



# CURRICULUM POLICY

Thames View Junior School

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## 1. CURRICULUM RATIONALE

- The curriculum at Thames View Junior School is designed to provide a broad and balanced education that meets the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives.
- It ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning.
- The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development.

## 2. CURRICULUM INTENT

At Thames View Junior School we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through Key Stage two. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important that the curriculum considers the development of the whole child only concentrate on academic success.

The National Curriculum is delivered using an integrated topic approach through The Cornerstone Scheme of work and assessed using the National Curriculum objectives as a basis to ensure coverage and progression throughout the school. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly.

The curriculum is underpinned by the school's Core Values:

Perseverance    Cooperation    Respect    Courage    Compassion    Honesty

The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

We aim to provide an aspirational academic environment, which supports pupils to make sustained progress from year 3 to 6. We aim for Thames View Junior children to succeed in life and to be happy and fulfilled; we want our children to be successful individuals who enjoy learning, make good progress and achieve excellent outcomes in school in their lives and in their work after leaving us.

We want our children to understand how to engage in and take an active role in Modern Britain with a deepening understanding of British Values such as values of democracy, individual liberty, the rule of law and mutual respect and tolerance. We have created a curriculum, which develops an awareness of wider world issues in which they can have a voice. We want our pupils to leave Thames View Junior School as secure and healthy individuals who are self-reliant, assured and motivated to succeed in life.

Our children come from diverse backgrounds with often challenging and difficult situations and with a range of abilities. Our curriculum is designed so that every pupil, whatever their ability, situation or background, can be successful and achieve. We have designed a coherent and appropriate curriculum for our school community with a commitment at its core that children have the opportunity to overcome social disadvantage or barriers in order to thrive and exceed expectations. Academic achievement is crucial and central to the success of our children and our curriculum is designed to address typical gaps in pupils' experience and context. We aim to broaden and develop our pupils' cultural capital through a range of enrichment activities designed to open pupils' eyes and offer pupils experiences that they may otherwise not have had the opportunity to participate in. As a result of this commitment, our focused curriculum includes provision for pupils with SEND.

Pupils are able to make links between areas of knowledge and learning as well as consolidating skills while being fully engaged. Our curriculum is progressive, which builds upon and expands previous learning. Curriculum experiences extend and deepen understanding of different topics whilst developing pupils' cultural capital. Planning ensures that the curriculum is accessible to all, whilst offering challenge and enrichment at every phase, stage and age.

Through a 'vocabulary rich' curriculum where literature and experiences enable pupils to develop knowledge, understand concepts and acquire skills. The desired aim is for pupils to be equipped in preparation for the next stage of their learning. Prepared with both knowledge and skills, the children are encouraged to question, reflect and evaluate ideas and concepts before forming their own opinions and beliefs.

Lessons support pupils' spiritual, moral, social and cultural development, opening their eyes to the 'awe and wonder' of the world in which they live - giving them opportunities to explore and nurture their own interests and talents. The outdoor environment is integral to our curriculum –so that pupils are active, thus promoting their physical development and responsibility for their own health and well-being.

## A. STATEMENTS OF INTENT

**It is the intention of Thames View Juniors to promote curiosity and a love of learning.**

**To achieve this Thames View Junior School intends to:**

- Develop a love of reading and learning from an early age
- Develop skills in Reading, Writing and Mathematics across all curriculum areas
- Enhance our pupils' strengths
- Expose pupils to new experiences and give them new depths of knowledge and cultural capital.
- Recognise the unique learning needs of each pupil and to offer a bespoke curriculum that supports scaffolds and challenges each pupil
- Offer a broad and enriched curriculum
- Offer school trips that engage and underpin the learning done in the classrooms
- Develop a wide knowledge base with opportunities for depth of understanding
- Prepare children for the next year stage in their education

### **3. IMPLEMENTATION**

#### **How is the curriculum delivered?**

It is our aim that our Curriculum is delivered in the following ways:

- Our curriculum is designed and structured with the National Curriculum and ensures the development of knowledge across and within all phases.
- Knowledge and skills are structured and sequenced across the phases.
- The goal of our curriculum is for students to reach clearly defined end points at the end of each phase, in line with National priorities.
- Our curriculum has been designed to transfer key knowledge to long term memory.
- It is designed with core texts at its heart, so that all curriculum content and knowledge is built around fiction and non-fiction texts.
- We aim to fill cultural capital gaps through trips, texts and enrichment experiences
- Children are always at the heart of how our curriculum is designed in order to support and develop them holistically; learning, wellbeing, socially and emotionally
- Children's stages of development are central to the design of the curriculum.
  - We aim to deliver a curriculum which is enriched by experiences outside of the classroom, in the wider environment and in the local community.

#### **A. ORGANISATION**

We recognise the importance of creating links within learning and believe that where links are effective, they enable pupils to apply their knowledge and skills across areas of learning.

We directly teach skills and then plan opportunities for children to practise these skills. This allows children to embed new skills as well as bringing coherence and continuity to learning.

We have adopted a cross-curricular thematic approach through the Cornerstone Curriculum, with topics lasting half a term designed to engage and inspire pupils. These themes are planned to use the framework of the National Curriculum. When necessary, this approach is supplemented by discrete lessons to ensure full coverage of the National Curriculum.

English and Maths are taught on a daily basis. Key English skills are also taught regularly through phonics/spelling sessions and whole class reading sessions. Other subjects are either taught on a weekly basis or are blocked, depending on the topic.

#### **B. PLANNING**

The curriculum is planned to ensure coherence, continuity, progression and full coverage of all aspects of the statutory curriculum and areas of learning.

The curriculum is planned on a long, medium- and short-term basis:

- Long term planning includes an overview of the themes taught across the school, with information on the subjects covered in each topic.
- Medium term planning for each subject identifies the objectives to be covered from the National Curriculum or other published schemes, this also includes where prior learning has taken place in previous years and in some cases Key Stage One.
- Short term planning details what will be taught in individual lessons

- The format for short-term plans have been designed by subject leads, including information on learning objectives and outcomes, activities based on levels of learning resources, key vocabulary and key questions.

Subject leaders are responsible for ensuring progress, standards across the school whilst keeping skills and knowledge for other teachers at the fore front of their role. Subject leaders oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases.

### C. INCLUSION

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and / or disabilities can study every National Curriculum subject, wherever possible, ensuring there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned to ensure teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

### D. HOW IS READING PROMOTED IN THE CURRICULUM?

- English learning and skills are the golden thread which underpin our entire curriculum.
- Spoken language, reading and writing are developed through rich texts and exposure to explicitly taught vocabulary and reading domains.
- Phonics is systematically taught to targeted pupils to ensure children gain the mechanics of segmenting and blending sounds and phonemes, so that they are prepared to develop fluency and comprehension. This is also applied to new starters and children for whom English is not their first language.
- A love of reading is generated by a whole school approach and promotion of reading through book fairs, celebrations, and whole class reading texts where children are given the opportunity to a whole story being read aloud by a proficient reader – they have time to enjoy it.
- We focus on ensuring that reading and writing in all subjects have equal weight, as it does in English. Expectations of reading and writing are as high in humanity subjects, as in English.
- We aim to develop a love of reading outside the classroom too with visits to our library, children trained as librarians, book clubs and planned special days
- Cross- curricular writing has been carefully chosen to find opportunities for children to find their inner voice as writers, whilst embedding key subject knowledge alongside writing skills. We try and always create a love and a passion for writing.
- We promote a love of books and stories, by carefully selecting a variety of texts from various authors and genres and these are read daily. Texts also thematically link to each half terms learning focus.

## E. HOW DO WE DEEPEN LEARNING AND DEVELOP SKILLS?

- Sequenced curriculum planning builds on existing knowledge
- Teaching is designed to help pupils remember what they have learned and develop their long-term memories.
- Cross curricular links are developed to promote and deepen students building on learning across subject specialisms.
- The transition from infants to juniors has been developed so that prior knowledge is built on to transfer understanding to long term memory and deepen thinking.
- Discussion is promoted in lessons to deepen students learning.
- Curriculum is planned to build on and deepen learning.

## F. HOW DO WE USE ASSESSMENT?

- Assessment is used to help pupils embed and use knowledge fluently
- Teachers constantly check understanding and intervene to clarify misconceptions and inform planning
- A range of feedback is used support student progress
- Data is collected at key points across the year and used to identify underachievement and strategies for progress
- Every effort is taken to minimise negative impact in teachers workload and maximise students' progress
- Assessment is used to check pupils understanding and correct their misunderstandings

## G. VISITS AND VISITORS

In the curriculum we recognise that children's learning is enhanced by different experiences. We offer children a wide range of educational visits which are used to motivate and engage learning which improves retention. Regular visitors in school give the children another perspective on values, attitudes, learning and understanding. These include charities, people from different professions and the community. We aim to close cultural gaps through visits with in an across London and use the richness of the city to support our children's learning and experiences.

## H. VOTES FOR SCHOOLS

We use Votes for Schools to give all young people a better knowledge of current affairs and get them voting! As teachers who wanted to educate their students about the news but never had the time to prepare polished lessons, the team here have dedicated themselves to producing materials that save schools time while inspiring young people. Every vote by a young person is shared with decision makers and makes a difference.

Votes for Schools provides weekly curriculum content for teachers to deliver SMSC (including British values), Prevent and Pupil Voice. It also supports PSHE and Citizenship. Every lesson covers SMSC, Prevent and British values criteria and can be evidenced against the curriculum.

## **4. IMPACT**

The impact of the quality of education at Thames View Junior School is assessed continuously through discussions between subject leaders and teachers to ensure that our curriculum intentions are leading to good results and good progress for all groups of pupils, preparing them well for the next stage in their education.

### **A. ASSESSMENT, RECORDKEEPING AND ACCREDITATION**

Assessment data is collected at different points in the year to track and monitor pupil progress. This information is used to inform planning, implement interventions, get feedback on the curriculum and its impact and put in place further improvements to the curriculum.

The achievement of different groups of pupils is analysed through data trawls, analyses and reports to ensure that all groups of pupils achieve well.

We collect data in an on-going way using Pupil Asset. Data is scrutinised and Pupil progress meetings at the carried out in order to respond to changes in data.

Pupil progress is reported to parents on a number of occasions during the school year. Written information is sent to parents regularly and full reports sent to parents once each academic year. Parents are welcome to discuss their child's progress at any other time during the year, preferably by prior arrangement.

### **B. MONITORING**

As a result of the school's curriculum, pupils are expected to achieve well in National tests and examinations, in line with government expectations. The curriculum is continuously monitored through analyses of the school's ISDR and FFT reports, the quality of work seen in observations and in children's work and the destinations they move on to in order to ensure that the curriculum meets the needs each cohort of pupils and that it is fit for purpose.

The curriculum is continuously monitored, evaluated and reviewed in the following ways:

- Analysis and review of external reports such as the ISDR and FFT reports
- Reviews and analyses of formal assessments and tests
- Analyses of data trawls at set points during the year
- Analyses of lesson observation feedback forms
- Scrutiny of pupils' work
- Analysis of Pupil Asset data

## **5. PRIMARY SUBJECT CURRICULUM INTENT STATEMENTS**

Through review and modification of each subject, and in consultation with curriculum leads, The James Cambell Primary School has designed a curriculum which reflects the context and needs of all its pupils. Where possible, curriculum areas are connected to the topic for the half or full term however, in some instances they will be taught discretely.

### **A. ENGLISH**

Writing is taught through a range of exciting stimuli which includes books, film clips, artefacts, visitors and real-life experiences. We strive to equip children to develop a rich vocabulary which can help them bring their writing to life. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Teachers

model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to let their imagination and personality shine through in their writing.

Reading is a fundamental part of everything we do at Thames View. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups. Alongside the skills of decoding and comprehension, book talk encourages children to think as a reader and discuss their preferences, likes and dislikes. Reading for pleasure is a cornerstone of our approach and the high profile of reading in school is further enhanced by the numerous reading initiatives we carry out throughout the year.

We use talk for writing and reciprocal reading approaches across the school.

## B. PHONICS

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.
- Objectives
- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
  - To encourage children to apply their phonic skills in all curriculum areas.

## C. MATHS

Maths is taught through a daily maths lesson. Lessons are based on children's needs from prior assessment as well as guidance from the national curriculum. All lessons begin with a mental starter which gives children the opportunity to practise and develop skills using a range of mental calculation methods. Pupils are given the opportunity to explain, reflect on and extend their learning at the end of each lesson. Maths skills are also taught and applied through other areas of the curriculum for example when presenting results in a graph or measuring. We use White Rose throughout all year groups.

## D. CORNERSTONES PROJECTS

We have adopted a cross-curricular thematic approach through the Cornerstone Curriculum, with topics lasting half a term designed to engage and inspire pupils. With the use of this programs cross curricular links are developed to promote and deepen students building on learning across subject specialisms. Each year group will follow 6 cornerstones projects (one per half term). Each project has one driver subject, however each combines at least two other subjects within the lesson sequences.

These themes are planned to use the framework of the National Curriculum. When necessary, this approach is supplemented by discrete lessons to ensure full coverage of the National Curriculum.

### Science

At Thames View Junior School, we aim to equip children with the knowledge required to use and implement Science today, tomorrow and for their futures. A high-quality Science education provides foundations for understanding the world. Therefore, building key knowledge and understanding concepts within our Science curriculum, we ensure our pupils recognise the power of rational explanation, develop a sense of

curiosity about natural phenomena and develop respect for the environment and living things, including themselves and each other. Pupils are encouraged to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying, carrying out simple comparative tests, and investigating using secondary sources of information.

The majority of Science taught is embedded within the projects, however, some will be taught discretely to maximise the learning time and experience. Our curriculum is enriched with scientific enquiry using our own school environment, educational visits and whole school workshops.. A Science activity week is timetabled into the year and is an opportunity for the children to apply taught skills for scientific enquiry, learning about a scientist and recording and evaluating results from experiments.

### HISTORY

Through the History curriculum at Thames View Junior School, we strive to inspire a curiosity within our children. We aim to develop an understanding of British history and that of the wider world. We work to develop an understanding of chronology as well as a knowledge and understanding of how our local area has changed over time. The children are given the opportunity to examine, interpret and evaluate a variety of sources in order to make deductions about the past. They are taught to think and behave as historians and archaeologists. The children are also encouraged to pose their own historical questions and investigate how and why the world has changed over time. As learners the children are challenged to think and discuss lessons learned from the past that make the future a better place. Throughout the year we have various themed days including; trips, school visits, workshops, historical experiences to develop a deeper understanding of the time periods studied and to inspire the children, ensuring they have a lifelong love of History. We also aim to help the children develop a better understanding of our British Values that have been formed throughout our history and the influential people who shaped the work, the continents and ultimately where they live today.

### GEOGRAPHY

At Thames View Junior School, it is our intention that Geography will inspire pupils with a curiosity and fascination about the world and its people. We offer opportunities for children to explore the world in order to develop an understanding of the human and physical world in which they live in and their place within it. We aim to promote the children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geography will promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. We encourage the children to ask questions about the world and provide opportunities for them to develop geographical skills and knowledge to be able to answer them. Pupils are encouraged to use and interpret a wide range of sources of geographical information including maps, diagrams, globes and aerial photographs to locate and describe places, gather information and explain variations and changes.

### DESIGN AND TECHNOLOGY

We want the children at Thames View Junior School, to develop their imagination, their critical thinking and their understanding of the world around them through their love of Design and Technology. We aim for our children to question and think innovatively about the world around them in order to design and develop their own products with a purpose in mind. Children will build and apply the knowledge and skills needed to design high quality products, which they will test and refine. They are given the opportunity to understand nutrition and learn how to cook and use equipment safely. Our Design and Technology

curriculum requires children to draw on skills within Mathematics, Art, Science and Computing. Children will deepen their understanding and independence within all of these subject areas during their Design and Technology lessons.

Children are given regular opportunities to develop their understanding of the technological world. We will evaluate past and present design technology and the ways these have influenced modern society. This allows our children to have a more critical approach to their own designs and creations – learning from the past to influence the future.

### ART & DESIGN

We see art as a vehicle for creativity and individual expression. It is important to the development of pupils' well-being, appreciation of the world and understanding and empathy of others. We aim to give all children the confidence to express themselves through a range of chosen mediums. Our curriculum provides children with an opportunity to experience all art forms: drawing, painting, collage, 3D designs and print making, and pupils are encouraged to experiment with a range of different materials and techniques to bring their ideas to life. Opportunities to practise art and design techniques when using colour, pattern, texture, line, shape, form and space are embedded across the Art curriculum through the use of individual sketchbooks. We want our children to know how Art & Design has contributed to our culture and understanding of our history and the world. They explore a variety of artists and their styles, which is enhanced with a visit to London galleries. Our children will focus on a variety of key artists and they will begin to understand the development of their particular art forms. The children will have opportunities to take inspiration from these key artists and create their own artworks in their particular styles.

## E. RELIGIOUS EDUCATION

The school follows the Plan Bee Syllabus for Religious Education. RE is taught discretely to deepen the understanding of religions where we can learn from or learn about certain people, places, religious books and artefacts. Our curriculum promotes the spiritual, moral, social and cultural development of our pupils and reflects religious traditions in Great Britain – with a focus on Christianity whilst taking account of the teaching and practices of other principal religions represented in Great Britain and our school community.

At Thames View Junior School, we aim to ensure that children know about and develop an understanding of a range of religions to ensure they can describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities and amongst individuals. Through this subject we enable children to express ideas and gain insights about the nature, significance and impact of religions and worldviews to enable them to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value including ethical issues.

## F. MUSIC

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations - stimulating responses on both emotional and intellectual levels. It allows opportunity for personal expression and plays an important part in the personal development of an individual. At Thames View Junior School, our Music curriculum aims to promote the enthusiasm for and the enjoyment of, music in all its forms. Our goal is for the children to develop musical skills and knowledge through effective teaching where children are fully engaged in their learning. By engaging children in musical experiences, we offer our children opportunities to develop skills, attitudes and attributes that can support learning in other curriculum areas as well as developing life skills such as listening skills, the ability to concentrate, creativity, self-confidence and a sensitivity towards others and the environment.

To ensure our pupils have the best opportunity to acquire and nurture their musical talents and awareness, Music is taught by both peripatetic instructors and class teachers. We use 'Charanga', a program that teaches the children to listen and respond to a variety of musical genres, through the medium of singing, playing instruments, exploring form and composing their own musical creation. The school subscribes to the borough's 'Community Music Service', which provides the children in year 3 a specialist teacher who teaches glockenspiel, music notation and signing. Each Year Four class learns to play a musical instrument, read music and perform as part of an ensemble. The children then have the option to continue lessons into Year Six as individuals or in small groups.

These lessons are linked to the topic where possible. However, the majority is taught discretely outside of the theme.

## G. PHYSICAL EDUCATION

At Thames View Junior School, we have achieved *The School Games Quality Kite Mark (bronze)* for our Physical Education (PE) provision. We continue to build on, and develop this practice through our diverse PE curriculum, which inspires our pupils to enjoy, succeed and excel in competitive sport and other physically demanding activities. Regular physical activity improves children's quality of life, improves their health, promotes social inclusion, raises individual self-esteem and confidence, whilst countering anti-social behaviour. Therefore, our curriculum aims to develop pupils' attitudes, knowledge, confidence and competences to help encourage a lifelong commitment to physical activity. We provide opportunities for pupils to become physically confident in a way, which supports their physical health and fitness as well as their mental well-being. Part of our daily curriculum is set aside for the 'Daily Mile' which promotes the idea of self-care with children becoming more aware of their own health and the need to take responsibility for it. We also have specific themed weeks in the summer term 'Health Week', and which aims to promote healthy life choices.

Our children are taught to compete in sport and other activities to build character and help to embed core values such as fairness, collaboration and respect. P.E. is mostly taught discretely and follows the Val Sabin scheme of work. Skills are taught, developed and enhanced through skill activities, small-sided games and challenges. Children are taught to use accurate and fluent techniques, recognise tactics and game play and adhere to the rules and regulations of their sport. Pupils are taught about healthy lifestyles and the effects of exercise on their bodies. Some lessons are delivered by a PE specialist. Over the year, the children take part in a variety of games, gymnastics, athletics and dance activities. Year 5 children will be taught to swim competently, confidently and proficiently.

We encourage pupils to develop their sport interests outside of school and provide a range of after-school clubs to support this. The whole school participates in Sports Day where the children are arranged into teams and encouraged to show team spirit, perseverance and enthusiasm. The school also participates in various Borough sporting events, fielding teams of both girls and boys of various ages.

## H. COMPUTING

Computing and Information and Communications Technology (ICT) play a vital role in our lives, particularly in current times where technologies are constantly changing and evolving. At Thames View Junior School we believe a sound knowledge and understanding of ICT and Computing enables and prepares pupils to be active participants in a world where work, and other activities, are increasingly transformed by access to varied and developing technology. The Computing curriculum follows the Rising Stars 'Switched on' Scheme

of work. It enables our children to develop and practise skills through accessible applications, software and programs available both in school and at home, ensuring they become competent and confident analytical thinkers, computer programmers and understand how technology works.

E-safety is a key focus in our curriculum and at Thames View Junior School - we ensure our children are taught the importance of safe internet use (at home and at school) during computing lessons and through a whole-school 'Safer Internet' focus day in February. Children have opportunities to use ICT outside the timetabled lesson slot as it is embedded across the curriculum including activities in mathematics and English.

## I. PSHE

We believe that our children need to acquire the knowledge, understanding and skills needed to manage their lives and thrive as individuals and members of society. We therefore deliver a well-sequenced and progressive PSHE scheme of work (JIGSAW) in line with new Government guidelines. It is constructed to meet the needs of our children and is taught alongside SEAL lessons as well as class and 'School Council' activities. This is enriched further by a comprehensive assembly timetable, which reinforces the ideals of SEAL and the British Values. We also ensure we have a clear and structured SRE syllabus (JIGSAW) which is delivered throughout the school in the summer term. The school has a number of PSHE focused workshops, and visits to cater for the needs of our school community.

## J. MODERN FOREIGN LANGUAGES (MFL)

At Thames View Junior School, the core language taught is Spanish. Our overview and planning covers all the components of the Programme of Study. It is the intention that all children in KS2 have the opportunity to learn Spanish through song, speech, games and other activities. It is our aim to make learning a new language fun and useful in the children's lives. The children will access quality first teaching of Spanish in order to adequately prepare and lay the foundations for secondary education. We shall instil and foster pupil's curiosity and deepen their understanding of the world beyond the United Kingdom opening up their knowledge and experiences to other cultures.

## K. SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) VALUES

SMSC development is interwoven through the entire curriculum and has been identified by each subject co-ordinator within their own subject. SMSC development can be found in every lesson and is an integral part of our children's learning. Alongside British Values and SEAL, it is the foundation of our assembly timetable, which is enhanced by the application of *The Votes for Schools* Programme, which delivers current topical issues by means of a question that pupils have to vote on.

## 6. LINKS TO OTHER POLICIES

This policy links to the following policies and procedures:

- Subject policies
- SEND policy & Information Report

## 7. LEGISLATION AND GUIDANCE

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **8. ROLES AND RESPONSIBILITIES**

### **A. THE GOVERNING BODY**

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

### **B. SUBJECTS LEADERS AND THE AREA OF CURRICULUM FOR WHICH THEY ARE RESPONSIBLE:**

Subject	Middle Leader
Wider Curriculum (Cornerstones)	Samantha Oullette
Science	Lister Denton
Computing	Mike Pillay
Music	Nneyra Pass
PE	Catherine Bannigan
PSHE/SMSC/RE	Shauna McArdle
EAL	Sandeep Sanghera
Maths	Charlie Mackinnon
Reading	Emily Kirwan
Writing	Laura O'Halloran
MFL	Maria Romero

### **C. HEADTEACHER**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

- They manage requests to withdraw children from curriculum subjects, where appropriate The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions  
Proper provision is in place for pupils with different abilities and needs, including children with SEN.

#### **D. OTHER STAFF**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Subject leaders provide a strategic lead and direction for their subject; and support and offer advice to colleagues on issues related to the subject. They monitor progress and coverage within their subject and provide efficient resource management. They review their subject across the school and plan for future improvement. It is the role of each subject leader to keep up to date with developments within their subject and to share this with staff.