

WOLVERHAMPTON GRAMMAR SCHOOL

CURRICULUM POLICY – JUNIOR & INFANTS

The curriculum in the Junior School has been drawn up in accordance with the aims of the school.

The Junior School aims are:

- To challenge and support all pupils in order to unlock their talents and realise their full potential
- To foster a love of learning, a curiosity about the world and provide an environment which promotes an independent work ethic
- To provide a wide range of creative, cultural, sporting and adventurous activities to challenge all pupils
- To nurture a supportive and inclusive community which encourages a sense of social responsibility and spiritual and personal development
- To provide a safe learning environment encouraging pupils to lead healthy and fulfilling lives

Ethos

We maintain that learning should be a positive and relevant experience. Through our teaching we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

This policy is a statement of aims, principles and strategies for quality learning and teaching within the Junior School. Quality learning and teaching are the key principles of the school, harnessing pupils' self-esteem and self-confidence so that every pupil is given the opportunity to realise their educational potential. As an inclusive, self-evaluating and reflective school, committed to development and improvement, we strive to constantly review and improve our academic provision for each and every pupil, regardless of age, gender, race, religion, ability, or special educational, health or social care need (including those with a specific EHC plan).

Aims and objectives

We believe that people learn best in a secure structured environment. Teachers at WGJS provide a rich varied and creative learning environment that allows pupils to develop their skills and abilities to access their full potential.

Through our teaching we aim to:

- Provide a broad, balanced curriculum that incorporates linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education in order to stimulate and engage our pupils, so that they enjoy their learning;
- Plan and deliver a curriculum that caters for the full ability range of our pupils to ensure that all pupils have the opportunity to learn and make progress;
- Ensure all aspects of speaking, listening, literacy and numeracy skills are developed, to equip the pupils for the next stage of their learning, and for life;
- Create and maintain an exciting and stimulating learning environment;
- Provide opportunities for pupils to develop creative, artistic, musical and sporting talent;

- Provide well-chosen resources to enable effective teaching and learning;
- Provide a co-curricular programme that supports, extends and enriches the curriculum;
- Enable pupils to become confident, resourceful, enquiring and independent learners;
- Foster pupil's self-esteem and help them build positive relationships with other people;
- Develop pupil's self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and all protected characteristics, and in so doing, to promote positive attitudes towards other people;
- To prepare for opportunities and responsibilities of life in British society;
- Help pupils grow into courteous, reliable, independent and positive citizens;
- To actively promote the five Fundamental British Values (democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs).

Effective learning

We recognise the need to implement strategies that allow all pupils to develop the seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinesthetic, music, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence and provide creative opportunities for all pupils to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- open ended questioning
- innovative and creative use of ICT across the curriculum
- use of interactive ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- responding to musical or recorded material;
- learning through the use of concrete materials and experiences;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

AFL Strategies used in the Junior School to promote effective learning

AFL strategies are firmly embedded in our teaching and learning. We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn. We believe that pupils engage in their learning best when they are required to take some responsibility for it. Pupils are involved in self-review and peer review in an informal way, often in discussion, throughout the school. They respond to targets set by their teachers. Our pupils learn best when they:

- Feel that they are in a safe environment where they belong; that their opinions are valued and that there is a clear structure to their role in assessing their own learning;

- Understand clearly what they are trying to learn and what is expected of them;
- Are fully involved in what they are learning and know where to get help if they need it;
- Are given feedback about the quality of their work, and what they can do to make it better;
- Are taught how to take responsibility for the progress they make as independent learners able to work effectively with the teacher and with each other.

Effective teaching

The focus of WGJS teaching is on providing a range of high-quality learning opportunities for our pupils to enable rapid progress and foster enjoyment.

To enable this, staff:

- prepare lessons thoroughly;
- build upon pupil's prior knowledge;
- deliver lessons where understanding is developed through active, practical and first-hand experiences;
- pace lessons appropriately so that pupils have time to consolidate skills and understanding, but also move on rapidly;
- share learning objectives and ensure that these are understood by the pupils;
- give clear indicators of expectations through the use of success criteria;
- ask open ended, thought-provoking questions;
- provide opportunities for pupils to review and reflect on their learning;
- give developmental feedback of pupil's work;
- make implicit use of ICT across the curriculum.

With respect to planning:

- Lessons are planned with clear learning objectives, taken from the medium term and weekly plans.
- When teaching, we focus on motivating the pupils and building on their skills, so that they feel that learning is a positive experience.
- We base our teaching on our knowledge of the pupil's level of attainment and achievement. Our prime focus is to develop further the skills, knowledge and understanding of all pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability.
- To ensure every pupil is given equal opportunity, differentiation is built into our provision in many ways, including: differentiated tasks, learning objectives and success criteria, within the classroom, for groups or individuals.

Monitoring effective planning and delivery of the Curriculum

- In the EYFS, the curriculum is derived from the three particularly important areas for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These prime areas are:
 - communication and language
 - physical development
 - personal, social and emotional development
- On top of this, children are supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
 - mathematics
 - understanding the world
 - expressive arts and design
- Finally, the EYFS curriculum is enriched with specialist activities such as music and German
- All subjects from Reception to Year 6 are planned thoroughly, ensuring progression of skills is evident. The planning has three strands. Long Term plans provide a brief overview of the topics to be taught. Medium Term Plans are the schemes of work. Weekly plans are the short-term planning. The weekly planning is based on the medium-term plans but adapted for each group of pupils. All plans are stored in the Junior School's common planning area.
- The subject coordinators are responsible for keeping up to date with curriculum development and government initiatives, update plans, suggest new topics and find new resources accordingly.
- Where a completely new scheme of work is written this will generally be a collaborative task with several staff involved. Subject coordinators are expected to update subject policies as necessary.
- Staff are provided with INSET. They are encouraged to develop areas of interest, implement new initiatives and share expertise.
- All staff are encouraged to share skills, ideas and resources, participate in peer lesson observation, and learn from one another.
- NQTs and other new or inexperienced staff are given appropriate support, including a mentor.
- The Head of Junior and Infants and/or subject leaders analyse assessment data and use this information to implement new initiatives. Assessment data is analysed carefully and is used to inform planning, teaching and to monitor progress
- The JSMT organise regular lesson observations, and work scrutinies, at least twice a year. The two formal scrutinies are followed by individual written feedback to staff and whole-school feedback in a staff meeting, specifically set aside.

Organisation, timetabling and balance of curriculum provision

The curriculum is designed with generous period allocation for sporting, creative and practical subjects from Reception to Year 6. The allocation of subjects is regularly compared with similar schools across the IAPS network to ensure continuing equality of access and breadth of provision.

Equivalent allocation for each subject (in a 25-period week)*								
	Literacy incl. Phonics	Mathematics	Continuous Provision	Topic	PE	Art	PSHE	Outdoor Learning**
Rec	4	2	10	3	3	1	1	1

*additionally, the children have Story Time at the end of each day

**Outdoor Learning: elements from Literacy/Mathematics/Topic/Art/PSE & Music, outdoors

Time allocation for each subject in a 25-period week.										
	Literacy incl. Reading	Mathematics	Topic	Science	ICT & Computing	PE & Games	Art/DT	Music	PSHE	RE*
Y1	8	5	2	2	1	3	2	1	1	0
Y2	7	5	2	2	1	3	2	1	1	1

*RE in Year 1 is taught as part of topic

Time allocation for each subject within a 60-period fortnight.																
	English	Mathematics	Science	ICT & Computing	French & German	Humanities	Art/DT	Music	PSHE	RE	PE	Games	Fitness	Enrichment	Reading	Review
Y3	10	10	4	2	2	4	4	2	2	2	2	4	2	4	4	2
Y4	10	10	4	2	2	4	4	2	2	2	2	4	2	4	4	2
Y5	10	10	4	2	2	4	4	2	2	2	2	4	2	4	4	2
Y6	10	10	5	2	2	4	4	2	2	2	2	4	2	4	3	2

Pupils with Special Educational Needs

Where a pupil has a recognised learning difficulty or statement of special educational needs, identified by an Educational Psychologist, or other recognised body, appropriate provision will be put in place. The Junior School SENDCo, in conjunction with the Head of Junior and Infants, will ensure that statutory requirements and individual needs are met (see also Special Educational Needs and Disabilities Policy).

Gifted, Talented and More Able

Generally, teachers will be expected to cater for gifted pupils in the classroom, within their chronological year group. Setting in maths enables the most-able pupils to move at a rapid pace and maths challenges are included in our provision. The most-able mathematicians are taught by a specialist from the senior school. The most-able pupils in English can access extension creative writing opportunities, such as our Creative Writing Club. Setting in English allows our most-able readers to access more demanding, ability-appropriate literature (as necessary). Pupils with a particular interest in science are encouraged to join science club. For those with standardised scores of 130 or above in English or maths, 'stretch and challenge' activities are provided during assembly time, depending on timetabling and staffing.

The most talented have excellent opportunities in all areas e.g., high levels of sports coaching; talented sportsmen and women may be asked to compete in Senior School teams; and talented musicians may be asked play alongside pupils from the Senior School. Many pupils reach a very high level of achievement in the creative arts, sport and music.

Wellbeing

The wellbeing of everyone in our school community is taken seriously. Relationships between staff and pupils are excellent and lie at the heart of our pastoral care. All religions, cultures and beliefs are celebrated in assemblies, PSHE and RE lessons. Many moral and social issues are raised and discussed in PSHE, RSE and other subjects. What it means to be a British citizen is part of the PSHE programme as is Health Education and Sex Education/Personal Relationships. Staff promote fundamental British values as part of the PSHE programme and through assemblies. Pupils in Years 5 and 6 have additional workshops on internet safety and cyber bullying. All PSHE lessons reflect the school's aims and ethos.

Please also refer to the following policies:

Curriculum Policy Senior School - website	PHSE Scheme of Work (Junior School) - website
IT Acceptable Use Policy for Pupils - school network	English as an Additional Language - website
Equal Opportunities Policy for Pupils - website	Special Educational Needs and Disabilities Policy - website
PHSE Scheme of Work (Senior School) - website	Anti-Radicalisation Policy - on request
EYFS Statutory Framework (DfE)	

Monitoring and Evaluation of this policy

The school monitors and evaluates its curriculum provision through the following activities:

- Annual Governing body audit
- Senior leadership team discussion
- Annual parent survey
- Comparison against national competitors and professional bodies recommendations
- Self-evaluative and reflective professional ethos throughout all staff
- Teacher assessments/assessment data
- Data management indicates steadily improving standards.
- Classroom observations by SMT show policy is being implemented by staff
- Regular analysis of a range of risk assessments
- Regular review of IAPS schools' subject allocations
- Review of concerns and complaints registers by SMT and board of Directors.

DLP
September 2025

Next Review:
September 2026