

KIRKHAM GRAMMAR JUNIOR, INFANT AND PRE-SCHOOL

POLICY DOCUMENT

CURRICULUM & CO-CURRICULAR ACTIVITIES

Policy number: 40	Originating date: November 2004	Date last reviewed: March 2021	Next review: March 2024
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Kirkham Grammar Junior, Infant and Pre-School aims to provide a curriculum for all its pupils, which offers breadth, balance, relevance, differentiation and progression.

The curriculum is designed to help all students fulfil their individual academic potential and exploit their talents to the full, preparing them for the challenges that await them in Senior School and beyond. The school aims to blend the strength of a traditional core with the opportunity for innovation and creativity. The school not only recognises the importance of allowing students to flourish academically but also embraces a wider role beyond the formal curriculum ensuring that British values are promoted to all our pupils. These values are reinforced in a pervasive manner and permeate the school community.

The school curriculum will:

- shadow the National Curriculum at Key Stages 1 and 2 and follow the Early Years Foundation Stage;
- seek to offer appropriate choices which reflect the needs and interests of each pupil;
- incorporate regular assessment and reporting as detailed separately in policies related to reporting and assessment;
- allow for differentiation by the use of appropriate teaching styles and methods;
- cater for pupils with special needs as detailed separately in the school's Special Educational Needs Policy;
- allow pupils to develop morally and spiritually as detailed separately in the school's Personal, Social, Health and Economic Education Policy.
- The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school aims to:

Ensure that all pupils reach their potential through:

- An emphasis on linguistics, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Providing a curriculum that is relevant to all pupils.
- Identifying particular needs and providing resources to address them, including appropriate challenge for all pupils irrespective of strengths and areas for development.
- Recognising and valuing the different talents of pupils.
- Creating a stimulating environment which celebrates pupil achievements and encourages excellence.
- Providing suitable resources to enable staff to deliver the curriculum in the most effective way.

Develop assessment and monitoring strategies which inform planning and ensure pupils make good progress through:

- Insisting on high standards of work
- Involving pupils in assessment and evaluation of their work
- Using assessment to plan future learning
- Ensuring progress and attainment is monitored continually
- Keeping parents/carers fully informed of achievements and any necessary additional support or extension required.

These aims are embedded in the school's commitment to provide equality of opportunity for all pupils regardless of race, creed or gender through:

- Providing a school which recognises and values the contributions of all pupils.
- Developing strong links with the school community and actively seeking to involve them in the life of the school.
- Tackling incidents of bad behaviour or bullying as they occur.

ROLES AND RESPONSIBILITIES

The **Governing Body** will ensure that:

- progress towards annual targets is monitored;
- parents/carers receive timely reports on the progress of their child against clearly defined expectations;
- it participates actively in decision making about the breadth and balance of the curriculum through the governor's Curriculum and Pupil Affairs (CPA) Committee.

The **Headmistress** and **SLT** will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening) and the use of information and communication technology;
- the amount of time provided for teaching the curriculum is adequate;
- the procedures for assessment meet all legal requirements, and pupils (and their parents/carers) receive regular information to show how much progress the pupils are making and what is required to help them to improve;
- members of staff understand that political issues must be presented to pupils in a balanced way.

Teaching staff will ensure that the school curriculum is implemented in accordance with this policy.

Full details of the curriculum are contained in Appendix 1. This document is liable to amendment on an annual basis and is, therefore, not part of the policy.

Development of the curriculum in the light of national and school initiatives and priorities are discussed within the Senior Leadership Team on a regular basis, prior to implementation.

CO-CURRICULAR ACTIVITIES

In line with its holistic vision, Kirkham Grammar Junior, Infant & Pre-School offers a broad programme of co-curricular activities in order to develop the whole person.

AIMS:

Kirkham Grammar Junior, Infant & Pre-School aims to educate the whole person:

- to appreciate the world of knowledge beyond the classroom
- to develop pupils' interests and enthusiasm
- to practice skills and extend skills learned within the teaching day

- to help develop a critical and engaging mind
- to learn social skills
- to lay the foundation for future recreation and skills as an adult
- to encourage the spirituality of the whole person
- to encourage self-confidence and leadership skills
- to develop teamwork and healthy competition
- to encourage pupils to become participators

CLUBS AND CO-CURRICULAR ACTIVITIES

Co-Curricular activities change from term to term; however, the following provides an example of those available:

ICT	Multi-Sports	Gardening
Infant Hockey	Baking	Young Engineers
Drama	Design Technology	Coding
Short tennis	Photography	Musical Theatre
Craft	Scooter	Mega Maths
Movie	Mindfulness	Stay & Play

THE HOUSE SYSTEM

The House System functions to encourage vertical grouping of pupils and their active participation in co-curricular activities, seeking to provide all pupils with the opportunity to experience success by putting their talents and energies to good use. There are four houses – Birley, Clifton, Colborne and Drapers.

MUSIC

Co-curricular musical opportunities include the School choir, Vocal Ensemble, Infant Ensemble and School Ensemble. Highlights include:

- The school has been represented at major music festivals in the North West.
- House Music Competition.
- All pupils take part in a Carol Concert at Christmas.
- The School holds the Platinum Sing Up Award and is a member of NODA. A musical is performed on a biennial basis.
- A Performing Arts Evening occurs on a biennial basis.
- Pupils may compete for a music scholarship in Year 6 (J4) for the Senior School.
- The School holds the title of ‘Young Choir of the Guild’ Preston until 2032.
- Pupils assist Pear Tree School with their music.
- AJIS Choir Champions 2020.

SPORT

A full and demanding sports programme is organised for the full academic year. Pupils may compete for a sports scholarship in Year 6 (J4) for the Senior School. The school provides competitive sport for pupils aged 7-11 years in:

Athletics	Cricket	Hockey	Netball
Rugby	Swimming	Tennis	Indoor Athletics
Rounders	Cross Country		

The school enters teams into regional competitions for:

- Hockey
- Rugby
- Swimming
- Athletics
- Cricket
- Cross country

Kirkham Grammar School

Registered Charity No: 1123869 and Registered Company No: 6195985

KIRKHAM GRAMMAR
JUNIOR, INFANT AND PRE-SCHOOL

CURRICULUM

This document sets out the subjects and activities offered within the curriculum of the Junior, Infant and Pre-School at Kirkham Grammar School, and the time allocated - in the school periods - to each element.

Early Years:

The Early Years Foundation Stage (EYFS) framework covers the period from birth to five. The final year of the EYFS is the Reception year of school. The EYFS framework has four guiding principles:

- The Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The curriculum is planned to promote development in the seven areas of learning and development:

- Personal, Social and Emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Expressive Arts and Design
- Understanding of the world

We are aware of the importance of the correct play equipment for the children, in order for them to develop good social skills and an appreciation of all aspects of this country's multicultural society.

The children's progress is monitored and recorded using the following: Assessment for Learning Observation Sheets and evidence of progress records which are used to update the EYFS Pupil Profile throughout the whole key stage.

INFANT SCHOOL - KS1

Subject	Periods allocated	
	I2	I3
English	5	5
Mathematics	5	5
Science	2	2
Humanities/RE	2	2
Computing	1	1
Art	1	1
Design Technology	1	1
PE/Games	3	3
PSHE	1	1
Creative Development	2	2
Music	1	1
Library	1	1

NB: ADDITIONALLY 3 X PHONICS 9.00 – 9.15 AM

JUNIOR SCHOOL - KS2

Subject	Periods allocated			
	J1	J2	J3	J4
English	6	6	6	6
Mathematics	6	6	6	6
Science	2	2	2	2
Humanities/RE	3	3	3	3
PSHE	1	1	1	1
Computing	1	1	1	1
PE/Games	3	3	3	3
French	1	1	1	1
Arts Afternoon	2 per week on a rolling programme (encompassing Art, Design Technology, Music & Drama)			

NB: 1 X ENGLISH INCORPORATES LIBRARY