

St. John's Prep. & Senior School



Policy for Curriculum

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Curriculum Policy

(To be read in conjunction with the policies for individual curriculum areas and the policies for Early Years Foundation Stage, Gifted and Talented Children, Inclusion, Intervention, Special Educational Needs and Teaching and Learning.)

1 Introduction

- 1.1 Our school's curriculum comprises all the planned activities that we organise in order to promote pupils' learning, and their personal and social development. It includes not only the formal requirements of the National Curriculum, but also through extra-curricular activities and the various out of school hours activities that the school organises in order to enrich the children's experience. It also includes what is sometimes referred to as the 'hidden curriculum' – what the children learn from the general climate and culture of our school, and the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their full potential.
- 1.2 We value the breadth and range of our curriculum. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

2 Values

- 2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- 2.2 Our school is in full agreement with the values statement included in the introduction to the National Curriculum Documents. These are the main values of our school, upon which we have based our curriculum:
 - We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
 - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
 - We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
 - We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion (see Inclusion Policy).
 - We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims and objectives

3.1 The aims of our school curriculum are:

- to provide a broad and balanced education for all pupils.
- to enable all children to develop knowledge, understand concepts and acquire skills, with high expectations for every pupil and appropriate levels of challenge and support.
- to promote a positive attitude towards learning at all key stages, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy and numeracy;
- to support pupils' spiritual, moral, social and cultural development;
- to enable children to be innovative, to use 'thinking' and problem solving skills, and to be independent and resilient learners who are ready for the next stage of their academic education;
- to develop children's skills of team work and the ability to work in collaboration with others;
- to enable children to understand and appreciate the arts, and give them opportunities to develop their own artistic and creative abilities;
- 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 enable children to appreciate and understand the importance of scientific and technological discoveries and development;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens, contributing to the society in which they live;
- to teach children ICT skills and to apply these skills across the curriculum to support their learning;
- 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 cooperatively with others.
- To support pupils' physical development and responsibility for their own health, and enable them to be active.
- At **secondary level**, to also provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which year group. We review this long-term plan on an annual basis.

4.2 Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. As we have adopted the National Literacy and Numeracy Frameworks for our school, we take our medium-term planning directly from the guidance documents. We also use the national schemes of

work for much of our medium-term planning in the foundation subjects. In the Early Years Foundation Stage (EYFS), planning follows the structure of the national Early Learning Goals, and addresses the seven areas of learning.

- 4.3** Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each lesson, to plan the learning activities in which pupils will be engaged, to make clear how learning may need to be differentiated for groups of different ability, to plan assessment opportunities and to identify what support and resources will be needed by the pupils. These are continuously evaluated to inform planning for the next week.
- 4.4** At Key Stage 1, we teach Mathematics, Literacy, Religious Education, French, ICT, Art, Sport, Lamda, Music, Swimming and Handwriting separately, but adopt an inter-disciplinary topic approach to curriculum planning for Science, History and Geography. We plan the curriculum carefully, so that there is a coherent and full coverage of all aspects of the National Curriculum and to ensure that there is planned progression in all curriculum areas. Alongside this, we offer a First Access Music Course in the recorder to year 1 and the violin to year 2.
- 4.5** At Key Stage 2, we teach Mathematics, Literacy, Science, Geography, History, Religious Education, French, Spanish (years 4, 5 & 6) Mandarin (years 5 & 6), ICT, Art, Sport, Lamda, Drama, Music, Swimming, Chess and Handwriting separately, but try to make cross curricular links whenever appropriate. Alongside this, we offer a First Access Music Course in the violin (year 3) and the viola (year 4).
- 4.6** At Key Stage 3, we teach year 7 - Mathematics, English Language, English Literacy, Combined Sciences, Geography, History, ICT, Religious Education, French, Art, Sport, Lamda, Drama, Music, Swimming, Handwriting and Current Affairs and Debating. Alongside this, we offer a five week course in Chess, followed by a short Magic Course. In year 8 we teach the same subjects as at year 7 except for Handwriting and Swimming, but we introduce German. In year 9, we also introduce Latin and the separate sciences of Biology, Chemistry and Physics in place of the Combined Sciences. The First Access Music Course in the Violin is offered to students in years 7, 8 & 9.
- 4.7** At Key Stage 4, we offer G.C.S.E options in English Language, English Literacy, Mathematics, Biology, Chemistry, Physics, French, German, Latin, Geography, History, Computer Science, Art and Design and Physical Education.
- 4.8** At Key Stage 5, we offer 'A' Levels in English Literature, Mathematics, Further Mathematics, Biology, Physics, Chemistry, French, German, Geography, History, Politics, Economics, Business, Computer Science, and Art. We also use the International English Language Testing System (IELTS) for our EAL students and Mandarin. Alongside this, we offer enrichment classes and debating skills to our A Level students.
- 4.9** At the Prep. School, our SMSC curriculum is taught using the Jigsaw Approach to Learning along with our school counsellor, Mrs. Anita Lonsdale, who comes into school on a monthly basis to introduce each year group to various topics (see SMSC Policy). At the Senior School, Mrs. Lonsdale delivers a carefully designed programme of study for Key Stages 3, 4 & 5 on areas such as – Relationships, Health and Wellbeing and Living in the Wider World.

5 The curriculum and inclusion (see also Intervention Policy)

- 5.1** The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we would do this only after their parents have been consulted.
- 5.2** If children have special educational needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

Teachers will also 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.

- 5.3** Some children in our school may, at times, have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.
- 5.4** The school provides an Individual Educational Plan (IEP), where necessary, for each of the children who have been assessed as having a specific special educational need.
- 5.5** The school is also fully committed to meeting the needs of our most able and gifted and talented pupils. (See Intervention Policy and Gifted, Talented & More Able Children Policy) In most cases, the needs of our most able pupils can be fully met through well differentiated planning and teaching, tailored to the needs of the most able groups or individuals.

6 The Early Years Foundation Stage (see also the EYFS Policy)

- 6.1** The curriculum that we teach in the reception class meets the requirements set out in the EYFS curriculum. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.
- 6.2** Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the pre-prep and reception classes builds on the experiences of the children in their previous learning. Although we have our own pre-prep section, we do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

6.3 Each term in the pre-prep and reception classes the teacher will assess the skills development of each child, and record this on Tapestry. This assessment forms an important part of the future curriculum planning for each child.

6.4 We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7 The role of the subject leader

7.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- oversee the taught curriculum for their subject area in order to ensure necessary coverage;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

7.2 It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject and sees that progression is planned into schemes of work.

9 Monitoring and review

9.1 The Head Teacher is responsible for monitoring the way the school curriculum is implemented and for the day-to-day organisation of the curriculum. The Heads of Year monitor the lesson planning for all teachers in their year group, ensuring that all classes are taught the full requirements of the planning, and that all lessons have appropriate learning objectives.

9.2 Subject leaders monitor the way their subject is taught throughout the school. They examine long-term, medium-term and exercise books, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

9.3 This policy is monitored by the Head Teacher and will be reviewed every two years, or before if necessary.

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