

ALS Junior School Curriculum (including EYFS)

Approved by the Headteacher: September 2025

Reviewed Annually

Next review date: September 2026

The curriculum policy outlines the educational provision within the school and should be considered in conjunction with the SEN policy, schemes of work for subjects, PSHEE policy, Learning & Teaching policy and Feedback policy

**“ Education is the most powerful weapon which you can use to change the world. ”
Nelson Mandela**

Version 1.1

Version	Date	Author	Change Made	Reasons for Revision
1.0	September 2025	MJ Head of Juniors		
1.1	February 2026	MJ & PH	EYFS incorporated into policy Updated EAL and SEN provision	Alignment of EAL & SEN support across the whole school. PH as new Deputy Head reviewing policies.

Our intent:
A curriculum that develops the happiness, confidence and skills of each pupil so they can be successful in their aspirations.

At Arnold Lodge, we are committed to providing high quality educational opportunities for all our community. We believe that every child should be happy, valued for their strengths and confident in their abilities. Our experience is that only when a pupil is happy and self-assured are they able to make the most outstanding progress in all areas.

Our focus on the happiness of children is not at the expense of academic achievement; in fact, it's the opposite – we stress the importance of wellbeing and happiness because it is the key to achievement. Our vision is based on the belief that a happy and confident child, coupled with a rich and varied curriculum, will have the necessary building blocks for future success. We nurture academic success alongside creativity and imagination throughout the school curriculum to help learners to secure the knowledge, skills and personal qualities they will need to make the world a better place for themselves and each other.

Through our curriculum, we will:

- > Provide a full-time supervised education for pupils of compulsory school age
- > ensure that pupils have experience of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education during the compulsory period of education
- > provide pupils with a broad and balanced education
- > foster pupils' creativity
- > develop essential skills in speaking and listening, numeracy, literacy and ICT, and learning skills
- > promote health and wellbeing
- > inspire a commitment to lifelong learning
- > offer all pupils the opportunity to learn and make progress, encouraging high standards
- > develop spiritual, moral, civil and social awareness (including mutual respect and tolerance of different faiths and beliefs)
- > prepare our pupils for the opportunities, responsibilities and experiences of adult life
- > take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- > ensure every child is provided with relationships education
- > effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

Successful: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

ALS Learners will:

- > Experience a rich, exciting curriculum that leaves them able to make powerful and informed choices about their future.
- > Achieve high academic standards across the whole curriculum and value each subject and skill.

Creative: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability.

ALS Learners will:

- > Experience creative teaching that makes learning engaging and allows them to think independently, be more resourceful and be confident members of the Arnold Lodge community .
- > Embrace and engage with cutting edge and unique range of opportunities both inside and outside the classroom.

Happy: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

ALS Learners will:

- > Be proud of their achievements and the progress they make and have these achievements celebrated.
- > Develop positive, secure relationships so that they can flourish and have a powerful sense of their own potential.

Section 1: The Early Years Foundation Stage

Introduction

At Arnold Lodge, we believe that every child deserves the best possible start in life in order for them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age 5 have a major impact on their future life chances. A secure safe and happy childhood is important in its own right. A strong parent partnership will provide the foundation children need to make the most of their abilities and talents as they grow up.

As children join Arnold Lodge, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.

The EYFS at Arnold Lodge is based upon the four overarching principles of the Statutory Framework for the Early Years Foundation Stage (September 2025):

1. A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. At Arnold Lodge, we recognise and celebrate every child's individuality, building on their strengths and supporting them through challenges.

2. Positive Relationships

Children learn to be strong and independent through positive relationships. Our staff build warm, trusting relationships with children and families, maintaining regular communication and working in genuine partnership with parents and carers to support each child's development.

3. Enabling Environments

The environment plays a key role in supporting and extending children's development and learning. At Arnold Lodge, we create rich, stimulating indoor and outdoor environments that respond to children's interests and needs, and that encourage curiosity, independence and creativity.

4. Learning and Development

Children develop and learn in different ways and at different rates. We recognise that all areas of learning and development are important and interconnected, and our curriculum is designed to build on children's existing knowledge and experience across all seven areas.

Curriculum Intent

"All children deserve to have an equal chance of success" (Development Matters, 2023), and as such we have a curriculum which is ambitious and progressive to provide children with the knowledge and understanding to be 'the best that they can be'. At ALS, we have a play based, child centred curriculum with a balance of child initiated and adult led learning opportunities. We base our learning around topics to fully immerse children and contextualise their learning, building upon previous experiences and deepening knowledge and understanding.

Curriculum Implementation

The EYFS framework has seven areas of learning and development that are equally important and interconnected. The three prime areas are important for igniting curiosity and enthusiasm for learning. These skills will support the child as they grow and extend their development in the specific areas.

Prime Areas	Specific Areas
Personal, Social and Emotional Development <i>Self-regulation</i> <i>Managing Self</i> <i>Building Relationships</i>	Literacy <i>Comprehension</i> <i>Word Reading</i> <i>Writing</i>
Communication and Language <i>Listening and Attention</i> <i>Speaking</i>	Mathematics <i>Number</i> <i>Number Patterns</i>
Physical Development <i>Gross motor</i> <i>Fine Motor</i>	Understanding the World <i>Past and Present</i> <i>Culture and Communities</i> <i>Natural World</i>
	Expressive Arts and Designs <i>Creating with Materials</i> <i>Being imaginative and Expressive</i>

The Characteristics of Effective Learning describe the behaviours children us to learn. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it to new situations.

Characteristics of Effective Learning		
Playing and exploring <i>Children investigate and experience things, and 'have a go'</i>	Active Learning <i>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</i>	Creating and Thinking Critically <i>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things</i>

Planning, Teaching and Learning

Children learn and develop in different ways and at different rates. We value all areas of learning and development and understand they are interconnected. We recognise that features of effective teaching and learning in the EYFS are:

- A range of approaches to provide first-hand experiences to help children make sense of their world
- the identification of the progress and future learning needs of children through observations;
- a balance of adult led and child initiated activities
- the provision for children to take part in activities that build on and extend their interests
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- appropriate and accessible indoor and outdoor space, facilities and equipment;
- forming strong partnerships with parents and/or carers

Assessment and Impact

The assessment in the EYFS is predominantly observational through spending time and having quality interactions with the children. Additional assessments include:

- The Reception Baseline Assessment (RBA), carried out within the first six weeks of a child starting Reception
- Using ongoing assessment to inform planning and maintain open, reflective communication with parents and carers. Regular updates on a child's progress and development ensure a collaborative approach to addressing learning needs, involving relevant professionals when necessary. Ongoing assessment also supports a smooth transition to Key Stage 1 by fostering dialogue between practitioners and Year 1 teachers. By observing children's interests, knowledge, and abilities, and incorporating insights from parents, practitioners create tailored learning experiences that promote each child's development.
- The Early Years Foundation Stage Profile at the end of the Reception year

Assessments will then be used to create next steps, supporting the child in deepening their current learning and development.

Transition into Reception

Before starting school, Stay and Play sessions are held. This allows children and parents to meet peers, the teaching staff and to become familiar with the classroom and school environment. Parents will also be asked to complete a questionnaire about their child and family to help us understand your child's needs in more depth.

Children will also be provided with a letter and video from school to share with their family, which can be accessed in the lead up to September.

Transition into Year 1

Transition work will begin in the Summer Term. This gives the children time to become familiar with their new class teacher and classroom, while being supported by familiar adults. Parents will also be given the chance to meet the new teacher and will receive a phone call home before term begins.

Equal Opportunities, Inclusion and Special Needs

The EYFS at Arnold Lodge is taught in accordance with the school's Equal Opportunities policy. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and our curriculum reflects this through resources, activities, role play, books, assemblies and positive images that reflect diversity and inclusion.

It is the responsibility of all staff to identify and support children with additional educational needs, including those who are high attaining. In EYFS, the primary frameworks for assessing children's development and identifying need are Development Matters (2023) and the EYFS Profile. Where a child has an Education, Health and Care (EHC) plan, provision within EYFS is shaped by the outcomes specified in that plan and planned in close partnership with parents, carers and any relevant external professionals.

For children with English as an Additional Language (EAL) in the EYFS, the primary assessment framework is Development Matters and the EYFS Profile; the Bell Foundation EAL Assessment Framework is most naturally applicable from Year 1 onwards. In Reception, staff use observational assessment and consider children's communication, language and home language knowledge to plan appropriate support. The school's diminishing support model applies from the point of entry: support is most intensive initially and is reduced as children develop confidence and independence in English. All EYFS provision for children with SEND or EAL is carried out in accordance with the school's safeguarding obligations under the EYFS Statutory Framework (September 2025) and in line with the ALS SEND Policy and ALS EAL Procedure.

Section 2: The Juniors

Mapping the journey – Intent and design

To enable the children to flourish at Arnold Lodge we have mapped out their journeys and experiences which will inspire the children to learn and grow. Our curriculum not only meets national requirements but is also uniquely developed by us to meet the needs of our pupils, our school and our local community. Gaining proficiency as a reader is key to accessing all other subject areas and therefore holds a place of priority for all children, beginning in the Early Years alongside numeracy and writing.

Our curriculum at Arnold Lodge is as rich in humanity and skills as it is in knowledge and reinforces a shared understanding of our core values. It is important to recognise here that knowledge does not always mean understanding. To understand something means having lots of well-connected, well-organised knowledge. This is why we have created a 3D curriculum that has the needs of the children at the centre and prepares them for an ever-changing world. In a rapidly changing world, education must keep up and it is important that the children are not left behind. Our curriculum is personalised around our children's needs, reflecting the backgrounds and experiences of the wide range of pupils from locally based to around the globe. It is outward-facing, setting learning in local and global contexts wherever possible; it celebrates diversity and unity and ensures that learning is relevant, purposeful and sequenced.

Building a 3D curriculum is important in order to make vertical, horizontal and diagonal links. Below is a brief explanation of each of these and how they link together to form our curriculum at Arnold Lodge.

Vertical links: 'high yield' concepts deliberately constructed within a subject that are encountered across year groups (for example, the concept of tyranny: this can be explored through meeting a 'tyrant' in Year 1 through King John (of Magna Carta fame) through to Hitler in Year 6).

Horizontal links: links between subjects, commonly known as cross-curricular, or themed (for example, invasion: in Year 4 history, the Viking invasion of England; in Year 4 science, microbes invading bodies; in Year 4 PE, invasion games).

Diagonal links: concepts connected across both year groups and across subjects (for example, in Year 3, when children learn the story of the Exodus in RE and encounter the brutality of Pharaoh, they are reminded that he is behaving like a tyrant – a term they learnt in history in Year 1).

Our team of Arnold Lodge teachers work closely across both the Junior and Senior School to share their expertise. Specialist teachers work alongside the class teacher to plan and deliver exceptional lessons. Drama, music, PE, cooking and computing are all taught by specialist teachers but still follow the class curriculum.

The journey from Nursery to Juniors

Learners begin their Arnold Lodge journey some time before they join us in Reception. Our carefully crafted transition process enables all young people to engage with the school, including its ethos, values and staff, before they arrive in the building and wear their uniform for their first day.

Transition between year groups: Launch Pad

We recognise the importance of transition, not just between Nursery and Reception or Juniors to Seniors, but between each year group. At the end of each year, we use our launch pad to prepare the children for their new class. We focus on a relevant text that shares the key messages and feelings the children may have. These may be sadness at leaving their teacher, worry about what next year will look like etc. We believe that by dedicating a week with their new teacher the transition process will be exciting and the children have the opportunity to explore the themes learners may face during transition. This may also be a time that we welcome new children into the Arnold Lodge community and friendships can be formed over the summer before returning back to school

Curriculum Structure: Upper & Lower Juniors

To ensure that pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, pupils will study the following subjects (the curriculum varies between year group so not all subjects will be necessarily taught in each year of key stage):

English (x5*)	Mathematics (x5)	Science (x1)	P.E / GAMES (x4)
Art (x1)	Drama (x1)	Food Technology (x2^)	Spanish (x1)
Geography (x1**)	History (x1**)	ICT (x1)	Music (x1)
PSHEE (x2)	Skills4Life (x1)	Design (x2^)	RE (x1)

*indicates lessons per week

**integrated as topic teaching

^half-termly roll

Section 3: Maths

“Do not worry about your difficulties in Mathematics. I can assure you mine are still greater.”

Albert Einstein

All our children at Arnold Lodge have the opportunity to experience the fun and enjoyment of learning mathematics, often practically during lively and engaging lessons, which are focused and planned to meet the needs of all learners.

Mathematics can provide learners with powerful ways to describe, analyse and change the world. Within the teaching of numeracy children can learn and enhance valuable skills such as logical reasoning, problem solving and the ability to think in abstract ways which are key to the way we look at learning as a whole at Arnold Lodge.

Throughout history many cultures have contributed to the development and understanding of mathematics. By providing the children with the skills and opportunities to develop their cognitive skills coupled with problem solving ability they will hopefully be contributing to the next stage of understanding further transcending the cultural boundaries.

The world of tomorrow will be very different from today. Major changes in new technology, population growth and the environment will necessitate that people with relevant skills and knowledge will be better equipped to adapt to this uncertain future.

It is our role at Arnold Lodge to ensure that the children are provided with not just the basic skills of mathematics, which are so vital, but also that they are challenged to pursue their own lines of enquiry further helping to develop their cognitive skills.

Our vision is to show children and adults the importance of mathematical understanding across the curriculum and how vital these skills are for life opportunities.

Section 4: English

What are your dreams for the future?

What career excites you?

What experiences do you want from life?

At the heart of whatever your hopes and dreams are, is a high standard of Literacy. Being able to read, write, speak and listen well are the keys to success in all areas of life.

At Arnold Lodge, we recognise its importance as an essential skill in enabling you to be learners for life. The knowledge, skills and understanding taught through our English curriculum can be grouped into three specific areas:

Reading, Writing & Speaking and listening.

We use the *Little Wandle* phonics program as a core part of our teaching in Reception and Year 1. In Year 1, it forms the foundation for developing essential phonics skills, while in Year 2, it supports the transition from phonics to spelling, ensuring a smooth and effective progression in literacy development.

Reading is a real strength at Arnold Lodge and is embraced across all aspects of school life and the curriculum. We will provide opportunities for you to read and access a wide variety of texts that will excite and stimulate your imagination. Each classroom is full of books for you to read and enjoy as well as texts and topic related books that we explore and analyse to gain a better understanding of the author's use of language features.

We enjoy a whole school book week across the school regularly, where we share our enjoyment of the same book from EYFS to year 6 in a variety of different ways! We want you to experience a shared love of reading with your peers, parents and teachers. We support you in your learning by setting clear objectives and learning targets which are shared and discussed with you so you have a clear understanding of what to do in order to succeed. ICT is also used across our learning in English, using our suite and laptops for reading and writing, digital literacy.

We adopt a creative approach to the teaching and learning of writing and continually make links to other curriculum areas to enhance enjoyment and understanding of the application of writing skills. At Arnold Lodge, we 'read as writers' by identifying key aspects of a text that you may wish to emulate in your own written work for a particular audience, purpose or effect. Our topic and design in English is always inspired by high-quality texts that allow pupils to access skills, texts and creativity. A high level of spelling, grammar and presentation is also expected but don't worry – we support you every step of the way!

Children constantly talk to the teaching staff and their peers to discuss and discover new ways to improve their writing and you will be supported and encouraged to take responsibility for your learning. At the end of each piece of writing, children are encouraged to reflect on their work and are given opportunities to comment on the work of others and use comments made on their own work to identify areas for further development.

Within Speaking and listening, you'll have the opportunity within English lessons to take part in presentations and exhibitions; group work, whole class, group or paired discussion, drama and role-play. These may be inspired by texts you have read, characters explored and will lead to a reason for writing.

We are very proud of English at Arnold Lodge and have high expectations of what you can achieve. We will provide endless opportunities for you to extend and enhance your Literacy and an enthusiasm for learning.

Most of all, we want you to enjoy English at our school and possess the skills and ability required to be motivated by learning across the whole school curriculum.

Section 5: Curriculum Provision

The School Day

EYFS and LJ	
Gates Open	8:00
Line up and Registration	8:20
Skills Session	8:30-9:00
Period 1	9:00-10:00
Break	10:00-10:20
Period 2	10:20-11:10
Period 3	11:10-12:00
Lunch	12:00-13:00
Registration	13:00
Period 4	13:15-14:10
Period 5	14:10-15:05
Period 6	15:05-15:50
End of School	15:50
ExEn	16:00-17:00

Upper Juniors	
Gates Open	8:00
Line up and Registration	8:20
Period 1	8:30-9:20
Period 2	9:20-10:10
Break	10:10-10:30
Period 3	10:30-11:20
Period 4	11:20-12:10
Lunch	12:10-13:00
Registration	13:00
Period 5	13:15-14:05
Period 6	14:05-14:55
Period 7	14:55-15:50
End of School	15:50
ExEn	16:00-17:00

SMSC, RSE & PSHE lessons

PSHE at ALS reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equalities Act.

All the pupils in the Junior School will have a programme of SMSC delivered alongside their PSHE programme during mentor time and dedicated lessons. PSHE is the primary focus for mentor sessions with SMSC covered across lessons, assemblies and dedicated curriculum time. We use a variety of schemes to cover statutory RSE. See **RSE policy**. Our PSHE reflects our school aims and ethos. Pupils from foundation have at least a weekly lesson.

Relationships and sex education will take place within the Personal, Social, Health, Economic (PSHE) lessons, which will emphasise sexuality in a personal, social and moral context, and in Science where pupils will look at the biological aspects. A full statement of the school's Relationships and Sex Education policy is available to parents. This is drawn up annually in consultation with staff, pupils and parents. In this consultation parents will be informed about the elements, themes and lessons that are statutory and non-statutory. It has regard for the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025). In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons. Where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be so excused.

Religious Education

Religious Education is available to all pupils during the period of compulsory schooling. Parents have the right to withdraw their children from religious education. For pupils in year groups where RE is not a part of the core curriculum, faith values and tolerance of other faiths appear as strands in the PSHE programme.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in PSHE and are presented in a balanced manner. British values (such as the rule of law and the importance of individual liberties) are recognised and promoted as recommended by DfE guidance November 2014.

PSHEE, RE & Political education combine in our curriculum as a central part of effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, sexual orientation, race, disability, religion, cultural background or belief. In accordance with the statutory requirements of the Equality Act 2010, the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school's Accessibility Plan informs curriculum planning to ensure all pupils can access the full breadth of provision; it is available to parents on the school's website and on request.

Wider Curriculum – Form Teacher Topic Led

Our wider curriculum is driven through a topic based approach. This is started each year through our transition contents. From these continents, form teachers will plan and deliver content across subjects to give children a coherent and immersive experience. History and geography topics form the basis of our curricular approach which we allow to branch in any direction depending on the interest and views of the pupil

An example of this is: in year 4 their continent is Australia, which will funnel into their history and geography topic work on the Great Barrier Reef and Captain James Cook's discovery of Australia. To wrap the topic around all subjects in English they will look at Aboriginal Dream time stories, in Food Technology they will make ANZAC biscuits while in art they will study aboriginal dot paintings. This will then be brought together in a day for topic reflection on Australia Day.

In Reception, Year 1 and Year 2, children attend a weekly Forest School session in the summer term where they develop their learning through team building activities and nature based experiences such as pond dipping, den building and minibeast hunting, deepening their understanding of their topics, the environment and the wider world.

Wider Curriculum – Specialist Subjects

Wider curriculum subjects teach a wider variety of subjects in the Junior School. The topic/content of the each subject, where possible, links to the main topic for each year group. Where topics/content does not match the main topic, the topic/content will focus on the subject and the skills involved. Specialist teachers work in conjunction with form teachers where they share pupil information, curriculum topics and their content which will then build a big profile of a child interests and attainments across the curriculum Specialist teacher aim to teach a wide range of skills appropriate for the age range of the pupils that will build on each other to develop further as pupils transition up through the Juniors, into Seniors and beyond.

Sports and Extra-Curricular

Each year group has a weekly swimming lesson with a specialist swimming coach. Children then have access to specific sports coaches for designated PE lessons.

Extra-curricular clubs adjust and adapt to the needs and interests of the children. Our aim is to provide the children with a rich and challenging breadth of clubs and sports that complement the curriculum taught in the Junior School. Pupils can only be excused from Sports for medical reasons.



Arnold Lodge Everest Programme for high-performance pupils

The Everest Programme is an initiative for high-performance pupils at ALS. We chose Everest as the name for the programme as, apart from being the tallest mountain in the world, climbing Mount Everest is considered one of the greatest challenges to be undertaken both physically and mentally. There is no doubt that to achieve this feat you need more than a little hard work, kindness and honesty. Of course, the famous speech by Jim Telfer in 1977 to the Lions also helped with the name!

We also wanted a name that captures the challenges children and adults face to reach the highest levels of achievement.

“Defeat doesn’t worry me. I’ve had it often and so have you. It’s performance that matters. If you put in the performance, you’ll get what you deserve.”

Jim Telfer; before the first Lions rugby test 1977

We have identified children that are excelling in certain sports, academic subjects or performing to a high musical standard. Each child on the programme has a teacher as a mentor that shares a common interest. Their academic progress is monitored as part of the tracking process during each half-term. Where pupils are identified as not achieving to their potential, interventions are put into place in order to ensure that they are continuing to fulfil their full potential.

Monitoring and Implementation

- Curriculum matters are regularly discussed and reviewed between Head of Junior School and class teachers.
- Quality of education is monitored each term through the tracking process including the progress of pupils, the quality of assessment and feedback and the quality of teaching.
- Moderation across phases and within phases is regularly monitored by Head of Junior School.
- Pupil questionnaires/pupil parliament/circle time are all used to gain feedback from pupils on various elements of the school including the quality of education provided.
- See also Junior School Assessment & Feedback Policy.

Homework

The school expects homework to be set as appropriate. Homework is set primarily through Class Dojo and a menu system to encourage children to learn and choose independently. The school also uses Times Tables Rockstars to specifically support the development of arithmetic fluency. Homework expectations may be adapted for pupils with SEND or EAL needs in line with their individual plans, and this is communicated clearly to relevant staff and parents.

Provision for Pupils with Special Educational Needs and Disabilities (SEND)

The school has a well-established Inclusion Department headed by a qualified SENCo, who is a member of the Senior Leadership Team. The department ensures that pupils with SEND are given the support necessary to access the full curriculum, make progress in line with their ability, and receive one-to-one support and small-group intervention where required.

Curriculum planning takes account of pupils' SEND from the outset. For pupils with an EHC plan, curriculum design is informed by the outcomes specified in the plan; timetabling decisions and curriculum access across the Junior School are discussed with parents and the SENCo to ensure that provision is maximised. The SENCo works closely with class teachers and specialist staff to ensure that pupils with identified SEND benefit from quality-first teaching, appropriately differentiated resources and reasonable adjustments, as required by the Equality Act 2010.

Intervention Plans are written for all pupils with identified SEND and are reviewed on a termly basis. These are shared with pupils, parents and relevant staff to ensure that provision is consistently applied across the curriculum. Assessment data, including Birmingham Toolkit, CAT4 Digital, Standardised Age Scores (SAS), Reading Ages and Spelling Ages, is used by the SENCo and curriculum leaders to identify pupils requiring additional support and to inform the design, implementation and evaluation of appropriate interventions. Progress data for pupils with SEND is disaggregated in the school's tracking systems so that their attainment and rate of progress receives focused scrutiny at each data collection point.

Pupil progress for pupils with SEND is communicated to parents through Intervention Plan reviews and Parents' Evenings. Where a pupil's SEND may affect their ability to access a particular element of the curriculum, including PSHEE and RSE, alternative or adapted provision is discussed with parents, documented and kept under review. The school recognises that some pupils may present as both high potential and

having additional learning needs; such pupils are identified and supported through both the Inclusion Department and the Aspire and Everest programmes, with provision tailored to meet the full range of their needs.

The school's Accessibility Plan informs curriculum planning to ensure all pupils can access the full breadth of provision. Homework expectations may be adapted for pupils with SEND in line with their individual plans, and approach-to-learning scores take account of any documented needs that affect a pupil's capacity to complete homework independently. See the ALS SEND Policy for full details of the school's SEND framework.

Provision for Pupils with English as an Additional Language (EAL)

The school provides structured, principled support for pupils who join the school with English as an Additional Language (EAL). Every teacher is responsible for the language development of EAL pupils within their subject; the EAL coordinator holds strategic responsibility for the oversight, assessment and monitoring of EAL provision across the Juniors and works closely with the SENCo and class teachers to ensure that provision is coherent and well-targeted.

On entry, EAL pupils are assessed using the Bell Foundation EAL Assessment Framework, which provides a structured and consistent picture of each pupil's English proficiency across listening, speaking, reading and writing. This assessment informs the level and nature of support provided. The school follows a diminishing support model: provision is most intensive when a pupil first joins, and is systematically reduced as the pupil develops independence and confidence in English, with the long-term aim of full unsupported participation in mainstream curriculum delivery.

EAL pupils are taught alongside their peers for the majority of the time. Where specific language support cannot be effectively embedded within mainstream lessons, pupils may be withdrawn for targeted EAL intervention. Quality-first teaching strategies, including vocabulary scaffolding, visual supports, structured speaking and listening activities, and adapted written tasks, are expected across all subjects to support EAL learners. This includes PSHEE and RSE lessons, where materials and delivery are adapted to ensure that content is accessible and sensitively presented for pupils at all stages of English language acquisition.

The progress of EAL pupils is tracked termly through the school's tracking system. EAL pupil attainment and progress data is disaggregated and reviewed by the EAL coordinator and Senior Leadership Team to identify trends, evaluate the impact of provision, and ensure that EAL pupils are making progress commensurate with their ability and language stage. Homework expectations may be adapted for pupils with EAL needs, particularly in the early stages of their time at the school, and this is communicated clearly to relevant staff.

In formal meetings involving parents who do not have English as their first language, the school arranges professional interpreter services where required, in line with *Working Together to Safeguard Children 2023*. The school does not rely on family members or bilingual staff to interpret in formal contexts. See the ALS SEND Policy and ALS EAL Procedure for full details of the school's SEND and EAL frameworks.

Careers Education

In the Juniors, careers guidance is delivered informally through assemblies, workshops, visiting speakers and through links with the creative curriculum. This is designed, in conjunction with the progression to Seniors, to provide information that helps children make informed choices about a broad range of careers options and helps encourage children to fulfil their potential. Careers is always presented in an impartial manner.

Concerns & Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's class teacher in the Juniors. If the issue is not resolved, parents should take their concern to the

Head of Uppers/Lowers followed by the Deputy Head of Juniors. If, after these steps, parents wish to make a formal complaint they should do so in writing addressed to the Head Teacher as set out in the Complaints Procedure, which is on the School's website.

Example timetable

Year 4						
		Monday	Tuesday	Wednesday	Thursday	Friday
	08:00	Gates open	Gates open	Gates open	Gates open	Gates open
	08:20	Drama	Registration	Registration	Registration	Registration
I	08:30	Drama	Timestables	Spellings	Arithmetic	Art and Design
2	08:50	Maths	SWIM	Maths	Maths	Maths
B	10:00	Break	Break	Break	Break	Break
3	10:20	Music	SWIM	Food	English	English
4	11:20	Spanish	Maths	Food	PSHE	PSHE
L	12:00	Lunch	Lunch	Lunch	Lunch	Lunch
R	13:05	Registration	Registration	Registration	Registration	Registration
5	13:10	Assembly	English	English	Science	Spelling
6	14:10	English	Topic	Topic	Computing	Games
7	15:10	PSHE	RE	Reading 4 Pleasure	Topic	Games
X	15:50	Extend & Enrich	Extend & Enrich	Extend & Enrich	Extend & Enrich	Extend & Enrich