PUTNEY
HIGH SCHOOL
GDST
GIRLS' DAY SCHOOL TRUST

Junior School Curriculum Policy

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Junior School Curriculum Policy

1. Introduction

We believe the curriculum encompasses all activities at Putney High School. It includes not only the requirements of the National Curriculum but also the range of additional activities, which are organised to enrich the learning experiences of the pupils. It also incorporates the 'hidden curriculum' where the pupils develop an approach to living and an attitude to learning and reflects the learners' place in their local community of Putney.

The mission of Putney High School is to provide a forward-thinking education which is relevant, academically outstanding, and down-to-earth.

This journey begins in EYFS where we encourage all our pupils to develop an ability to think and learn for themselves. It is our hope that all pupils will progress accordingly and will take full advantage of the educational experience on offer both on and off site.

Values of Putney High School Pupils

Putney High School values provide an environment for pupils to flourish. These include:

We are:

- Innovative
- Inclusive
- Intellectual
- Intrepid

2. Implementation

Please refer to the Lesson Allocation Policy, Planning Policy, Britishness Policy, and Curriculum Guides for further details.

EYFS/Reception

Pupils follow the Early Years Foundation Stage (EYFS) curriculum which encompasses seven Areas of Learning: three 'prime' areas (Personal, Social and Emotional Development (PSED), Physical Development and Communication and Language) and four 'specific' areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). Pupils have specialist teaching in Physical Development, Music, Computing and French. Areas of learning are implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.

There is a breadth of activities and opportunities within a safe and nurturing environment that encourage all pupils to play and explore, be active learners and be creative and think critically. At the start of lessons, teacher-led input focuses on a specific area of learning within a subject area. This learning is continued through a focus activity, led by an adult, which aims to consolidate the key skill being taught. In line with the rest of the school, the focus activities are differentiated to ensure each pupil is working at the correct level to make progress.

Y1-6

Our curriculum is bespoke and individualised to our school and caters for our own needs and priorities. Lessons are based upon a precise and skill-based learning objective. All objectives within a subject can be categorised into a smaller group of key subject skills. These are essential skill sets that are used to help develop pupils into master practitioners for each subject. All year groups share these skill sets, where pupils' understanding and ability of these increases in breadth and depth as they get older.

At the end of each lesson, pupils reflect upon their learning in a variety of ways, evaluating what they have produced and how much they have learnt, based upon the lesson's objective. To encourage pupils to take ownership of their learning, they are given the opportunity to set their own next steps or targets.

3. Digital Learning

As ICT and computing underpin today's modern lifestyle it is essential that all pupils gain the confidence and ability that they need in this subject to prepare them for the challenge of a rapidly developing and changing technological world. The use of ICT enhances and extends children's learning across the whole curriculum whilst developing motivation and social skills. It provides pupils with the computational skills necessary to become independent learners who are no longer just consumers of technology, but creators, designing and controlling their own outcomes.

We therefore look to use technology to empower pupils in all subjects, allowing greater personalised learning opportunities to take place. This includes the use of the Innovation Hub and personal iPads in Years 3/ to 6; please note, Year 3 gain iPads from the spring term. The pupils also benefit from the teaching of a specialist computer teacher.

4. Challenge for All

Provision for MAGT (More Able, Gifted and Talented) pupils is an integral part of daily school life rather than an add-on. This means that, instead of labelling a small group of pupils as gifted, the school aims to create opportunities for stretch, challenge, and engagement both inside and outside the classroom, which will benefit all pupils. Work on motivation and achievement suggests that if pupils assume that intelligence is fixed, they seek out simple tasks that validate their intelligence and avoid challenging tasks for fear of the risk of failing. Pupils, however, who subscribe to the belief that intelligence is gained through effort and experience do not mind failing in learning situations because failure is not a reflection of any innate fixed ability, but rather a particular learning strategy that has gone wrong which therefore needs reviewing. Research has shown that the latter pupils become better, more successful learners.

We offer stretch, challenge, and engagement in a variety of ways.

Creating opportunities within our Schemes of Work to stretch and challenge all students.

We encourage our teachers in their lessons: to take a problem-posing as well as problem-solving approach; to encourage pupils to move from easy-to-grasp to harder-to grasp concepts; to avoid repetition and excessive note taking; to encourage the pupils to make connections between different subject areas; to encourage questioning as part of everyday learning; and to stimulate thinking and creative problem-solving. All of this is designed to encourage independent learning by all pupils.

Where appropriate, lessons provide differentiated tasks for pupils to complete which get progressively more complex. Depth of learning is provided through challenge questioning.

These are open questions that enable pupils to utilise high level thinking (creating, evaluating, analysing, or applying), moving away from just remembering a process or idea, to engaging critical, creative, and reflective thinking and learning during lessons.

Providing Co-Curricular Opportunities

We aim to create an environment where pupils are encouraged to be involved with as many areas of interest as possible. We encourage them to take part in challenges such as the Primary Maths Challenge, the History Project and language competitions; to take intellectual risks by entering public speaking competitions; to embrace new areas of study such as Mandarin and Chess; to participate in learning a new skill, such as fencing, judo and coding; to participate in team building in gardening, and team sports. The variety of musical and drama opportunities allows students with a broad range of talents to be stretched. Our sports department provides a wide range of opportunities, striving to support and develop the talents of all.

Fostering a Positive Learning Environment

We recognise that pupils engage in their learning where they are praised and encouraged. Not only do we praise them when they perform well, but we especially do so when the pupils exert effort, take intellectual risks, seek out new challenges, or try out novel strategies in the face of setbacks. We recognise that hard work underpins all exceptional performances, and we strive to motivate all the students to persevere.

Ultimately our success in providing a challenging environment in which all students are fully engaged in a broad range of learning activities is measured by our students' commitment, interest, and infectious love for learning. Our Core Value certificates recognise and celebrate a pupil's achievement against one of the school's core values.

5. Learning Enrichment (SEND) and More Able, Gifted and Talented Provision (MAGT)

It is vitally important that all pupils can gain full access to the school's curriculum, both for those working significantly above their peers and that have difficulty accessing it through individual learning differences. These pupils are identified, and provision is built into the teacher's planning, with support from specialists where required. See MAGT policy and Learning Enrichment Policy for further details. This is supported by our SENDCO.

6. Protected Characteristics

There are 9 protected characteristics under the Equality Act 2010, and all schools should be able to demonstrate that no discrimination is tolerated and that pupils respect those who share them.

The 9 Protected Characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

At Putney, rather than teaching all the protected characteristics in every year group, we ensure that our children are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum. This takes place especially in RSE / Opening Minds lessons and is further supported by displays and events.

We believe that children should be able to recognise themselves and their circumstances so they can see their lived experiences validated and valued.

7. Curriculum Review

As part of any school's self-review investigations, the curriculum, including Learning Enrichment (SEND) and Putney's MAGT provision, should form a major part of such explorations. Junior School must be no exception, we should take advantage of all the new influences and stimulus to scrutinise and improve upon our teaching and learning, which is the essence of what we do.

To take advantage of the wealth of experience available within the teaching body of Junior School, it would seem sensible to harness that experience and use it to inform the on-going self-review process.