

## **Lydgate Junior School**

### **POLICY FOR THE CURRICULUM**

The children present in school today will be the young adults of tomorrow, and it is our purpose to help prepare them for life in a complex and multicultural society. We wish to encourage tolerance, respect for the individual and care for the community in which we live. Our curriculum, therefore, tries to be both broad and balanced with continuity and progression in the development of skills, concepts, attitudes and knowledge according to the age and ability of the children.

Staff, therefore, plan children's work very carefully. Each year team meets twice per week to plan the day-to-day teaching. We are very conscious that there is no one method by which all children learn. Teachers therefore select the most appropriate method for the task in hand. For example, some occasions may demand formal lessons, while for others an individual approach is more suitable.

We expect children to produce the best of which they are individually capable at all times. We also expect children to acquire study skills such that they will become used to working conscientiously even when not under direct supervision. Such occasions would arise, for example, when children consult the school reference library or when they are working individually in group rooms. Children in this school are fortunate in having excellent facilities. We therefore expect them to work hard in order to take advantage of their opportunities.

Children are expected to work hard and to achieve high standards in their learning. Teachers monitor attainment in the course of their teaching and, from time to time each year, pupils are given tests which cover a wide range of skills. The results provide another indication of attainment.

In order that children may derive full benefit from their time at Lydgate, we aim to run our school in a firm, fair and friendly manner. The great majority of children respond to this approach and are consistently hard-working, friendly and co-operative.

The National Curriculum for children up to the age of 11 consists of ten subjects. These are English, Mathematics, Science, Design & Technology, Information & Communication Technology, History, Geography, Art, Music and Physical Education. It is a statutory requirement that all children are taught these subjects and, in line with current legislation, schools are not in a position to allow parents to request the withdrawal of their child from any aspect of the National Curriculum. Religious Education is also taught. The scheme of work for this subject is based on the Sheffield Agreed Syllabus. Primary schools are also expected to teach Personal, Social, Health Education and Citizenship following the non-statutory guidelines.

Each national curriculum subject and R.E. has an attainment target (or targets) which sets out the knowledge, skills and understanding which pupils of different abilities and maturities are expected to have by the end of each Key Stage. English, for example, has three targets: speaking and listening, reading and writing. Geography has one. In every subject except citizenship, the targets are structured in terms of eight "level descriptions" of increasing difficulty. Each level's description is intended to define the knowledge, skill and understanding, which a pupil working at this level should have mastered.

Policy Statements have been prepared to cover each national curriculum Subject and R.E. Parents are welcome to view these and the school's other policies.

Year Group term plans have also been produced and teachers use these to prepare programmes of work for the children to follow.

Within the ten National Curriculum subjects, English, Mathematics, Science and ICT are regarded as "core subjects". The other are called "foundation subjects". These subjects are not the complete curriculum however, and children will also experience work within the areas of Religious Education and Personal, Social Health Education and Citizenship and Sex Education. Y4 to Y6 also take part in a Modern Foreign Languages programme.

Children in all year groups are organised in mixed ability class groups and are normally taught by their class teacher for most aspects of the curriculum.

- We wish children to enjoy coming to school and expect them to be friendly and reasonable with each other.
- We expect children to be polite, courteous and considerate and to be aware of the effects of their actions on others.
- We expect children to do their very best in whatever they are involved and to take an active part in the life of the school.

We believe that with effort and support all children are capable of meeting these expectations and that, in doing so; they will make the best use of their primary school years. Parental support in helping children to understand the schools 'Code of Conduct' and abide by this is vital. When children deviate from this Code of Conduct we may at times seek parental co-operation in helping them to modify their behaviour.

Information relating to teaching time, public access to curriculum documents, complaints procedure and the dates of terms and holidays are available.

## **DETAILS OF THE CURRICULUM**

### **English & the Literacy Hour**

Our aims are for children to read and write with confidence, fluency, understanding and enjoyment. They should be able to express themselves confidently and clearly, and listen carefully to others. Their handwriting should be fluent and legible, and their spelling accurate.

Speaking and listening skills are developed throughout the school through a range of activities including presentations to an audience, discussion and debate. Through these activities the children are helped to develop the skills needed to express ideas, opinions and feelings.

A daily Literacy/English lesson has been introduced using many of the ideas from the National Literacy Strategy Framework. Within many Literacy Hour lessons there is a period of shared reading which extends each child's reading skills through the study of a wide range of fiction and non-fiction texts. In addition, each child engages in individual, independent reading activities as well as Guided Reading. These are

carefully monitored by the class teacher. Our non-fiction library has recently been updated with the aim of creating a quality learning resource that is a rich source of reading material. The children will be encouraged to use it regularly. All classes normally spend some time each term working in the library.

Writing sessions are carefully planned to teach children to write independently. They include such activities as stories, poems, diaries and presenting a reasoned argument. The children are helped and encouraged to plan, edit and redraft their writing.

The skills of spelling, grammar, punctuation and handwriting are also taught.

Children are encouraged to bring home reading books regularly. Children may also be asked each week to learn lists of words to spell, and ways of doing this will be taught in the classroom.

At 11, pupils should be able to:

- Monitor their reading and correct their own mistakes.
- Understand the sound and spelling system and use it to read and spell accurately (phonics).
- Be interested in books and read with enjoyment.
- Have fluent and legible handwriting.
- Have an interest in words and their meanings and a growing vocabulary.
- Write stories and poetry.
- Understand basic literary terms such as character and plot.
- Understand and write factual material, eg persuasive argument or a non-chronological report
- Plan, draft and revise their own writing.
- Develop their powers of imagination and critical awareness through reading and writing.
- Speak clearly, fluently and confidently to different people.
- Listen, understand and also respond clearly to others.
- Participate in group discussions, taking their turn and relating their experiences and views to those of other children.

### **Mathematics & the Numeracy Hour**

We aim to develop a positive and inquiring attitude towards mathematics in all our children. Emphasis is placed upon using and applying mathematical skills and developing the ability to solve mathematical problems both mentally and in written work.

Mathematics is taught daily in line with National Numeracy guidelines. The Framework for Numeracy recommends more emphasis on mental calculation and a step by step approach to develop this skill.

In all maths lessons there is an emphasis on direct teaching where the teacher demonstrates clear objectives and explains why a particular method of calculation works. Following this, questioning will identify pupils' understanding and misconceptions and allow for the planning of different activities to suit individual needs.

Alongside Numeracy activities, other maths topics will be taught in the two broad areas of Shape Space and Measures, and Handling Data. The aim of these topics is to foster confidence and excitement in maths. Many of the activities will be open ended so that every one can succeed in some way, pursuing an investigation as far as they are able by careful questioning and intervention/suggestion.

We want our children to be confident and competent in all areas of maths and at the same time enjoy their maths lessons.

By 11 most children are expected to be able to:

- Multiply and divide decimals mentally by 10 or 100, and integers by 1,000, and explain the effect.
- Reduce a fraction to its simplest form by cancelling common factors.
- Use a fraction as an operator to find fractions of numbers of quantities (e.g. five eighths of 32, seven tenths of 40, nine one hundredths of 400 centimetres).
- Solve simple problems involving ratio and proportion.
- Carry out column addition and subtraction of numbers involving decimals.
- Carry out short multiplication and division of numbers involving decimals.
- Carry out long multiplication and division of numbers involving decimals.
- Carry out long multiplication of a three-digit by a two-digit integer.
- Solve a problem by extending and interpreting information presented in tables, graphs and charts.

## Science

All children are taught Science. The programme of study in KS2 is divided into four themes:

- **Sc1** Scientific enquiry
- **Sc2** Life processes and living things
- **Sc3** Materials and their properties
- **Sc4** Physical processes

These may be integrated within another curriculum area or taught as a separate topic.

**Sc1:** Scientific enquiry states that pupils should be taught that it is important to collect evidence by making observations and measurements when trying to answer a question. It encourages them to think about the issues they are going to investigate, to plan their experiments and to develop their investigative skills. They are also taught how to follow safety instructions and to record observations and measurements.

**Sc2:** Life processes and living things subdivides into five themes: life processes, humans and other animals, green plants, variation and classification, and living things in their environment.

**Sc3:** Materials and their properties focus on grouping and changing materials and separating mixtures of materials.

**Sc4:** Physical processes is made up of four topics in Key Stage 2: electricity, forces and motion, light and sound and the earth & beyond.

Some topics are covered on a two-year cycle, so that each child will study them twice during their four years in Lydgate Junior School. The second visit in the Y5 or Y6 years will be either at a higher level than the first or with greater emphasis on investigation and accurate application of concepts. Examples of the topics covered are: Water, Life Cycles and Changes, Habitat Studies, Earth in Space, Light, Sound, Heat, The Body, Plants and their Needs, Magnets, Electricity, Forces, Materials, Rocks & Soil.

Children will explore the concepts within these areas of study through practical investigations. Through such practical experience it is our aim to help children develop the skills of accurate observation, interpretation, hypothesising, planning, measuring, recording, raising questions and critical reflection.

### **Information & Communication Technology**

Children will be given opportunities to develop their I.C.T. skills, knowledge and understanding. The programme of study for Key Stages 1 and 2 has four themes:

- Finding things out.
- Developing ideas and making things happen.
- Exchanging and sharing information.
- Reviewing, modifying and evaluating work as it progresses.

The activities they undertake will, where appropriate, relate to work in other National Curriculum subjects. In March 1999 a network of nine P.C.s was installed. Using part of the school's budget and through fund raising, this network has been increased to nineteen and has been linked to the Internet and the National Grid for Learning. The school buys into a managed service that provides a fire wall to prevent the children from being exposed to inappropriate internet sites. All classes spend at least an hour per week using the network. A whiteboard is located in the suite to help teachers demonstrate more easily the skills and knowledge being taught. The children are also able to use this to display their Power Point presentations. Interactive whiteboards have been installed in all classrooms.

### **Design and Technology**

This is essentially a process of practical problem solving, the stimuli for which will usually arise out of simple technological elements to be found within the work of other "subject" areas. The programme of study for KS2 covers four areas:

- Developing, planning and communicating ideas.
- Working with tools, equipment, materials and components to make quality products.
- Evaluating processes and products.
- Knowledge and understanding of materials and components.

### **Art & Design**

All pupils engage in Art & Design activities. The children are taught how to explore and develop ideas, investigate and put into practice art, craft and design and develop their knowledge and understanding of artistic materials and processes. They have the opportunity to use a range of materials. These include drawing pencils, pastels, chalk, charcoal, wax and pencil crayons.

Applied art activities include printing, collage, sewing, model making and work with textiles, clay and wood. Work on the elements of design features increasingly as children progress through the school, involving them in concepts such as scale and proportion, movement and rhythm, line, pattern and colour. Children work from direct observation and imagination: they choose materials and integrate art and craft with topic work arising from other areas of the curriculum.

## **Music**

The school has a long tradition of music making. In line with the National Curriculum, children are taught to listen to and appreciate a wide variety of music and to make judgements about musical quality. Children are taught musical skills which enable them to participate in music making. They are taught elements of vocal technique, and singing is promoted as an enjoyable activity. We aim to give children a basic ability to read music, and knowledge about a wide variety of music. They are also taught to listen to music, gaining an awareness of form and structure, and to respond to what they hear.

The school has a strong tradition of extra curricular music. Interested children, with parental agreement, have the opportunity to apply to receive instrumental tuition. The amount of peripatetic teaching time available, the number of instruments that can be loaned and space for lessons determines how many pupils can participate. Governors have agreed that the peripatetic teachers will hold auditions if more pupils apply to play instruments than there are places available. The criteria for selection will be based on the peripatetic teacher's judgement of the musical aptitude of the children. If a child is not chosen the first time they can apply again. We have found that some children are not ready to play in the early years of the junior school but become successful players in Y5/6. Individual instrumental tuition is subject to the school's Charging and Remissions Policy. Parents of children learning to play an instrument are required to sign an agreement acknowledging their responsibilities.

The school has an orchestra, choir and wind band. Children who do not receive tuition through school but have private lessons at home may play in school instrumental groups in which ensemble training is given. There is an expectation that children who have peripatetic lessons take part in the orchestra when their music teacher thinks they are ready. As much of our music making is extra-curricular, we are fortunate that teachers continue to carry out these activities on a voluntary basis.

## **Physical Education**

All pupils follow a physical education programme, which includes dance, games, gymnastics and athletics. In Y4 the children go swimming. The emphasis is on developing the children's physical competence and confidence. Children are encouraged to acquire and develop skills. They are also encouraged to adopt a thoughtful and reflective attitude, selecting and applying skills and evaluating and improving their performance. Children are only excused from P.E. on medical grounds. Extra curricular activities take place in school from time to time, such as football training courses, lacrosse, cross-country and athletics.

## **History**

History is taught in all four years through a series of planned topics, each based on a period of time as outlined in the National Curriculum. The topics cover important episodes in Britain's past from Roman to modern times, ancient civilisations, the history of other parts of the world and the opportunity to investigate an aspect of local history. The objective is to enable the children to create a chronological framework in which they can develop a range and depth of historical knowledge and understanding, an awareness of how history can be interpreted, the ability to make historical enquiries and the skill to organise and communicate historical knowledge.

## **Geography**

Geography, like History, is taught through a series of topics. These are planned across the four years such that in each term the emphasis of the children's work may have a geographical or historical base. In Geography these topics may be locally based such as a study of the immediate school/home environment, or a study of water or a contrasting locality, such as Scarborough. It is through these topics that skills such as drawing simple plans, understanding mapwork, and the importance of physical geography on the way people adapt and conduct their lives, are taught.

## **Religious Education**

We recognise that we live in a multi-cultural society and that the children need to be aware of, and have an understanding of, the major religious faiths found within the local community. In line with the Sheffield Agreed Syllabus, the children study three major religions: Christianity, Islam and Judaism.

Parents have the right to request that their child is withdrawn from R.E. lessons. Such requests should be made in writing and addressed to the head teacher. If a child is withdrawn, the class teacher will set work in another curriculum area for him/her to complete. In most cases the child will work in a different part of the year base.

## **Modern Foreign Languages**

Y4 to Y6 are taught Spanish as part of an MFL programme. The school works with King Edward VII Language College to help develop the expertise of the staff teaching the programme.

## **Personal, Social, Health Education & Citizenship**

The aim of PSHE & C is to help develop pupils' knowledge, skills and understanding so that they will be able to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In the main PSHE & C is taught through "Circle Time". However, a number of health education topics are undertaken as a cross-curricular area of work. This includes a general road safety element, work on food, teeth and eyes, and keeping healthy and safe. In Y6 a short project is taught on drugs, based on the Good Health Drugs Unit.

There has also been an active **School Council** that provides the children with the opportunity to express their views about the school. Each class elects a representative and deputy representative. Y6 children act as Chair and Secretary.

As a result of the efforts of the School Council, new water fountains have been installed in the cloakrooms of the four bases. Markings have been painted on the top playground and a second disco has been arranged for the end of the Spring Term. Additionally a non-football day has been introduced on Fridays.

## **Sex & Relationships Education**

Although Sex & Relationships Education is not a specific subject in the school curriculum, the Governing Body has decided it will be covered under personal, social and science education. This forms part of the "Life Cycles" science topic in Y5 and in Y6.

The current Sex & Relationships Education Policy was written by a joint working party of governors and teachers. Like all other policies in school it is subject to periodic review. Because this aspect of the curriculum involves work which complements what most parents deal with at home, we seek to ensure that parents are kept informed about the content involved as children progress through the school. In Y5 and Y6, before the start of the project, parents are invited to view the materials the teachers will be using with the children. A copy of the Sex & Relationships Education Policy is available in school for parental reference.

Governors have agreed to allow parents the right to request that their child be withdrawn from Sex & Relationships Education lessons. Such requests should be made in writing and addressed to the head teacher. If a child is withdrawn, the class teacher will set work in another **curriculum** area for him/her to complete. In most cases the child will work in a different part of the year base.

## **OTHER ASPECTS OF TEACHING AND LEARNING**

### **Assemblies and the Collective Act of Worship**

We have an assembly every day. This maybe a year group, half-school or class assembly. In line with statutory requirements, part of the assembly is a collective act of worship. The law requires that the majority of the acts of collective worship in any one school term must be "wholly or mainly of a broadly Christian character." That is to say, they must "reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination." The school ensures that Collective worship is appropriate for the pupils, in that it takes account of the pupils' ages, aptitudes and family backgrounds. Account is also taken of the teaching and practices of other religions represented in Great Britain.

Parents are entitled to withdraw their child from this activity if they so wish and any request to do so should be sent in writing to the head teacher. Children who do not take part in the collective act of worship are set work by their class teacher and they normally work in the Practical Area under the direction of a teaching assistant.



## **Special Educational Needs & Meeting the Needs of Disabled Pupils**

The school aims to educate each child to his/her potential. However, we appreciate that some children will have special educational needs and/or a disability. Our approach to SEN/disability is explained in the Special Educational Needs & Meeting the Needs of Disabled Pupils policy, which is available to parents on request.

The Special Educational Needs Co-ordinator (SENCO) has responsibility for overseeing the implementation of this policy and its procedures. Teachers use a range of methods to identify SEN children. These include classroom observations, the results from standardised tests and information passed on from previous schools. Depending on the severity of the child's difficulty and/or disability he/she will be placed on School Action or School Action Plus. If a child is on School Action teachers will prepare individual education plans that aim to address the particular needs of the child. The school can also seek help from outside agencies, and children receiving this type of help will be on School Action Plus. A very small group of children will continue to receive a statement of Special Education Need.

Parents are welcome to contact their child's class teacher, the SENCO or the Headteacher if they have a concern regarding special educational needs.

### **Access to the School**

Our aim as a school is to welcome all pupils and to ensure that each child is treated fairly and feels valued. However, the L.E.A.'s access review 2002 states that "The school is unsuitable for development as an accessible school because the site is generally steep and circulation routes within the building are very restrictive and include multiple changes in level."

Governors have produced an Accessibility Plan in compliance with paragraph 3 of schedule 10 of the Equality Act 2010.

### **Assessment**

On a regular basis teachers assess the progress the children are making and, where appropriate, adapt their teaching to meet the needs of the children.

At the end of the academic year, parents and carers receive an End of Year Report that outlines progress their child has made. It also indicates areas for improvement.

Towards the end of the children's Y6 year, they sit the SATs (Standardised Assessment Tests). These cover English and Maths.

### **Homework**

All children are encouraged to take their reading book home on a regular basis. They will also be expected to prepare for routine tests in such basic skills as spellings and multiplication tables. Many children also follow up project work at home and parental involvement with this is invaluable. It is quite usual for children to be asked to carry out work at home and they will be expected to complete any such tasks on time whenever they are set.

Parents and carers are kept informed of homework requirements in the half-termly year group newsletters. Parents may receive a copy of the school's Homework Policy on request.

### **Educational Visits**

As part of normal school routine, educational visits, visits by outside speakers and theatre groups are arranged for year groups and you are notified about them in advance. These activities are usually intended either to introduce a new topic or to follow up work already done in class. Educational visits, in particular, involve staff in a great deal of preparation and we would make the point that, whilst we hope pupils will enjoy visits, they too will be required to work hard both during the visit and afterwards in school.

The School's off-site co-ordinator is Mr Jones.

### **Extra-Curricular Activities**

Various activities take place according to the interests and expertise of the staff and the greatly appreciated skills of parents and friends of the school.

At the moment we offer wind band, choir, football, orchestra, cross-country, and athletics. Outside organisations also run some activities. These include The French Club and Lacrosse, Beat Club, Tennis and Badminton.

*February 2016*

Under Review