



# GUILDFORD HIGH SCHOOL

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## JUNIOR SCHOOL

### 5-16 JUNIOR SCHOOL CURRICULUM POLICY

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## Junior School Curriculum

The Junior School curriculum has been designed to be broad and balanced, rich in both knowledge and experiences to spark pupils' natural curiosity and inquisitiveness. Coherently sequenced to support well-rounded development and capture the strengths of every, the curriculum ensures that our pupils acquire the necessary knowledge, skills, vocabulary, and links between taught concepts across a diverse range of subjects. As well as providing academic excellence, the curriculum develops pupil confidence, self-esteem, and a love of learning. It prepares pupils well for entry into the Senior School and, eventually, for the opportunities, responsibilities, and experiences of adult life. Our curriculum promotes education with character with continuous improvement at its heart. Based on the National Curriculum the Junior School curriculum achieves depth and breadth and has been developed with rigour to prepare our pupils to thrive in a rapidly changing world. A mastery approach to learning based on an understanding of cognitive science, ensures that pupils have a secured understanding in each curriculum area while also providing an engaging and aspirational stretch and challenge programme of learning. The curriculum has been mapped out to provide opportunities for pupils to make connections across their lessons and build on prior knowledge. Cross-curricular links are made where it is deemed to enhance learning, while not undermining subject specificity, thus allowing teachers to weave together topics and themes to create a diverse learning experience. Rosenshine's Principles of Instruction underpin our Teaching and Learning, providing us with strong principles for the delivery of our curriculum.

Both staff and pupils, act with integrity and care and expect the best from themselves and others in building a happy, confident school. The Junior School curriculum is structured to ensure well-paced learning, maximising the potential of each pupil and helping them to be positive and resilient learners, celebrating their own gifts and abilities.

## EYFS Curriculum

The Reception Year curriculum covers the seven key areas of learning (made up of the three prime and four specific areas) from the statutory EYFS framework which was updated and implemented in September 2024:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world (Science)
- Expressive Arts and Design (Music, Art, PE)

The areas of learning are further broken down into the 17 individual early learning goals which pupils are supported in meeting over the course of the academic year. Each area of the curriculum is implemented through a mix of adult and pupil-led activities, including planned, purposeful play. Every pupil is assigned a key person to ensure that their learning and care is tailored to their individual needs.

## Linguistic Education

- In **English**, from Year 1, pupils develop skills in: reading fluency, reading comprehension, writing, grammar, handwriting, phonics and spelling, speaking and listening skills, and drama after a thorough grounding in Reception in: communication and language, phonics, reading, writing and drama. Pupils are given time to apply and develop their reading and writing skills across the curriculum. Opportunities to extend the pupils' vocabulary and build oracy skills are also carefully planned for across all subjects in the curriculum, providing pupils with the confidence to communicate their thoughts and ideas effectively as well as allowing critical and creative thinking.

- In **Drama**, pupils learn to explore and express ideas through drama by adopting roles, improvising, scripting, and performing for different audiences. They also develop confidence and communication skills by responding thoughtfully to others in role and reflecting on their own and others' performances.
- In Modern Languages - **French** is taught from Reception to Year 6 using songs, games, conversations, interactive white boards as well as, with increasing pupil skill, written work. Assemblies and registrations include language practice and simple exercises in subjects across the curriculum. **Spanish** is taught from Year 4 to Year 6, and **German** in Years 5 and 6 to help broaden the pupils' exposure to different European languages. The teaching of modern languages is provided by subject specialists from both the Junior School and Senior School.

### **Mathematical Education**

In Mathematics, pupils are taught to become problem solvers, think logically, and work systematically. They are encouraged to become independent learners who can also work cooperatively with others whilst having a love of the subject area. This is underpinned by a deep and secure understanding of the fundamental concepts according to their year group. A mastery methodology to the teaching and learning of mathematics is utilised; the Power Maths and White Rose schemes of work facilitates this approach to learning. Pupils move through the programme of study at broadly the same pace, with 'strengthening' activities and 'going deeper' challenges planned into each lesson to ensure the needs of all pupils are met. It is important not to accelerate through the curriculum but rather gain a clear, deep, and broad understanding of each mathematical topic. High expectations and the instilling of a positive mindset towards mathematics is balanced by the creation of learning experiences that develop resilience when confronted with challenging situations.

### **Technological Education**

- **Computing**

Computing skills are taught from Reception through to Year 6. We follow the main Purple Mash Scheme of Work combined with our own tailored lessons, where required. The computing curriculum is centred around three areas: e-Safety, media and digital literacy, and coding. The e-Safety policy is shared with parents at information evenings and practised rigorously throughout the school. The skills learned in Computing lessons are used across the curriculum, and the use of pupil iPads enhances their digital literacy skills.

### **Scientific Knowledge and Skills**

**Science** is taught with two lessons from Year 1, three periods in Year 2 and five periods in Years 4 – 6. The emphasis is on working scientifically, key vocabulary, and application opportunities in the wider world (development of science capital).

### **Aesthetic and Creative Education**

- **Music** is specialist taught from Reception to Year 6. Two lessons each week cover singing and performing, composition, musicianship and skills, music analysis, appreciation, and evaluation.
- **Art** integrates a broad breadth of design techniques and processes including painting, drawing, sculpture, printing, ceramics, graphics and textiles. It is taught by a specialist teacher from Reception through to Year 6.
- **Design Technology** is taught in Years 4, 5 and Year 6 with pupils working with a range of tools, equipment and materials. The emphasis is on pupils working through the design and production process.

### **Physical Education**

- Our sport provision is taught by specialist staff from Reception through to Year 6.

- All pupils have a single PE lesson per week.
- From Year 2, all year groups have a double period per week of **Games** which includes Gymnastics and Dance alternating with Swimming. These include team sport provision and from Year 3, interschool fixtures.

### Human Culture, Cultural Literacy, and Social Education

- **History and Geography** are taught from Year 1 to Year 6. In Geography, as pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environment. History teaching helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity.
- **Classics** is taught in Year 5 and 6, teaching pupils about ancient civilizations. The learning focuses on aspects of culture, history, mythology, and some language.
- **Religious Education** is taught from Year 1 to Year 6 with a balance of Christian study alongside aspects of other faiths in each year group. An **ethics** element is introduced in Year 5 and 6.
- **PSHE (Beehive)** is delivered by the Form Teacher each week in a dedicated Beehive lesson. The themes and topics are supported by the assembly programme and by subject staff in relevant subject areas. Built into the curriculum are both Relationships and Careers Education which are interwoven across year groups. The PSHE curriculum reflects the school's aims and ethos, implemented in a broad and appropriate manner, which encourages respect for other people.
- **ESR (Education for Sustainable Development)** is taught in Years 1 and 2 as well as being embedded in the KS2 PSHE, Science and Humanities programmes of study. The subject teaches our pupils to make informed decisions and take responsible actions for environmental integrity. The pupils learn about the many challenges the world is facing and lessons seek to provide the pupils with an inspiration and passion to improve and preserve the future of our planet, helping them to live happy, healthier, kinder lives.

### Verbal & Non-Verbal Reasoning

- Pupils in Year 5 and 6 receive one 35-minute verbal and nonverbal reasoning lesson per week over one term. They are taught to think critically and use logic to answer questions correctly.
- *Verbal reasoning* involves problem solving based around words and language. Pupils are supported to develop a broad vocabulary.
- *Non-verbal reasoning* involves problem solving based around shapes, diagrams and pictures.

### Spiritual, Moral, Social and Cultural Education

We promote the spiritual and moral development of all pupils through the Spiritual, Moral, Social and Cultural Policy and the Religious Education Policy.

### Supporting Information

#### Progression

The Reception Year/Early Years' Foundation Stage (EYFS), covering the seven areas of learning and introducing the youngest pupils to school life, adheres to the EYFS requirements as detailed in the EYFS Framework. During Year 1 and 2 most pupils will be working at and beyond National Curriculum expected standard. Our Read, Write, Inc phonics scheme supports spelling and reading transition from Pre-Prep to Year 3.

From Year 3 through to Year 6 it is expected that most pupils will be working at and above the National Curriculum expected standard. Quality first teaching, intervention, scaffolding and stretch and challenge are provided to ensure all pupils can access the curriculum and meet/exceed age-related expected standards.

Regular formative and summative assessments take place throughout the Junior School. Progression from Pre-Prep to Key Stage Two is seen as fluid. Schemes of work have been drawn up to ensure that the skills and knowledge of each subject are covered thoroughly and to ensure progression and continuity throughout the primary stages. These are supported by rigorous and robust subject development plans which are generated and maintained by the subject leads and monitored by the Assistant Head Teaching and Learning.

### **Pupil Development**

Pupils are provided a range of enrichment opportunities which include (but are not limited to):

- Residential trips in Key Stage 2 to encourage independence
- Form teacher – models positive and happy attitude
- Prefectorial and Monitor responsibilities throughout the school, in each class
- Ambassador responsibilities for all Year 6 pupils
- School Council – a deputy and form leader from each class, Reception – Year 6
- Fundraising activities for charities chosen by pupils
- Pupil outreach work

### **Timetable Balance and Homework**

It is school policy that homework should provide the opportunity for the consolidation of work already covered in class or provide pre-teaching. All homework should be purposeful and achievable in terms of available resources, time, and pupil understanding. We recommend daily reading at home with an adult and encourage parents to support their daughter learning spellings and timetables when required. Careful consideration has been given to the time devoted to each subject within each year group so that the core subjects can be covered in sufficient detail and depth, thus developing essential skills, at the same time as allowing adequate provision in the timetable for breadth and depth in other curriculum areas.

### **Monitoring**

The implementation of the curriculum and the quality of learning are carefully monitored through:

- Regular curriculum review meetings between the Assistant Head Teaching and Learning and Subject Leaders
- Curriculum Development plans from all Subject Leaders which are reviewed and updated annually
- Weekly teaching and learning meetings with the Head and Assistant Head - Teaching and Learning
- Pupil Progress Meetings and follow up with parents (as appropriate)
- Work Scrutiny/Book Looks/pupil and teacher conferencing
- Frequent learning walks – conducted by middle & senior leaders
- Staff professional development reviews which include lesson observations, qualitative and quantitative data
- Data meetings between the Head of the Junior School, Assistant Head - Teaching and Learning, Data Lead, Deputy SENDCo and Subject Leaders to discuss curriculum and pastoral development, assessment and record keeping and individual pupils.
- Weekly SLT meetings
- Junior and Senior Subject Leads link meetings to discuss ongoing curriculum development and Junior School pupil progress in the Senior School

Planning and provision ensure that pupils of all attainment levels benefit from learning and progress at an appropriate pace. Pupils are tracked throughout their learning journey, through formative and summative assessment which is analysed by the Head of the Junior School, Assistant Head - Teaching and Learning, Data Lead, Deputy SENDCo, Subject Leaders and relevant teaching staff. Individual, cohort, and key

learning groups data provide staff with the appropriate information to inform planning and implement intervention or stretch and challenge where necessary.

### **Transition to Senior School**

As an all-through school, the expectation is that all pupils will transition seamlessly to the Senior School. To support this, regular meetings between the Head of Junior School and the Head discuss pupil progress both academically and pastorally.

In the Trinity Term of Year 6, the Head of Year 7 meets with Year 6 teachers to discuss each pupil academically and pastorally. As well as this, the ASPIRE programme provides opportunities for Senior School pupils to work with Junior School pupils to mentor and prepare them for life in the Senior School.

Year 6 pupils take a benchmarking assessment in November to provide the Senior School with data on their abilities alongside those wishing to join the Senior School from outside GHS. This enables the Senior School to have an accurate baseline for all prospective Year 7 pupils. This is not considered an entrance test for current Year 6 GHS pupils.

The assessment used is called the CEM Select Assessment. It is computer based and takes around an hour to complete. It measures verbal, non-verbal, and mathematical skills which form the foundation for all further learning. The tests are designed to enable pupils to demonstrate their academic potential and ability, supporting their already developed abilities in Reading and Maths. This assessment relies on genuine understanding rather than learning through repetition.

Approved by member of local governing body: \_\_\_\_\_ Date: \_\_\_\_\_

Next Review Date: **June 2026**