school

Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way

Develop non-sexist and non-racist attitudes

Know how to think and solve problems mathematically in a variety of situations, using concepts of number, algebra, measurement, shape and space, and handling data

Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes

Develop an enquiring mind and scientific approach to problems

Have an opportunity to solve problems using technological skills

Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity

Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places, and recognise links among family, local, national and international events

Have some knowledge of the beliefs of the major world religions

Develop agility, physical co-ordination and confidence in and through movement

Know how to apply the basic principles of health, hygiene and safety.

Learning Support and the Curriculum

The primary aim of the Learning Support Department is to support the school in its core purpose of encouraging each pupil to achieve the highest standards possible and the greatest fulfillment from his/her particular academic skills and to focus also on the general educational principles, which will support wider learning. The school respects the individuality of each pupil and is committed to helping pupils overcome any barriers to learning that they may encounter.

The Learning Support Department aims to identify and support pupils with learning difficulties and disabilities and to assess, record, monitor and evaluate their progress to ensure that it is comparable to other pupils of the same age and ability. We believe that this involves a proactive partnership between learning support staff, other teaching and pastoral staff, parents, pupils and other professionals. We offer assessment, advice and individual teaching for pupils experiencing difficulties. Intervention is planned and structured to meet individual need. Consultation with parents and pupils forms an important part of this process.

The Learning Support Department aims to foster the habits and attitudes that best support learning and to develop the skills, which allow pupils to apply their knowledge and understanding confidently. We believe that the ability to question and make connections and to review and assess one's own progress are essential skills for all Learning Support pupils.

PSHE and the Curriculum

A timetabled programme of Personal, Social and Health Education, in co-ordination with the school's extensive pastoral system, supports the academic curriculum.

PSHE at UCS Junior Branch is just as much concerned with value systems, attitudes and behaviour, as with equipping pupils with a good knowledge and understanding of the world around them. The curriculum also provides them with the information and skills to encourage pupils to take responsibility for their actions, develop self-awareness and build a positive self-image.

The school has an established ethos, which has a significant effect on the PSHE curriculum. This ethos fosters personal development, emphasises positive aspects of behaviour, and actively encourages self-control and

personal responsibility. These values are transmitted through the organisation and practice of the school with its strong pastoral system. This is evidenced by the good communication between staff and pupils and among staff themselves and a climate of mutual respect and trust which values all individuals and their cultures.

PSHE in Years 3, 4 and 5 is taught by the Deputy Head (Pastoral) in a single period once a week, and Year 6 classes are taught one lesson a week by the Headmaster. A lesson will often take the form of an open discussion, where all contributions are valued. The over-arching aim is to promote pupils' cultural development and the development of personal, social and moral responsibility, as well as equipping pupils to make confident and informed health choices, with an emphasis on building pupils' confidence and developing interpersonal skills; there are strong links with the pastoral system.

On occasion it is necessary to divert from the published schemes, when matters arise in school or the wider world, which need to be addressed.

Relationship to other policies

The school policy on the curriculum embraces policies and procedures for admissions, assessment for learning, recording and reporting, charging and remissions, collective worship, cross-curricular links, drugs, enrichment, equality, every child matters, gifted and talented – the UCS approach, health and safety, homework, independent learning, learning support, lettings, nutritional standards, performance management, PSHE, school visits, sex education, SMSC education, staff discipline, and all subject handbooks.

Arrangements for monitoring and evaluation

The Deputy Head (Curriculum) has overall responsibility for curriculum issues at the Junior Branch of University College School, under the guidance and leadership of the Headmaster.

The governing body will receive an annual report from the Headmaster on:

- the standards reached in each subject or groups of subjects, by every year group, against national averages and similar schools
- the standards achieved at the end of the key stage compared with national and local benchmarks
- the standards achieved by pupils with learning difficulties
- the views of pupils, parents and staff about the action required to improve standards
- the nature of any parental complaints.

CURRICULUM PLAN BY YEARS WITH SUBJECTS, TEACHING GROUPS AND NUMBER OF LESSONS

Overview:

The Junior Branch covers all of the subjects of the Key Stage Two National Curriculum and, broadly speaking, this framework provides subject matter appropriate for the ages and aptitudes of pupils, including those with a statement. There are eight periods in the teaching day, each of thirty-five minutes. The academic subjects studied are English, mathematics, science, history, French, geography, art, design and technology, information technology and music. A timetabled programme of Personal, Social and Health Education, in co-ordination with the school's extensive pastoral system, supports the academic curriculum. Drama and an extensive programme of sports education in PE and games lessons also enhance the curriculum.

Curriculum Breakdown:

The school timetable is divided up into 40 x 35 minute lessons per week for ALL classes, with 8 lessons per day. All classes are taught in their own classrooms except for Art, Design & Technology, Science, ICT, Maths/ICT, English Library Periods (in Years 4, 5 and 6), Swimming, Sports Hall, Dance and Movement, Music, Games and Drama which are all taught in specialist/dedicated teaching rooms at the Junior Branch, at the Senior School Sport Centre (UCS Active) or at the Games Fields at Ranulph Road.

Classes in Years 3, 4 and 5 are timetabled one Form Period per week.

Please see the Subject Timetable to see the rooms/facilities being used by each class for each lesson.

YEAR 3: Please note: The three Year 3 classes (3C, 3S and 3W) are each taught as a whole class for ALL subjects except for Art and Design and Technology where they are taught in half-classes (roughly 10 pupils) and in Games lessons where they will be split into ability squads of up to 24 pupils from any of the three classes. The three classes are on a half-termly rota system for their PE lessons at Senior School for their Dance and Movement, Swimming and Sports Hall lessons.

English:	7 lessons/week.
Mathematics:	7 lessons/week (includes one Maths/ICT lesson)
Science:	3 lessons/week
French:	2 lessons/week
History:	2 lessons/week
Geography:	2 lessons/week
Art/Design & Technology:	3 lessons/week (half-classes at same time)
Music:	2 lessons/week
Drama:	1 lesson/week
ICT:	2 lessons/week
Games:	3 lessons/week
PE:	4 lessons/week

PSHE:	1 lesson/week
Form Period:	1 lesson/week
Total:	40 lessons/week

YEAR 4: Please note: The three Year 4 classes (4A, 4B and 4E) are each taught as a whole class for ALL subjects except for Art and Design and Technology where they are taught in half-classes (roughly 10 pupils) and in Games lessons where they will be split into ability squads of up to 24 pupils from any of the three classes. The three classes are on a half-termly rota system for their PE lessons at Senior School for their Dance and Movement, Swimming and Sports Hall lessons.

English:	7 lessons/week (includes a double lesson in library and one English 'Word Level' lesson)
Mathematics:	7 lessons/week (includes one Maths/ICT lesson)
Science:	3 lessons/week
French:	2 lessons/week
History:	2 lessons/week
Geography:	2 lessons/week
Art/Design & Technology:	3 lessons/week (half-classes at same time)
Music:	2 lessons/week
Drama:	1 lesson/week
ICT:	2 lessons/week
Games:	3 lessons/week
PE:	4 lessons/week
PSHE:	1 lesson/week
Form Period:	1 lesson/week
Total:	40 lessons/week

YEAR 5: Please note: The three Year 5 classes (5C, 5D and 5W) are each taught as a whole class for ALL subjects except for Art and Design and Technology where they are taught in half-classes (roughly 10 pupils) and in Games lessons where they will be split into ability squads of up to 24 pupils from any of the three classes. The three classes are on a half-termly rota system for their PE lessons at Senior School for their Dance and Movement, Swimming and Sports Hall lessons. Two lessons per week are allocated to Music and Drama and complete flexibility is built into the timetable here to facilitate extra rehearsals and preparation for the various Music and Drama productions that take place throughout the year. The two Music and Drama teachers responsible for all three Year 5 classes negotiate how and when the three classes will be taught in this double period.

English:	7 lessons/week (includes a double lesson in library and one 'English Reading' lesson)
Mathematics:	7 lessons/week (includes one Maths/ICT lesson)
Science:	3 lessons/week
French:	2 lessons/week

History:	2 lessons/week
Geography:	2 lessons/week
Art/Design & Technology:	3 lessons/week (half-classes at same time)
Music:	1 lesson/week
Music or Drama:	2 lessons/week (depending on performance schedule)
ICT:	1 lesson/week
Games:	6 lessons/week
PE:	2 lessons/week
PSHE:	1 lesson/week
Form Period:	1 lesson/week
Total:	40 lessons/week

YEAR 6: Please note: The three Year 6 classes (6C, 6H and 6T) are each taught as a whole class for ALL subjects except for Art and Design and Technology where they are taught in half-classes (roughly 10 pupils) and in Games lessons where they will be split into ability squads of up to 24 pupils from any of the three classes. The three classes are on a half-termly rota system for their PE lessons at Senior School for their Dance and Movement, Swimming and Sports Hall lessons. Two lessons per week are allocated to Music and Drama and complete flexibility is built into the timetable here to facilitate extra rehearsals and preparation for the various Music and Drama productions that take place throughout the year. The two Music and Drama teachers responsible for all three Year 6 classes negotiate how and when the three classes will be taught in this double period.

English:	7 lessons/week (includes a double lesson in library and one 'English Reading' lesson)
Mathematics:	7 lessons/week (includes one Maths/ICT lesson)
Science:	4 lessons/week
French:	2 lessons/week
History:	2 lessons/week
Geography:	2 lessons/week
Art/Design & Technology:	4 lessons/week (half-classes at same time)
Music or Drama:	2 lessons/week (depending on performance schedule)
ICT:	1 lesson/week
Games:	6 lessons/week
PE:	2 lessons/week
PSHE:	1 lesson/week
Total:	40 lessons/week

Written by Mark Albin on 09/07/09 and updated on 16/01/10.