



IPSWICH HIGH SCHOOL

WOOLVERSTONE HALL
SUFFOLK, ENGLAND

Curriculum Policy

(Junior School)



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Curriculum Policy for the Junior School (including EYFS)

Introduction

At Ipswich High School our curriculum is planned to enable each child to achieve their full potential through a rich variety of opportunities. We aim to encourage children to develop lively, enquiring minds and a desire for knowledge, to promote an enthusiasm and zest for lifelong learning. We endeavour to equip our pupils with skills to become independent learners, fully prepared for the 21st century.

Aims and Objectives:

- Knowledge: to enable all pupils to acquire transferrable skills, both academic and social, that will enable them to learn independently and engage effectively with others
- Emotions: to be given an experience from which pleasure and enjoyment can be gained, thus developing a love of learning
- Achievement: to be provided with both a challenge and sense of achievement; to be assessed in a way that shows clear progression
- Enrichment: to be given the opportunity for enrichment and support through provision of additional self-chosen activities which will facilitate further opportunities for development as a well-rounded person
- Equal opportunity: to help the pupils to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- Self-esteem: to be given opportunities to develop their self-esteem, the more easily to achieve their full potential and independence
- Global awareness: to develop worthwhile and satisfying relationships based on respect for themselves and others – both locally and internationally



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Curriculum Planning and Monitoring:

Teachers plan and deliver a stimulating, challenging curriculum.

- Long term planning ensures full curriculum coverage across the year group
- Medium and daily plans are written by individual teachers, working in key stages and year groups
- Subject leaders monitor and evaluate their subject and plan future developments within their subject area
- Short term planning is written by teachers to inform their day-to-day practice and to take account of their ongoing assessment for learning. This enables teachers to plan responsively according to the children's understanding and interests
- Teachers recognise the importance of children making cross-curricular links, therefore we plan an Integrated Curriculum. There is planned progression in all curriculum areas through the use of the Integrated Curriculum. This means that any one term will carry a particular emphasis but all areas will have been covered by the end of the year.

The Early Years and Foundation Stage:

Children learn best through play and we can provide your child with appropriate play, discovery and learning experiences for their stage of development and help them develop new skills.

There are four guiding principles that shape our practice in our EYFS setting. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured:
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers: and
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.



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There are seven areas of learning and development that shape the educational programme in our EYFS setting. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and are building their capacity to learn, form relationships and thrive. These areas, the prime areas, are:

- Communication and language;
- Physical Development; and
- Personal, social and emotional development.

There are four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

The EYFS is delivered through a well-planned play based approach to learning and development. We are continually observing the children and building up an individual profile. It is through these observations that our planning takes place.

At Ipswich High School, the EYFS curriculum is extended and enhanced in a number of ways, for example, our physical education provision, our specialist teaching input for music, and our use of the outdoor environment through our Forest Schools approach, all go far beyond the national requirements.

Key Stage One and Key Stage Two:

We aim to ensure a smooth transition for all pupils between the EYFS and Key Stage 1, and later moving on from Key Stage 1 to Key Stage 2. Pupils continue to experience a broad, balanced and stimulating curriculum that embraces opportunities to learn both indoors and outdoors. Pupils are encouraged to ask questions, wonder why and find out what happens if...?

Children's learning is planned carefully to ensure continuity of provision, experience and attainment throughout the Key Stages. The curriculum in Key Stage 1 and 2 is delivered in a variety of ways to embrace all learning styles. Pupils in Key Stages 1 and 2 receive a range of specialist teaching in, French, Spanish, German, Music, PE, Dance and Swimming. In Year 6 Art is delivered in



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one of the Senior School Art Rooms by a specialist teacher.

Our curriculum in Key Stage 1 and Key Stage 2 allows children to discover, investigate, question and engage in hands-on experiences across all curricular areas. We ensure that children learn in a way that enables them to make vital links between their subjects, thus putting their learning into a meaningful cross-curricular context which we call our 'Integrated Curriculum'.

Children with Additional Learning Needs:

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school.

We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. Class teachers identify pupils with special needs through observations, classwork, assessment, and parental contribution.

Class teachers have an SEN monitoring and tracking meeting with the SENCO 3 times per year (more often if necessary) to discuss needs and support opportunities.

(Please see SEN policy for details of the procedure we follow)

Enrichment:

All pupils are encouraged to engage in extra-curricular activities to provide greater breadth to their academic studies and to promote the moral, aesthetic, physical and social development of every pupil.

We have a rich and varied enrichment programme throughout the Junior School. All year groups have the opportunity to take part in activities from Year 1 through to Year 6

Key Stage 1 and 2 have an Enrichment brochure from which they can choose a variety of clubs; these take place at lunch time and after school.



APPENDIX: BRITISH VALUES

| How do we reinforce British Values at IHS | |
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| <u>Democracy:</u> | <u>Rule of Law:</u> |
| <ul style="list-style-type: none"> • The establishment of new School Council members each term models the democratic process • Learning and adhering to the School Values/Rules. • Posts of responsibility e.g. house captains, sports captains, Committee posts • Learning to take turns and share in KS1 • Y6 Trip to Houses of Parliament | <ul style="list-style-type: none"> • Class Rules • School Rules • School Values • School Council meetings • Assemblies • Behaviour policy/Code of Conduct • Visits from fire brigade and police in Reception? • IT code of conduct • Right and wrong discussed through stories such as Goldilocks • PSHE – discussing the need for rules to keep everyone safe and happy |
| <u>Individual Liberty:</u> | <u>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith:</u> |
| <ul style="list-style-type: none"> • Children are able to show independence in learning and to think for themselves • Ability to submit ideas to student council – having a voice • Encouraging pupils to be independent in their learning – Growth mindset • Similar opportunities are available to all • Choice of Enrichment clubs • Knowing that they are in a safe and supportive environment • Pupils actively encouraged to develop their own self-esteem and self confidence • Through PSHE and e-safety the pupils are encouraged to understand their rights and how to keep themselves safe • Anti-bullying culture • Pupils are encouraged to take risks • Whole school observe a minutes silence 11.11 • Ensure that all pupils within school have a voice that is listened to • Provide pupils with the opportunity to learn how to argue and defend points of view (debates and persuasive talks in Y5 and Y6) • Pupils are aware of what their rights and responsibilities are • Encouraging children to voice their own opinions in class discussions | <ul style="list-style-type: none"> • RE curriculum, RE planning and workbooks • PSHE curriculum • Circle Time • Constantly modelling good manners and behaviour • Anti-bullying policy • Educational links with other schools – Forest Schools etc • Supporting charities • Issues discussed in form time • Ensuring that the diversity of people's backgrounds and circumstances are appreciated and valued • Promoting diversity and shared values in teaching and learning • The pupils know that their behaviour affects their rights • All members of the school community treat each other with respect • Pupils within the class share their religious knowledge • Assembly themes – Respect, Tolerance • Use teaching resources from a wide variety of sources to help pupils to understand a range of faiths • 10 commandments discussed (Y4) |



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| <ul style="list-style-type: none">• Making sure each child has the opportunity to be heard | |
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Updated December 1st 2017