

## **St Edward's Junior Department Curriculum Handbook**

### **Mission Statement**

The school strives to provide an environment in which each individual pupil can enjoy the opportunity to develop talents and interests to the full within a caring Christian community built upon a firm Roman Catholic foundation so that he/she is well prepared to embark upon a satisfying, purposeful adult life. Thus we aim for all pupils to develop their maximum potential academically, personally and spiritually.

### **Aims and Objectives**

To this end, our aims and objectives are to:

- Be committed to the *Gospel* values through service to others and by promoting respect for religious and moral standards.
- Have a high expectation of every pupil's capabilities and to monitor and assess their progress to ensure they achieve their full potential.
- Instil a respect for knowledge and the means by which it may be acquired.
- Foster a real sense of community where pupils, parents and teachers are expected to play their full part.
- Encourage the highest standards of manners, behaviour and appearance.
- Organise the curriculum to ensure a broad and balanced education for all pupils.

- Provide personal and vocational guidance to assist pupils in making sound relationships and informed decisions about future opportunities.
- Maintain a full range of curricular and extra-curricular activities to extend the intellectual, physical and leisure opportunities available to our pupils.

### **Introduction**

The school provides a broad and balanced curriculum, developing the work of the children according to their age and ability with awareness of the children's individual needs, interests, abilities and disabilities and the need to provide creative expression. The school follows the framework of the National Curriculum whilst making use of the school's unique location and facilities.

### **Curriculum Objectives**

The school aims to:



Recognise the needs and talents of each pupil.



Enable the children to acquire skills and knowledge.



Encourage an enthusiastic attitude to learning and enquiring minds.



Encourage independence, initiative and self-discipline.



Provide a wide-ranging, balanced curriculum.



Develop a positive self-image in the children.



Develop the children's understanding of the world.



Develop a willingness in the children to contribute towards the well being of others.



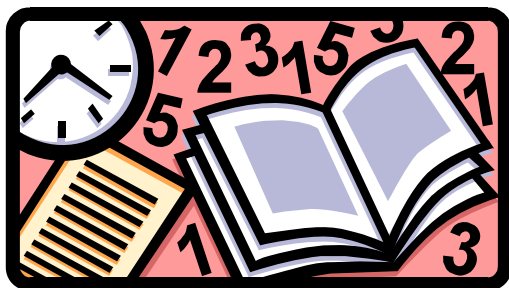
Enable the children to go forward to the next stage of their education with the appropriate knowledge, skills and confidence.

## Teaching

There are three classes in each of the Junior Year groups.

A range of teaching styles are employed as appropriate.

Children may work individually, in pairs or in groups as demanded by the needs of the subject.



## Homework

Homework is part of the broad, balanced education offered at St. Edward's. Homework is designed to enrich and develop a child's learning, reinforcing work covered in the classroom.

Homework in the Junior department encourages pupils to foster healthy study habits, standing them in good stead for their secondary education.

The homework set aims to:

1. Initiate good study habits.

2. Reinforce what has been happening in class.
3. Be suitable for the pupils' ability.

## Homework Timetable

### Year 3

First half of Autumn Term	Second half of Autumn Term	Spring Term	First half of Summer Term	Second half of Summer Term
Reading and Spellings	Reading, spellings and tables	Maths, reading, spellings and tables	Maths, reading, spellings and tables	Reading, spellings and tables + English and Maths

	Year 4	Year 5	Year 6
Time to be spent each evening	20 minutes + reading	30 minutes + reading	30 minutes + reading
Monday	Maths	Science	Maths
Tuesday	English	Maths	English
Wednesday	Free	Free	Free
Thursday	Topic from January	English	English
Friday	Spellings/tables	English	Science

Throughout the Junior Department pupils are expected to read every night.

## Parental support

### Timing

Parents are advised that exact timing for a piece of work depends a great deal on the pace at which the pupil works, their organisational skills and where the homework is carried out. If a pupil is taking much longer than the allotted time, parents are encouraged to write accordingly in the homework diary and 'sign off', even if the exercise is not completed.

### Parents who wish extra work

The curriculum in the classroom should be sufficient. However, if parents require more work either as preparation for tests or

because there are gaps in the child's knowledge, then this is an individual arrangement between parent and teacher and is not strictly homework

### Marking of Homework

Homework is marked and returned promptly to pupils. If a pupil is unable to complete homework and has a satisfactory explanation, they need not complete the work unless they request to do so. Where it has been found that homework has deliberately not been completed or it is not satisfactory, then the teacher may insist that it is completed during the child's 'free' time.

### **Homework Diaries**

The homework diary is an important link between home and school.

Children record their homework into their diaries. Parents are asked to sign the diary as a record that children have completed their work.

### **Reading**

Children are expected to read every day. Children fill in a reading diary to record their reading. Parents are asked to sign the card every day to confirm a record of the child's reading.

### **Setting**

Children are set for Mathematics in Years 3, 4, 5 and 6.

During the first term of Year 3 children are taught by their class teachers for Maths and English, and work is differentiated to suit each child's individual needs. During this term children will sit two tests and these along with teacher assessment will provide information to set the children in the spring term.

Children are set for English in Years 5 and 6 into four sets. At the end of Year 4 they are set using data from the NFER English Progress tests and the national Year 4 Optional

Tests along with teacher assessment. These same setting tools are used to make changes to sets during Years 5 and 6.

Children are set for Science in Years 5 and 6 into four sets. During the course of the year they take a number of end of topic tests, these along with teacher assessment and reference to the children's English and Maths ability are used to divide the children into sets.

The progress of children within each set is closely monitored with moves between sets being carried out where appropriate.

Parents are informed of a set change for their children either verbally or in writing.

### **Marking Policy**

- Spelling error- teacher generally corrects over or near child's writing. Generally all spelling errors will be corrected unless this would not be of benefit to the child. If some errors are left uncorrected, the child will be made aware of this. Certain errors will be underlined by the teacher and then written underneath the piece of work for the child to repeat. Children will write some words again by the 'look, say, cover, write' method.
- Grammatical errors will be corrected onto the child's work.
- // will mark a new paragraph.
- A comment in the margin will be used to indicate that a passage of writing is not clear.

Children's writing will be marked in any colour that stands out from their work.

## **Presentation Policy**

All pupils are expected to present their work with as much care as they can. Every piece of work that is done should be as neat and legible as possible.

## **Work in Exercise Books**

### **Pupils are asked to:**

- Give each piece of work a title and date.
- Underline the date and title.
- Cross out neatly with a ruler if using pen, use a rubber if using pencil. (ink eraser can be used, but use of Tippex not allowed)
- Use cartridge ink pens or roller balls. (Children use pencil where appropriate in Years 3 and 4)
- Use coloured pencils not felt-tipped pens.

## **Equipment**

Children will need the following equipment for all lessons in the Junior Department:

- A pen
- A pencil
- A rubber
- A ruler
- A sharpener
- Coloured pencils
- A spare cartridge if necessary

## **Resources**

Teaching shall utilise effectively classroom resources of an adequate quality, quantity and range.

## **Rewards**

Children regularly receive house points for producing good work and doing their best. Star awards are given out for particularly good pieces of work or long-term effort. Children receive a leaf for the 'Tree of Praise' for good work or good

deeds and a Headmaster's award for particularly good work or behaviour.

### **Cross-curricular Links**

There are numerous cross-curricular links within the timetable. In Drama children carry out role-play reflecting various areas of the curriculum. PSHE, as well as being a separate subject, is integrated into many areas of the curriculum. In Art children regularly produce work that is linked to their History and Geography topics. ICT is used to support all areas of the curriculum.

### **School Visits**

Children regularly make school visits. These include trips by all year groups to the Cheltenham Festival of Literature and a range of visits to support learning in the classroom. These include trips by Year 5 to Hampton Court, Year 6 to the *Black Country Museum* and Year 4 to Northleach.

Annual residential trips are carried out in Years 4, 5 and 6. Year 4 have three days away in Shropshire, Year 5 have a week of activities in Torquay and Year 6 have a week's trip to France.



### **Staffing**

#### **Form Teachers**

There are three classes in each of the Junior Year groups. Each class has a form teacher who has class pastoral responsibility. There are then subject specialist teachers for:

Music, Games, Physical Education, ICT, Music, Drama, Art and French. Each form teacher will teach their class for a proportion of their timetable and will also have commitments with other classes and year groups.

### **Assessment**

The school's teaching demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress.

Purposes for assessment include:

- Checking that the pupils have learnt the main teaching points for the concept or topic.
- Finding out whether the pupils are ready to move on to the next activity.
- Comparing pupils' work with national standards.
- Being able to report to parents.
- Gathering information for setting pupils.

Assessments carried out in the Junior Department include:

- **CAT tests Years 4-6 (annually September).**
- Regular spelling tests (generally weekly)
- Stories marked using the English story writing scheme.
- Senior School Entry Exam Year 6 (November)
- **NFER Progress Test Years 3-6 (annually March)**
- **NFER Reading Age Tests Years 3-6 (twice a year- September and June).**
- **NFER Spelling Age Tests Years 3-6 (twice a year- September and June).**
- **QCA Optional Key Stage 2 Tests (tests set by the government for use in all schools) Years 3-6 (May)**
- Regular topic Science Tests Years 3-6.
- Science Key Stage 2 Tests- Year 6 Tests carried out in Year 5.
- Maths end of topic 'check ups'.
- Regular Maths mental tests (generally weekly)

## **Secondary Education**

Generally, well over half of the Junior School's pupils progress to St Edward's Senior School for their secondary education. Many children obtain places at Gloucester Grammar schools and Pate's Grammar School in Cheltenham. Individual children continue their education at a wide range of both local and national schools.

## **Problem solving Club**

For the last half term of Year 5 and the first half term of Year 6 pupils will be offered a Problem Solving club. This will focus on verbal reasoning activities and examination techniques. The club will be mainly aimed at children applying to local Grammar Schools. The club will be divided into two groups: one group will run on a Monday after school and one on a Friday after school for one hour.

## **Parental Involvement**

Parents are encouraged to contact their child's form teacher to discuss any academic or pastoral concerns. Regular letters are sent home to parents, giving information on the curriculum covered and listing ways in which parents can support their child's learning. Support can include:

- Sharing expertise
- Home/school diaries
- Involvement in homework
- Participation in school celebrations
- Open day

## **Reporting**

Parents receive a written report of their child's progress twice a year. A brief report is sent out at the end of the autumn term and a full report at the end of the Summer term. Parents are invited to attend formal consultation evenings in both the Autumn and Spring terms.

## Parental Support



### How you can help at home?

#### English

- Encourage your child to use a dictionary to check words.  
Encourage them to re-read what has been written.
- Encourage your child to read as widely as possible.  
Encourage reading of a range of genres.
- Join and use a local library.
- Encourage awareness of current affairs e.g. through reading a newspaper or watching television news.
- Encourage learning of set spellings.
- Encourage neat presentation and joining of handwriting.

#### Maths

- Encourage speed in mental arithmetic by involving your child in everyday maths problems e.g. estimating journeys, food bills etc.
- Encourage recognition of shapes and symmetry in everyday objects.
- Encourage regular practise of 'times tables'.
- Encourage reading of various scales around the home.

#### Science

- Encourage your child to talk about what they have learnt in their lessons.
- Discuss why certain materials are used around the home.

#### Geography

- Encourage watching of children's news programmes. Use an atlas to look up countries mentioned.
- Discuss where foods we eat have originated.

### History

- Encourage use of reference books for research. The BBC websites are also useful for children's research.
- Visit local and national places of historical interest.

### Physical Education

- Encourage participation in ball games at home.
- Encourage participation in after-school clubs.
- Visit professional sporting venues to watch matches.

### Special Needs

Every effort is made to meet the particular needs of all children. The school endeavours to give all pupils every opportunity to achieve their potential. A Learning Support Worker will support children in the classroom who are experiencing difficulty.

Children of above average ability will receive a differentiated curriculum that is relevant to their needs.

### Equal Opportunities

The school is committed to equal opportunities, in respect to gender, religion, ethnic origin and disability. Positive measures are taken to combat prejudice and discrimination of any form. All children are given full access to the school academic curriculum and the school's wider curriculum. The school is aware of recent legislation concerning those with disabilities and ensures that statutory obligations are met.

## **Behaviour**

Teaching at the school will utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly.

## **Infant- Junior-Senior liaison**

Regular meetings are conducted with the Infant core co-ordinators and Senior School Heads of Department to ensure a smooth transition between departments.

## **ICT**

The school has a well-resourced ICT suite, containing twenty-four computers. The library has a further ICT area containing twelve computers. Each classroom has a further individual computer. All computers are networked. Children across the school receive two ICT lessons a week and then use ICT as a tool in all curriculum areas.

## **Involvement in the wider community**

The school seeks involvement with the local community. This is achieved through relationships with other schools, local churches and institutions such as 'Nazareth House'. The school has raised money for a number of local charities including 'Winston's Wish' and 'Cloud Nine'. Fund-raising for charity is a feature of school life with 'bring-and-buy' sales and sponsored events taking place regularly.

The school aims to educate children about the wider world and the issues it faces. This is seen through work on environmental education and involvement with Educaid, a charity providing schooling in Sierra Leone.

## **Social, environmental and cultural understanding**

The school aims to help the pupils understand the world in which they live; to appreciate their environment and their individuality, and to develop awareness of their dependence and interdependence with other groups of nations. The respect for others' individuality and the caring for one another are the bases upon which School discipline and standards of behaviour are founded.



## **Year 6**

By the end of Year 6 it is expected that children will:

- Be literate, numerate and articulate.
- Have acquired understanding, knowledge and skills relevant to life outside school.
- Have developed lively, enquiring minds and the ability to question and argue rationally.
- Find pleasure in learning and to experience success.
- Have developed personal moral values, respect for religious values and to develop an understanding of other races, beliefs and ways of life.
- Understand the world in which they live and the interdependence of individuals, groups and nations.
- Have developed creativity and aesthetic awareness.
- Value human achievements and aspirations.
- Have the skills to participate in a range of sporting activities.



## Lesson Allocation

Year	English	Maths	Science	Geog	Hist	IT	Fr	RE	Art	Music	Games	PE	L	Drama	Tech	PSHE	PS
3	9	9	2	2	2	2	2	2	3	2	2	2	1	1	2	1	0
4	8	9	3	2	2	2	2	2	3	2	3	2	1	1	2	1	0
5	8	8	4	2	2	2	3	1	3	2	3	2	0	1	2	1	1
6	9	8	3	2	2	2	3	2	3	2	3	2	0	1	2	1	0

**L= Library**

**PS= Problem solving**

**Fr= French**

Each lesson has a duration of thirty five minutes.



