



JUNIOR SCHOOL CURRICULUM POLICY

1. Our Vision

The Junior School curriculum at Dulwich College has been drawn up in accordance with the College aims, detailed in the Master's Mission Statement.

The College's aims are:

- To offer an academic challenge which enables each child to realise his potential
- To create an environment which promotes an independent work ethic and encourages all pupils to acquire a love of learning
- To provide a wide range of sporting, cultural and adventurous activities for pupils to enjoy and through which they can learn to work co-operatively and take a lead
- To nurture a supportive community which encourages a sense of social responsibility and spiritual and personal development
- To ensure that pupils from a variety of backgrounds can feel secure and equally valued

2. Aims and objectives

Dulwich College is one school and expectation is that the vast majority of our pupils will transfer to the Lower School at Year 7. We can therefore take the 'long view' in our curriculum provision aiming for depth and breadth that leads to a lifelong love of learning, while still ensuring pupils' achievement is high.

We aim to:

- Provide a broad, balanced curriculum that stimulates and engages our pupils, so that they enjoy their learning
- Plan and deliver a curriculum that caters for the full ability range of our pupils
- Find and use resources that stimulate and engage our pupils
- Ensure all aspects of numeracy and literacy skills are developed, to equip the pupils for the next stage of their learning, and for life
- Provide specific opportunities for free and deep learning

- Provide opportunities for pupils to develop creative, artistic, musical and sporting interests and talents
- Provide a co-curricular programme that supports, extends and enriches the curriculum
- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self-esteem and help them build positive relationships with other people
- Encourage children to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- Help children grow into courteous, reliable, independent and positive citizens
- Ensure our curriculum helps foster fundamental British values

3. Effective learning

We recognise the need to implement strategies that allow all children to develop the seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, music, interpersonal/group working, and interpersonal/reflective.

We take into account these different forms of intelligence and provide creative opportunities for all children to learn in different ways through a broad enriched curriculum.

Opportunities include:

- Investigation and problem solving
- Developing research and study skills
- Working collaboratively
- Practical scientific investigations and experiments
- Opportunities for excellence and enrichment for all
- Exploring philosophical ideas and questions
- Innovative and creative use of ICT across the curriculum
- Trips, workshops and visiting speakers to support the curriculum
- Creative subjects in the curriculum including drama, dance, art and music, taught by subject specialists

- Speaking and listening activities including debates, role-play, drama and oral presentations
- Opportunities for free and deep learning beyond the normal timetable
- Participation in athletic and physical activity

Pupils learn best when they:

- Feel that they are in a safe environment where they feel comfortable, confident and safe
- Know that they will be listened to and that their opinions are valued
- Understand clearly what they are trying to learn and what is expected of them
- Are fully involved in what they are learning and so remained focused
- Are motivated to aim high, try hard and so achieve high standards

4. Effective teaching

When teaching, the focus is on providing a range of high-quality learning opportunities for our children to enable rapid progress and maximum achievement. To enable this staff:

- Prepare lessons thoroughly
- Work effectively as a team
- Build upon children's prior knowledge, skills and levels of attainment
- Cater for all pupils' learning profiles
- Have high expectations of pupils' effort and achievement
- Use assessment data to inform teaching and track progress
- Deliver lessons where understanding is developed through active, practical and first-hand experiences
- Challenge, extend, surprise and engage

AFL strategies

Teachers use AFL strategies and in doing so they:

- Share learning objectives and ensure that these are understood by the children
- 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 children's work
- Set targets with the pupils

5. Classroom management

Each of our teachers makes a special effort to establish good working relationships with all children in the class.

We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities.

We use the language of choice and consequence to help pupils make the right decisions.

We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general.

We ensure that all tasks and activities that the children do are safe. Risk assessment is in place for all activities on site and is always created for any new or off-site activities.

When we plan to take children out of school, we first inform parents and obtain their permission.

We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children but generally they work with small groups.

Our classrooms are creative learning environments:

- Displays related to different areas of the curriculum are changed regularly to reflect current learning.
- We ensure that all children have the opportunity to display their work during the year.
- We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

All our teachers reflect on their practice and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

Our core values are at the heart of the school. Staff and pupils refer to the core values often and regard them as the basis for our ethos.

6. Monitoring effective planning and delivery of the Curriculum

- Assessment data is analysed by the Deputy Head Academic to monitor the progress of different cohorts, and this information is fed back to staff to inform planning.
- All subjects are planned thoroughly. Staff work as a team from the medium-term plans to ensure parity across the year group. All plans are reviewed and updated regularly.
- The SMT organise regular lesson observations, and work scrutiny followed by feedback to staff.
- The SMT and the subject co-ordinators keep up to date with curriculum development and government initiatives.
- Subject coordinators update plans, suggest new topics and find new resources accordingly.
- Subject coordinators write subject development plans annually and update subject policies every two years.
- Year Group Coordinators oversee the weekly planning and organisation of activities, across the year group. A Year Group meeting is timetabled each week for this purpose.
- The Deputy Head Academic checks that record keeping is thorough and up to date.
- 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, work scrutiny and learn from one another.
- NQTs are very well supported through the statutory induction programme by an induction tutor.
- New staff are very well supported through a comprehensive induction programme.
- The Learning Support Team screen pupils for potential learning difficulties, advises parents and staff on next steps, produces Learning Profiles for those who have difficulties and gives staff support and guidance on strategies for supporting pupils in the classroom.

7. Organisation, timetabling and balance of curriculum provision.

From September 2018 the structure of the Junior School day is as follows:

Time	Lesson
08:25 - 08:35	Registration
08:35 - 08:55	Assembly
08:55 - 09:50	P1
09:50 - 10:45	P2
10:45 - 11:10	Break
11:10 - 12:05	P3
12:05 - 12:35	LUNCH
12:40 - 13:35	P4
13:35 - 14:15	Break / Clubs
14:15- 14:25	Registration
14:25 - 14:50	P5a
14:50 - 15:45	P5
15:45	End of school
16:00 – 17:00	HW /After School Clubs
17:00 -18:00	After School Care

Period allocation

There are three Forms in each of Years 3 to 6. The table below shows the time allocation for each subject. Each period is 55 minutes long. There are three Forms in each of Years 3 to 6. The Junior School timetable is a weekly timetable of 5x 55 minute and 1x25 minute periods per day. All subjects are taught continuously throughout the year, with the exception of the carousels (see below). For clarity, 0.5 refers to one of the 25 minute periods per day. These are named 5a on the timetable and take place from 2:25 to 2:50 pm.

	ENGLISH	MATHS	WELLBEING & CITIZENSHIP	FRENCH	HISTORY	GEOGRAPHY	COMPUTING	SCIENCE	ART	D.T.	GAMES	P.E.	R.S.	PHILOSOPHY/ C. AFFAIRS	STRINGS/BRASS	DRAM	DANCE	FORM PERIOD/READING	MUSIC
Y3	5	5	1	1	1	1	1	2	1	1	2	1	0.6	0.6	0.6	4	1.5		
Y4	5	5	1	1	1	1	1	2	1	1	2	1	0.6	0.6	0.6	3	1.5		
Y5	5	5	1	1	1	1	1	2	1	1	2	1	1	0.5	0	1.0	2	1.5	
Y6	5	5	1	1	1	1	1	3	1	1	2	1	1	0.5	0	1.0	0.5	1.5	

Carousels

- Years 3 and 4: R.S. Drama/Dance and the strings and brass lessons are taught in a carousel across two timetabled periods (P1 and P 2) throughout the year. Years 3 and 4: Drama/Dance is taught on a half termly carousel. Philosophy replaces R.S. in the Summer Term
- Years 5 and 6: Drama/Dance are taught in half termly blocks to ensure equal coverage of both subjects. R.S. is taught continuously throughout the year for one timetabled period a week. Philosophy is taught for 25 minutes per week on a carousel with current affairs.
- Early morning form periods vary from week to week as they are on a carousel on Wednesday with House Meetings and Thursday with Form Assemblies for parents. (These are not included in the period allocation grid above.)
- Form periods in P5A are used both for pastoral time- and for extra reading sessions (Years 3 to 5)

Timetabling Rationale

- Maths and English have the most curriculum time to ensure that the core subjects are given the highest priority.
- Many subjects are taught in fully equipped purpose-built facilities. These include Music, Science, Computing, Art, DT, PE, Games and Swimming.
- Year 3 pupils spend much of their day with their Form Tutors who will generally teach them for the majority of academic subjects. This gradually changes over the four years in the Junior School. Pupils in Year 6 can expect to be taught by some teachers with a particular subject specialism in readiness for Year 7. Subject specialists teach Music, Art and DT, French, PE, Games and Dance, throughout the Junior School.
- Mathematics: In Year 3 and Year 4 the pupils are taught in mixed ability groups generally by their own Form Tutor. In Years 5 and 6 the pupils are taught in ability sets for Mathematics. There are four sets in both year groups. Setting is fluid and pupils may move sets. Extension groups are provided by the Head of Junior School, periodically, in all year groups. Support is provided by teaching assistants.
- In Years 3 to 5 English is taught in mixed ability classes, generally by the Form Tutor. In Year 6 pupils are taught in Forms for three lessons a week and sets for two. This is to facilitate exam preparation for the Entrance Exam to The Lower School. It enables those pupils who are aiming for scholarships to work at a faster pace while providing support for those who may find the exam more challenging. Four sets are provided for this purpose.

8. Resources

The Junior School has a generous budget and is very well resourced. The Head of Junior School has control of the budget. It is the responsibility of Subject and Year Group Co-ordinators to source and order new materials, with the Head of Junior School's permission.

9. Curriculum planning

Our curriculum is based on the National Curriculum but is adapted to suit our pupil profile and give the pupils the best educational experience possible.

We keep abreast of educational reform and consider new initiatives, adopting those we feel will enhance our curriculum.

Each subject has a development plan that is reviewed and updated in line with the school development plan, annually. Subject policies are reviewed every two years. Plans are reviewed and updated regularly in line with subject development.

Major curriculum initiatives are detailed in the Junior School development plan.

Schemes of work

- Mathematics: For September 2018 our schemes of work have been revised and rewritten by the Maths Coordinator to ensure we have a scheme tailored to the academic profile of our pupils. This has been created in-house and draws on a large number of resources including: The White Rose, MyMaths and Abacus Evolve. The pupils work on the materials a year ahead of their chronological age for much of the time.
- English- the core scheme for Years 3 and 4 is the published scheme Wordsmith. In Years 5 and 6 the schemes of work have been created by the English specialists in the Junior School. Much of the focus is on reading whole books and basing much of our work on these. All year groups follow a spelling scheme, and a structured grammar programme.
- In all other subjects the schemes of work are based on the National Curriculum, adapted for our pupils' learning profiles. We use a wide range of materials and resources that are updated regularly.

Long term planning

This provides teachers with a brief overview of the topics to be covered each term.

Medium term planning

These are detailed plans for every subject. Medium Term plans are common to the Year group and all staff work from them.

Short term planning

Teachers plan and organise their teaching on a weekly basis. Each year group has a weekly planning meeting to facilitate this. The Year group co-ordinator leads the planning meetings and ensures the Year group plans effectively and works together, particularly in the core subjects. However, planning incorporates some flexibility to take into account the differing academic profile of specific groups of children. For example, some groups will inevitably work more quickly than others and this has to be catered for in the short-term planning and delivery of the curriculum. Teachers adjust their weekly and daily plans to take this into account.

10. Assessment

Assessment is an integral part of teaching and learning. Our assessments are rigorous and robust and provide formative, summative and diagnostic feedback. Formative assessment takes place in our daily teaching and informs short term planning. We use AFL strategies for this purpose which are firmly embedded in the Junior School. Summative assessment takes place at intervals throughout the year.

Results are analysed carefully and used to track pupils' progress, inform planning, and allocate pupils to sets. From September 2018 INCAS will be the main vehicle to track progress both for individuals and cohorts. (For further details see Assessment, Marking and Reporting Policy)

11. 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 Learning Transition Support Coordinator alongside the Head of Junior School will ensure that statutory requirements and individual needs are met. (See Learning Support Policy)

EAL

Lessons are conducted in English; where English is not the pupil's first language we are generally satisfied at the point of entry that he will be able to access our curriculum. Where occasionally, a pupil's grasp of English is a barrier to learning his needs will be assessed and extra language provision provided. EAL pupils come under the remit of the Junior School Learning Support Coordinator who will assess their needs and arrange support accordingly. (See EAL Policy)

Excellence and Enrichment

We are an inclusive school and we encourage a growth mind set. We offer a programme of Excellence and Enrichment to stimulate, challenge and extend our most able pupils, but these opportunities are often open to all 'to have a go.' Pupils are not labelled Gifted and Talented but all teachers are aware of the ablest learners in the groups they teach. Provision is made for the ablest pupils through the following:

- Ability grouping within the classroom (although pupils are often given the choice about the level of challenge they want to try)
- Ability grouping across the year group in Maths in Years 5 and 6
- Extension Maths groups taught by Dr Griffiths
- Extension English group (top set) in English in Year 6

Opportunities for Excellence and Enrichment include:

- Philosophy / current affairs lessons
- Challenges, investigations and problem solving.
- Open ended activities and projects involving research to promote independent thinking, deep learning and the opportunity for pupils to extend their own learning.
- From January 2018 a post exam curriculum for Y6. This comprises cross curricular learning on a theme. The pupils also undertake an individual research project to culminate in the 'Great Exhibition', at the end of the year, on Founder's Day.

- The annual Symposium with JAPS (the prep school of James Allen's Girls' School) which provides a day of free and extended learning beyond the normal curriculum.
- Participation in the free learning days, provided by the Senior School, which focus in turn on different areas of learning e.g. Dulwich Creative, linguistic, scientific, political.
- 2019 Olympiad.
- A Shakespeare week stimulated by a performance by the YSC
- Trips, visits, themed days, workshops and visiting speakers that enrich the curricular provision.

Talented

The most talented have excellent opportunities in all areas. These include:

- High levels of sports coaching from experts in their field;
- The opportunity to play in inter-school, regional and national sports competitions.
- The opportunity to compete in National and regional chess competitions.
- Maths, Science and General Knowledge Quiz Club competitions
- The opportunity for talented musicians to join orchestras, choirs and musical ensembles with boys from the Senior School so that their talents are developed to the highest possible level.
- Performance in concerts, with the talented musicians from the Senior School
- The opportunity to participate in major drama productions in the theatre in Years 3 and 6., a play in two days in Y5 and the lead in the Christmas Concert in Y4
- A huge range of co-curricular clubs.

12. Wellbeing

Wellbeing (often called PSHE) is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

Our Programme of Study has been reviewed and revised for September 2018 in line with the latest government recommendations. It aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships, and living in the wider world (including economic wellbeing and community projects).

Our scheme of work is based on The Family Links: Nurturing Programme plus PSHE Association programme of study, which is regularly updated, in line with new government initiatives.

The pupils have one lesson a week with their Form Tutor.

Each year group will also undertake a community project so that they become actively involved in 'doing something,' in addition to fund raising for charity.

13. Co-Curricular Activities

- A wide range of enrichment activities supplements the timetabled curriculum. Regular themed days, linked to the curriculum, are to be organised from 2018/9 such as a Victorian Day for Year 5. Themed weeks are generally linked into the College wide free learning weeks. Over the past few years these have included Dulwich Creative, Scientific, Linguistic and Political. In addition, we have Book Week and Anti-Bullying Week each year.
- Pupils are taken to places of interest on a regular basis. These complement the academic curriculum taught.
- Residential visits are organised annually for pupils in Years 4, 5 and 6. These help to develop teamwork, responsibility, and independence, in a very different environment to London.
- There are many opportunities for boys to develop interests and talents in Music, sport, drama, Art, Chess, and many other areas through our extensive range of clubs and the co-curricular programme that enriches the curriculum.

14. The role of parents

We believe that parents have a fundamental role in supporting their children in school. Parents are actively encouraged to support their sons at every available opportunity. They are encouraged to support their sons at home with prep and become involved in their son's reading. The library is open to parents after school to enable parents to ask the librarian for advice on how to help support their son's reading. Parents are always welcome to make an appointment to come into Junior School to discuss any concerns.

In addition, we aim to inform and involve parents through the following:

- Providing staff e mail addresses for parents
- Encouraging the use of the Prep Diary
- Weekly newsletters
- The Handbook for Parents, updated annually
- A curriculum handbook for each year group

- A curriculum and social evening in the first half of the Michaelmas Term for each year group.
- Parents' Evenings twice a year.
- Half term effort grades and end of term effort and attainment grades shared with parents
- A written report on Maths and English at the end of the Michaelmas Term.
- A full written report on all subjects at the end of the Summer Term.
- An induction evening for new parents in June.
- Transition information and meetings for Year 6 Parents about transition to Year 7
- The Masters' Forum- an opportunity to ask questions
- Speech Day at the end of the year

15. Monitoring and review: How do we know how successful we are?

- Children feel confident, have high self-esteem, and enthusiasm, to enable them to become lifelong learners
- Assessment data shows attainment is high, well above national average.
- Classroom observations by SMT show policy is being implemented by staff
- All lesson observations are graded at least 'Good' or better, throughout the school. The proportion graded 'excellent' on SMT lesson observations has risen significantly over the last three years.
- Work scrutiny confirms high standards, variety of task, stimulating resources and thorough marking according to the school marking policy
- Indication of effective professional development through effective provision and uptake of INSET and reflections during appraisal.
- NQTs and new colleagues are supported through effective induction.
- Parent feedback is positive and supportive of the school's curriculum provision, teaching and learning. (The Year 6 parents exit survey, which has now been conducted for three years, shows the proportion of responses in the 'excellent' category growing steadily.)
- Pupils from the Junior School are awarded scholarships to Year 7 each year.
- Statistics show that boys who have been through the Junior School achieve highly in public examinations at GCSE and A Level.

16. Related documents

This policy should be read in conjunction with:

- Assessment, Marking and Reporting Policy
- The Gifted and Talented Policy
- The Learning Support Policy
- The Co-Curricular Policy
- The Well-being Policy
- The Excellence and Enrichment Policy
- Wellbeing scheme of work