

Liss Junior School

Governing bodies are required to produce a curriculum statement annually. This replaces the requirement under the School Framework and Standards Act 1998 for a curriculum plan.

At Liss Junior School this statement sets out the principles underpinning the curriculum and reflects the school's commitment to developing all aspects of their pupils' lives.

At Liss Junior School we aim:

- To provide high quality teaching and deliver a broad, balanced, relevant curriculum.
- To provide a challenging and stimulating learning environment.
- To foster a love of learning, nurturing a work ethic within each child.
- To fully develop each child's academic potential.
- To engender good self-esteem amongst pupils.
- To maintain a caring, family ethos.
- To develop each child as a global citizen.

This is the philosophy of how we want to work and learn. These aims underpin all of the learning that takes place in our school. The five outcomes of Every Child Matters, Being Healthy, Staying Safe, Enjoying and Achieving, Economic Well Being and Making a Contribution are reflected in policies and procedures in our school.

Literacy

- We support our literacy teaching by interpreting the revised framework of the National Literacy Strategy which has been fully embraced since September 2008. We are keen to use any quality materials which will strengthen the teaching and learning in our school. We explore ways of developing literacy skills through all of the other curriculum areas. Literacy progress is monitored in termly cohort analysis meetings, regular book sweeps and moderated tasks.

Numeracy

- We support our Numeracy teaching by interpreting the revised framework of the National Numeracy Strategy, which has been fully embraced since September 2008.
- We use layered targets to focus development in identified areas of Numeracy and progress is monitored in termly cohort analysis meetings.

Science

- The science curriculum is planned on a 4 year rolling programme of topic areas. The relevant key science skills for each year group are delivered through topics.
- Science follows the QCA topic areas which ensure that all topics are met across the 4 years. The science skills for AT1 for each relevant year group are taught through these topic areas.
- Year 6 revise all areas to ensure that they are familiar with each topic for assessments towards the end of the academic year.

ICT

The planning is based on the QCA framework, which focuses on what children need to be taught in each year group. Where appropriate the ICT is integrated into our cross curricular thematic approach.

National Curriculum Foundation Subjects

- For all of our Foundation Subjects, we have developed a four year rolling programme based on the skills progression.

Religious Education

- For our RE teaching we follow the Hampshire agreed syllabus and QCA scheme of work. The areas of delivery are allocated on a 4 year cycle in

Collective Worship

- An act of collective worship is carried out daily.

PSHE

- The school has adopted SEAL (Social Emotional Aspects of Learning) as our framework for delivering PSHE. This is a progressive programme on a 2 year cycle and the learning is built on year on year.

Sex Education

We follow our sex education policy which has been set up in accordance with county and national support information.

Drugs Education

The School has a scheme of work for the delivery of Drugs education that is covered in PSHE.

Special Educational Needs

The curriculum is planned through a whole school approach to curriculum planning, taking into account progression and differentiation. The work for some children is supported by IEPs which teachers use as part of their daily planning.

Curriculum enhancement

The curriculum is enhanced by using visits and speakers whenever possible. We aim that each class should have one of these enhanced opportunities each half term.

Each year there is the opportunity for the children to enjoy some form of theatre experience.

Modern Foreign Languages

Children are taught French each week. Opportunities for language development are increased through displays and activities such as answering the register in French.

Pupil Independence

- There are opportunities for the children to take responsibilities within their class and the whole school. Each class has a group of children who have monitor roles and across the whole school children can be School Councillors, Monitors, Play leaders etc. depending on their year group.

Extended School opportunities

- The school offers a wide variety of clubs for children to participate in lunchtimes and after school. These activities change on a half termly/termly basis to ensure a wide range of activities can be offered