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Last review: 8th September 2020

Next review: September 2021

Last reviewed with staff: September 2019

CURRICULUM POLICY

(This incorporates the More Able and Talented Policy (Appendix 1), Enrichment Policy (Appendix 2), Homework Policy (Appendix 3, Independent Learning Policy (Appendix 4) and Cross-curricular Policy (Appendix 5).

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.

The academic subjects studied are English, mathematics, science, history, French, Latin, geography, art, PSHEE, design and technology, information technology and music. Drama and Wellbeing lessons, 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. The PSHEE programme allows boys to develop respect and tolerance for other people, their own and other cultures, and encourages pupils to develop an understanding of British democracy and values, paying particular regard to the protected characteristics set out in the Equality Act. 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 with special educational needs and/or disabilities 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 SEND Policy and More Able 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, the more able and talented, health and safety, homework, independent learning, learning support, lettings, nutritional standards, performance management, PSHEE, educational trips and visits, sex and relationships 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	8
Mathematics	8	8	8	8
Science	3	3	3	3
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	3
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	2	2	1	1
Wellbeing	1	1	1	0
Enrichment/ Wellbeing	0	0	0	2
AI	1	1	0	0
Total	43	43	43	43

SEND

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 this policy therefore aims to provide a framework for the support of learning throughout the school.

We will endeavor to provide all pupils with the help and support they may need in order to develop their learning skills and to fulfill their potential.

In keeping with the Equality Act (2010), the non-statutory guidelines within the Code of practice (2015) and the children and families act (2014), the school will strive to make all reasonable adjustments to support pupils with special educational needs (SEN) and learning difficulties and /or disabilities. (LDD)

For further information, please refer to the school's SEND Policy.

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.

For further information, please refer to the school's SEND Policy.

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 SEND 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 Frognal 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 8th September 2020. Next review date September 2021.

Appendix 1

MORE ABLE AND TALENTED – THE UCS JUNIOR BRANCH APPROACH

Aims

At the Junior Branch of University College School, we are committed to providing an environment that encourages *all* pupils to maximise their potential and this clearly includes pupils who are more able and/or talented. It is important to state at this point that staff at the Junior Branch of University College School agree with Barry Hymer's (2009) approach to Able, Gifted and Talented (AG&T) which falls very much in line with the school's unique ethos. In Hymer's approach, AG&T provision is moved away from the "dead-end streets of 'ability,' 'identification' and 'cohorts' and turned instead into the open avenues of learning and gift-creation for all." Having stated that however, the school still has a commitment to identifying those pupils who are able to work at an advanced level throughout our broad curriculum and we are committed to ensuring that they are appropriately stretched, engaged and challenged.

Underlying values, beliefs and principles to the UCS Junior Branch approach to the More Able and Talented (from Barry Hymer, 2009):

- Children do not have the same skills and strengths, but can all respond well to rich, challenging and personalised educational opportunities
- Ability cannot be created but we can identify an aptitude and enhance, encourage and develop skills
- Abilities and talents aren't stable, measurable attributes – they wax and wane along with children's educational environments, the quality of their relationships, their commitment and dedication, and other factors
- A focus on children's performances and on teacher-imposed targets is less likely to lead to a long-term passion for learning and achievement than a focus on their learning, and their personally-generated targets.

DfE Definitions and Notes for Teachers:

OFSTED have no formal definition of More Able Pupils but simply state that, 'most able students – are defined as those who achieved the highest national curriculum level at the end of key stage 2.'

Previous DfE definitions stated that a *gifted* pupil is one who is in the top 5-10% of the pupil population and that a gifted pupil is one who 'has the capacity for or demonstrates high levels of performance in an academic area'.

A *talented* pupil is one who is in the top 5-10% of those with a domain specific ability in a non-academic area:

- Physical talent
- Visual / performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

Barry Hymer's (2009) definitions of Gifted and Talented:

Giftedness is a preparedness to invest time, energy and resources (intellectual, physical, emotional, social) into an area of learning. Giftedness doesn't exist as a mysterious fixed capacity in children's heads; instead, it is mastered and emerges through the interaction of a wide range of factors that are:

. **Fluid** – they change over time

. **Complex** – they're many, messy and unpredictable

. **Immeasurable** – you can't give a single score to interacting factors

Giftedness emerges from sustained enquiry into an area of personal interest. It reflects the amount and quality of the effort, commitment, creative and strategic thinking invested, and the opportunities offered – the 'mastery' framework or approach.

This 'mastery' framework leads the school to focus on the sort of provision that results in personal engagement for all of its pupils, and to the belief that we can't know if children are 'more able' until they have had the opportunity to develop and demonstrate these qualities. At the Junior Branch of University College School, we know that we have pupils with high-level 'expertise' in mathematics, English, science, history, rugby, chess, music, art and in many other areas. We are also aware that these 'abilities' have come from the pupils having the opportunity, commitment and intrinsic motivation to become expert.

Implications of the 'mastery framework' for our teaching practice:

- Instead of simply collecting data, measuring and judging children, we must

support their learning through effective planning and teaching

- Instead of accelerating the curriculum for certain pupils, we must look towards curriculum extension and enrichment (see Enrichment Policy) by maintaining the breadth and depth of the curriculum
- Instead of focusing on just a few more able and talented pupils, we must focus on provision for *all*
- In addition to placing emphasis on 'ability' and 'intelligence,' we must also focus on effort and interest
- Instead of using just summative assessment, we have adopted formative assessment through **assessment for learning** (see school policy)
- Instead of focusing on short-term performance, we must consider the long-term implications for learning
- Instead of developing fixed cohorts of more able and talented pupils, we must adopt a more **flexible** approach that reflects our knowledge and understanding of pupils' abilities, interests and motivation. After all, we are very aware of that just because a pupil is not particularly strong in mathematics or English, this doesn't mean that he is not particularly able in history or art or sport. Similarly, we have identified pupils within English who are particularly gifted story-tellers and writers but are not equally strong in the areas of English language such as reading comprehension.

At the Junior Branch of University College School, to develop higher ability, we value activities that put a primary emphasis on learning, which in turn delivers longer-term performance.

To encourage higher ability, our school must continue to plan a good mix of activities within lessons that employ a range of different senses and challenges for ALL pupils, not just the more able. We must provide opportunities for pupils to reflect deeply on an activity, to self-evaluate and to plan for improvements when experiencing similar activities in the future. For example, in art, pupils are encouraged to revisit and refine pieces of work. We must also continue to be innovative and embrace new ideas in our learning and teaching and critically evaluate any new initiatives – such as the successful implementation of Assessment for Learning throughout the school.

Can we provide evidence that our pupils – including our more able and talented pupils – are being appropriately stretched, challenged and extended in their learning?

The results of in-house parent and pupil questionnaires provide positive evidence that the school is succeeding in these aims. Further evidence is provided by exam scores being gained in English, mathematics and science; the performances of school teams in various local and national competitions; the success of the chess team in national competition; science and maths quiz teams reaching the National Finals – and coming second in science and winning the General Knowledge National Quiz; the quality of performance generated by the school choirs, orchestra and various music ensembles, and in drama, and the quality of the artwork displayed all around the school. The school was awarded the Gold Artsmark.

Identification of the more able and talented

Lists of more able and talented pupils in each curriculum area are agreed by staff at the end of each academic year on the basis of continuous assessment and end of year exam performance. Please see the up-to-date list for academic year 2018 – 2019 on the School Database.

Before identifying any child more able in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

A more able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results
- Parental nomination
- Specialist teacher identification

It is worth remembering that more able pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Very able with poor social skills
- Keen to disguise their abilities

(Deborah Eyre, 1973)

Everyone in school has a responsibility to recognise and value pupils' abilities. We are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential
- There can be peer pressure to under-achieve but this has seldom been observed at this school
- More able pupils are not always easier to reach than other pupils and can be resentful of criticism

Provision for the more able and talented.

Opportunities for extension and enrichment are built into all our schemes of work. We ensure that every curriculum area will contain a reference to differentiation and extension. This should state what the identification procedure will be and what provision is in place.

We aim to:

- Maintain an ethos where it is OK to be bright.
- Encourage all pupils to be independent learners.
- Recognise achievement and celebrate it.
- Be aware of the effects of ethnicity, bilingualism and social circumstances on learning and high achievement.
- Provide a wide range of extra-curricular activities and clubs.
- Always provide work at an appropriate level.
- Provide opportunities for all pupils to work with like minded peers.

Types of provision:

Classroom differentiation:

- Teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.
- There is access to higher tier assessment papers. For example, in English, mathematics and science assessments, pupils can achieve as high as the level expected of a 13 – 14 year-old.

School based provision:

This varies according to subject area and is covered using a variety of methods:

- School extension clubs

- Enrichment opportunities
- Opportunities for performance
- Visiting artists, authors etc.
- Specialist teaching
- Partnership with Senior School

Out of school provision:

- National schemes/competitions/festivals

Process for review and development.

This policy will be reviewed by the whole school teaching staff annually. Next review: November 2019.

Please also see the brochure on each subject's special provision for the More Able and Talented Pupils at the school.

Most recently updated on the 1st September 2020. Next review date – September 2021.

Aims:

The Junior Branch of University College School is fully committed to providing its pupils with learning experiences that go beyond the National Curriculum. Throughout a given academic year, a whole series of challenging enrichment activities for all year groups within an already broad curriculum are aimed to inspire our pupils to enjoy learning, encourage curiosity and to foster creativity with regard to thinking and problem solving.

Introduction and Notes for Teachers:**Enrichment has been variously described as**

- A higher quality of work than the norm for the age group
- Work covered in more depth
- A broadening of the learning experience
- Promoting a higher level of thinking
- The inclusion of additional subject areas and/or activities
- The use of supplementary materials beyond the normal range of resources.'

(Teare, 1997).

As such, it is a form of differentiation. It can also overlap, in many contexts, with the associated notion of **extension**.

Extension provides opportunities for accelerated progress, and access to new and more challenging concepts or content. Enrichment might be said to involve staying with a theme, subject or skill and developing it in *depth*; 'rounding out' the basic curriculum subjects with a wider context; relating learning to new areas; and/or providing pupils with experiences outside the 'regular' curriculum (*breadth*). Many activities involve both.

Thus, when the two combine, enriched and extended development in the able child could be likened to a 'two-way stretch' (Eyre and Marjoram, 1990).

At the Junior Branch of University College School, we believe that enrichment is '*not* a supplementary diet which depends on whether there is enough money for 'extra' material and tuition' (Freeman, 1998). We believe that it should always be integrated with whole-school provision not just for the more able, but for pupils of all abilities. We believe that opportunities for enrichment of all kinds should be created in the classroom as well as beyond lesson time, in school as well as outside it.

For several academic years now, Year 6 pupils have experienced a new 'Enriched Curriculum' for the remaining weeks of the school year after they have sat their end of year examinations. Please see previous years' programmes.

Please also see separate records of the Enrichment Activities undertaken across the school during academic year 2018 – 2019, along with the special Year 6 Summer Term Enrichment Portfolio. Please note that these activities occurred *in addition* to the wide range of sports, clubs and activities (see timetable below) that pupils already do. The new Enrichment Activities list for academic year 2019 – 2020 is also attached.

Most recently updated on 1st September 2020. To be reviewed next in September 2021.

UNIVERSITY COLLEGE SCHOOL JUNIOR BRANCH

Autumn Term Enrichment Trips and Activities 2018

SEPTEMBER

Monday 3 rd	Term starts Year 6 to week-long residential trip to Kingswood, Norfolk (return Friday 7 th September). Outward bound activities, geography and science studies/field work.
Monday 10 th	Music Lessons and Clubs Commence 1000 Junior Language Challenge, semi-finals at Berkhamsted
Thursday 20 th	Jeans for Genes Day (charitable fund-raising – all pupils).
Friday 21 st	1300 UCS U10 Rugby Tournament
Wednesday 26 th	Quantam Theatre Visit (Maths) all year groups.
Friday 28 th	0830 Macmillan Coffee morning – fun and fund-raising involving all pupils and parents at the school.

OCTOBER

Wednesday 3 rd	0900 House General Knowledge Quizzes
Friday 5 th – Sunday 7 th	U10 & 11A Rugby & Hockey Residential Tour of Somerset
Friday 12 th	0730 Gee's Big Breakfast – charitable fund-raising breakfast for the whole school and parents.
Monday 15 th - Friday 26 th	Half Term
Monday 29 th	1930 Twelfth Night – all Year 6 pupils Theatre Trip
Wednesday 31 st	Year 3 Living Rain Forest Experience Day for all Year 3 pupils

NOVEMBER

Monday 5 th	Year 6 'Centre of the Cell' Science Trip to tie in with genetics and heredity studies.
Tuesday 6 th	0910- 0945 Poetry Reading Competition – whole school poetry writing and reading competition
Thursday 8 th	Year 5 Fossil Workshop – all Year 5 pupils one class at a time with an outside expert speaker.
Friday 9 th	Remembrance Day Service at Frognaal – whole school remembering Old Gowers that died in all wars.

Tuesday 13th NSPCC Workshops whole school

Thursday 22nd 0900 Autumn Concert Rehearsal

1830 Autumn Concert - The Great Hall, Frognaal – ALL pupils participate in the big music concert of the year.

DECEMBER

Saturday 1st 1200-1500 JB Winter Fair – fun and fund-raising at the JB for all pupils and parents.

Monday 3rd Year 5C Drama Production 'Black Box'

Tuesday 4th Year 5W Drama Production 'Black box

Wednesday 5th Year 5P Drama Production 'Black Box'

Monday 10th Year 6 Filming for the annual Film Competition

Tuesday 11th Year 6 Filming for the annual Film Competition

Wednesday 12th Year 6 Filming for the annual Film Competition

5 – 7pm Carol Service, St John's, Church Row

Thursday 13th 10am Final Assembly – celebrating the whole of the pupils' achievements over the term.

Christmas Lunch – special turkey lunch for all pupils and staff.

Friday 14th Christmas Jumper Day (Save the Children – charitable fund-raising)
11.30am Term ends

Spring Term Enrichment Trips and Activities 2019

JANUARY

Monday 7th	TERM BEGINS
Wednesday 9th	Year 4 Trip to the British Museum
Monday 14th	MUSIC LESSONS & CLUBS START
Thursday 17th	1900 Well Being Lecture for UCS Pre Prep and Junior Branch Parents
Monday 21st	5C and half of 5P Science Trip to The Royal Observatory
Wednesday 23rd	5W and half of 5P Science Trip to The Royal Observatory
Tuesday 29th	1600 Cross Country at Belmont

FEBRUARY

Thursday 14th	Visiting French Play – Years 3, 4, 5 & 6
Friday 15th	INSET - Staff only
Monday 18th – Friday 22nd	Half Term

Saturday 16th - Friday 22nd	JB Ski Trip to Italy
Monday 25th	Year 5 Maths Challenge at Belmont
Wednesday 27th	1530 – 1930 Year 3 Parents' Evening

MARCH

Friday 1st	1300 – 1600 UCS Hockey Tournament (H)
Saturday 2nd	U8 Gayhurst Football Tournament (A) U9 A&B Football Tournament at Habs
Monday 4th	Year 4 Maths Challenge at Gayhurst School
Thursday 7th	UCS JB World Book Day Table Tennis Tournament at Highgate
Saturday 9th - Friday 15th	IAPS British Ski Championships, Italy (UCS Team attending, returning Friday 15th)
Wednesday 13th	1230 – 1400 Year 5 & 6 Community Action
Thursday 14th	1830 – 2000 Years 5 and 6 Instrumental Concert – Holly Hill
Saturday 16th	U11 Football Tournament at Belmont, U10 Berkhamsted Football Festival
Tuesday 19th	1830 – 2000 Years 3 and 4 Instrumental Concert – Holly Hill
Thursday 21st	1330 Year 6 LitFilmFest at The Lund Theatre 1630 4P & 3H Show
Saturday 23rd	U10 Merchant Taylor's Football Tournament
Monday 25th	1630 4C & 3J Show

Wednesday 27th	1630 4T & 3N Show
Thursday 28th	1400 Final Assembly
Friday 29th	1130 End of Term

APRIL

Thursday 4 th - Monday 8 th	JB Football Tour to Spain
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Summer Term Enrichment Trips and Activities 2019

APRIL

Monday 15 th	TERM BEGINS Music Lessons start, (Maths Clubs, Table Tennis and Homework Club only this week)
Wednesday 17 th	1500 The Great British Clean Up
Tuesday 23 rd	CLUBS START
Wednesday 24 th	1600 Sex Education Syllabus Meeting for Year 6 parents in the Science Lab 1700 Year 4 Kingswood Information Evening 1930 Parents' Guild Committee Meeting

MAY

Wednesday 1 st	1230 – 1400 Year 3 & 4 Community Action
Saturday 4 th	IAPS U11 Tennis at Edge Grove
Thursday 9 th	1400 Maths Quiz Area Heats at the JB
Saturday 11 th	U9 Chess Team to Bristol
Monday 13 th	Year 3 Trip to Kew Gardens IAPS Ski Team – Hemel Hempstead
Thursday 16 th	Year 5 Viking Day at the JB
Friday 17 th	1000 Visit to Henderson Court
Tuesday 21 st	4P and half of 4T – Science Trip to Barnet Environment Centre 3J Thames & Tudor Life Trip -mudlarking
Wednesday 22 nd	4C and half of 4T – Science Trip to Barnet Environment Centre 3N Thames & Tudor Life Trip 1230 Masterchef Final
Thursday 23 rd	3H Thames & Tudor Life Trip
Friday 24 th	0900 – 1100 Year 3 & 4 Swimming Gala – UCS Active 1100 – 1230 Year 5 & 6 Swimming Gala – UCS Active
Saturday 25 th	Woodwind Ensemble & Big Band North London Music Festival
Monday 27 th - Friday 31 st	HALF TERM Year 3 & 4 Golf Course (30 & 31 st May)

JUNE

Tuesday 4 th	Year 6 Enrichment : 6W Drama, 6L Sailing, 6C Art Workshop
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Wednesday 5 th	Year 6 Enrichment : 6C Drama, 6W Sailing, 6L Art Workshop 1630 Open Evening for prospective parents
Thursday 6 th	Year 6 Enrichment : 6L Drama, 6C Sailing, 6W Art Workshop
Friday 7 th	0800 Year 4 leave for Kingswood France
Friday 7th – Monday 10th	Year 4 Residential Cultural Trip to France
Saturday 8 th	Technical Rehearsal at the Lund Theatre
Sunday 9 th	Year 6 Rehearsals – Lund Theatre, Frognal
Monday 10 th	Year 4 Return 0900-1300 6W Dress Rehearsal
Tuesday 11 th	0900-1300 6C Dress Rehearsal 1900 6W Play – Lund Theatre
Wednesday 12 th	0900 – 1300 6L Dress Rehearsal 1330 Head of Entry to talk to Year 6 about Senior School 1900 6C Play – Lund Theatre
Thursday 13 th	0900 Form Photographs 1900 6L Play – Lund Theatre
Monday 17 th	0930 New boys to Holly Hill 0930 Year 6 boys to Frognal 1700 Welcome Evening for Year 6 Parents at Frognal
Tuesday 18 th	Year 5 & 6 Internet Safety Workshops
Wednesday 19 th	Year 3 trip to Harry Potter Studio Experience Year 4 trip to Celtic Harmony Year 5 trip to Lambourne End Year 6 World War II Day
Friday 21 st	U11 Debating Group at Habs
Monday 24 th	1400 Year 6 Leavers’ Afternoon Tea
Tuesday 25 th	1730 Rock Concert 1900 Parents’ drinks on ‘The Terrace’
Wednesday 26 th	1410 Year 6 Film Presentation (JB Hall) 1530-1700 Exhibition of Boys’ Work 1630 Percussion Concert – (JB Hall)
Thursday 27 th	General Knowledge Final Sports Day, House Athletics Competition Year 6 Leavers’ Party & Fun Day
Friday 28 th	0930 Pianofest Years 3&4 – (JB Hall) 1100 Pianofest Years 5&6 – (JB Hall) 1400 Guitarfest (JB Hall)
JULY	
Monday 1 st	1400 Final Assembly

Tuesday 2 nd	1400 Prize-Giving Rehearsal - The Great Hall, Frognal. Boys will be dismissed from the Senior School at 1530.
Wednesday 3 rd	1000 – 1200 Prize-Giving – The Great Hall, Frognal
Thursday 4 th	Golf Trip to Spain departs

Weekly Activity Timetable Spring Term 2019 (v2)

	BEFORE SCHOOL (START time given)	LUNCH (START time given)	AFTER SCHOOL (FINISH time given)
MONDAY	8.00 Staff Meeting 7.45 Urban Table Tennis Squad, * (UG), (Hall)	12.30 Garageband*, (MAA), (ICT) 13.00 Y5 & Y6 Debating Club, (NH), (3H) 12.45 Orchestra*, (LOK) 12.30 Y6 Science Booster Club*, (CR), (Science Lab.)	Y3 & Y4 Chess Clubs, (Session 1 @ 4.15/Session 2 @ 5.00), (PM/CR/AGW), (5C, 5W) Strings Group*, (4.00), (LOK) Y3-6 Mandarin Club, (4.15), (MPM/KL), (JP), (5P) Y3-6 Fencing Club, (4.45), (DE/AC), (Hall) Y3-6 Homework Club, (5.00), (ER), (Lib.) Y5 & Y6 Radio News Club, (4.45), (SH), (ICT Suite) Y5 & Y6 Netball Club, (4.30), (WJ/AW), (Cage) Y3 & Y4 'David Copperfield' Drama Rehearsals*, (5.30), (JT) OR Y6 'Twelfth Night' Rehearsals*, (5.45), (JT)
TUESDAY	7.45 Y4-6 Urban Table Tennis, (Group 1), (UG), (Hall) 7.30 Y3 & Y4 Video Game Design Club, (PS), (ICT Suite) 8.00 Y3 Maths Booster*, (KM), (3J) 8.00 Y3 Maths Extension, (NH), (3H) 8.00 Y4 Maths Booster*, (AP), (4P) 8.00 Y4 Maths Extension, (AT), (4T) 8.00 Y5 Maths Booster*, (AL), (6L) 8.00 Y5 Maths Extension, (AW), (5W) 8.00 Y6 Maths Booster*, (HT), (6W) 8.00 Y6 Maths Extension, (M-LC), (6C) 8.00 Woodwind Ensemble*, (LOK)	12.30 Y3-Y6 Colouring Club, (SN), (3N) 12.30 Y3 & Y4 'David Copperfield' Dance Rehearsals* (CF), (DS)	Y5 & Y6 SPORTS FIXTURES Y3 & Y4 Kidsquad, (4.15), (GR), (Hall) Y4 Football Club (4.45), (RW, FM), (Cage) Y3-6 Homework Club, (5.00), (ER), (Lib.) Y3 & Y4 'David Copperfield' Dance Rehearsals*, (4.30), (CF), (Music Room) Y3 & Y4 'David Copperfield' Drama Rehearsals*, (5.30), (JT), (DS)
WEDNESDAY	07.45 Y3-6 Kidsquad, (Group 1), (GR), (Hall) 07.45 Y6 Oil Painting*, (EC), (Art Block) 08.00 Y6 Cooking Club, (Mdc), (D & T Kitchen) 8.00 Y4 Reading Booster* (PC), (4C) 8.00 Saxophone Group*, (LOK) 8.00 Guitar Ensemble*, (LOK) 8.00 Y5 & Y6 Writer's Workshop (SH), (5C)	12.45 Junior Choir*, (LOK) 12.45 Percussion Group*, (LOK) 12.30 & 1.00pm Y5&Y6 Rock Band Rehearsals*, (SW), (Pod)	Y3 & Y4 Beginners Coding Club (4.30), (PS/NT), (ICT Suite) Y3-6 Dance Club (4.45), (JTM), (Music Room) Y3-6 Homework Club, (5.00), (PC) (Lib.) Y3-6 Non-Contact Boxing Club, (4.45), (RW), (Hall) Y3-6 Building Blocks, (4.45), (EC, JF), (6L) Y4-6 Football Club (4.45), (HN, CD), (Cage) Y4-Y6 Running Club, (5.00), (LH, WJ, AT, ER, NH, JP), (Heath) Y6 'Twelfth Night' Band Rehearsals*, (Pod/Drum Room) Y3 & Y4 'David Copperfield' Drama Rehearsals*, (JT), (DS), (5.30) OR Y6 'Twelfth Night' Drama Rehearsals*, (JT), (DS), (5.45)

THURSDAY	07.45 Y5 & Y6 Advanced Coding Club, (PS), (ICT Suite) 07.45 Y4-6 Urban Table Tennis (Group 2), (UG), (Hall) 8.00 Y3 & Y4 Maths Games Club (BH), (3N) 08.00 Y6 Environment Club, (PC), (Terrace/Library) 8.00 Y3 Nessesyphonics* (SM & ER), (4T), 8.00 3J Sports Reading* (WJ), (3J) 8.00 Brass Ensemble*, (LOK)	12.30 Senior Choir* (LOK)	Y3 & Y4 SPORTS FIXTURES Y3-6 Karate Club, (4.45), (DK/JP), (Hall) Y3-6 Mad Science Club, (5.00), (CR), (Science Lab.) Y5 & Y6 Football Club (4.45), (RW, FM), (Cage) Y5 & Y6 Chess Clubs (PM/RK/AGW), (4.15), (5C/5W) Y3-6 Homework Club (5.00), (PC), (Lib.) Y6 'Twelfth Night' Drama Rehearsals*(5.45), (JT), (DS) Y5 & Y6 Golf Club* (17.30), (ML-C, SH), (Metro Golf Mill Hill)
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Appendix 3

HOMEWORK POLICY

Purpose:

The aim of our homework policy is to promote learning beyond the school day as an essential part of good education. We believe that homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes that they need for successful lifelong learning. It should support the development of independent learning skills, including the habits of enquiry and investigation, and it should help to foster the role of parents and carers as co-educators of their children. We will make every effort to combat disadvantage, for example by considering the need for after-school study support with access to resources such as ICT and mentoring. Indeed, Homework Club, which runs from 3.45 pm to 5 pm on Monday to Thursday after school, was created for just such a purpose.

General Notes and Guidance on Homework:

All pupils at the school are set homework. It should be set regularly but should not be onerous and can take various forms.

At the start of the year, the Deputy Head (Curriculum) will produce a Homework Timetable for the school. Each boy should be issued with a Homework Diary in which he copies this information and which he takes with him to lessons and completes with the relevant details, including 'finish off class work' etc. if that be the case. Where no homework has been set, for example before a holiday, pupils are expected to use their time productively – reading, revising or catching up with work missed in any subject. Parents should be asked to sign the diary every day for Year 3 pupils and at the end of every week for pupils in Years 4, 5 and 6. Form Teachers should check weekly that pupils and parents are following procedures.

As a general rule, homework should not be set for holidays although pupils should be encouraged to read. Occasionally a boy's report may indicate that he would benefit from some revision or consolidation of the previous term's or year's work.

Homework Club:

For boys who experience difficulty organising work at home, or who have a backlog of missed work to catch up, a Homework Club operates after school on Monday, Tuesday, Wednesday and Thursday where they can work quietly in the school library, under the supervision of a member of staff, until 5 pm. Boys may stay for the duration of the club and read if they have completed the set work. Staff and parents should agree in advance with the member of staff responsible for Homework Club if a boy is to attend.

How long should a pupil spend on homework?

Time spent on each subject's homework task each night should usually be no more than:

Year 3: 20 minutes plus 10 minutes reading

Year 4: 30 minutes plus 10 minutes reading

Year 5: 30 minutes plus independent reading

Year 6: 40 minutes plus independent reading

There should be a maximum of two subjects per night but the emphasis in Years 3 and 4 is on English and Mathematics, with the addition of science and art where necessary.

What if homework has not been done?

A note should be written in the Homework Diary by the boy's parent if the homework hasn't been done. The subject teacher will then arrange with the pupil when the work should be done. The Form Teacher or Subject Teacher will contact the parent if there are regular problems with homework.

Guidance on Homework for Parents:

Detailed guidance for parents about homework is given both in the Homework Diary and in the Guide For Parents issued at the start of an academic year to all new parents at the school.

Relationship to other policies

The policy refers to commitments made in the home-school agreement, and also relates to the curriculum policy, the teaching and learning policy and to the policy for assessment for learning, recording and reporting.

Roles and responsibilities of Headmaster, other staff, governors

The **Deputy Head (Curriculum)** will ensure that homework is:

- an integral part of the curriculum and is planned, timetabled and prepared alongside all other programmes of learning
- appropriate to the age, ability and circumstances of the pupils, taking into account special educational needs, LDD and more able and talented.
- co-ordinated in order to be manageable for children on a daily basis

Teachers will ensure that:

- pupils and parents are given a timetable for homework at the start of each year
- homework is set and marked in line with this policy and agreed standards detailed in the school Marking Policy
- tasks are realistic, well structured and meet the needs of all pupils
- pupils understand the purpose of the homework tasks
- it is clear to pupils how their homework consolidates and extends the work they are doing in school.

Pupils will be required to record the homework tasks in their Homework Diary, ensure their understanding of them, and demonstrate a commitment to spending an allocated time completing the tasks set. They will return their work on time.

Parents will encourage and monitor homework and inform their child's teacher if an issue arises.

Arrangements for monitoring and evaluation

Subject teachers and Co-ordinators will monitor homework by checking lesson plans, pupils' work and Homework Diaries. On a biannual basis, pupils will be surveyed (PASS Surveys) for their views on the effectiveness of the current practice, and the Senior Management Team will review the effectiveness of this policy. The Headmaster will keep copies of the results of these surveys.

Most recently updated on 1st September 2020. Next update, September 2021.

Appendix 4 INDEPENDENT LEARNING AT THE JUNIOR BRANCH – AN OVERVIEW

"Independent Learning is that learning in which the learner, in conjunction with relevant others, can make the decisions necessary to meet the learner's own learning needs." (Kesten, 1987)

INTRODUCTION:

At the Junior Branch of University College School, we believe that children need to develop as independent learners who take responsibility for their own learning, and who work collaboratively with the teacher and with each other to take their learning forward, rather than being passive recipients of what they are being taught.

Government advice suggests that schools should aim to achieve flexibility in their approaches to pupils by:

- 1) developing pupil independence in learning;
- 2) using a wide range of teaching methods appropriate to different learning styles;
- 3) considering the nature of the relationship between teachers and learners;
- 4) reviewing learning and teaching materials and resources.

This overview looks at increasing the first of these attributes, namely developing increasing pupil independence in learning. Independent learning skills are an essential preparation for life and for transition to, and success in, senior school and further education. Independent learning skills promote pupils' ability in reviewing, recording and reflecting on their learning. They also encourage independence in problem solving, decision-making and organisation. However, they take time to establish and, for many pupils, require deliberate teaching and modelling. Therefore if pupils are to become actively involved in increasing their independence in their own learning, they need firstly to acquire the ability to learn how to learn.

This is particularly important for pupils with learning difficulties, who may find it difficult to assimilate and generalise skills, but for whom the ability to generate their own learning can lead to increased success, self-confidence and self-esteem. A supportive environment, that allows pupils to learn from mistakes and build on their successes, is a pre-requisite. Ideally, such skill building will be started early and sustained throughout an individual's learning.

At University College School Junior Branch, to ensure that the environment is in place to encourage independent learning, we are continuing to develop:

- a whole-institution approach to the development of learning skills and learning

character

- curricular and other activities that provide structured opportunities for their development

- a consistent approach to skills development

- clear and consistent expectations of learners.

Specific skills that need to be developed

Observation of pupils can lead to decisions being made regarding what skills individual pupils already possess in independent learning. It can also assist in raising awareness of those abilities that need to be assimilated in order for pupils to further enhance their skills, and what areas need targeting for improvement.

Specific skills might include the ability to:

- complete set tasks without adult intervention for increasing periods of time
- preview or skim materials before reading them in detail
- accurately decode and understand written instructions and text
- summarise the main points of the task
- use a number of different sources to locate required information for the completion of tasks
- predict likely outcomes
- organise, plan and re-draft written responses
- work in co-operation in a group or individually to complete assignments
- demonstrate persistence when a task appears challenging
- demonstrate determination and organisation skills to meet deadlines
- display effective note taking skills to aid recall
- transfer learning to other areas of the curriculum
- present materials in a way that allows reader understanding of response
- ask for help when needed
- see mistakes as part of the learning process
- set themselves high goals and aim to achieve the best they can.

The role of the teacher

Teachers at the Junior Branch of UCS need to set and clarify learning objectives, expectations and boundaries and to share these with pupils. They need to assist students to acquire the knowledge, skills and understanding and plan structured opportunities in which to demonstrate, practice and apply these skills and to reflect and build on their learning. This may require consideration of strategies and procedures to increase flexibility so that the curriculum:

- - is delivered through a varied but balanced range of teaching methods (e.g. didactic, active and experiential)
- - meets the needs of all learning styles (e.g. visual, aesthetic, kinaesthetic, reflective, theoretical, pragmatic and active)

- - helps pupils to make connections with other learning by breaking large tasks into manageable steps and demonstrating the relevance of what is being learnt, now and in the future
- - encourages pupils to participate by ensuring they understand outcomes and have opportunities to review, record and reflect on their progress
- - supports assessment for learning through teacher, peer or self-assessment.

Conclusion

Learning to learn demands a solution-focused approach to classroom tasks and determination to overcome obstacles. It requires pupils to be empowered to influence the way in which they approach and complete their learning. This suggests trust between teacher and student and a sharing of identified targets that are negotiated and agreed. Learning to learn increases the responsibility upon the pupil to accept their role in directing their learning; and for pupils who are familiar to more didactic schooling, this may appear unstructured. However, it can lead to greater engagement with learning, reduce disaffection and support skills for learning throughout life.

Most recently updated on 1st September 2020. Next review September 2021.

Appendix 5 CROSS-CURRICULAR LINKS STATEMENT

At the Junior Branch of University College School, we believe that no one subject should be taught in complete isolation. Instead, every attempt should be made to link teaching and learning in subjects to other areas of the curriculum and make pupils aware of, and appreciate, the links and common ground between the separate subjects. For more detail on how individual subjects show an appreciation of, and incorporate, cross-curricular links into their subjects, please see the individual subject handbooks and schemes of work.

At University College School Junior Branch we are very serious about our responsibility to prepare pupils for life in modern Britain. We ensure that fundamental British Values are inherent across the curriculum and children's behaviour, attitudes and work reflects these.

It is worth emphasising at this point the importance placed upon English across the curriculum. An awareness of the role and importance of English in all subjects has been promoted. Schemes of work now include a column for cross-curricular links and this must now include references to the role, use and teaching of English within other subjects' lessons.

Whole School Cross-curricular projects may be planned such as the highly successful and ambitious whole school cross-curricular study, in the Autumn Term of 2014, with every subject contributing work, to celebrate the centenary of World War 1.

In addition to subject cross-curricular links, it is also of vital importance that:

- Creativity is identified and promoted across the curriculum subjects
- ICT teaching and learning is utilised across the curriculum subjects
- Spiritual, moral, social and cultural development is promoted across the curriculum subjects
- We ensure that fundamental British Values are inherent across the curriculum and children's behaviour, attitudes and work reflect these.
- Skills that pupils learn can be developed and practiced across the curriculum subjects, including thinking skills
- An awareness of financial capability and education for sustainable development occur across the curriculum subjects.

What is creativity?

What comes to mind when you think of creativity? People being imaginative,

inventive, taking risks and challenging convention? Do you think about originality and the value of what people produce? Perhaps you think you can only be creative if you are artistic.

A good starting point for defining creativity is 'All our futures: Creativity, culture and education', the National Advisory Committee's report (DfEE, 1999). This report states that, '**We are all, or can be, creative to a lesser or greater degree - if we are given the opportunity.**'

The definition of creativity in the report (page 29) is broken down into four characteristics:

First, they [the characteristics of creativity] always involve thinking or behaving **imaginatively**. Second, overall this imaginative activity is **purposeful**: that is, it is directed to achieving an objective. Third, these processes must generate something **original**. Fourth, the outcome must be of **value** in relation to the objective.

What do we mean by originality? What might we mean by originality when we are talking about pupils' learning? Is it original in relation to their previous work? Other pupils' work? Work that has gained public recognition?

When pupils are writing a poem, rehearsing a play or producing a painting, their work can be unique if it expresses their ideas and feelings. But what about work in subjects like science, history and mathematics? While it would be wonderful for a pupil to be the first person to discover a new scientific principle, this is highly unlikely. Does this mean that pupils can't be creative in these subjects? Not at all!

It is the aim of teachers at this school in ALL subjects to help pupils tackle questions, solve problems and have ideas that are new to them. This will make pupils' ideas original, the result of genuinely creative behaviour.

ICT Capability:

As a general requirement, teachers at the school should provide pupils with opportunities to apply and develop their ICT capability in all subjects.

For each subject, you can find guidance on how ICT is utilised in the individual subject handbooks. A separate document entitled 'ICT Across The Curriculum' is also available from the Deputy Head (Curriculum), illustrating the many ways that ICT is utilised by pupils across the curriculum, in all subjects, at the Junior Branch.

Spiritual, Moral, Social and Cultural Education inc. British Values:

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Religious education is NOT taught as a separate subject at the school for reasons explained in the Curriculum Policy, but studies and comparisons of different world religions are undertaken in PSHEE, geography and whole school assemblies. A significant contribution is also made by the school's ethos, effective relationships throughout the school, whole school assemblies and other curriculum activities. Please also refer to the school's SMSC Policy and British Values Statement.

Skills:

Pupils learn, practice, combine, develop and refine a wide range of skills in their work across the National Curriculum. Some of these skills are subject specific (painting in art and design), some are common to several subjects (enquiry skills in science, history and geography).

Some skills are universal, for example the skills of communication, improving own learning and performance, and creative thinking. These skills are also embedded in the subjects of the National Curriculum and are essential to effective learning.

Opportunities for teaching and learning all these skills across the subjects can be identified when planning. Pupils can be encouraged to reflect on what and on how they learn, and how these skills can be applied to different subjects, different problems and real-life situations.

Financial capability:

Financial capability is about making sensible choices in relation to managing money. It helps pupils make independent and informed decisions about keeping money safe, budgeting, spending, saving, sharing, borrowing and obtaining value for money. It helps pupils to develop a sense of responsibility, to understand their own and others' needs and to consider the effects of their decisions on themselves, and on families, communities and the wider world.

There are opportunities for pupils to develop financial capability within the curriculum at this school, in particular in their work in mathematics and PSHEE, as well as through involvement in other school activities such as work in Community Action where they all raise money for charity.

Sustainable Development:

Education for sustainable development enables pupils to develop the knowledge, skills, understanding and values to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future. There are opportunities for pupils to develop their understanding of sustainable development within the school curriculum, in particular their work in geography, science and PSHEE, and in whole school assemblies, School Council and form time.

Updated 1st September 2020. Next review date – September 2021.