



Junior School Curriculum Policy

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

Our moral purpose is:

- Educating and nurturing children for life.

Our aims are to:

- Provide an education of quality.
- Aspire to excellence in all that we do.
- Ensure a balanced and varied curriculum.
- Guide and prepare children for life.
- Promote mutual respect and friendship.

We believe:

All children develop the effective habits of mind that will enable them to demonstrate the behaviours and attitudes necessary for a successful and fulfilling life. Providing a holistic and inclusive experience is at the heart of our educational philosophy and in line with our school values and moral purpose.

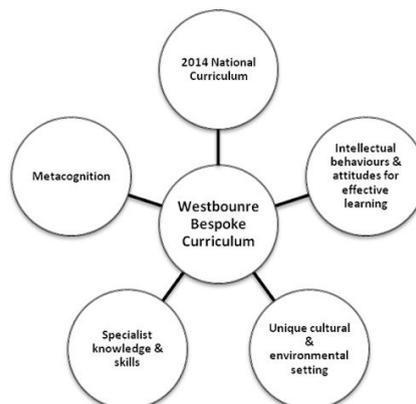
We strongly believe that when the environment is safe, challenging and inspiring, optimal learning occurs. When each individual is encouraged and supported we can begin to map out their potential path, enabling them to strengthen their talents and experience success. The result, simply put, is happy, responsible and confident children.

In 2016 we reviewed and developed our curriculum to ensure that it is fit for 21st century learning. We started with 'the end in mind' by identifying what our students would need to master by the time they leave Westbourne at the age of 16. From there we were able to devise a bespoke curriculum for our students in the Junior School in order to build the foundations of learning.

Learning is the product of thinking and therefore we are developing a culture across our school where learners are encouraged to make their thinking visible. This culture allows students to develop a toolkit of strategies in order to become analytical and robust learners within a broad and balanced curriculum. Embracing both cognitive and non-cognitive skills such as metacognition enables learners to effectively engage in creative and critical thinking, higher order challenges and inquiry based projects through a range of carefully crafted experiences.

Our new curriculum is bespoke and continuously adapting in response to educational change. However, the elements that make up our curriculum remain the same.

These elements are:





We follow guidance from the UK Government to ensure that:

- The Westbourne curriculum sets out the steps students need to learn to enable them to master the end of Key Stage expectations.
- Teaching is inclusive and all learners are supported and challenged as appropriate.
- Our assessment procedures carefully measure and track the progress of all students towards the end of Key Stage expectations.
- We have procedures in place to report to parents and carers what each student is doing well, not so well and how we are supporting them to ensure they make progress.

Organisation and Planning

We use the 2014 National Curriculum and Early Years Profile to formulate long-term plans. These are agreed between teachers and managed by the Subject Leaders. Long-term plans indicate what topics are to be taught in each term, and to which groups of children. Long-term plans are reviewed yearly and this is reflected in the Subject Leader's annual improvement plan.

Medium-term plans form the basis and structure of weekly planning. They are written as an overview of what will be taught each week over the term. These plans incorporate all core and some foundation subjects, identifying cross curricular links through topics where appropriate in a thematic approach to learning. Discrete elements taught are also included in the same document. This is to allow for teachers to build on prior learning and involve subject specialists who plan separately (Drama, PE, Music & French).

Resources are developed to support learning identified in the MTP and are either saved electronically and centrally or reside in physical form with class teachers. Learning is differentiated by increasing the levels of cognitive challenge and independence. Differentiation is evident in the teaching sequence, resources provided and in children's books. In Key Stages 1 & 2 teaching staff follow a planning format which includes the learning objective (Wagba - We are getting better at) and description of what the children will learn in the lesson.

The differentiation demonstrated in lessons clearly show how children with Special Educational Needs and/or Disabilities (SEND) or More Able Pupils (MAPs) are challenged and supported as they move through the learning process. This is from a basic level where individuals are dependent on a scaffold or model through to a more advanced or deeper level accessing higher order thinking skills. See also SEND Policy and More Able Pupils Policy (MAPS).

Social, Moral, Spiritual and Cultural (SMSC)

We promote British values and these are closely linked to the school's values. The School develops each student's Social, Moral, Spiritual and Cultural education through specific Personal, Social, Citizenship and Health Education (PSHE) lessons and in other subjects. In Years 5 and 6 students have Sex and Relationships education and learn about drugs and alcohol. This is also enhanced through other planned learning opportunities such as assemblies, educational visits, visiting speakers, links to charities, themed days, mindfulness and enrichment afternoons.

As a non-denominational school Westbourne delivers Religious Education to all students with an emphasis on tolerance, respect and understanding.

RL cw KM ERO VH IF