



# CHURCHER'S COLLEGE

## **CURRICULUM POLICY**

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JUNIOR SCHOOL AND NURSERY (INCLUDING EYFS)

September 2025

## CURRICULUM POLICY

| Contents                              | Page |
|---------------------------------------|------|
| 1. Introductory Statement             | 3    |
| 2. Aims of the Curriculum             | 3    |
| 3. Curriculum Objectives              | 4    |
| 4. Equal Opportunities                | 6    |
| 5. Curriculum Planning                | 6    |
| 6. Evaluation                         | 6    |
| 7. Lesson observations and Appraisals | 7    |
| 8. Assessment Data                    | 7    |
| 9. Action Plan                        | 7    |

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| <b>Authorised by</b> | Head of the Junior School and Nursery |
| <b>Date</b>          | September 2025                        |

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## 1 **Introductory Statement**

- 1.1 This policy relates to all children at Churcher's College Junior School and Nursery. Throughout this document, the terms "the School", "Churcher's College Junior School" and "CCJS" refer to Churcher's College Junior School and Nursery.
- 1.2 At Churcher's College Junior School, we believe that we should provide pupils with:
- (a) a broad based and challenging curriculum that enables all pupils, including those with special educational needs and the most able, to achieve their individual potential in all areas and caters for their individual abilities, needs and interests. All pupils should be able to learn and make progress.
  - (b) teaching of the skills appropriate to the ages and abilities of the pupils which will equip them effectively for future life.
  - (c) experiences of an aesthetic, creative and spiritual nature.

We wish to foster self-respect, self-discipline and a sense of personal worth, together with respect and understanding for all members of society. We aim to create an open, welcoming, happy environment. We aim to maximise the use of spaces 'outside the classroom' at CCJS, fully recognising the value of presenting a diverse range of teaching styles and learning opportunities. We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faith and beliefs.

## 2 **Aims of the Curriculum**

- 2.1 The curriculum is the focus of our endeavours and it is the curriculum through which we seek to meet our aims.
- 2.2 The curriculum comprises of all the opportunities for learning provided by the School, including timetabled lessons, extra-curricular, out of school activities and the climate of relationships, styles and behaviour and general quality of life established in the school community as a whole. The 'whole curriculum' of Churcher's College Junior School & Nursery, therefore, includes three major elements:

### The Formal Curriculum

Those activities planned to take place during school hours and presented as timetabled lessons.

### The Informal Curriculum

The exchange of ideas between students and staff through the 'extra-curricular' activities such as clubs, sport, performing arts and adventure activities as well as promoting a less formal but equally rigorous learning environment in the Outdoor Classroom and in the School's outside spaces.

### The 'Hidden' Curriculum

Those attitudes and values which students acquire as a result of being at school.

- 2.3 Churcher's College Junior School aims to provide a curriculum for all its pupils which offers breadth balance, coherence, relevance, differentiation and progression.

The educational programmes for the EYFS children involve activities and experiences in the seven areas of learning as follows: communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design.

**Breadth** will allow pupils contact with the different elements of learning - knowledge, concepts, skills and attitudes - and the different areas of learning - aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological. The outdoor spaces at CCJS are used significantly to achieve this.

**Balance** will allow each area of learning and experience appropriate attention. Local, regional and national comparisons will be made in discussions concerning the best balance across the curriculum.

**Coherence** will be achieved through planning and discussion, with schemes of work documented in advance. Monitoring activities will consider individual pupil progress over their whole curriculum.

**Relevance** will be achieved

- through recognition of previous learning, with clear records maintained of work completed and standards achieved;
- through teaching in different environments, such as the Outdoor Classroom and educational trips and experiences, to bring tangible and relevant case studies to bear;
- through planned progression; and
- relation to real-world application and examples.

**Differentiation** will be achieved

- through teaching style, method, support and expected outcomes;
- through scaffolding; and
- through teacher response to individuals' work, triggered by regular assessment of oral and written contributions.

Within this framework each student develops as a unique individual within the caring and cohesive community of Churcher's College Junior School.

### 3 Curriculum Objectives

- 3.1 Delivery of the curriculum should be lively, challenging and flexible, providing the experiences necessary to develop sound concepts, skills, knowledge and attitudes, with particular emphasis on practical work and application to real situations. Full use should be made of technology, the use of the School's outdoor areas and outside agencies.

- 3.2 The School should aim particularly to develop literacy and numeracy in the widest sense and the potential for development of linguistic, scientific and mathematical skills should be seen in all areas of the curriculum, which should be used to support each other whenever possible.
- 3.3 The whole curriculum should be structured to provide continuity and progression and there must be a programme of on-going review and evaluation to ensure its effectiveness.
- 3.4 Records must be kept of pupils' progress in the attainment of skills and concepts. These must be monitored continually and targets reviewed regularly.
- 3.5 The School should provide resources and time for the development of creative ability and aesthetic and spiritual awareness, including external experiences such as trips and using the School's outside spaces to best effect. Pupils should be able to develop their own special interests and talents, and extra-curricular time should be given for this where possible. In the Pre-Prep Department and EYFS, the importance of structured play and free discovery must not be undervalued, making full use of the outdoor learning environment and the outdoor facilities at CCJS.
- 3.6 Within the curriculum there is comprehensive provision for the children's personal, social, health (both physical and mental health) and economic education which reflects the School's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. This is promoted through the school's 5R values system and through the delivery of specific lessons. Lessons in RS and PSHE address this to a significant degree; however many aspects of PSHE are addressed in class/head teacher's assemblies, form times, science, geography, digital literacy, external visits, outdoor lessons, team building activities and a range of other subjects and cross-curricular opportunities. The School's PSHE programme actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 3.7 The pupils should be encouraged to be aware of the needs and motivations of their fellow pupils, by experience, discussion and role-play. They should have the opportunity to learn about and have contact with groups of people whose background, culture or beliefs are different from their own, including elderly people and persons from ethnic minorities. Developing positive attitudes and destroying stereotypes of race, religion, social background and gender must be integral to the curriculum. It is important to have a multicultural, anti-racist curriculum to prepare pupils for life in a multi-ethnic society.
- 3.8 The School's ethos should be a caring, happy, purposeful and lively one. The pupils' efforts in work, attitudes and behaviour should be seen to be valued. Where problems occur, they should be evaluated, with the involvement of the pupils whenever possible, and strategies and targets devised. Parents should feel welcome in School, and involved in their children's education, by consultation, communications and meetings.

#### **4 Equal Opportunities**

- 4.1 It is expected, in accordance with the policies supported by the College, that a policy of strict non-discrimination on grounds of race, gender or class be implemented at all times within all curriculum subjects. It is further expected that, where at all possible, a wide diversity of teaching methods and resources be used which will reflect differing backgrounds and support the stated policy.
- 4.2 Teaching and learning should be differentiated for all pupils in so far as this is possible. For details of provision for pupils with specific learning difficulties, please consult the Learning Enrichment Policy.

#### **5 Curriculum Planning**

- 5.1 The curriculum is agreed by the Head of the Junior School, in consultation with all teachers. Each subject has an assigned co-ordinator within the Junior School and detailed policies are available for each curriculum area. Co-ordinators are responsible to the Head of the Junior School, for their assigned subject area and subject reviews are conducted in conjunction with the Senior Teacher (Academic).
- 5.2 We encourage a wide and discerning use of teaching styles, drawing upon the great strengths of all colleagues. Learning should take place within a lively yet ordered and stimulating environment, where all pupils feel happy and confident. The School strongly encourages the effective use of the school's outside spaces and Outdoor Classroom to maximise kinaesthetic, visual and more tangible, hands-on learning experiences.
- 5.3 The responsibility for delivery of the curriculum lies in the first instance with individual teachers.

#### **6 Evaluation**

- 6.1 Evaluation of the curriculum is crucial to maintain the effectiveness of learning and of teaching. There is a regular curriculum audit by subject co-ordinators to ensure continuity, proper reinforcement of concepts covered and other curriculum related issues. The Senior Management Team have frequent meetings and discuss evaluation on a regular basis.
- 6.2 It is, of course, the responsibility of the teacher to constantly evaluate the quality of learning within their classrooms and to be receptive to ideas and suggestions from colleagues. Among the means by which this might reasonably be thought to be achieved are by the teacher's own reflections, through assessment (for details of the general policy, please refer to the Junior School Assessment and Feedback Policy and for details of specific policies refer to the subject policy documents), through discussion with other colleagues following observation or otherwise, and by reference to subject co-ordinators and the Senior Teacher (Academic), Deputy Head or Head of the Junior School.

**7 Lesson observations and Continuous Professional Development**

Mutual observation is considered to be a very important way of ensuring quality in the curriculum, aiding staff development and helping to maintain diversity in teaching approaches. Formal staff reviews are made biennially. The primary aim of the staff review process is to promote staff development, but it could also have as one area of focus some aspect of delivery of the curriculum.

**8 Assessment Data**

Throughout the year formal summative assessments are carried out in Mathematics, Reading, Spelling and Cognitive ability. We recognise that data is just one part of the picture and other ways children's progress is measured is detailed in the 'Feedback and Assessment Policy'. Standardised assessment test results will be provided to parents who request them in writing from the Junior School.

**9 Action Plan**

- 9.1 We continue to review spelling practice in order to ensure appropriate challenge for all children, and rolling out Read Write Inc Spelling into KS2.
- 9.2 We have adopted a text-based literacy curriculum (Pathways) across the school. We are now refining our approach by incorporating more focused comprehension work and selectively using the most effective elements of Pathways to better meet the needs of our pupils. In EYFS and Year 1, the curriculum is centred around a weekly core text, which is also integrated with other areas of learning.
- 9.3 We are embedding a mastery approach to mathematics throughout the school, with Power Maths as our primary resource. The Maths Co-ordinator is exploring the integration of additional resources, such as NRICH, to enhance opportunities for problem-solving and reasoning beyond the Power Maths programme.
- 9.4 In Key Stage 2, we are reviewing our approach to the teaching of reading to ensure it maximises pupil progress. The Prep English Co-ordinator is leading this work by providing further training and improving the structure and resources for Guided Reading sessions.
- 9.5 As a staff, we are reviewing our curriculum and ensuring that we consider BAME and cultural diversity within our school.
- 9.6 We value the opinions and feedback of the pupils in our school, and have a process of consultation on academic matters with a group of volunteers (Pupil Voice). The remit will include the formal, informal and hidden curriculum, as well as pedagogy.