



Author: Mark Albini

Last review: 1st October 2018

Next review: September 2019

Last reviewed with staff: September 2018

CURRICULUM POLICY

UCS Junior Branch

CURRICULUM POLICY

NB: This Curriculum Policy has been re-written in light of the new ISSRs effective September 2018. This and other written policies, plans and schemes of work will NOT undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The structure of the Curriculum and Curriculum Plan:

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. (Reg a))

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 an EHC plan. This coverage ensures that pupils acquire speaking, listening, literacy and numeracy skills. (Reg b)). The Key Stage Three National Curriculum provides subject matter for the more able and talented Year 5 and 6 pupils at the school.

There are eight periods in the teaching day on a Monday, Tuesday, Wednesday and Friday, with nine on a Thursday, each of thirty-five minutes. The academic subjects studied are English, mathematics, science, history, French, Spanish, Mandarin, geography, art, PSHEE, design and technology, information technology and music. Drama, Wellbeing and an extensive programme of sports education in PE and games lessons, and a wide selection of extra-curricular activities and academic clubs also enhance the curriculum.

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

Spiritual, Moral, Social and Cultural Development

Through the taught curriculum, PSHEE provision, whole school assemblies, form periods and charitable fund-raising events, the school aims to provide opportunities

that enable all students to:

- develop their self-knowledge, self-esteem and self-confidence
- learn to make positive life choices, and to discern right from wrong
- develop respect and tolerance for other people, with particular regard to those protected characteristics set out in the Equality Act 2010
- respect and uphold British values of democracy, the rule of law and individual liberty
- develop an understanding of how they can make a positive contribution to their communities
- gain a knowledge of public services and institutions in England and the United Kingdom
- acquire an appreciation of respect for their own and other cultures in a way that promotes harmony and dialogue between different cultural traditions.

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 PSHEE syllabus includes coverage of British Values, world religions and beliefs. Weekly school assemblies are also used to this end. The PSHEE Policy and Schemes of Work and SMSC Statement clearly set out how the school covers British values, citizenship, healthy lifestyle, sex and relationships education, drugs awareness and substance abuse. This timetabled programme of Personal, Social, Health and Economic Education, which reflects the school's aims and ethos, in co-ordination with the school's extensive pastoral system, supports the academic curriculum. This programme allows boys to develop respect and tolerance for their own and other cultures and encourages pupils to develop an understanding of British democracy and values. The programme also teaches them how to build resilience to extremism and radicalisation; safeguarding, including online safety; public institutions and services; society and individual liberty. In developing pupils' respect and tolerance, the PSHEE programme supports the school's founding principles of tolerance and liberal scholarship which can be seen in the kindness and confidence displayed by each of our pupils; their caring attitude

is evident not just through the respect with which they treat each other but also through the ambitious programme of charitable fundraising which they undertake each year. We want our pupils to be able to make a real difference to their world, and we take great pride in UCS being such a strong and vibrant community – one where the educational experience is truly unique. (Regs d) i) and ii))

In summary the curriculum at UCS Junior Branch aims to prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society. (Reg i)) With reference to the detailed aims of the curriculum: **The school aims to:**

- Fulfil the educational needs of individual pupils, including the most able and those who are experiencing learning difficulties or have an EHC plan, so that all pupils have the opportunity to learn and make progress. UCS is an academically selective school, which admits pupils into the Junior Branch on the basis of ability shown in tests and interviews. The school recognises that addressing individual learning needs is the key to pupil success and the Learning Support Policy and Gifted and Talented Policies provide a framework for the support of learning throughout the school. We will endeavour to provide **all** pupils with the help and support they may need in order to develop their learning skills and to fulfil their potential. The school will strive to make all reasonable adjustments to support pupils with special educational needs and disabilities (SEND) including through the use of IEPs and regular review and support meetings for pupils, parents and outside specialists should they be needed. SEND pupils are supported through effective differentiation and support within subject lessons and through withdrawal lessons with the Learning Support Co-ordinator or specialist staff. A clear focus on key vocabulary and subject-specific language is a feature of teaching at the school.

- Provide for pupils to acquire skills in speaking and listening, literacy and numeracy – in ALL subjects, not just in timetabled English and mathematics lessons. Indeed, this has been a major development for the school in recent years as teachers plan to both share an awareness of and teach literacy and numeracy within their lessons. Key vocabulary is shared and displayed in all subjects; text types and genres are introduced in subjects outside of English, for example, non-chronological report writing in science and geography; debating and diary-entry writing in history. Angles and averages are also taught in science lessons; dates and timelines in history; accurate measurement in Design & Technology.

- 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
- Develop an enquiring mind and scientific approach to problems
- 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
- 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, PSHEE, educational trips and visits, sex education and SMSC education.

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.

Structure of the Timetabled Curriculum

Subject	Year 3	Year 4	Year 5	Year 6
English	8	8	8	7
Mathematics	8	8	7	7
Science	3	3	3	4
MFL	2	2	2	2
History	2	2	2	2

Geography	2	2	2	2
PSHEE	1	1	1	1
Art/D&T	3	3	3	4
Drama	1	1	1	-
Music	2	2	2	-
Music/Drama	0	0	0	2
ICT	1	1	1	1
PE	3	3	2	2
Games	3	3	6	6
Form Period	1	1	0	0
Wellbeing	1	1	1	0
Enrichment/ Wellbeing				1
Total	41	41	41	41

Learning Support

Aims:

- To recognise and support the specific requirements of those UCS students with special educational needs
- To maintain the school's Learning Support list, and to take responsibility for updating this list on a regular basis, and for its circulation to, and implementation by, all subject teachers

- More broadly, to promote active learning, the development of good study skills and habits, and to develop students' positive engagement with their studies
- To provide screening and assessment of students who may show signs of having a special educational need
- To identify specific areas of difficulty within such students' current work, and to work individually with students and subject teachers to address these
- To provide on-going and more formalised one-to-one support for those students with SEND whose needs transcend the limits of any individual subject area
- To develop a partnership with all teaching staff so they feel informed about and able to meet the needs of learners within their classes.
- To advise on word-processor use when appropriate in lessons, homework and examinations
- To maintain close liaison with parents and outside agencies regarding the specific needs and progress of individual students with SEND.
- To monitor and track progress of pupils with special educational needs throughout their time at the Junior Branch.

UCS is a selective school, and accepts all students with strong academic potential, regardless of any specific learning difficulty or educational needs. All pupils with SEND at the school would therefore be classified as "mild," and it is entirely our expectation that students identified with SEND would make academic progress in line with their potential, and the progress made by their peers without SEND. All teachers therefore are required to be aware of the particular needs of individual students in their teaching groups, and this information is circulated regularly via the Learning Support list and through Firefly. SEND and pupils with EHC Plans are supported in class through differentiation and through withdrawal from classes by specialist staff. However, we recognise that a small group of students may require more specific support with study skills and organisation in order to make the excellent academic progress we require of all of our students. Learning Support teachers take responsibility for these individuals, liaising closely with subject teachers, form tutors and parents as they do so, whilst proactively monitoring the level, nature and frequency of support required.

Pupils with EAL needs

There is an expectation that all pupils who pass the entrance tests will be able to communicate effectively in written and spoken English. There are however a number of pupils in the school who have learnt English as an additional language (EAL). These pupils may be offered Learning support assistance for a period of time if they experience any specific difficulties in the classroom. Teacher support and differentiation will be expected to occur within timetabled lessons. For pupils with EAL, teachers in lessons focus on subject specific language and key vocabulary lists are provided to ensure that these pupils understand the tasks.

Pupils with EHC Plans:

Very few boys at the JB have had EHC plans. These are legal documents detailing provision to be made to meet a child's severe and complex needs. When a pupil does have one, a shared target sheet is drawn up and reviews arranged regularly with outside agencies, medical and teaching staff and parents. All recommended procedures in the SEND Code of Practice 2015 and the EHC plans will be followed, an annual review will be held and contact maintained with the issuing borough.

Further details can be found in the school's Learning Support Policy.

Further points to note

Extra-curricular activities and extension clubs (see long list of academic booster/support classes, clubs and activities both before, during and after school) provide opportunities for boys to develop a wide range of academic, social and sporting skills. Boys are encouraged to show initiative and to contribute positively to the local community through organising events such as Community Action Day and Charitable Fund-Raising Events. Assemblies, talks by guest speakers and authors, numerous day trips and residential trips in Britain and abroad further assist in preparing boys for their place in the adult world.

A significant advantage of being the main 'feeder' school to UCS Senior School at Froggnal is that we do not have to accommodate the various demands and timings of entrance and scholarship examinations to different schools. Subject Co-ordinators have the freedom to pursue individual pupil interests and design a broad, challenging and inspirational curriculum, which provides continuity and progression across the three schools in the UCS Foundation. Heads of Subject at all schools co-ordinate and exchange schemes of work and meet regularly to discuss the curriculum, standards, expectations and assessment.

Most recently updated on 1st October 2018. Next review date September 2019.