



Lymington Junior School Curriculum Policy

Section 1 – Intent

1.1 Rationale

At Lymington Junior School we believe that all children have a right to experience a broad, balanced and dynamic curriculum. This is delivered through the National Curriculum 2014 and the Hampshire approved syllabus for R.E. – ‘Making a Difference’.

The curriculum is delivered in accordance with the School’s Enabling Effective Learning Policy and there are high expectations of the teaching and learning in the school to lead to high quality outcomes for the children.

The LJ Way in this area is to work together to ensure that all children have the opportunity to develop and succeed: academically, socially, physically, emotionally and creatively.

We share our curriculum openly with parents and children (through welcome evenings; Newsletters and the school website) to ensure that every opportunity is offered for our entire community to engage with it.

The Long Term Curriculum Plans will be shown on the website at all times and curriculum update newsletters will be sent out to year groups termly.

1.2 Aims

At LJS we aim for the curriculum to:

- provide opportunities for all children to achieve and succeed;
- ensure that all children have equal access to the full range of these opportunities;
- promote children’s spiritual, moral, social and cultural development;
- prepare all children for the opportunities, challenges, responsibilities and experiences of life;
- be the vehicle by which children can build upon their previous learning;
- provide opportunities to develop imagination and creative thinking;
- enable progression of skills and concepts;
- promote enthusiasm and enjoyment in all aspects of learning.

1.3 Delivery

At LJS the curriculum will:

- take full account of National Curriculum and local guidelines;
- be delivered in a creative & inspiring way which actively draws upon coherent links between different areas of learning;
- be delivered to all abilities of children in appropriate groups;
- be delivered in blocked or continuous units;
- seek to exploit the full range of learning opportunities within events, routines, lessons & extended school experiences.

Section 2 – Implementation

2.1 Planning

At LJS the purpose of planning is:

Long Term (published on the school’s website)

- to provide a framework for curriculum coverage across the whole school;

- to enable curriculum teams to ensure subject cohesion, continuity and progression;
- that year group specific overviews provide opportunities for cross curriculum links to be identified and blocked units planned;
- to provide staff and governors with a whole school overview.

Medium Term

- to create a framework for implementing the curriculum on a weekly basis;
- to play an intrinsic part in our AfL strategies, enabling staff to adapt and amend the initial planned learning opportunities;
- to identify key skills, learning intentions and success criteria within schemes of work;
- to identify planned assessment opportunities including curriculum enrichment opportunities;
- to help year teams ensure that links are cohesive and provide a joined up learning experience;
- to provide school leaders (including subject leaders and Governors) with a framework for ensuring curriculum content and structure.

Short Term (including weekly timetables)

- to enable class teachers to provide a curriculum that is matched to the needs of the children;
- to ensure that children know **what** they are learning (Learning Intentions); **how** to demonstrate they have learnt it (Success Criteria) and **why** they are learning it (context);
- to enable the year team to share good practice and expertise;
- to provide a purposeful tool for teaching and learning;
- to create a flexible document to enable effective AfL.

2.2 Content

2.2.1 The National Curriculum at Lymington Junior School

As a mainstream, state funded Junior School, we ensure that the children at Lymington Junior School work towards the aims and objectives of the National Curriculum in England and Wales, published 11th September 2013.

The children's 'lived experienced' with us includes:

English

The teaching of English at LJS encompasses reading, writing, spelling and handwriting. The skills associated with Drama and Speaking and Listening - whilst a key part of all interactions within school in some form - are specifically addressed through our performing arts provision detailed below.

English is usually taught daily, from units which are structured around high quality, age appropriate texts. These texts are used to stimulate purposeful writing opportunities for the children as well as providing the focus of a weekly reading skills session during which the children are taught how to enhance their skills of comprehension, inference and deduction.

We have a well-stocked library that all children are encouraged to borrow from on a regular basis. This is overseen by our Year 6 Librarians, working in conjunction with the school's librarian.

Mathematics

Emphasis is placed on the teaching of mathematical skills and strategies to ensure that children become fluent in the fundamentals of mathematics; are able to reason mathematically; and can solve problems by application of their mathematical knowledge.

Through the use of concrete, pictorial and abstract representations, children are given opportunities to deepen their understanding of - and fluency applying – key mathematical ideas. *Please see the separate LJS progression in calculation document for more information.*

Science

The science curriculum at LJS has been designed to provide children with a balance and progression of skills in: (i) scientific knowledge and understanding (facts) and (ii) scientific enquiry (experimentation) through observation, prediction, hypothesising, fair testing, seeking and recording evidence, interpreting results and drawing conclusions.

Computing

The school has a dedicated computer suite containing 30 desktop computers **and** 60 laptop computers for flexible use within classrooms. These are all linked to the Internet, allowing us to both teach computer skills and to use them to support other areas of the curriculum. Each class uses this suite for at least 1 hour each week.

The school has a wide range of Educational and PC software as well as a range of other equipment: Programmable 'toys', digital cameras, portable data loggers etc to support the use of computing in the curriculum. Each class (and the computing suite) has an Interactive Whiteboard which is used by the teacher and pupils during lessons.

In order to support their learning further, all children have access to Education City and Times Tables Rockstars both at home and at school.

PE and Games

Physical Education and Games are an important part of the school curriculum. All children take part in two hours of structured PE – usually an indoor gym or dance session and an outdoor games session - every week. This is supplemented by active play equipment at lunchtime; participation in the 'Golden Mile' and an extensive extra-curricular club offer throughout the school year (see below), which encourage and enable children to participate in a wide range of physical activities to the best of their ability. In addition, they are taught why exercise is important and how they should maintain a healthy lifestyle.

Children in Year 3, and non-swimmers in Year 6, participate in swimming lessons at Lymington Leisure Centre. The aim is for them to be able to swim 25m before leaving our school. These lessons usually take place in the Summer Term.

Competitive sports are also encouraged at LJS, with children participating against each other termly in organised intra-school competitions, against other local schools every Wednesday afternoon as part of the Priestlands Sports Pyramid and in New Forest District tournaments as part of Sport England's 'School Games' process.

Religious Education

Religious Education at LJS aims to facilitate and further develop the children's understanding of their own views and an empathy for - and tolerance of - those of other people. Children develop knowledge and understanding of the key concepts underpinning a number of world

religions. Throughout their time at LJS the children explore aspects of Hinduism, Judaism, Islam, Buddhism and Christianity.

LJS is a non-denominational school and Religious Education is taught following the Hampshire County Council "Living Difference" scheme of work.

Personal, Social, Health and Economic Education, including Drugs and Relationships (and Sex) Education

The school has a comprehensive programme of Personal, Social, Health and Economic education, including units of relationships (and sex) education and drugs education.

When Relationships (and sex) Education is due to be taught, parents will be notified by letter in advance and have the opportunity to discuss any aspects with the teacher – please see our separate Relationships (and sex) Education and Drugs Education policies.

Our PSHE provision is routinely supplemented by opportunities such as: Bikeability; CPR Training; NSPCC workshops; guest speakers; e-safety sessions; specifically themed assemblies and residential trips of varying lengths in Years 5 and 6.

History

Learning about the past and the methods used to study it helps pupils make sense of the world in which they live. They are introduced to what is involved in understanding and interpreting the past and this helps them to establish their own ideas, beliefs and values and to form an understanding as to why the world is as it is.

As well as developing knowledge of the past, the children learn historical skills which help them understand and interpret historical information. The History curriculum is taught following a programme which includes first hand experiences provided by school visits, speakers; artefact 'boxes' and/or themed days which are designed to enrich the children's learning. Where appropriate, cross-curricular links such as with computing help to consolidate and/or develop understanding.

Geography

Geography is taught through topics that focus on environmental issues, the study of places and the human and physical processes, which shape them and the people who live in them. Skills and knowledge are taught through first -hand experience wherever possible allowing children to develop appropriate fieldwork skills.

Design and Technology

Throughout the school, children complete design and technology projects in materials, textiles, food and control mechanisms. These projects provide opportunities for the children to design and make products, learn and develop practical skills and investigate and evaluate simple products. In order to enable an appropriate amount of time for the children to complete the projects to a high standard these lessons are usually blocked in to a full day or sequence of days (see curriculum enrichment week below).

Art and Design

We aim to develop each child's creativity and imagination through a range of visual, tactile and sensory experiences. These opportunities help them to understand and respond to the world by expressing their ideas and feelings.

During Key Stage 2 children build on their knowledge, skills and understanding of materials and processes through a wide range of experiences including visits to art galleries, museums and workshops. By exploring the ideas and meaning of the work of other artists, craftspeople, designers and architects they learn about their different roles; the functions of art, craft and design in their own lives and in different times/cultures.

Modern Foreign Languages (from September 2019)

In Key Stage 2 the children are introduced to the Spanish language through an immersive day per term. We base the lessons around the 'Hola!' scheme of work which encourages the children to use both the spoken and written language. We also attempt to expose the children to important aspects of Spanish culture - including art, architecture and food.

The main aim of our language programme is to open the children's minds to the value of learning another language in the future.

Music

We are proud to have consistently been awarded Hampshire Music Mark status over the past 5 years. In addition to class music lessons, which are taken from the Music Express theme, there are opportunities for children to learn to play a variety of string, wind and electric instruments. Tuition is provided by peripatetic teachers who visit the school each week. There is a charge for these lessons (see separate charging policy).

2.2.2 The Lymington Junior School Curriculum – The LJ Way

In addition to the expectations as laid out Nationally within the National Curriculum document, at LJS we strive to deliver an additional, more bespoke education that takes in to account the school's ethos and the impact of the local community on our children's lives.

The children's lived experienced with us includes:

Curriculum Week

In order to ensure that the children receive their full curriculum entitlement throughout the year, the final week of the first half of the summer term is designated as: 'Curriculum Week'. In addition to engaging in additional learning opportunities and enjoying supplementary visits/visitors, the children are immersed in extended projects designed to address any statutory objectives not delivered to that point. This is how we ensure that the LJS Curriculum is supplementary to the National Curriculum and not instead of it.

Performing Arts

Music is a key part of our school's focus on performing arts. This is further enriched by every year group taking part in an annual, large scale musical production shared with all members of the school's community. Currently Year 3 (cast of 64 children) perform at Christmas; Year 6 (cast of 64 children) perform at the end of the academic year as part of their Leavers' Provision while Years 4 and 5 combined (cast of 128 children) perform at Easter.

In addition, each class takes part in one class assembly each year during which they present their learning successes to an audience of parents and peers. This is intended to both celebrate and showcase the children's hard work as well as further developing their confidence and competence in speaking appropriately in front of a variety of audiences.

Pupil Voice

In line with the United Nations Convention of the Rights of the Child, the Executive, all government departments and public bodies have a duty to ensure that the views of children and young people are sought in matters which impact on their lives.

As such, we routinely consult the children in a variety of ways that are intended to bring about real and sustainable positive change. These include:

- Termly child conferencing by staff and Governors on issues relating to aspects of whole school provision (usually linked to learning or safety).
- Termly progress reviews with staff.
- Half termly prefect council meetings in which arrangements affecting the running of the school; policies and procedures are reviewed and amended as appropriate.
- The facilitation of 'campaign letters' – or equivalent – for issues on which they are passionate.

Trips; Visits and Residential

Each year group takes part in the equivalent of at least 2 off site visits each year. These are intended to increase the children's 'cultural capital'.

Children take part in residential trips of varying lengths in Year 5 and 6. The nature of these are specifically chosen to provide the children with different opportunities, whilst both are intended to increase their intra and inter-personal skills including self-reliance and team working.

In addition, a theatre group visits the school at least twice each year so that the children have the opportunity to enjoy live performances.

Leavers' Events

As Priestlands' Secondary School's largest single feeder school, we have developed and maintained excellent working relationships, including routine staff liaison, visits to the school and shared employment of an Educational Welfare Officer.

In addition to transition opportunities the children take part in a leavers' production at the end of the year; a leavers' assembly involving celebration

Extra-Curricular Clubs

At LJS, we facilitate an exceptionally wide range of extra-curricular activities that take place before or after school.

In recent years we are proud to have consistently facilitated opportunities in: netball, football, gymnastics, karate, yoga, badminton, table tennis, hockey, tag rugby, cricket, golf, sewing, chess, book appreciation, craft as well as additional academic support.

Wrap Around Child Care

We also provide a very popular 'Stay and Play Club', offering affordable childcare from 7:30 in the morning to 6 o'clock at night.

This is further supplemented by the hosting of an on-site 'Holiday Club' which is open from 8:00am to 5:00pm outside of term time.

Community Links

As a non-denominational school, we pride ourselves on strong links with our local community.

Amongst other things: our 'Christmas Choir' visits a range of local care homes to entertain the residents; our 'Community Kids' undertake a range of projects with partner schools on the Isle of Wight; our children routinely raise money or generate donations for good causes; we are proud to work closely with the local Rotatory Club on a variety of projects including the annual 'Dictionaries for Children' initiative.

Section 3 – Impact

3.1 Monitoring

At LJS the purpose of monitoring (see separate monitoring policy) the curriculum is:

- to assist in the process of raising standards;
- to identify curriculum strengths and areas for development;
- to celebrate success;
- to facilitate feedback to class teachers on standards, and the quality of teaching & learning;
- to enable curriculum teams to track progression, standards and the implementation of agreed teaching and learning;
- to inform governors about the standards and curriculum progression and development.

There are a number of ways this is done, including:

- reviewing the quality of outcomes;
- watching lessons;
- speaking to children

3.2 Evaluation

At LJS the Governing Body will, in partnership with the Headteacher and staff, evaluate the impact of the curriculum policy on the quality and standard of curriculum provision within the school.

This Policy and it's fitness for purpose will be evaluated at least every two years or as required following statutory changes. This review process will lead into future curriculum development as appropriate.

Date of next policy review: Spring Term 2020