



# Curriculum policy

<b>Independent School Standards</b>	Paragraphs 2, 3, 4, 5 and 34.
<b>Last updated by senior leaders</b>	June 2021
<b>Last reviewed by external consultant</b>	June 2021
<b>Next review due</b>	June 2022

## **The St. John's curriculum**

We provide a broad, balanced and ambitious curriculum. The curriculum is the means by which the School achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives. We aim to foster creativity, helping pupils to become life-long, independent learners. Above all, we believe in balancing high expectations and academic rigour with learning that is engaging, enjoyable and inclusive.

This policy, subject policies and curriculum plans are written to reflect the statutory requirements in Parts 1 and 2 of the independent school standards (ISS), and the quality of education requirements as per Ofsted's Education Inspection Framework (EIF).

All pupils of compulsory school age are provided with experience in all the required areas of learning, as per the ISS. In the sixth form, students have a choice of 15 'A' Level qualifications.

Every subject at St. John's is planned thoroughly with clear and comprehensive coverage of the relevant National Curriculum or qualification aims. Subject leaders work together across the Preparatory and Senior schools as a matter of course to ensure their subject is logically sequenced and taught exceptionally well. This ensures that pupils, from the Early Years Foundation stage right through to Sixth Form, know more, remember more and can do more in every subject over time. As a result, pupils achieve outstanding results in their qualifications.

## **The Early Years Foundation Stage and early reading**

Please see our separate EYFS and early reading policies, which are overseen by the Head of Early Years.

## **Subjects from Key Stages 1 to 5**

### **At Key Stage 1, we teach:**

English, Mathematics, Personal, Social, Health and Economic Education, French, Science, Geography, History, Computer Science, Art, Lamda, Music, Drama, Physical Education, Swimming, Handwriting and Forest School. Alongside this, we offer a First Access Music Course in the recorder to Year 1 and the violin to Year 2.

### **At Key Stage 2, we teach:**

English, Mathematics, Science, Geography, History, Personal, Social, Health and Economic Education, French, Spanish, Computer Science, Art, Lamda, Drama, Music, Physical Education, Swimming, Chess, Handwriting and Forest School. Alongside these, we offer a First Access Music Course in the violin (Year 3), the viola (Year 4) and the flute (Year 5).

### **At Key Stage 3, we teach:**

In Year 7 - English Language, English Literature, Mathematics, Combined Sciences, Geography, History, Computer Science, Personal, Social, Health, Economic and Citizenship Education, French, Art and Design, Physical Education, Lamda, Drama, Music, Swimming, Handwriting, Debating, Chess and Forest School.

In Year 8 we teach the same subjects as in Year 7 except for Handwriting and Swimming, and we introduce German.

In Year 9, we also introduce Latin and the Duke of Edinburgh Award

### **At Key Stage 4, we teach:**

Personal, Social, Health, Economic and Citizenship Education and offer GCSE options in English Language, English Literature, Mathematics, Biology, Chemistry, Physics (pupils choose at least one science to study), French, German, Latin, Geography, History, Computer Science, Art and Design, Physical Education and the Duke of Edinburgh Award.

### **At Key Stage 5, we offer 'A' Levels in:**

English Literature, Mathematics, Further Mathematics, Biology, Physics, Chemistry, French, Geography, History, Government & Politics, Economics, Business, Computer Science and Art.

We also use the International English Language Testing System (IELTS) for our EAL students, and we offer Mandarin for our international students.

### **Subject leaders**

The responsibilities of subject leaders include:

- strategic leadership of the subject, ensuring coverage that is at least as ambitious as the National Curriculum
- the subject policy, schemes of work and learning journey
- keeping up to date with subject developments, at both a national and local level
- coordination between the preparatory and senior schools, ensuring pupils receive a seamless learning experience
- supporting, advising and developing colleagues teaching the subject
- oversight of the taught curriculum (via scrutiny of curriculum plans, workbooks and lesson visits) and the progress pupils make
- resource management.

The Principal (Prep.) and Headteacher (Senior) are responsible for monitoring the way the school curriculum is implemented and for the day-to-day organisation of the curriculum.

## **Personal, social, health, economic, citizenship, relationships and sex education (PSHE and Relationships Education at Preparatory, PSHCE and RSE at Senior)**

PSHE is taught from the Early Years upwards throughout the Preparatory School using the Jigsaw Approach to Learning. At the Senior school, PSHCE is taught by a subject specialist. St. John's adheres to statutory RSE guidance. Please see separate policies for PSHCE and RSE.

## **Special educational needs and/or disabilities (SEND) and English as an additional language (EAL)**

The curriculum is designed to be accessed by all pupils who attend the school, including those with SEND, EAL and the most able. If it is necessary to modify some pupils' access to the curriculum, in order to meet their needs, then we do so in consultation with parents.

If pupils have SEND, our school does all it can to meet the individual needs via an Individual Education Plan (IEP). We comply with the requirements set out in the SEN Code of Practice and the Equality Act 2010.

If a pupil may potentially have SEND, then his/her teacher makes an assessment of this need in liaison with the School's SENDCo. In most instances, the teacher is able to provide the resources and educational opportunities that meet the pupil's needs. However, if a pupil's need(s) is/are more severe, we involve the appropriate external agencies in making an assessment. We provide additional resources and support for pupils with SEND, where reasonable and appropriate. For example, teaching and learning may be modified by adapting teaching tasks, providing additional support and/or giving pupils additional time to complete activities.

Teachers will always take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.