



CURRICULUM POLICY

This policy is applicable to all pupils, including those in the EYFS.

Our school curriculum comprises all learning and experiences (including trips and visits) that we plan for our pupils. It is designed to fulfil our School Aims, providing 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 through it we seek to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life. In accordance with the Independent School Standards and Regulations, we take care to ensure that pupils are offered a balanced presentation of views and that partisan bias is avoided. We also actively promote fundamental British values (as defined in ISSR Part 2, para 5) and ensure that we promote respect for others' cultural traditions and for those with protected characteristics under the Equality Act 2010. Our curriculum provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society and enables all pupils to make good progress from one stage of their education to the next, allowing them to develop their individual strengths, talents and passions.

Heads of Department draw up schemes of work that enable pupils to progress according to age and ability throughout their time at JAGS. Our curriculum is regularly reviewed and updated both to meet the evolving needs of our pupils and to incorporate appropriate national educational developments and recommendations.

Inclusion - Principles

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:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and providing appropriate assessment for individuals and groups of pupils.
- Creating identity brave learning spaces in which students social and emotional well-being are developed.

JUNIOR SCHOOL CURRICULUM (Pupils aged 4-11, Years R-6)

Early Years Curriculum

Our Early Years curriculum is exempt from the teaching and learning requirements of the Early Years Foundation Stage (EYFS) but follows the guiding principles and breadth of curriculum which it promotes. All areas of learning and development are regarded as inter-connected and aim to provide challenging and enjoyable experiences planned around the individual needs, interests and stages of development of the children.

Overall Curriculum Structure

Throughout the Junior School (i.e. from Reception (EYFS) to Year 6, in KS1 and KS2) we teach the following subjects:

- English
- Mathematics
- Science
- Design and Technology (DT)
- Art
- Physical Education
- Computing
- History
- Geography
- French
- Music
- Personal, Social, Health and Citizenship Education (PSHCE)
- Religious Education
- Drama (either formally via Drama lessons or via participation in largescale productions).
This is from Year 2 upwards.

In EYFS DT and Art are part of Creative Development and Geography/History are part of Understanding of the World.

In addition, in Year 6 we teach Sex and Relationship Education and from Year 5 pupils' Reasoning and Thinking Skills (Verbal, Non-Verbal and mathematical) are developed.

At Key Stage One and in Reception many of the subjects are connected and taught as part of Topics such as Here I am, Going on Safari and London.

Learning across the Curriculum

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

- Spiritual, moral, social and cultural development

- Personal, social and health education and citizenship
- Key skills and thinking skills

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 “Computing” across the curriculum

Pupils are given opportunities to develop their Computing capability by using IT tools to support their learning across the curriculum. We endeavour to keep abreast of new technology, but regard computers as tools to be used where appropriate to enhance pupils’ learning, rather than as teaching machines.

Health and Safety

Especially in Design Technology, Computing, Art, Science and Physical Education (when working with tools, equipment and materials, in all 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.

Relationship to National Curriculum

We are not bound by the National Curriculum; we teach all the subjects beyond the Key Stage expectations required in the National Curriculum.

CURRICULUM PLANNING

When planning the curriculum, we consider the following principles:

- **Pupils' entitlement to a broad, bold 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 promote holistic learning
- **Access/Differentiation**
 - how the details of activities ensure access to the curriculum for all our pupils
 - how the needs and potential of all pupils are met through creative teaching
- **Monitoring and Evaluation**
 - collecting observations and other evidence to support evaluation
 - recognising strengths, areas for development and ways forward
 - conducting regular reviews & evaluations
 - analysis of data and test results to inform teaching and planning

The provision for most able is an integral part of our curriculum policy and is based upon the premise that best practice can be applied to all learners for universal benefit.

Children can be identified as highly able or talented in any subject. Identification takes place through a combination of methods. Provision will be the most appropriate for each pupil's needs.

Some pupils have identified specific learning needs in the neurodivergent range. Our SENCO ensures that teaching staff are aware of these pupils' needs and use appropriate strategies to support them within lessons. Pupils can be supported in class by one of the Learning Support teachers or SENDCO, equally they can be withdrawn from lessons on a 1-1 basis or in small groups for intervention.

The principles of good teaching for all young people provide a foundation for effective provision for the most able). Staff provide appropriate creative challenge and support for these pupils in lessons and through appropriately set homework.

We also offer a wide-ranging programme of extra-curricular activities both at lunchtimes and after school. This includes pupils in Year 1 to Year 6.

JAGS' SENIOR SCHOOL CURRICULUM (Pupils aged 11-18, Years 7-13)

Our curriculum philosophy is to offer a very broad, and balanced, first-class education. In this academically selective school, we aim to enable all pupils to reach their potential by teaching at a level appropriate to their abilities. We provide a balance of curriculum and co-curriculum teaching and support pupils to maintain both their academic studies and wider interests. While we keep ourselves informed about National Curriculum developments, we have not adopted the National Curriculum in its entirety. We have researched the International Baccalaureate and have agreed that it would not meet the needs of all our pupils. Some departments follow IGCSE syllabuses, where this qualification is more appropriate than the GCSE for our pupils.

- During Years 7-9 (Key Stage 3). In Year 7 in addition to English and Mathematics, pupils have the opportunity to study two modern foreign languages (from French, German, Italian, Japanese, Russian and Spanish) alongside weekly lessons in addition to Latin, Biology, Chemistry, Physics, Geography, History and Religious Studies, All students study Art, Drama, Music, Physical Education, Design and Technology and Computing.
- At GCSE (Key Stage 4) all students take English language, English literature, Mathematics and the three sciences. Students are given the choice to study any combination of subjects. This allows students to select the subjects they are most passionate and curious about. Students must select four subjects from; modern languages (French, German, Italian, Japanese, Russian and Spanish), humanities (Classical Civilisation, Geography, History and Religious Studies), practical/creatives (Art, Drama, Design and Technology, , Computer Science, Music and Physical Education), and ancient languages (Greek and Latin)
- Please see the PSHCE Policy for details of PSHCE delivery.
- In the Sixth Form girls are encouraged to choose their own combinations of subjects, the emphasis being on studying what they enjoy and are good at and what enables them to pursue any desired future degree course or career, or at least does not close the door to any degree courses or careers in which they are interested. Girls are encouraged to select three subjects but may choose up to four subjects at A level We also offer the Extended Project in the Sixth Form. PE is compulsory in Year 12. All pupils in year 12 are offered a life skills programme and that offers the opportunity to study Thinking Skills, First Aid and the ECDL. A Co-Educational Enrichment Programme (called Liberal Studies in year 13) is shared with Dulwich College and provides the opportunity for pupils to add an extra-curricular

dimension. There is also a Sixth Form lecture programme, including visits from recent past pupils to talk about their careers.

- We are committed to offering minority subjects, for example, allowing small groups to take GCSE and A level examinations in Ancient Greek, Japanese and Russian.
- Careers Education is provided from Year 9, including advice about GCSE and Sixth Form course options, work experience, careers talks and aptitude testing. The separate Careers Policy provides detail of the school's comprehensive careers provision.
- We also offer a wide-ranging programme of extra-curricular activities both at lunchtimes and after school. Pupils in Years 7 & 8 also have timetabled activity slots to encourage an even greater participation in extra-curricular activities for this age group. Older girls undertake regular Community Action and many participate in the Duke of Edinburgh's Award Scheme.
- We endeavour to keep abreast of new technology, but regard computers as tools to be used where appropriate to enhance pupils' learning, rather than as teaching machines. We recognise that there are enormous differences between information and knowledge and between knowledge and understanding and that pupils need and value human beings as educators.
- We include critical thinking and independent study skills throughout our curriculum, not only by having specialist sessions on these as part of our PSHCE, enrichment and life skills programmes, but also within subject specialist teaching.
- We endeavour to provide opportunities to "stretch" the most able (academically able and talented) with extension work in all lessons. Our staff also encourage girls to participate in enrichment projects and competitions organised by external bodies, for example, Maths Challenges, Science Olympiads, poetry, translation and essay competitions.
- Some pupils have identified specific learning needs in the neurodivergent range. Our SENDCOs ensure that teaching staff are aware of these pupils' needs and use appropriate strategies to support them within lessons. We do not withdraw pupils from lessons for additional support. However, the learning support team offer 1:1 or small group support before school, during form time at lunchtimes or after school for years 7+8. Individual support is timetabled for some pupils during their study periods in Years 9 to 13. Those with an EHC plan may have specialist support within the classroom. IEPs for all girls on the SEND register are distributed by the SENDCOs to all staff who teach the girls and can be found by teachers on the school's management information system.
- All JAGS pupils are tested in English language as part of our entry procedures and they are normally expected to have reached a good level of fluency before being admitted to the school. However, we have some 50 home languages spoken by our pupils and we offer additional support in English to those who are in need of it. All pupils are screened at the start of Year 7 and the end of Year 9 in order to identify those that require further literacy

support, or have an underlying SEN that should be supported. In the Senior School we have an EAL specialist. IEPs for girls experiencing difficulties are distributed by the EAL specialist and are available to all staff who teach the girls via the management information system.

Above all, we try to balance three fundamental obligations:

- A commitment to high quality, wide-ranging education and to high quality teaching and learning
- A commitment to allowing individual pupils (and staff) to develop their own strengths, talents and passions and to providing enough flexibility for them to be able to do so
- A recognition that the curriculum and co-curriculum are both crucial in the development of skills, knowledge and attributes required by students to flourish at and in life beyond JAGS.