

Curriculum Policy

This policy applies to all pupils in the Infant and Junior School, including the EYFS; our curriculum takes into account the ages, aptitudes and needs of all pupils, including those with specific learning needs.

Rationale

Sheffield Girls' Infant and Junior School recognises that all pupils of every age are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression. Our ethos, Growth Mindset initiative and our pastoral care is the structural framework that underpins academic achievement. Through the delivery of consistently excellent teaching and the implementation of support mechanisms, our pupils become individually successful, confident young women.

The Curriculum aims to:

- provide opportunities for all pupils to enjoy learning and make progress so they achieve their potential.
- provide pupils with experience in Linguistics (including Speaking and Listening and Modern Foreign Languages); Mathematics; Computing; Personal Development (including music, dance and drama); Art and Design Technology; History, RE, Geography and Citizenship; PE and PSHEE; Science.
- deliver experiences appropriate for the ages and aptitudes of pupils, including those with Specific Educational Needs
- enable pupils to acquire skills in Speaking and Listening, Literacy and Mathematics
- provide opportunities for children to develop their enquiry skills, selecting information from a variety of sources and media and making judgements about its accuracy and reliability
- provide a full-time supervised education for pupils of compulsory school age

The curriculum has been planned to ensure that it is:

Broad – so that it provides each girl with a wide range of experiences, knowledge and skills, fostering educational development and encouraging independent learning

Balanced – so that each area of the curriculum is allowed sufficient time for its contribution to be effective

Flexible and Differentiated – so that what is taught and how it is taught is relevant and stimulating to meet the learning needs of individual girls and fully develop their abilities and aptitudes. Regular pupil progress meetings and Individual Learning Plans enable staff to identify and provide for a range of abilities and needs.

The curriculum aims to foster the development of the qualities and skills which will enable girls to achieve success and fulfilment in all areas of their learning and beyond. These include the developing skills:

- to be healthy;
- to stay safe;
- to enjoy and achieve on a personal individual level;
- to make a positive contribution to school and community life;
- to achieve wellbeing and
- to promote pupils' spiritual, moral, social and cultural development.

Issues of teaching and learning are high on the professional agenda of the school; we aim to use a wide range of teaching styles in response to the individual learning needs of the girls. Subject Leaders and Coordinators take responsibility for the monitoring of teaching and learning as well as ensuring that staff, are kept up to date with best practice.

The development of spiritual, moral, social and cultural awareness is included within the curriculum at all key stages. Assemblies are held on three days each week and these provide further opportunities to explore spiritual and moral issues.

PSHEE is taught both as a discrete subject (in KS2) and integrated into other areas of the curriculum – see PSHEE Policy.

Fundamental British Values

Within our curriculum we:

- (a) actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- (b) ensure that principles are actively promoted which—
 - enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(2);
 - encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- (c) preclude the promotion of partisan political views in the teaching of any subject in the school;
- (d) take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils;
 - while they are in attendance at the school;
 - while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
 - in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
they are offered a balanced presentation of opposing views.

Foundation Stage

The early learning goals (the knowledge, skills and understanding which young children should acquire by the end of the reception year) and the educational programmes are set out in the “Statutory Framework for the Early Years Foundation Stage” document (DfE, April 2017).

The three prime areas of learning and development are:

- communication and language
- physical development
- personal, social and emotional development

The four specific areas of learning and development are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

At Sheffield Girls' Infant and Junior School we believe these are equally important and interconnected, depending on each other to support a rounded approach to child development. We deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities. Practitioners working with our youngest children focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. At Sheffield Girls' we aim to challenge the more able girls to reach an exceeding level in the Early Learning Goals.

Curriculum guide

We use the National Curriculum as a base for learning, and extend and expand this base in all areas possible, to meet the needs and potential of all our children. We continue to broaden our curriculum so that all our children have access to the greatest possible range of educational experience and challenge. The practical and cross-curricular approach of the creative, connected curriculum encourages a climate for children to explore ways in which to learn as well as how to apply their knowledge with originality and purpose. It encourages creative, critical and reflective thinking and produces excited, enthusiastic, enquiry-driven learners.

Our Personal, Social and Health education programme reflects the School's aims and ethos (see PSHEE Policy and Programmes of Study).

We set our programmes of study according to the needs of all abilities within our School, and differentiate appropriately within the classroom to ensure that every student learns and makes progress. We endeavour to make the learning experience holistic for all children, developing their individual talents and strengths and supporting their weaker areas. Our curriculum is intended at all times to provide the fullest and broadest experience for every child. Interaction with the community, participation in matches against other schools, and in competitions further enhances the pupil's learning.

Students for whom English is an Additional Language

Pupils are given additional support in English if this is not their first language. In the classroom the teacher is careful to ensure that all pupils can understand and take part in all learning, and make the necessary adjustments to their learning plans. Some children have additional language support, given by a specialist teacher.

Special Educational Needs (including Learning Difficulties and/or Disabilities)

This Policy should be read in conjunction with the Special Educational Needs Policy.

The teacher's knowledge of their pupils, as well as experience as a professional, and parental concerns/observations is used to help identify individual needs and guide interventions. Concerns are highlighted to the school's SENCo – who in consultation with the teacher, pupil and parents may do some screening or observations before setting a course of action. This might include changes to teaching materials, resources or style that reduce barriers to learning, or a programme of support. Regardless, steps are taken appropriate to the ages and aptitudes of the pupils.

The School monitors and records intervention and support for any pupils with significant learning difficulties or disabilities and ensures that our admissions, discipline and other procedures, including arrangements for school trips and examinations, take account of pupils' learning difficulties or disabilities.

MAT (More Able and Talented)

We seek to provide opportunities for all of the children to acquire skills and progress in their individual ways. We believe that all children should have an education that encourages, motivates, supports and inspires them to achieve their full potential. Within this culture of aspiration, we are fully committed to developing an inclusive approach. We believe that in making provision for the needs of the more able and talented, that all our children will thrive and standards raised throughout the school. We aim to support each pupil during her time at the school so that she can access the fullness of the curriculum and find challenge and engagement appropriate to her ability level. Please see the **Challenge and Engagement Policy** for further detail.

Responsibility: C Hald	Updated: 16 October 2017	Review: September 2018
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