



Curriculum Policy

The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.

Introduction

Our curriculum is designed, planned and delivered to ensure that every child at Laxton Junior School develops a love of learning that begins in our EYFS classroom and extends long after they have left Year 6. We offer a vibrant, engaging and wide-ranging academic and co-curriculum that provides bespoke support and challenge to every child - irrespective of ability, interest and learning need - and offers equality of opportunity in all that they do. We have the highest expectations of our children with regards to their attainment and progress and believe that every child is capable of significant achievement across and beyond the curriculum.

Our curriculum is layered in order to promote not only learning but personal growth and development, too. It includes the 'hidden curriculum' – what the children learn from the way in which they interact with their lessons and the people around them. We want children to grow into positive, responsible people, who can collaborate with others while developing their individual passions, knowledge, independence, resilience and skills in order to be happy and make a successful contribution to society in the future.

Aims

Our curriculum aims to:

- Ensure that all pupils have the opportunity to learn and make excellent progress, and that we remain focused on ensuring positive and successful outcomes for all.
- Promote a positive attitude towards learning, so that children enjoy coming to school, acquire a solid basis for lifelong learning to ensure they approach all that they do with a sense of pride and care.
- Enable children to be creative and to develop their own thinking .
- Teach children about the developing world, including how their environment and society have changed over time.
- Prepare pupils for the opportunities, responsibilities and experiences of life in British society.
- Appreciate and value the contribution made by all members of our multi-cultural and diverse society.
- Teach children to have an awareness of their own spiritual development, and to distinguish right from wrong.
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable children to have respect for themselves, high self-esteem, and to live and work cooperatively with others.
- Develop children's independent learning skills and resilience to be ready to enter their senior school with confidence.

Our Values

The curriculum is underpinned by our School Values, which represent what we believe to be our absolute priorities both now and in the future. They are the qualities that resonate throughout all aspects of our education and are our guiding principles for behaviour and decision-making. Our values are:

- **A Love of Learning:** we believe in a love of learning, where children and adults happily take risks and overcome challenges together, united by a shared motivation to acquire, share and celebrate new knowledge, skills, ideas and expertise.
- **Opportunity:** we believe in the provision of opportunity, which enables positive participation in a wide variety of events and activities and the development of passions and talents that will last a lifetime.
- **Care:** we believe in caring for each other, ourselves, the community in which we live and learn, and the world around us; this is reflected in a positive sense of personal wellbeing, cohesive relationships and the valuing of diversity.
- **Community:** we believe in supporting, contributing to and being inspired by our community; children, staff, parents and governors are integral to the education we provide, and their input and involvement is encouraged and appreciated.
- **Quality:** we believe in the delivery of a consistently excellent quality of educational provision in all that we do as well as having the highest expectations of ourselves and each other.

Our Mission

Our mission is to prepare our children for both their chosen senior school and the life that lies beyond, developing a series of essential characteristics that will enable them to thrive in whichever direction they wish their lives to take. These characteristics are woven into our curriculum so that all children receive a rich provision of academic and co-curricular opportunities. We want our children to be:

- **Confident and Resilient:** where a love of learning ensures challenges are embraced and obstacles are overcome.
- **Kind and Respectful:** where the development of social and emotional skills ensures all relationships are positive and caring.
- **Open-Minded and Well-Rounded:** where new, challenging or preferred experiences and opportunities are embraced with enthusiasm.
- **Collaborative and Independent:** where the knowledge of how to work together, both within and beyond the School community is balanced with a strong sense of who they are and what they can achieve as an individual.

Key Skills

Our curriculum provides children with the opportunity to develop a wide range of skills, including:

- **Linguistic:** we develop children's communication skills and increase their command of language through listening, speaking, reading and writing; our highly interactive lessons encourage children to question adults and peers alike, listen to each other and structure their thoughts verbally and in written form.
- **Mathematical:** we help children develop skills relating to the identification of relationships and patterns, and develop their capacity to think logically and express themselves clearly; our mastery approach, high challenge and responsive teaching methods develop targeted and deepened learning.

- **Scientific:** we increase children’s knowledge and understanding of nature, materials and forces while developing the skills associated with science as a process of enquiry such as observing, forming hypotheses, conducting experiments and recording findings.
- **Technological:** we develop children’s ability to use IT throughout the curriculum, developing their ability to research, communicate and present, as well as mechanisms for programming, coding and working with robotics.
- **Human and Social:** we develop children’s skills of enquiry, which supports an understanding of how human action in the past has influenced events and conditions.
- **Physical:** we develop the children’s physical control and coordination as well as tactical skills and responses to improve performance.
- **Aesthetic and creative:** we develop the children’s ability to make, compose and invent; our children are immersed in activities throughout the curriculum to foster a love of independent or collaborative creativity.
- **Spiritual:** we develop the children’s ability to understand who they are, their strengths and areas for development, their passions and talents, and how their beliefs and relationships help shape their individual identity.
- **Environmental:** we develop children’s ability to look beyond themselves, challenge situations that are unjust or unethical; this ensures a strong understanding of sustainability and how they can contribute positively to the environmental preservation of their local and global environment.

Organisation

Our curriculum is broken down into the following subject areas, which are given, on average, the following number of teaching hours each week:

Average Teaching Hours Each Week Per Year Group																
Year	English	Maths	Humanities	Computing	MFL	PE/Games	Science	Art/Design	Music	RE	Outdoor Learning	Drama	Learning for Life	Swimming	Library	Form Time
1	6 1/4	6 1/4	1	3/4	1/2	2	1	1	1	1/2	1/2		3/4	1 1/2	1/2	1 1/2
2	6 1/4	5	1 1/2	1	1/2	1 3/4	1	1	1 3/4	1/2	1/2		3/4	1 1/2	1/2	1 1/2
3	4 3/4	4 1/2	1 1/2	1	1	2 3/4	1 1/2	1 1/2	1	1/2		1	3/4	1 1/4	1/2	1 1/2
4	4.3/4	4 1/2	1 1/4	1	3/4	3 3/8	1 1/2	1 1/2	1	1/2		3/4	5/8	1 1/4	3/4	1 1/2
5	4.1/4	4 1/2	1 1/4	1	3/4	3 3/8	2	1 1/2	1	1/2		3/4	5/8	1 1/4	3/4	1 1/2
6	4 1/4	4 1/2	1 1/4	1	3/4	3 3/8	2	1 1/2	1	1/2		3/4	5/8	1 1/4	3/4	1 1/2

Our timetable is organised into nine daily periods. Pre-Prep Drama, and the development of speaking and listening skills, are built into our English curriculum and this is reflected in the greater number of allocated lessons each week.

For further details of how we organise and deliver our EYFS curriculum, in Reception, please see the relevant section below and our EYFS Policy.

Individual Subjects

Form Teachers in Year 1 to Year 3 in our Pre-Prep Department teach English, Maths, Humanities, and Learning for Life to their own Form. In addition, Science is also taught by the Form Teacher in Year 1. Music, MFL, RE, Science, Computing, Art, Swimming, Games and PE are all taught by specialist teachers.

Subject specialist teachers in our Prep Department teach English, Maths, Science, Computing, Drama, MFL, Music, RE, Humanities, Latin, Swimming and Games and Art.

Alongside subject based learning, some time is spent outside the classroom learning through our Outdoor Learning Programme which is designed to complement our classroom-based learning.

Planning

We plan our curriculum in three cohesive phases – EYFS (Reception), Pre-Prep department (Years 1-3) and Prep department (Years 4-6). Each phase leads to the next ensuring the skills are layered throughout all year groups and viewed as a whole entity. The skill set needed for our children to succeed in their senior schools are identified and fed down through the school to ensure a systematic approach to building knowledge and skills that are applied to a variety of contexts.

Each curriculum subject is overseen by the Head of Department, who is responsible for the delivery of the subject across the school. Individual subject policies outline how this is achieved. Policies are reviewed in accordance with the Policy Review Schedule and the Subject Department Development Plans reflect developments within these areas.

Long-term plans are written by the Heads of Department for the academic year ahead and provide an overview of our curriculum. Medium-term plans give clear guidance on the objectives of each topic and are overseen by the Heads of Department. Many of our schemes of work are based on, but not beholden to, National Curriculum guidelines.

Our short-term plans are based on the framework of the medium-term plans and are written on a weekly basis. However, these are adapted to respond to the learning needs of the children in accordance with formative assessment of learning in each lesson.

Delivery

For more information about how we deliver our curriculum, please see our Teaching and Learning Policy, the key aspects of which are shared below.

Responsive Teaching

Our curriculum enables our children to progress in accordance with their next learning steps. Our formative assessment process within the classroom enables teachers to identify what our children have understood and respond accordingly through carefully adapted planning. Our short-term curriculum planning is then adapted to enable this responsive approach.

Differentiation

To ensure every child is given the precise support and challenge they need and are provided with equal opportunity to succeed and make outstanding progress, we adjust our curriculum and its delivery; this includes a differentiated approach to the:

- Type of tasks set

- Choice of learning activities offered
- Extent of teacher input, support and challenge
- Provision of different types of resource
- Organisation of the classroom
- Expectations of outcome
- Enrichment opportunities offered in class and out
- Questioning used to stimulate learning and understanding
- Learning objectives and success criteria

Opportunity

We encourage our children to take ownership of their learning and as such provide them with the opportunity to learn in different ways. These include:

- Investigation and problem solving
- Group, pair and independent work
- Self and peer review
- Asking and answering questions
- Use of technology to engage with the curriculum
- Fieldwork and visits to places of educational interest
- Imaginative, creative and design activities
- Responding to, and playing, musical material
- Debates, presentations and drama
- Participation in physical activity

Adult Support

In our Pre-Prep department, each class benefits from a Teaching Assistant whose role is to assist with the delivery of the curriculum; in our Prep department, classes share a Teaching Assistant.

Learning Environment

Our learning environments celebrate pupils' work through displays in classrooms, corridors, and outdoor spaces. Teaching resources are thoughtfully integrated into these areas, both on walls and through the provision of appropriate materials to support learning. Classroom layouts are designed to foster both collaborative and independent learning, while also allowing teachers to provide immediate, impactful feedback during lessons.

Homework (Prep)

Prep consolidates and extends learning and is an opportunity for children to further explore their own knowledge and understanding. As our children move towards Year 6, they are encouraged to manage and organise their time in preparation for their senior schools and beyond. Teachers and Tutors support by ensuring responsibility rests with the children and by helping them plan their prep around extra-curricular activities.

Assessment

Purposeful assessment and communication between members of staff and children is key to ensuring excellent progress. The formative and summative assessment processes in place provide our teachers with a deep understanding of each child's learning and therefore how to adapt short-term curriculum planning to enable challenge and support for each child. Further details can be found in our Assessment Policy.

EYFS

Our EYFS curriculum is divided into three prime areas and four specific areas. The three prime areas are particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive; they are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The prime areas are strengthened and applied through four specific areas, which are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A number of areas are enhanced by the delivery of discrete subject teaching by specialist teachers, namely:

- Expressive Arts – Music
- Physical Development – PE and Swimming
- Understanding the World – MFL

For further details about our EYFS curriculum, please see our EYFS Policy.

PSHE, RSE and SMSC

We provide Personal Social Health Economic (PSHE) education from the Early Years Foundation Stage (EYFS) to Year 6. This is known at Laxton Junior School as 'Learning for Life'. It gradually expands and enriches key concepts, increases knowledge, deepens understanding, and enables children to rehearse and develop key skills.

Primarily, for Years 1 to 6, planning for Learning for Life is taken from the PSHE Association's programme builder, thematic approach. The termly programme is created by Form Teachers, alongside the Head of Learning for Life, to ensure that the curriculum is bespoke, and meets our children's needs. We use a variety of resources to support this curriculum, including an interactive and online teaching tool, 1decision. For further details, please see our Learning for Life Policy.

We provide Relationships and Sex Education (RSE) from EYFS to Year 6; this forms part of our Learning for Life curriculum. It gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships, including: families and people who care for me, caring relationships, respectful relationships, online relationships and being safe. For further details, please see our RSE Policy.

Social, Moral, Spiritual and Cultural (SMSC) education can be found in most areas of the curriculum and cross-curricular themes, but can especially be found throughout the Religious Education and PSHE curriculums and Votes for Schools programme, which incorporate teaching and learning on aspects of relationships, pupil voice, equality, diversity and feelings as well as touching on religious knowledge and elements of worship. For further details, please see our RE and SMSC policies.

Equality, Diversity and Inclusion

Equal Opportunities

We are an inclusive school and ensure that all children - irrespective of gender, race, religion and belief, cultural background, linguistic background, SEND or disability - have equal opportunity to access our curriculum.

We are committed to improving our curriculum, learning environment, provision of resources and mechanism for sharing information to enable all children to participate fully in our curriculum. Further details of our work, in this regard, are set out in our Accessibility Plan, with some of our ongoing strategies outlined below:

- Smaller class sizes enable greater personalisation of the curriculum
- Individual Educational Support Plans enable staff and children to work on specific targets relevant to their needs
- Staff deliver a differentiated curriculum using a variety of appropriate resources to tailor the learning to all children
- Regular progress reviews take place with children and parents
- Target setting takes into account the needs of children who require support
- Educational Support staff identify and support children with a range of learning and accessibility needs
- The curriculum is regularly reviewed to ensure it is appropriate for all children
- Educational trips are accessible to all current children
- Curriculum resources include examples of disabled children
- LJS has a Mental Health Lead, Therapeutic Pastoral Mentor and designated Health Centre
- External learning specialists work in conjunction with teachers and Educational Support staff

Special Educational Needs and Disability (SEND)

Teacher observation, ongoing assessments and pupil progress meetings support the identification of children in need of additional support as they engage with the curriculum; this is provided by our Educational Support team. Support for accessing the curriculum varies depending on the need and is developed, in conjunction with the teaching staff and Educational Support teachers, and weaved into all lessons. For further details, please see our Educational Support Policy.

English as an Additional Language (EAL)

All children have an equal opportunity to access our curriculum and receive, if required, individual language support internally or externally depending on their first language. Our teachers are well supported by our Educational Support team to ensure that the adaptation of the curriculum is purposeful and appropriate. For further details, please see our EAL Policy.

More Able and Exceptionally Able (MA/EA)

Our curriculum is also adjusted for those children who are identified as MA and EA; this ensures that significant challenge and opportunity is provided, which supports these children to make the very best progress possible. Further details of how this is achieved can be found in our More Able and Exceptionally Able Policy.

Co-Curricular Enrichment

Sport

Through our sports programmes, we provide the opportunity for pupils to develop both physically and socially. Team sports develop qualities of leadership, cooperation and sportsmanship and we ensure that every child will have the opportunity to represent the School. We have timetabled use of the outstanding facilities both onsite and at our Senior School which allow pupils to develop their skills in a variety of sports. Boys and girls have many opportunities to develop in a variety of sports. All children at our school swim and are taught by specialist swimming coaches.

Music

We have numerous ensembles which allow our musicians the opportunity to play together. These groups perform regularly in school assemblies and recitals. Expert tuition is provided by visiting teachers. Pupils are encouraged to sit external music exams. Music Exhibitions and Scholarships are offered to exceptional pupils and talented musicians by Senior Schools.

Drama

Drama enriches our curriculum through a range of opportunities. Our children develop drama skills through language, performance, analysis of text, intonation, exploration of characters and script, and production. Each child from Reception to Year 6 performs to an audience as a cohort and children from Years 1 to 6 have the opportunity to perform in our in-house speech and drama competition. Our Year 6 production at the Stahl Theatre is an opportunity for our children showcase and celebrate their development in this area of the curriculum.

Outdoor Learning

Our bespoke outdoor learning curriculum is delivered by a qualified Forest School leader. Reception children enjoy a weekly outdoor learning session while Year 1 and 2 have fortnightly opportunities to take their learning outside. Years 3 to 6 enjoy a designated outdoor learning day every term. These sessions, supported by staff across the School, provide specific experiences and challenges that learning indoors cannot achieve alone. Outside of the programme, our teachers take learning outside as much as possible, encouraging children to be physically active and giving them valuable time and space to deal with challenges and develop problem-solving skills.

After-School Clubs

Co-curricular clubs further enrich our curriculum, and we pride ourselves on a wide and varied after-school club programme that is designed to extend and enhance the children's learning. Led by our staff or by appropriately qualified and experienced experts, these opportunities enable children to develop new passions and talents, learn new or practise existing skills. Catering for all age-groups and as many interests as possible, the programme varies from term to term.

Trips, Visitors and Residential

Every trip has a purpose of introducing, inspiring or consolidating learning. This ensures that our children benefit from the experience in such a way as to question and extend either previous or future learning. A range of activities are on offer, from visiting local nature reserves and theatres to residential trips to France and many other places in between. Religious and cultural experiences encourage children to question and indulge their natural curiosity. Outdoor pursuits trips offer numerous leadership and team working skills, whilst museums and even trips into town can open up a world of learning. Throughout every opportunity, children are encouraged to visualise, experience and discuss, with every experience considered an extension of the classroom.

Monitoring Arrangements

Heads of Departments are responsible for monitoring their subject to ensure that our curriculum meets the needs of our children. This includes ensuring that resources, CPD, long term and medium-term planning are in place. Heads of Department also conduct peer observation, team teaching and training to ensure that our curriculum challenges and supports all of our children.

Linked Policies

This Policy links to the following:

- EYFS Policy
- Teaching and Learning Policy
- Assessment Policy
- Educational Support Policy
- EAL Policy
- More Able and Exceptionally Able Policy
- Marking and Feedback Policy
- Home Learning Policy
- Subject specific policies
- Accessibility Plan
- Learning for Life, SMSC, RE and RSE Policies

Reviewer	SAH
Post of Reviewer	Assistant Head Academic
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