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FIDES et OPERA

BROMLEY
HIGH SCHOOL

GDST

GIRLS' DAY SCHOOL TRUST

Curriculum Policy Junior School

This policy applies to all pupils throughout the Junior school (including those in EYFS)

Aims

Bromley High is a selective girls' day school. Our aim is to provide a rich and challenging academic curriculum which encourages girls to aim for excellence and incorporates opportunities to develop key GDST qualities – confidence, commitment, courage and caring and which reflects the ethos of Bromley High School. All girls, including those with an EHC plan, should have exceptional opportunities to learn and make good progress according to their ages, aptitudes and needs so that they increase their understanding and develop skills in the subjects taught.

The school constantly reviews its curricular provision to ensure that girls experience a modern and stimulating curriculum and receive an excellent, effective preparation for the opportunities, responsibilities and experiences of life in British society. Opportunities for cross-curricular, cross phase and enrichment activities are encouraged.

The provision and teaching will not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs or discriminate against pupils contrary to the Equality Act 2010.

This curriculum policy has regard to the protected characteristics of which pupils are made aware. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Bright Minds Curriculum

The aim of the Bromley Bright Minds curriculum is to offer a broad balanced curriculum which builds upon prior learning where possible and gives pupils from a wide variety of educational backgrounds a strong basis for further study. All pupils have lessons in English, mathematics, science, French (Taster year of Spanish Y3, German Y4 and Latin/Classics Y5), history, geography, computer science, Religious Studies, Design & Technology (including Food Technology block), music and drama, art, PE and dance and PSHE. In creating our Bromley Bright Minds Curriculum there is a generous period allocation for creative, musical, practical STEM and sporting subjects, with a core focus on mathematics and English. We attain a balance between paying due attention to the expectations of the National Curriculum 2014 and the aims and values identified as specific to our school community – breadth and depth. This is underpinned by our school's values and based around our five Foundations for Learning:

- Resilience
- Community
- Enterprise
- Environment
- Expression

In addition to the Five Foundations for Learning, the 'Nine Skills for the Future' also run through our curriculum. These skills are: Creativity, Innovation, Digital Literacy, Technology Design, Global Citizenship, Active Learning, Leadership, Problem Solving and Collaboration. These skills were developed based on the research by the World Economic Forum and help to develop the skills our pupils will need for secondary school and beyond.

The progress measures for all subjects focus on the importance of developing the depth of children's learning, providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts rather than moving them on to the next skill before they have truly mastered it.

Structure and Organisation of the Junior School Curriculum

The EYFS and KS1 classes have six specific 35-minute teaching periods each day, with an additional 35 minute reading allocation during the lunch break and an extended form time at the end of the day. KS2 timetable consists of eight 35-minute periods. There is some degree of flexibility with timing e.g. cross-curricular days, educational trips and visits and spontaneous response to events and interests of pupils.

Early Years Foundation Stage - Reception

Girls are selected for entry into Bromley High Junior School based on assessment at 4+. In Reception the '*Framework for the Early Years Foundation Stage*' is the basis for learning and development. The **Prime Areas** cover the knowledge and skills which are the foundation of future progress. These begin to develop quickly in response to relationships and experience and run through and support learning in all other areas.

They are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The four **Specific Areas** include essential skills and knowledge.

They are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our planning reflects the different ways in which they learn. The Early Years team are mindful of the diverse needs of pupils, the different experiences, interests, skills and knowledge that they bring to the classroom; we value all pupils equally. We use the 'Characteristics of Effective Learning' to underpin our girls' learning and development. Through these characteristics the girls are encouraged to set their own challenges and build resilience.

These characteristics are:

Playing and Exploring – children investigate and experience things and 'have a go';

Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements;

Creating and Thinking Critically – children have and develop their own ideas and develop strategies for doing things.

The Head of EYFS ensures Reception girls make a smooth transition to Year 1 by discussing the end of Foundation Stage profile and Tapestry observations at a designated handover. Likewise, Upper Key Stage 2 Phase Leader ensures Y6 make a smooth transition to Senior School in conjunction with the Head of Year 7.

Key Stage 1 and Lower Key Stage 2

We plan a skills-based themed approach which follows a structured learning process that is stimulating and challenging. Our integrated learning journeys incorporate a range of subjects including science, history, geography, art, design and technology, computing, dance and creative writing. Where appropriate, links will be made with RE, mathematics, PSHE and other curriculum areas. Mathematics and other English key skills (handwriting, phonics/spelling, grammar) are taught as discrete sessions to ensure the acquisition of these skills are reinforced throughout the curriculum. Each class teacher is responsible for delivering the curriculum incorporating key subject skills and essential milestones, all of which are cross-referenced to the National Curriculum Programmes of Study.

Upper Key Stage 2

Years 5 and 6 continue with a skills-based curriculum and have more discrete subject teaching with specialist staff. Where possible they make cross curricular links between subjects especially in history, art, geography, dance, music and drama.

In the Junior School specialist teaching is introduced gradually from Reception and includes computing, languages, music, and PE, with science and design & technology in Years 4, 5 and 6.

Learning outside the Classroom

Each year group has the opportunity to take part in curriculum-based outdoor activities within our school grounds, including our Forest School programme, regular day trips and visitors to enhance the curriculum and residential trips in Years 3 to 6.

Schemes of work are updated and saved during the first week of each term in the Curriculum folder by Subject Co-ordinators and class teachers. Teachers amend these schemes of work as the term progresses and make notes to inform future planning with regard to these pre-planned schemes. Parallel teachers plan together on a weekly basis and discuss the specific learning objectives for the week ahead, thus ensuring parity across the classes. Lessons are planned to meet the needs of individual pupils and assessment is considered in weekly planning documents.

If a child's progress in any area gives cause for concern, the class teacher will discuss this with the child's parents and/or carers and agree how to support the child with the aid of the SENDCo or other agencies as appropriate. Pupils with a SEND profile and those with an EHC plan are monitored by the SENDCo and their curriculum adapted to their needs (e.g. a Language may be replaced by English Support or EAL lessons.)

This policy should be read in conjunction with SEND, Assessment, Marking, Quality Assurance, Staff Development and Subject policies.