



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, which reflects the school's aims and ethos, 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.

UCS is bound by its founding statutes that religion should not be a bar to entry, nor a subject for teaching. Religion is for the home and the family and an Act of Parliament in 1830 made UCS unique in its approach towards religious education, therefore there is no collective worship at the school and no formal, timetabled RE lessons. However, the school is fully aware of the need to promote pupils' Spiritual, Moral, Social and Cultural development, and the school's PSHE syllabus includes coverage of world religions and beliefs. School assemblies are also used to this end.

Pupils in all year groups sit regular internal leveling assessment tests in English, mathematics and science in order to track their attainment and progress throughout their time in the school.

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, so that all pupils have the opportunity to learn and make progress
- 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.

Relationship to other policies

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

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. Details of how the Curriculum is monitored and evaluated are given in the school's Monitoring and Evaluation Policy.

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.

Written by Mark Albin on 09/07/09, updated on 20/04/10 and 30/08/11.