



## **Curriculum Policy**

**Review cycle:**Every 3 Years

**Last Review Date:**April 2021

**Next Review Date:**April 2024

**Staff responsible:**Mr M Russo

**Governor responsible:**Mr P MacDougall

THIS POLICY IS APPLICABLE TO ALL PUPILS, INCLUDING THOSE IN THE EYFS



## TEACHING AND LEARNING (CURRICULUM) POLICY

### Aim

**The school's Teaching and Learning (Curriculum) Policy is designed to deliver and fulfil the six main aims of the school. In simple terms it is our aim that all pupils should become effective lifelong learners developing their individual talents and interests to the full. This is to be achieved within the framework of an appropriately constructed curriculum framework. Our teaching is geared to achieve this aim by meeting the needs of each individual.**

Our written policy, plans and schemes of work reflect and support the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

We recognise that successful learning can best be achieved if the school's expectations are clear and consistent, and shared by parents, pupils and teachers. The school's curriculum is designed to achieve these aims. It is broad and balanced. It has been carefully formulated to provide pupils with appropriate learning experiences in linguistic, technological, human, social, mathematical, scientific and physical, as well as aesthetic and creative education, at levels appropriate to their ages and aptitudes. It provides all pupils with opportunities to acquire skills in speaking and listening, literacy and numeracy. The curriculum is based upon an enriched version of the Early Years Framework and National Curriculum and is regularly reviewed by The Academic Policy Committee as well as SLT.

In order to become effective learners we aim for all pupils to:-

- Enjoy their learning.
- Develop enquiring minds.
- Become responsible, self-motivated and independent learners.
- Be fully prepared to meet the challenges of secondary education and given some preliminary understanding of the world of work and relevant careers options.
- Fulfil their academic and physical potential.
- Develop economic, cultural, social and spiritual awareness.
- Approach unfamiliar tasks with confidence.
- Be tolerant, considerate and understanding of the needs and respectful of the diversity of others (as required by the provisions of the Equality Act 2010).
- Develop an understanding of their role in society and respect the rights, views and property of others.

**N.B. The school has separate policies for SEN and EAL.**

**We accept applications from pupils with EHC plans. We would endeavour to meet the requirements written in the EHC plan within the resources we have at school. Extra support would be delivered either on a one to one basis, small group support or in the classroom.**

**St John's also has separate Homework and PSHCEE policies, as well as policies for Assessment, Recording and Reporting, Co-curricular Provision and Monitoring, Evaluation and Review.**



The school has a separate scheme of work for PHSCEE, which has been designed to help pupils reflect upon their broad learning experiences in the context of personal and social development, and to help them become effective learners in the ways defined above.

### **Principles of teaching and learning**

*We believe that our pupils learn successfully because teachers:-*

- Have high expectations.
- Provide opportunities for individuals to learn in different ways and at different rates, catering for a variety of learning styles.
- Create stimulating and challenging learning experiences.
- Evaluate pupils' work positively with constructive advice about how to improve its quality.
- Ensure that work throughout the school values the pupils' culture, gender, background and environment.

*We believe that our pupils learn effectively because they:-*

- Understand what is expected as a learning outcome of each task.
- Are encouraged to think for themselves and take an active part in the learning process.
- Know that mistakes are an acceptable part of learning and are confident about seeking help.
- Reflect on and evaluate their own and others' work with sensitivity.
- Practise their skills, including those relating to co-operative work.

*We believe that our pupils learn effectively because the school community:-*

- Endeavours to develop self-esteem and independence.
- Insists that there is mutual respect between the pupils and the adults within the school.
- Defines the boundaries established for acceptable behaviour, and takes appropriate action against those who cross those boundaries.
- Recognises that teaching and learning involves a partnership between home and school.
- Provides appropriate and accessible resources for all.

## **Curriculum Organisation**

### **Pre-Prep Department**

In the Pre-Prep department, their class teacher teaches (EYFS, Year 1 and Year 2) pupils predominantly.

The Nursery is staffed by one lead nursery nurse and a further two nursery nurses. The Reception classes are each staffed by one class teacher and one nursery nurse. Each Year 1 and 2 class has a teacher and a teaching assistant. All classes in the EYFS and Pre-Prep are taught by specialist teachers for Music, PE and Games. Years 1 and 2 also have Swimming.



## EYFS

The EYFS is divided into Nursery and Reception. The staff plan a structured but flexible programme of play, child initiated and adult led activities that encompass the EYFS framework. The EYFS framework is divided up into seven areas of learning and these lead to assessment against the Early Learning Goals:

Prime Area	Specific Area
Communication and Language	Literacy
Physical Development	Mathematics
Personal, Social and Emotional Development	Understanding the World
	Expressive Art and Design

## Years 1 & 2

In Years 1 and 2, the lessons vary in length depending on each activity. Most lessons are taught by the class teacher. Lessons taught by a specialist are 25 minutes in length.

## Preparatory School

Each day there are six lessons each of fifty minutes (see 4.1 Pattern of the Day). In some subjects (Art, Design Technology, Games and Science) there are double lessons.

## Junior Department (Years 3-4)

In Years 3 and 4 classes are also taught predominantly by a class teacher. Each year group has its own Teaching assistant. Specialist teachers take the boys for Music, French, DT, PE, Swimming and Games.

In the Junior Department, the class teachers can be flexible within the times when specialists, whose lessons are necessarily timetabled, do not deliver lessons but there is a formal timetable for each class. The class teachers mostly teach these subjects:

English (including Reading), Maths, Science, Geography, History & PHSCEE  
*(Please note that Maths is taught in three ability classes)*

These subjects are taught by specialists and are timetabled:-

*Games, PE, Swimming, Art, DT, French, Religious Education and Computing.*

## Senior Department (Years 5-8)

In Year 5, specialist teachers for most subjects with a form teacher who oversees their pastoral care teach classes. As far as possible Year 5, boys remain in their form room, except for subjects where specific resources are available. Maths is taught in three ability groups. Year 5 English, Science, Art and DT are also taught in three mixed ability groups.

In Year 6, boys are taught in three mixed ability form groups. Latin is introduced. Maths continues to be taught in three ability groups. Otherwise, pupils are taught in form groups. Pupils can expect to move around the school more to take advantage of subject specialist rooms. When appropriate, setting can be introduced in French and Latin. In Years 7 and 8



boys are placed into two or three forms according to need and numbers. At present, there are two mixed ability classes in Years 7 & 8 with setting in Mathematics and the languages. A small number of pupils do not continue with the study of Latin and have additional English, Mathematics and French, Science or Reasoning lessons. The timetable has the flexibility to introduce setting in subjects such as English when deemed appropriate to meet the needs of the cohort. A natural time for such change is February half term when the Year 8 post examination timetable is introduced. In Years 5 to 8, the teaching of PSHCEE is shared by all teachers who are available. The Head of PSHCEE organises this timetable and provides substantial resources for the teaching via google documents. In addition, teachers are encouraged to take on specific subjects or areas and develop appropriate resources to deliver these lessons. This has led to some teachers undergoing additional training in such areas as mindfulness and sex education.

### Years 3-8

#### Summary of allocations of 50 minute periods by subject Years 3-8 inclusive

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
English	6	5	<b>5</b>	<i>5/4</i>	4	<b>4</b>
Mathematics	<b>5</b>	<b>5</b>	<b>5</b>	<i>5/4</i>	<b>4</b>	<b>4</b>
Science	2	2	<b>2</b>	3	4	4
Art	<i>1</i>	<i>1</i>	<b>2</b>	1	0.5	1
D.T	<i>1</i>	<i>1</i>	<b>2</b>	<b>1/2</b>	0.5	1
French	1	1	2	<b>3</b>	3	3
Games	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
Geography	2	2	2	2	2	2
History	2	2	2	2	2	2
Computing	<i>1</i>	<i>1</i>	1	1	1	-
Latin	-	-	-	<i>0/2</i>	3*	3*
Music	1	1	1	1	1	1
PE	2	2	1	1	-	1
PSHCEE	1	1	1	1	1	1
RE	1	1	1	1	1	1
Swimming	1	1	-	-	-	-
Active Learning	1	1				
Thinking and Study Skills		1	1	<b>1/0</b>		

\*means that a small number of boys have additional English, Mathematics and French or Science in these lessons.

Where the numbers above are in italics & bold it indicates that boys are taught in smaller sets rather than whole class groups for the majority of lessons.

From February Half term, Year 6 have a change in their timetable. Latin is introduced and the English and Maths lessons are reduced by one lesson each and they no longer have one lesson of Atom Learning. Year 6, have a one-lesson increase of Design Technology, moving from one single lesson to one double lesson.

Please note that after half term, in the Spring Term, Year 8 enjoy an enriched Post-Examination Curriculum, which includes a Business Enterprise Activity and an



introduction to a second MfL (German and Italian) as well as a range of optional subjects, including cooking, philosophy and drama. This forms an integral part of our careers education.

### **Careers Education**

It is important to note that all boys receive advice and direction on interview technique and have at least one practice interview in preparation for school entry requirements in Years 5 & 6. They are provided with an understanding of what an interview is, how to prepare for and conduct oneself through the process. The link to applying for a position of responsibility within the school and future employment opportunities is made to all pupils. In the Curriculum Policy.

As part of the Post Examination Curriculum, Year 8 complete a 'Mini-Enterprise Activity' which is a 10-week course. The boys work in small teams operating as companies; gain an understanding of how groups become high-performing teams, learn tools and techniques of marketing, promotion and communications, participate in a competitive sale event and then assess the whole process in a review session.

In addition, the school provides a range of outside, visiting speakers to talk about their pathways into work and their careers. We also invite the careers advisor and sixth form pupils from Merchant Taylors' School to St John's to talk about the pathways into university courses and different careers.

All Careers Education is presented impartially and enables the boys to make informed choices about a broad range of career options.

### **Learning Styles**

The emphasis of our teaching is to encourage pupils to become independent learners. In order to achieve this:-

- A variety of learning styles, (including visual, auditory and kinaesthetic) are accommodated with an emphasis upon independent and collaborative working.
- Open ended questioning and research is encouraged.
- Investigative and problem solving work is common.
- Pupils are encouraged to discuss their work and communicate their findings in a variety of ways including peer and self-assessment.
- Opportunities are provided for children to become involved in decision-making.

Pupils with a specific learning need are generally taught within the classroom with planned activities appropriate to their need and extra support where necessary. The school's SENCo is available to give advice, to assess any pupil who may be giving rise for concern and to give individuals support (see Special Educational Needs Policy).

Homework is considered to be a vital element of the learning process and is set throughout the school (see Homework Policy).

### **Planning**

All teachers are expected to plan carefully each and every learning activity, which they are responsible for delivering.



- The foundation for much of our curriculum planning from the EYFS to Years 4 is the Early Years Foundation Stage framework and the National Curriculum. From Years 5 to 8 the curriculum is most closely geared to the specific requirements of the Senior School Entrance papers sat by the majority of our pupils.
- Regular meetings of relevant teaching staff and their assistants are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.
- Policies and schemes of work for individual subjects are developed by Heads of Department (in collaboration with other relevant teaching staff). Appropriate schemes of work are prepared by subject or class teachers-generally on a half-termly, termly or annual basis.
- Policies and schemes of work are regularly updated to meet the ongoing requirements of curriculum changes and of the School Improvement Plan.

### ***Heads of Department***

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school.
- Support colleagues in their development of detailed work plans and implementation of the scheme of work, as well as in assessment and record keeping.
- Take responsibility for the purchase and organisation of resources for their subjects.
- Are expected to keep up-to-date with changes in their subject and examination requirements through reading and attending relevant meetings and courses

The Deputy Head (Academic) takes an overview of curriculum issues, meeting regularly with the Standing Committee of the Academic Policy Committee. The Standing Committee of the Academic Policy Committee meets with the Heads of English, Maths and Science at least once a term to discuss policy, examinations and progress testing. The Deputy Head (Academic) chairs the Academic Policy Sub Committee (Heads of Department) meetings, which take place every term to discuss proposed changes to the curriculum and other relevant matters. He is then responsible for coordinating and reviewing the impact of change.

### **Resources**

Heads of department are responsible for relevant resources. They submit annual budgets, allocate resources and maintain stock.