



# Sidcot Junior School Curriculum

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# A School Day at Sidcot

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## Pre-School and Reception School Day (Early Years)

7.45am	Breakfast Club (optional)	Junior School ASC Area
08:30am - 09:00am	Pre-School Arrival and Registration	Classrooms
08:30am	Reception Arrival and Registration	Classrooms
08:50am - 11:45am	Continuous Provision / Specialist Teaching	Classrooms
11:45am - 1:15pm	Lunch	Refectory
1:15pm - 3:30pm	Continuous Provision / Specialist Teaching	Classrooms
3.30pm - 5:25pm	Activities and/or After School Care Provision (optional)	Classrooms / ASC Room
5.30pm - 6:00pm	Tea (optional)	Refectory

## J1 - J2 School Day (Key Stage 1)

7.45am	Breakfast Club (optional)	Refectory
08:30am	Arrival and Registration	Classrooms
08:40am - 10:30am	Lessons	Classrooms
10:30am - 10:50am	Morning Break	Playground
10:50am - 11:10am	Assembly	Junior School Hall
11:15am - 12:00pm	Lessons	Classrooms
12:00pm - 1:15pm	Lunch Break	Refectory
1:15pm - 3:30pm	Lessons	Classrooms
3:30pm - 5:25pm	Activities and/or After School Care Provision (optional)	Classrooms / ASC Room
5:30pm - 6:00pm	Tea (optional)	Refectory

# A School Day at Sidcot

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## J3 - J6 School Day (Key Stage 2)

7.45am	Breakfast Club (optional)	Refectory
08:30am	Arrival and Registration	Classrooms
08:40am - 10:30am	Lessons	Classrooms
10:30am - 10:50am	Morning Break	Playground
10:50am - 11:10am	Assembly	Junior School Hall
11:15am - 12:15pm	Lessons	Classrooms
12:15pm - 1:15pm	Lunch Break	Refectory
1:15pm - 3:40pm	Lessons	Classrooms
3:40pm - 5:25pm	Activities and/or After School Care Provision (optional)	Classrooms / ASC Room
5:30pm - 6:00pm	Tea (optional)	Refectory

## Out of School Care

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We recognise the challenges faced by working parents and we offer a range of Out of School support services. From early morning breakfast club to After School Care with supervised tea provision, parents can be sure that their children will receive the best possible care and support throughout the day.

This high-quality provision does not stop when the term ends. Requests from parents for all year round care, led to the school launching its very popular Sidcot Holiday Club in April 2010. Sidcot Holiday Club opens when the school term ends and means that working parents need no longer worry about how to entertain their children during the long school holidays.



# Subjects

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The Junior School's curriculum is planned in order to promote learning as well as personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich our children's experience.

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability;
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To promote the Quaker ethos and values in every aspect of the curriculum
- To foster and encourage confidence to engage in and discuss aspects of curriculum;
- To fulfill all the requirements of the Early Years Foundation Stage Curriculum, National Curriculum and Religious Education;
- To enable children to be creative and to develop their own thinking;
- To teach children about the developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To appreciate and value the contribution made by all ethnic groups in our multicultural society;
- To enable children to be positive citizens;
- To teach children to have an awareness of their own spiritual development and to distinguish right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem and to live and work co-operatively with others.

# English

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Through the study of English, students develop their ability to listen, speak, read and write. It gives them a tool to communicate their ideas, express their creativity and articulate their views and feelings. It also fosters an enjoyment of reading and writing that can enrich their life.

## **Teaching and learning style**

We use a variety of teaching and learning styles in our English lessons. Children take part in a combination of whole class and independent daily activities that focus on developing the fundamental skills, and the integration of English within all other subjects. Whilst there is a high proportion of group teaching, independent activities give children opportunities to talk and collaborate, embedding and enhancing their learning. Children are immersed in reading with weekly visits to the school library from Pre-School to Year 6. All classes enjoy having stories read to them regularly and each child has the opportunity to read aloud regularly to an adult. Children are introduced to a wide range of texts, both fiction and non-fiction.

Children have regular opportunities from a young age to develop their speaking and listening skills, culminating in children researching and presenting oral language presentations in Year 5 and 6. All children regularly take part in class assemblies where they have the opportunity to develop these skills in front of the school.

## **Early Years Foundation Stage: Communication and Language/Literacy**

Children in Pre-School and Reception are immersed in a language-rich environment where there are frequent opportunities for reading, writing and mark-making. Throughout the school day, teachers discuss, model and encourage new language through stories, objects and the children's interests. Phonics is introduced in Pre-School through Phase 1 where the children develop listening skills through rhyme, alliteration and hearing different sounds within the environment. As children move into their Reception Year, they will learn letters and sounds, allowing them to blend to read and segment to spell. Children are encouraged to develop their writing skills through both child-led and adult directed opportunities.

# Mathematics

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Mathematics teaches children how to make sense of the world through developing their ability to calculate, reason and solve problems. It enables them to understand relationships and patterns in both number and space in their everyday lives. They also learn to appreciate the contribution made by many cultures to the development and application of mathematics.

## **Teaching and learning style**

We aim to promote enjoyment of working with numbers through practical activity, exploration and discussion. Students have the opportunity to use a wide range of resources, such as number lines, number squares, digit cards and small apparatus. ICT is also used for modelling ideas and methods. Students are encouraged to ask as well as answer Maths questions and, they are encouraged to apply their learning to everyday situations to make their learning meaningful.

## **Early Years Foundation Stage: Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children learn to count confidently, develop a deep understanding of the numbers to 10 including the relationships between them and the patterns within those numbers. We provide frequent and varied opportunities to build and apply this understanding through child-led and adult directed learning opportunities. In Pre-School and Reception there are rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We encourage the children to explore, discuss and experiment with different aspects of mathematical thinking.

# Science

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Science is considered a core subject in the national curriculum, as it has changed our lives and is essential to the world's prosperity. Our curriculum provides the foundation for understanding the world by introducing aspects of Biology, Physics and Chemistry. All pupils should be taught some essential knowledge, methods, processes, and uses of science.

Science teaches an understanding of natural phenomena. It aims to stimulate a student's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation underpinned by scientific theory and fact. Children learn to ask scientific questions and begin to appreciate the way in which science will affect the future on a personal, national, and global level.

## Teaching and learning style

We use a variety of engaging practical ways to deliver our science curriculum including whole class teaching and individual or paired enquiry-based methods, where they will be able to test out their own questions and use a variety of data handling to process and interpret their data. ICT is also used to enhance this learning.

## STEM

Our STEM (Science, Technology, Engineering and Maths) curriculum aims to give students practical problems and real-world applications of their theoretical knowledge. In the coming years, the STEM sector is expected to be one of the largest employers in the world and by exposing students at an early age this will help them to understand what some of these jobs might entail. STEM study lets the children investigate and collaborate, produce and evaluate using practical equipment and skills. At various intervals throughout the year, the children will be taught through this entirely cross-curricular approach, yielding terrific results and much enjoyment.

## Early Years Foundation Stage: Understanding the World: Past and Present, The Natural World

Understanding the world involves guiding children to make sense of their physical world and their community. This allows learning opportunities such as Forest School together with children's personal experiences to expand their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems promotes an understanding of our culturally, socially, technologically and ecologically diverse world.

# History

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In teaching History we aim to foster a lively interest in the past, and to develop an understanding that enables students to enjoy all that history has to offer. Through studying the development and diversity of societies students learn to value their own and other people's cultures in modern multi-ethnic Britain and the wider world. By considering how people lived in the past, our children are better able to make their own life choices today as more informed members of society.

## **Teaching and learning style**

Our History teaching focuses on helping students to think as historians. We place an emphasis on examining artefacts and primary sources. In each Key Stage, students have the opportunity to visit sites of historical significance. We encourage visitors to come to the school to talk about their experiences of events in the past and lead practical workshops where children are able to build on their empathy skills and gain a deeper understanding of what it was like to live in specific periods in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating curiosity in the past. We make sure that students understand that historical events can be interpreted in different ways and that all knowledge is socially constructed. We encourage students to ask perceptive questions, such as 'how do we know?' about any information they are given. In lessons, students develop their critical thinking skills and make logical, reasoned judgements. Our students are also given the opportunity to understand core concepts such as cause and consequence, similarity and difference, continuity and change, perspective, significance, chronology and empathy, which have great significance in the modern world.



# Geography

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The study of Geography develops skills in research, investigation, analysis and problem-solving. It motivates students to learn about the relationships between people and the environments they live in and depend on, to gain an understanding of life in other cultures and to appreciate what it means to be a 'global citizen'. By learning about personal, local, national and global geography, students will be better prepared for the many opportunities, responsibilities and challenges that will arise during their lifetime in an increasingly globalized world.

## **Teaching and learning style**

Our Geography teaching encourages pupils to think like geographers. We use a variety of teaching and learning styles in our geography lessons. We use a variety of whole-class teaching methods and combine these with enquiry-based research activities. Students use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs; and we enable them to use ICT in lessons where it serves to enhance their learning. Students engage in a wide range of problem-solving activities and are encouraged to ask as well as answer questions to develop their critical thinking skills and make links between the natural world and human activity. They take part in role-play and discussions, and they present reports to the rest of the class. Wherever possible, we involve the children in 'real' geographical activities, for example research of a local environment problem, or use of the Internet to investigate a current issue. This develops their awareness about global problems and enhances their sense of responsibility for the care of the earth and its inhabitants. As we follow the Eco-Schools programme, our students are given many opportunities to be actively engaged in understanding the importance of living sustainably.

# Religious Education

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Religious Education provokes challenging questions about the purpose of life, beliefs about God and the issues of right and wrong. It develops pupils' knowledge and understanding of Christianity and other principal religions.

Quakerism is embedded within this curriculum and referenced when relevant. The Quaker values of Truth, Peace, Equality, Simplicity, and Sustainability are embraced within other religions and belief systems, and these help the children to reflect on what it means to have faith.

Religious Education encourages pupils to enquire and be curious about different religions, beliefs, values, and traditions, whilst exploring their own beliefs and values. To consider issues around belief and faith, truth, and ethics and to communicate their individual response.

As well as eliciting an individual response, Religious Education raises awareness of pupil's own sense of identity within a diverse society and global community. It encourages an openness and sensitivity to others, in particular, those whose faith and beliefs are different from their own, promoting discernment and balance.

Religious Education has an important part to play in preparing pupils for adult life, social interaction and work within the wider community, while also encouraging and continuing the spirit of enquiry and curiosity within lifelong learning.

## **Early Years Foundation Stage: Understanding the World: People, Culture and Communities**

Within our Early Years Curriculum, we celebrate inclusion and diversity by celebrating all communities and festivals. We provide the children with opportunities to explore objects, non-fiction texts which broaden their awareness of the world. Music and dance also allow opportunities to explore different traditions and countries in a kinesthetic way.

# PSHE & Relationships & Health Education (RHE)

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Our PSHE provision is a values driven programme, which aims to provide children with the knowledge, values and skills they need for Spiritual, Moral, Social, Emotional and Cultural development. This links to our wider curriculum (Sidcot Learning Wheel) and our whole school Quaker Values.

The School's PSHE provision is intrinsically linked with our RHE provision. Together these make a substantial contribution to safeguarding, and help to teach pupils to keep themselves safe.

In line with the Senior School, the three core themes covered in our PSHE and RHE provision are Health and Wellbeing, Relationships and Living in the Wider World. Each core area is broken down into two topics:

Health & Wellbeing	Healthy Body, Healthy Mind	Coping with Change
Relationships	Health & Happy Friendships	Families & Committed Relationships
Living in the Wider World	Similarities & Differences	Caring & Responsibility

The PSHE/RHE programme has been aligned so that the whole Junior School delivers the same themes at specific times throughout the year. This enables us to focus on particular aspects of learning as part of a whole-school approach, and to emphasise specific behaviours, values and vocabulary across the school. Each topic contains age-appropriate content, developing themes in a 'spiral curriculum' so that pupils are building on their skills and understanding each year. Content sometimes overlaps or is repeated across topics - this is to enable pupils to develop, practise and apply knowledge and skills across different contexts and situations.

## Teaching and Learning Style

PSHE is delivered in a discrete lesson on a weekly basis through a range of teaching methods, including discussions, debates, group work, paired work and independent activities. As well as these weekly lessons, our approach to PSHE is integrated and reinforced at other points during the week as and when appropriate e.g. Meeting for Worship, QPGS Lessons, Circle Time. PSHE complements other National Curriculum subjects including Science, Computing and PE. We draw links between these subjects and integrate teaching where appropriate.

# PSHE Continued

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## **Early Years Foundation Stage: Personal, Social and Emotional Development**

Children's personal, social and emotional development (PSED) is a crucial component for children to lead healthy and happy lives, and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. We support to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities and to develop resilience and a 'can do' attitude. We teach the children how to look after their bodies, including healthy eating and how to manage their personal needs. Through supported interaction with their peers, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

## Computing

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At Sidcot, Computing is taught through discrete lessons and also used as a cross-curricular tool. We believe Computing should be engaging and motivating and through using a variety of devices in exciting ways, the children can be creative and learn new skills in the process, preparing them for the wider world.

### **Teaching and learning style**

The children in J6 bring their own device to school, to use in IT lessons and other subjects when there is an educational benefit for doing so. We have a trolley of 20 laptops and 20 iPads which are housed in the Junior School.

We are committed to providing Computing provision that prepares our students for the digital world and equipping them with the necessary skills for the future. Our Computing curriculum aims to nurture learners who are confident and competent in using technology. We strive to ensure access to a broad range of Computing tools and resources. We aim to develop the children's computational thinking skills, problem-solving abilities, and use and understanding of algorithms. We endeavour to foster digital literacy, online safety, and responsible use of technology to enable the children to make sensible choices and be safe online. We encourage creativity and allow students to express themselves using a variety of forms of technology.

# Physical Education

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Through Physical Education students are given the opportunity to play, perform and to develop the range of motor and other skills necessary to participate. They develop their sense of teamwork, resilience, a sense of fair play and good sporting behaviour. They begin to recognise their own and others strengths and weaknesses and to foster a sense of support and Empathy, both towards themselves and others. They also develop an understanding of what constitutes a healthy and active lifestyle and a desire to participate. Personal Best is at the heart of every lesson, with children encouraged to be the best they can be in a number of physical activities and challenges.

## Teaching and learning style

Learning at Sidcot is very much an active process. Students in Physical Education take part in a range of sporting activities. They have opportunities to work individually, in groups and in teams, co-operatively and competitively and to experience many different learning methods across a range of sports. They are asked to experiment, explore and question. There is an emphasis on enjoyment through learning and participation and structured and developmental schemes provide for progression, challenge and a sense of achievement for all students. Physical Education is taught by specialist teachers throughout the Junior School. Children are encouraged to value their Personal Best and try their hardest at all activities. Being a role model and representing the school graciously, both in victory and defeat is a key life skill that we celebrate through sport when competing with and against other schools.

## Key Stage 1

Students follow full programmes in a number of activities including gymnastics, swimming, dance, rugby, netball, football, hockey, cross-country running, racquet and ball skills, rounders and athletics. Skill foundations are laid that will be built upon and enhanced in future years.

There are some opportunities during Key Stage 1 to play competitively.

## Key Stage 2

Students continue to follow full programmes of activities across a range of sports as listed for Key Stage 1. We aim to build on the foundations laid during EYFS and KS1. Students continue to improve their range of skills and become more knowledgeable about the sports in which they participate.

There is an increasing opportunity to play competitively against other schools.



# Physical Education Continued

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## Early Years Foundation Stage: Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Within our provision, we develop the children's gross and fine motor skills. There are many opportunities for developing both these skills within our indoor and outdoor learning areas. Teachers support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. It is these opportunities to develop gross motor skills which provide the foundation for developing healthy bodies and social and emotional well-being. In Pre-School, children have opportunities within our provision to develop fine motor control and precision which supports hand-eye co-ordination, which is later linked to early literacy.

## Music

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Music is a unique way of communicating and it can inspire and motivate children in all aspects of their life. Music reflects different cultures and societies that we live in; it can help to promote a sense of community amongst all children and unite children of all abilities. Through weekly singing assemblies and classroom music lessons, we teach children to listen to and appreciate a variety of different genres of Music. We equip them with musical vocabulary to be able to describe similarities and differences of characteristics between these genres and encourage them to express opinions based on what they can hear. We teach them disciplined skills such as keeping a steady pulse; composing and improvising rhythms and motifs; singing and performing and they also have the chance to play and explore a variety of instruments.

### Music outside the classroom

Children have the opportunity to study a range of different instruments by specialised teachers. These lessons are taught to individuals or small groups of children who have chosen to learn a particular instrument, such as guitar, drums, violin, recorder, flute, piano, singing or trombone. This is in addition to Music lessons taught throughout the day. There are termly concerts in which the children can showcase and perform pieces to parents and guardians.

### Clubs

Currently there is an opportunity for children to play in the school orchestra, choir, and small instrumental groups.

# Art & Design

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At Sidcot Junior School, we believe that every child is entitled to develop their critical and creative thinking skills. By building their knowledge and understanding of materials and techniques, the students learn how to develop individual responses to a variety of stimulus.

Our creative offering is broad and rich, contemporary and diverse, and it allows our children to learn about a wide spectrum of art disciplines as well as cultural heritage. The children are encouraged to express their understanding of themselves and the world in which they live through making art as individuals and as a collective. We also ensure that our provision is inclusive and accessible to every child.

## **Teaching and learning style**

Through specialised teaching, practical experiences and experimentation, our students develop proficiency in drawing, painting, sculpture, printmaking and textiles. Skills and knowledge are gained through a combination of opportunities for initial exploration, repeated practice as well as through developing embedded experiences.

An attitude of curiosity, creative-risk taking, judgement and self-reflection is encouraged throughout the year groups.

Art in the Junior School is taught by a specialist Junior School Art Teacher, and Years 5 and 6 attend the Senior School Art Centre for their lessons.

## **Early Years Foundation Stage: Creating with Materials, Being Imaginative and Expressive**

Both Pre-School and Reception classrooms have a dedicated space for children to access a wide range of materials and resources to fuel their creativity. Children have the opportunity to discuss the process and decision-making. Through music and our drama sessions, children have the opportunity to explore different instruments and music genres as well as act out their own stories.

# Modern Foreign Languages

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At Sidcot, all Reception and J1-J6 children learn a language with a specialist teacher as part of the normal school curriculum. The languages taught include French, Spanish, German and Chinese. It's our experience that children really enjoy learning to speak other languages and the earlier they are exposed to a language, the faster they learn. They are also less self-conscious about speaking aloud at Junior School age. It is widely thought that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

## Teaching and learning style

Using a variety of techniques including games, role-play and songs, we encourage students to engage actively in the new language. Especially for the younger pupils, oral language is used, with an emphasis on listening and speaking skills over reading and writing. We use a multi-sensory and kinaesthetic approach to teaching, i.e. we often introduce a physical element into games, as a way to reinforce memory. We also use puppets and soft toys, mime and visual aids. To ensure the students hear a variety of voices, we invite native speakers to join us in the classroom.

We make sure that the lessons are as entertaining and enjoyable as possible, as we realise that this can develop a positive attitude towards language learning. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

# Forest School

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Our stunning environment lends itself to an enriching Forest School and outdoor learning program. All year, groups from Toddlers onwards come in all weather, observing the changing seasons, learning to understand and respect the natural world.

The Forest School Leaders facilitate flexible, hands-on sessions where curiosity and exploration lead to problem-solving and discovery and children are excited and inspired by nature.

The lack of expectation and prescriptive goals allow the children to be comfortable with experimenting and taking supported risks, which in turn develop their confidence and self-esteem.

The children's excitement and enthusiasm to share their discoveries and inspirations, after a Forest School session, is a testimony to its success.

# Pre-School & Reception

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The journey for our Junior School pupils starts in our Pre-School class, which provides a stimulating and enriching learning environment where we make the most of our school grounds including our Forest School and swimming pool. Our Reception class builds upon the foundations laid in Pre-School continuing to enhance learning through exploring the interests of the children. Our school day allows for lots of long uninterrupted play sessions where the children access both our indoor learning resources and our Early Years Garden. The children lead their learning during these play sessions, and our expert team facilitate this through introducing new vocabulary, concepts (including writing and number) which provides concrete learning experiences specified to the individual child's interests.

Children in Pre-School and Reception follow the Early Years Foundation Stage Curriculum and are supported by a team of dedicated teachers and qualified Early Years practitioners. We equip the children with lifelong skills including confidence, curiosity, excitement, independence and a true desire to 'live life adventurously'.

## Key Stage 1

When children move into Key Stage 1 they continue their learning and development through play with a more structured approach, aimed at helping them to grasp the fundamental building blocks of the core curriculum subjects. The majority of lessons in KS1 are taught by the Class Teacher in order to develop a nurturing rapport between the teacher and the children. Specialist teaching is provided for French, PE, Forest School and Swimming.

## Key Stage 2

In Key Stage 2 we continue to take a holistic approach to planning the curriculum in order to provide creative and inspirational learning experiences for our children. Specialist teachers enrich children's learning experience in Art, PE, Swimming, Games, Forest School and Modern Foreign Languages, as well as Performing Arts (Year 5 and Year 6) and IT (Year 6) and enable children to benefit from the extensive Senior School facilities. Our aim is to develop well-balanced, well-educated children who understand the importance of honesty, courage, humility, respect and integrity. It is an aim that we achieve through first class pastoral care and an exciting, dynamic skills-based curriculum that encourages the children to develop enquiring minds and become independent and resourceful learners. These attributes then equip the children with the necessary skills, initially for their transition into the Senior School, but even more importantly their journey into the world beyond Sidcot. The educational experience for all our children is further enhanced by an extensive programme of extra-curricular activities which vary according to the season but typically encompass a range of physical, creative, musical and technological activities.

# Homework Partnership

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Homework is one of the main ways in which children acquire the skill of independent learning. At Sidcot we see it as a collaboration between teachers and parents. Together we can ensure that homework is fun, fulfilling and useful in supporting learning. Teachers set a number of activities for parents and children to do together and offer plenty of guidance on how to achieve the maximum benefit from them.

## **Homework involves a variety of activities:**

- It starts in the Foundation Stage and at Key Stage 1 when children take home books to read with their parents. We also ask Key Stage 1 children to learn spellings and engage with some mathematical games..  
Sometimes we'll ask children to talk about a topic at home and to gather examples in preparation for studying it in class.
- At Key Stage 2 homework activities are similar to those of Key Stage 1, but we expect students to complete tasks more independently. English and Math's homework is set each week, along Learning Logs throughout the year. All children are expected to read regularly at home.

We also acknowledge the importance of play and free time in a child's growth and development. While homework is important, it should not prevent students from taking part in out-of-school clubs and other organisations that play an important part in the lives of our pupils.

## **Working at home**

Parents can help their children enormously by discussing the work that they are doing at school and encouraging them to complete their homework tasks. Providing a good working space at home is also a great help, as is encouraging regular trips to the library and helping out with homework as and when you feel it is necessary.



# Teaching for Different Abilities

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We recognise that in all classes students have a wide range of abilities and respond differently to learning experiences. We make sure that all students get the most out of lessons by matching the challenge of tasks to the ability of the student. It is vitally important that positive self-esteem is maintained for our students. We therefore get to know them as individuals, understand their needs and adapt our teaching and tasks to suit their learning requirements.

Quality First Teaching means that all teachers are aware of the needs of their pupils and will differentiate accordingly. The Learning Support Department works in close liaison with teachers to help pupils develop suitable strategies to support their learning and become independent learners. Learning Support staff also provide CPD on learning difficulties for classroom colleagues throughout the year.

Some students experience specific learning needs such as Dyslexia and Dyscalculia, which may require specialist teaching additional to the support provided in the classroom. In this case, we may recommend that students attend 30-minute Learning Support lessons once or twice a week, in our Learning Support department (for which there is an additional charge). This may be for a few weeks or for a longer period. Students' needs are discussed with the class teacher and reviewed regularly.

Occasionally, we may also recommend support from outside professional agencies such as an Educational Psychologist, Occupational Therapist or Speech and Language Therapist, and we can help to make these arrangements.

We also recognise Lead Learners in the Junior School. These are children who demonstrate a real aptitude or talent for a particular subject or several subjects. Our Lead Learner Programme allows these children to reach their full potential by engaging in independent or teacher-led learning. This programme is overseen by the subject lead for each area who meets with pupils regularly to discuss their progress. In the Summer term there is a celebration for all Lead Learners to share their achievements over the year.



For more information please contact:

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Sidcot  
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