



St. Lawrence College
The British School in Greece

Junior School Curriculum Policy

Our school is one community, united in our respect for each other, tolerant of differences and proud of our diversity, honest and positive about our learning and behaviour every day.

Issued: October 2018

To be reviewed: October 2020

To be distributed to: Staff, Parents & Visitors via school website



At St. Lawrence College Junior School, our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

Our curriculum is based on the Cambridge Primary Programme for the core subjects of English, Maths and Science, the September 2014 National Curriculum for Key Stages 1&2 and the Early Years 2012 Framework for Nursery and Reception.

We are committed to developing the whole child and our pupils will have ample opportunities to be creative, to be physically active and to be academically challenged. We are continually reviewing the curriculum we offer our pupils. The curriculum at St. Lawrence College Junior School is evolving according to the needs of our pupils and to the aspirations of the staff and the school community.

Introduction

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the curriculum guarantees we as a school provide to develop the independence and responsibility of all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

Values

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.

We value the spiritual and oral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community.



We organise our curriculum so that we promote co-operation and understanding between all members of our community.

We use the community to enrich the curriculum.

We value the rights enjoyed by each person in our society.

We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through termly curriculum plans, newsletters, homework and assemblies and are positively encouraged to become involved.

Aims

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability.
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- To promote a positive attitude towards learning, so that children enjoy coming to school, acquire a solid basis for lifelong learning and aspire to do so.
- To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to take challenge in their learning.
- To develop pupils resilience in a happy and safe learning environment.
- To ensure that each child's education has continuity and progression.
- To enable children to contribute positively within a culturally diverse society.



- To enable all children to have respect for themselves and others and work cooperatively with others.
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process;
- To deliver a curriculum that encourages respect for the environment and society.

At St, Lawrence College we aim to develop pupils who are successful, confident and responsible and as a result of the curriculum offered at St. Lawrence College Junior School and Early Years, the children will, at a level appropriate to their age and ability, be able to be:

Successful – by acquiring skills to be:

- Creative thinkers;
- Problem solvers;
- Good question askers and learn by their mistakes;
- Good collaborators;
- Secure in their knowledge from the world and how it is shaped;
- Motivated to learn.

Confident – by having a secure:

- Sense of identity;
- Good relationships with all members of their community;
- Emotional awareness;
- Knowledge of right and wrong;
- Understanding of organizational skills;
- Awareness of a healthy lifestyle;
- Understanding of risk awareness;
- Understanding of how to develop their strengths, talents and ambitions;
- Confidence and willingness to try new things.

Responsible – by developing their ability to be:

- Well prepared for life and work;
- Enterprising;
- Able to respect others and understand their own and others' cultures and traditions;



- Able to understand what it means to be British and will appreciate diversity;
- Able to challenge injustice;
- Recognising how to sustain and improve the environment;
- Able to try to change things for the better.

Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those that our teachers write on a weekly basis.

In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

At Key Stage 2 the curriculum is integrated as much as possible. A child may concentrate for equal amounts of time on topics in both history and geography. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the Junior School SEN Policy in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.



If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

The Foundation Stage

The curriculum that we teach in the Nursery and Reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the six areas of learning: personal, social and emotional development; communication – language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Foundation and Reception classes builds on the experiences of the children in their pre-school learning.

During the children's first term in school, their teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child. We are well aware that all children need the support of parents and teachers to make good progress in school.

We strive to build positive links with the parents of each child by having a carefully planned induction process and frequently inviting parents into school. This relationship is nurtured throughout their time in Foundation Stage and onto KS1.

Key Skills

The following skills have been deemed "key skills" in the revised National Curriculum:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem-solving



We strive to develop these skills across the curriculum.

The Role of the Head of Key Stage

The role of the Head of each key stage (Early Years, KS1 and KS2) is to:

- Provide a strategic lead and direction for the key stage;
- Support and offer advice to colleagues on issues related to the key stage;
- Monitor pupil progress in that key stage;
- Provide efficient resource management for the key stage.

It is the role of Head of Key Stage to keep up to date with developments in their key stage. They review the way the subjects are taught in the school and plan for improvement. This development planning links to whole-school objectives. Each Head of Key Stage reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Enrichment Activities

We are committed to developing the whole child. We extend the curriculum by offering enrichment activities, extracurricular clubs, educational excursions, visitors from outside agencies and assemblies on a weekly basis.

Monitoring and Review

The Headteacher is responsible for monitoring the way the school curriculum is implemented. It is monitored through planning, classroom observation, and liaising with the school management team.