



The British School of Paris Junior School

Curriculum Policy

This policy applies equally to the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 as taught in the Junior School.

Aims

In line with the school's overall 'Philosophy and Aims', the British School of Paris aims to provide a broad and stimulating curriculum which challenges every pupil throughout the whole school, encourages intellectual curiosity and independence and prepares the way for lifelong learning.

We aim to create a rich and stimulating environment where pupils feel confident, have a love of learning and aim to achieve high standards. Pupils are enabled to acquire skills in speaking and listening, literacy and numeracy in all aspects of the curriculum.

We aim to provide pupils with a curriculum for the 21st century and endeavour to foster independent learners who are confident in the use of new technology, have the skills to access knowledge and develop their practical and problem solving skills.

The school's curriculum follows relevant statutory requirements and National Curriculum guidelines in relation to content. While the National Curriculum influences our work, we take full advantage of our independence to provide wide ranging and stimulating experiences for our children.

Curriculum Provision and Time Allocation

We aim to ensure that our curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social physical, and aesthetic and creative education.

The school provides subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement.

The Early Years curriculum is based on the individual needs of the child and follows the six areas of learning of the EYFS. French is an integral part of the daily programme.

The table below lists the subjects taught in Years 1 to 6 and how much time is allocated to each subject:

Key Stage 1 – Curriculum

Subject	Hours
Literacy	5.5
Numeracy	4
ICT	0.75
French	2.5
Science	1.5
History	1.5
Geography	
Design & Technology	1.5
Art	
PSHE	0.5
Music	1
PE	1.5
Assembly	1
Library	0.5

Key Stage 2 – Curriculum

Subject	Hours
Literacy	5
Numeracy	4.5
ICT	1
French	2.5
Science	2
History	1.5
Geography	
Design & Technology	1.5
Art	
PSHE	0.5
Music	1
PE	1.5
Assembly	1
Library	0.5

The school provides personal, social and health education which reflects the school's aims and ethos. PSHE plays an important part in the development of the pupils as well rounded and happy individuals. Although PSHE lessons are allocated a specific time slot on the time-table, we recognise that PSHE is very much a cross-curricular subject and valued in all areas of school life.

During PSHE time we encourage pupils to discuss issues that not only relate to themselves but also wider issues that will develop their knowledge and understanding of the world in which they live. Our programme is designed to provide adequate preparation of our pupils for the opportunities, responsibilities and experiences of adult life.
For details, please refer to the school's scheme of work for PSHE.

English as an Additional Language

Those children for whom English is an additional language receive additional support as necessary.
More information regarding EAL provision is available on the school's website in the 'Policies & Documents' section.

Enrichment and Extension of the Curriculum

The curriculum is enriched and extended by a diverse programme of curricular and cross-curricular activities which includes intellectual, creative and sporting activities. These are viewed as an essential aspect of the school's curriculum.
For more detailed information, please refer to the Curriculum Handbooks on the school website. Hard copies are also available on request.

Field Trips

We aim to provide pupils with a wealth of first hand experiences and we place a strong emphasis on educational visits and residential trips. We aim for each year group to experience at least one educational visit per term as we believe that day trips for all year groups further enhance the curriculum and enable us to make the most of our culturally rich local environment. The school has a programme of residential visits for pupils from Year 4 to Year 6, with the aim of increasing the pupils' educational experiences and developing their independence.

Homework

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. It encourages pupils to develop the habit of independent study and promotes application and self-discipline. It also presents a regular opportunity to reinforce skills which have been learnt in the classroom. Homework has a valuable role to play in involving parents in their children's learning, allowing them to show interest and give support where necessary.
Please see the Junior School Homework Policy

Differentiation

A variety of differing teaching and learning methods and materials is used in all subjects to suit pupils' differing needs and ensure that all pupils to have the opportunity to learn and make progress.
Please see the Teaching and Learning policy.

Able, Gifted & Talented

The school maintains a register of 'Able, Gifted and Talented' pupils and seeks to make all staff aware of the differing needs of such pupils. We believe that the needs of all pupils can be successfully catered for by differentiation of the curriculum and teachers find ways to 'stretch and challenge' pupils in an inclusive way.

Disabilities

In accordance with the statutory requirements, the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has a policy regarding access for pupils with disabilities (SENDA) which is on the school's website in the 'Policies & Documents' section, and available to parents on request.

Statements of Educational Needs

The school aims to ensure that children who have statements of educational needs receive an education which fulfils the requirements of their statement.
There is an annual review of each statement of educational needs conducted by the Head of SEN, in consultation with class teachers.

Learning Difficulties and/or Disabilities (LDD)

The school has an LDD policy for all pupils who may require additional educational support, including statemented pupils. This policy is available on the school's website in the 'Policies & Documents' section and should be read in conjunction with this Curriculum Policy.
Pupils who receive additional support outside the classroom have an IEP, (Individual Education Plan), written by the Head of SEN. These are reviewed regularly.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should normally discuss these in the first instance with the Achievement and Progress Leader for the relevant year group.

Reviewed November 2010