



## JAPS CURRICULUM POLICY

### Definition

Our school curriculum comprises all learning and other experiences (including trips and visits) that we plan for our pupils.

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### Aims and Values

Our curriculum is designed to fulfil the Aims of our school. In summary, our curriculum aims to provide opportunities for all our pupils to learn and to achieve. Our curriculum is firmly rooted in the values of our school as described in our Aims and we therefore seek to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

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### Building on the Early Learning Goals

Our Reception Year follows the national Early Learning Goals, which set out what children are expected to achieve by the end of the Foundation Stage. The Early Learning Goals are organised as 6 areas of learning:

- 1) Personal, social and emotional development
- 2) Language and literacy
- 3) Mathematical development
- 4) Knowledge and understanding of the world
- 5) Physical development
- 6) Creative development

We find it possible to cover these six areas of learning through the subjects laid out in the section on the 'Structure of the Curriculum at JAPS'.

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### Relationship to National Curriculum

Although we do not follow the National Curriculum per se, we teach all the subjects required in the National Curriculum and seek to go beyond the confines of the National Curriculum in many areas. However, our pupils do all the Key Stage One and Key Stage Two N.C. external tests (audited by Edexcel) and achieve outstanding results. We adapt the requirements of the National Literacy and Numeracy Strategies as best suit the needs of our pupils.

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### Structure of the Curriculum at JAPS

The subjects we teach throughout JAPS (i.e. from Reception to Year 6) are as follows:

- English
- Mathematics



- Science
- Design and Technology
- Art
- Physical Education
- Information and Communication Technology
- History
- Geography
- French
- Music
- Personal, Social, Health and Citizenship Education
- Religious Education
- Drama (either formally via Drama lessons or via participation in large-scale production).

In addition, we teach Verbal and Non-Verbal Reasoning and Sex Education in Years 5 and 6.

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## Learning across the Curriculum

We also develop and promote the following areas of learning across the curriculum:

- Spiritual, moral, and cultural development
  - Personal, social and health education and citizenship
  - Key skills and thinking skills
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## General Teaching

### *Three principles for inclusion*

We are a selective school and we aim to provide a broad and balanced curriculum for **all** our pupils. In planning and teaching our curriculum, we have due regard to the following principles:

- A. Setting suitable learning challenges
- B. Responding to pupils' diverse learning needs
- C. Overcoming potential barriers to learning and providing assessment for individuals and groups of pupils.

### *Use of language across the curriculum*

Pupils are taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils are taught to recognise and use standard English.

In addition, pupils are taught the technical and specialist vocabulary of subjects and how to use and spell these words. They are also taught to use the particular language vital to understanding and expression in different subjects (e.g. language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments).



## **Use of Information and Communication Technology (ICT) across the curriculum**

Pupils are given opportunities to develop their ICT capability by using ICT tools to support their learning across the curriculum.

## **Health and Safety**

Especially in Design and Technology, ICT, Art, Science and Physical Education (when working with tools, equipment and materials, in practical activities and in different environments), pupils are taught:

- about hazards, risks and risk control;
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- to use information to assess the immediate and cumulative risks;
- to manage their environment to ensure the health and safety of themselves and others;
- to explain the steps they take to control risks.

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## **Curriculum Planning**

Some of the principles that are borne in mind when planning the curriculum are as follows:

- **Pupils' entitlement to a broad and balanced curriculum**
  - **Breadth and Balance**
    - how the different subjects contribute towards children's whole curriculum experience
    - how the subjects are planned to ensure breadth and balance within each Key Stage.
  - **Continuity**
    - across the Key Stage
    - with previous and following Key Stages
  - **Progression**
    - building on previous experiences
    - developing a greater depth and range of knowledge, understanding and skills
    - planning for more challenging material and activities
  - **Coherence**
    - a vision of pupils' development in the subjects
    - avoiding fragmentation in the curriculum
    - linking subjects or units of work to facilitate holistic learning
  - **Access/Differentiation**
    - how the details of activities ensure access to the curriculum for all
    - how these ensure all pupils reach their potential
  - **Monitoring and Evaluation**
    - collecting observations and other evidence to support evaluation
    - agreeing strengths, weaknesses and ways forward
    - involves regular review
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## Topic Teaching at Key Stage One

At Key Stage One it goes without saying that many of the subjects are taught as part of topics such as “People Who Help Us”, “Animals” or “Space”.

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## Reviewing of the curriculum

The curriculum at JAPS is regularly reviewed and updated in line with the evolving needs of our pupils and national recommendations in the field of education.

Policy Reviewed: February 2007  
HK/27.02.07

Next Review: 2008/9

*Date: June 2007*

*Review arrangements: overview by Governors annually  
full review by Management June 2009(or earlier if major legislative change)*