



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 a passion for life and learning.

Our school aims are, both in and out of the classroom:

To celebrate our diverse and inclusive community

To champion social awareness and sustainability

To empower courage, creativity and compassion in each student

To inspire aspirational and authentic lifelong learners and leaders

To nurture respectful, resilient and kind individuals

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 learning and assessment 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. Students will acquire speaking, listening, literacy and numeracy skills.

Inclusion - Principles

We are an academically 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 pupils' 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 including Swimming
- Computing
- History
- Geography
- French
- Music
- Personal, Social, Health and Citizenship Education (PSHCE) including Relationships Education
- Religious Education
- Forest School (taught through weekly lessons in Pre-Prep plus through the Science curriculum in Prep)
- Drama (from Year 2 to Year 6).
- Reasoning Skills (Years 5 and 6)
- Latin (Year 6)

In the EYFS, we follow the Development Matters framework as a foundation to learning which covers seven areas of learning using the characteristics of effective teaching and learning which are:

- Playing and exploring
- Active learning
- Creating and thinking critically

The seven areas of learning include:

- Communication and language
- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Seven key features of effective practice that we follow include:

- Providing the best for every child
- High quality pastoral care
- A high quality curriculum
- Effective pedagogy
- Effective assessment
- Executive function and self-regulation strategies
- Partnership with parents

At Key Stage 1 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';.

In Year 6, pupils complete the ISEB IPQ qualification during the Spring and Summer terms.

Learning Across the Curriculum

We also develop and promote spiritual, moral, social and cultural development across the curriculum.

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.

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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 technology across the curriculum

Pupils in Years 3 to 6 are each provided with a school iPad, which serves as a valuable tool to enhance their learning. They are encouraged to develop their computing skills by using technology to support learning across most subjects. Whilst we aim to stay current with technological advancements, we see technology as a tool to enhance learning where appropriate. Pupils receive weekly Computing lessons from Year 1 to Year 6.

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 within and above the Key Stage expectations required by 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 SENDCO ensures that teaching staff are aware of these pupils' needs and use appropriate strategies to support them within lessons. Pupils can be supported by differentiation and teacher support, teaching assistant support and by support from the Learning Support teachers or SENDCO. Where pupils have an EHCP, the school will follow the requirements of that plan.

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 co-curricular activities both at lunchtimes and after school. This includes pupils in Year R to Year 6.

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

Our curriculum philosophy is to offer a 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. . 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 study 6 modern foreign languages (French, German, Italian, Japanese, Russian and Spanish). All Year 7 students take combined science, a foundational programme that develops scientific skills and knowledge in preparation for Year 8. Alongside this students receive weekly lessons in Latin, Geography, History, Religious Studies, Art, Drama, Music, Physical Education, Design and Technology and Computing. In Year 8 students are given the opportunity to select two MFL subjects to continue studying. In Year 9 students are given the opportunity to reduce the number of subjects they study, thus allowing them greater number of minutes per subject, per week, to focus on the subjects they love. Year 9 students are allowed to select one or two MFL subjects as well as two or three of the following; Art, Computer Science, Design and Technology, Drama, Latin and Music.
- At GCSE (Key Stage 4) students typically study 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). Some students choose to take Combined Science as opposed to the 3 separate sciences. This course awards two GCSEs and covers content from the three sciences. Students taking this option gain three study periods a week to independently study their other GCSEs.

Curriculum Plus is a curated series of courses in Years 7, 8, 9 and 10. Each is designed by a specialist member of staff to enhance learning beyond the assessed curriculum, developing the skills, knowledge and capabilities needed to navigate the uncertain and rapidly changing demands of a future workplace. Curriculum Plus is an evolving learning framework focusing on student independence and self-determination, where self-assessment and reflectivity take centre stage. Instead of focusing on formal assessments based on outcome, we give students the tools to take agency over their learning and plot their own courses to success.

- Our PSHCE programme covers relationships, online safety and safeguarding risks, healthy living, drugs and alcohol awareness, substance abuse, citizenship, understanding of protected characteristics, respect for all and fundamental British values. Please see the PSHCE Policy for more details of PSHCE delivery.

- In the Sixth Form, pupils 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. Pupils 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 a co-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 throughout Key Stage 3 and 4 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 co-curricular activities both at lunchtimes and after school. We offer the Duke of Edinburgh’s Award Scheme, and this is a popular activity for our students.
- We endeavour to keep abreast of new technology such AI and VR learning. We plan and teach with technology that will enhance learning and as such will only use technology where it is better than an existing alternative.
- We include critical thinking, self-directed learning 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 pupils 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 timetabled lessons in Years 9 to 13. Those with an EHC plan may have specialist support within the classroom. Pupil Profile for all pupils on the SEND register are distributed by the SENDCOs to all staff who teach them and

can be found by teachers on the school's management information system. Where pupils have an EHCP, the school will follow the requirements of that plan.

- 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 need it. All pupils are screened at the start of Year 7 and the end of Year 9 to identify those that require further literacy support or have an underlying SEN that should be supported. In the Senior School we have a multilingual register to ensure teachers are aware of student's languages and fluency. Pupil Profiles for pupils experiencing difficulties are distributed by the SENDCo and are available to all staff who teach the students 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.