



# St John's C of E Primary School, Lemsford

## Curriculum Policy



### 1. Policy Administration

Policy Author:	Michelle Boylan, Headteacher
Ownership:	Quality of Education Committee
Last Review:	March 2024
Next Review:	March 2027
Ratified By/Date:	Full Governing Body March 2024

### 2. Policy Objective

At St John's School, we see the curriculum in the broadest possible terms extending beyond National Curriculum lessons to encompass all that is experienced, both in and out of the classroom. As well as the formal requirements of the National Curriculum we also include the range of extra-curricular and curriculum enriching activities that the school organises to expand and enhance the experience of every child. Our values as a Church of England school, are acknowledged as an important part of 'our curriculum'. Our **vision** challenges us all and holds us all accountable in every aspect of school life:

**"I came that they may have life, life in all its fullness." John 10:10**

At St John's Church of England Primary School we are striving to be a community in which everyone is enabled to have a full life centred on God's Love: a life of opportunity, fulfilment and service to others.

### 3. Policy Statement

#### **Intent of our curriculum**

Our **intent** is that all St John's children will be committed, lifelong learners with the confidence and ability to develop their skills, knowledge and understanding whilst enjoying new experiences, meeting new challenges and finding resilience and confidence with unfamiliar learning or social situations.

We offer a challenging but nurturing learning environment, in which each child is encouraged to explore and develop their learning resilience; where their achievements and successes are celebrated, and their mistakes, failure or 'miss-steps' are put into perspective and used to build understanding and resilience. As a school, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere.

We are firmly committed to ensure the quality of opportunity and committed to enabling all children to thrive and engage in and beyond the classroom and to have a wide range of experiences on which to build for the future. These include our extensive programme of leadership opportunities as Young Leaders, House and Vice House Captains, School and Eco Councillors, Buddies to our Reception Class, opportunities for drama, singing and leadership in Pupil Worship Groups - everyone is encouraged to get involved, especially as they move up the school. We offer a large number of extra-curricular opportunities for all children, and as a small school, we are proud of the variety and range of clubs and experiences we offer the children: Technology Club, Sewing Club,



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Film Club, Football Clubs for boys and girls, Multisport Club, Badminton Club, Dance Club, Book Group, Choir, Science Club, Rock Steady Bands, Lego Club and more!

We are strongly committed, as a Church of England school, to ensure that all members of our school understand the role and purpose of Christian values in their lives.

### **Implementation of our curriculum**

The delivery of the planned curriculum is led and monitored by our subject leaders and the Senior Leadership Team (SLT). High quality, inclusive teaching (Quality First Teaching) for all pupils in all subjects is the expectation at St John's, delivered in a memorable and engaging way, to help pupils discover new knowledge and skills, and to practise, embed and apply these skills to different contexts. We follow the National Curriculum foci and adapt content to suit the interests and needs of our pupils.

We aim to provide:

- high standards of learning and achievement for all
- a strong ethos of mutual respect, excellent behaviour and care for each other
- opportunities to grow in understanding of our own faith and the faith of others.
- A strong sense of community
- A flexible, skills-based curriculum to challenge all learners
- A safe and exciting environment for active learning

### **Impact of our curriculum**

The impact of our curriculum is that the vast majority of pupils leave with skills and knowledge at least in line with National Curriculum expectations, not only in core subjects but across the range of the curriculum. These skills will include being able to play a musical instrument; have a good knowledge of French (learnt from Reception through to Year 6); have had good leadership opportunities; have learnt to ride a bike safely on the road; been involved in many drama productions; have experienced many Shakespeare productions and have taken part in regular competitive sporting events. All pupils will have had the opportunity to experience a large variety of extra-curricular opportunities including two contrasting residential school journeys.

The impact can be seen in the knowledge the children have gained, the skills they have acquired and how this is applied in different contexts. This can be assessed formally through assessment tests or tasks, more informally but equally usefully by looking at their work, by talking to pupils about their learning and combining these assessments, results and outcomes to see the impact of the curriculum. The impact of our curriculum is also seen in the extent to which our pupils have gained social confidence, belief in themselves as learners and as contributors to their community and the wider world, and the extent to which they are well-prepared and excited to meet the challenges of secondary education.



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#### 4. Policy Criteria and procedure for exceptions

##### **St John's Christian Ethos**

The school aims to serve its community by providing an education of the highest quality through the context of Christian belief and practice. We encourage and develop the understanding of Christian values and beliefs through the experience we offer our children, whilst respecting all other faiths.

The school will preserve and develop its Christian character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level.

##### **Aims and objectives**

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 growth mindset attitude towards lifelong learning
- to teach children the essential skills of literacy, numeracy and social development
- to enable children to be creative and to develop their own thinking
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage and promote British values
- to enable children to be positive citizens in society
- to fulfil all the requirements of the National Curriculum and the Herts and Diocesan Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand 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, have high self-esteem, and to be able to live and work co-operatively with others

##### **Organisation and planning of subjects for National Curriculum**

An overview of our curriculum plan for year groups 1 – 6 is posted on our school website, as well as termly topic webs for parents.

##### **English and Maths**

English and Maths is taught with dedicated lessons each day which follow the new National Curriculum (statutory from September 2015). Lessons are planned in accordance with the expectations of the National Curriculum with reference to a variety of published schemes of work for Maths and English to ensure curriculum coverage. Skills and knowledge are integrated into other curriculum areas whenever appropriate.



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We are continuing to develop our assessment of pupil performance in line with the performance descriptors published by the DfE and in line with Herts for Learning criteria.

We recognise the benefit that work in these subjects can have in supporting the wider curriculum. Writing and Maths may therefore feature in any other subject area.

### **RE**

As a Church of England Primary School, RE is a core subject on our curriculum and is of high importance. In response to national reports from the DfE and Ofsted regarding the teaching of RE in primary school, our own curriculum at St John's ensures we deliver the highest quality, relevant RE teaching and learning, in line with current thinking. We understand the value that learning about, and learning from other religions, as well as from Christianity, holds for pupils and their positive view of the world. We strive to ensure a fair and balanced RE curriculum, whilst upholding the values of our school.

### **Science**

Science is a core subject and is taught weekly throughout the year through dedicated lessons following the new National Curriculum. In Key Stage 1, the principle focus of Science teaching is to enable pupils to experience and observe phenomena in the naturally and humanly constructed world around them and to ask and answer their own questions about what they notice. Higher up the school in Key Stage 2, the curriculum aims to enable pupils to develop a deeper understanding of a wide range of scientific ideas, analysing functions, relationships and interactions more systematically. They should also begin to recognise that scientific ideas change and develop over time.

There is a greater focus on Scientists and their achievements as well as an introduction of the theory of evolution and inheritance. Our curriculum map is organised to take account of our 2 year rolling programme to ensure coverage for our mixed age classes.

### **PSHE**

We view Personal, Social and Health Education (PSHE) as an important aspect to a balanced curriculum. We believe that children need to learn how to manage relationships in order that they can become respectful and therefore productive. This will support the development of the curriculum in general and individuals in particular.

We use the Jigsaw programme as well as other resources as a basis to help us deliver the social aspects of PSHE. We tackle health issues as well through science and have an agreed Relationship and Sex Education policy and scheme of work. We also deliver a Protective Behaviours Programme across the school each year to support pupils in their own emotional behaviours and responses to the world around them.

### **Computing**



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We teach Computing as a discrete subject and use IT to support learning across the school and across subject areas. Computing is taught and our curriculum is designed to comply with 2014 National Curriculum including computer science skills of coding, programming which will enable our pupils to become digitally literate. All children at school have timetabled sessions to facilitate the learning and teaching of these specific skills. A class set of laptops are available to support learning in class, as well as Chromebooks and iPads, each of which is wireless enabled.

Teachers actively seek out opportunities to use IT across the curriculum. Our curriculum map is organised to take account of our 2 year rolling programme to ensure coverage for our mixed age classes.

### **History and Geography**

Our 2 year rolling programme which follows the new National Curriculum has been designed to promote pupils' interest and engagement and is often part of a cross-curricular theme in class. Enquiry and research skills play an important part in these subjects and there is a focus on the application of reading and writing skills in the context of historical events or geographical processes.

### **PE including swimming**

We put a very high value on the benefits that sport brings to health and well-being. We ensure that all pupils have access to high quality PE coaching whatever their ability and employ a specialist sports coach and a sports apprentice to support teaching and learning and extend opportunity. We work very closely with Stanborough School in our WGC sports partnership which helps us to deliver excellent competitive sporting opportunities as well as being involved in sporting festivals which offer opportunities to develop skills in a wide variety of sports.

Swimming usually takes place in Year 3 and 4 and aims to ensure that all pupils achieve 25 metres and can perform safe self-rescue. If any children are unable to achieve 25 metres, we arrange a Top Up Swimming course for Year 6 through membership of our Welwyn Garden City School Sports Partnership.

### **MFL**

Quality teaching of French has played an important role at St John's for many years now and all pupils from Reception to Year 6 have regular dedicated lessons taught by a French specialist. We follow the agreed syllabus and aim to secure an excellent knowledge of French, both written and oral, by the time pupils move on to secondary school.

### **Music**

Music is taught by a specialist music teacher throughout the year. To ensure excellent coverage of the curriculum, lessons are based on a scheme which promotes music making using voices and instruments, movement, tonic solfege as well as reading and writing musical notation. Singing is a strength of the school and is a vital part of our music curriculum.



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### Art, Design and Technology

As with other foundation subjects, Art and Design Technology are taught on a rolling programme to ensure maximum interest and coverage for our mixed age classes. Our curriculum follows the new National Curriculum and lessons are usually blocked half termly – e.g. Autumn 1- Art, Autumn 2 - Design Technology.

### Extra-curricular activities

Despite being a small school with only 4 full time equivalent teachers, we endeavour to run as many extra-curricular activities as we can, as we recognise the benefits extended opportunities can have on learning, health and well-being. We try to achieve a balance of activities that are available for the interests of all pupils and of all age groups over the year. Some activities take place at lunchtime, but most take place after school.

For example: Autumn

Activity	Day	Age group	Lead
Multi-skills	Monday	Reception and years 1 – 2.	St John's School
Crafts	Monday & Wednesday	Yrs 3-6	St. John's School
Choir	Tuesday	Yrs 3-6	St John's School
Badminton	Wednesday	Yrs 3 - 6	Herts County Badminton Coach
Football	Thursday	Yrs 4 - 6	St John's School
Netball	Thursday	Yrs 4 - 6	St John's School
Multi-skills	Friday	Yrs 3 - 6	St John's School

### Outdoor Activities and visits

Outdoor and Adventurous Activities form part of the delivered PE curriculum. This may involve problem-solving or team-building activities in the school grounds as well as formal activities such as orienteering. In addition we plan for our older children to experience adventurous activities away from the school site; this may include activities such as sailing at Stanborough Lakes. All Yr 5 & 6 pupils are given the opportunity to undertake Cycling Proficiency (Bikeability).

Visits are often planned to enhance the taught curriculum and are designed to excite children's interest and imagination. These may involve visits to museums or theatre or to special activity days. Visits, where possible, to local secondary schools support opportunities for more able learners.



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Each year our Class 4 children benefit from a residential trip to enhance their learning experiences; this may include visits such as The Isle of Wight or PGL.

### **Children with special needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice (July 2014) in providing for children with special needs.

In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation through High Quality Teaching. If a child's need is more severe, our SENCo uses the support provided by experienced teaching assistants or learning support assistants, and we involve the appropriate external agencies.

The school provides a class or individual provision map for children who are on the special needs register, according to need. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

### **The Foundation Stage**

The curriculum in the reception class meets the requirements set out in the Early Years Foundation Stage (EYFS) statutory framework. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first term in the reception class, their teacher begins to record the skills of each child on entry to the school. A baseline assessment is made within the first few weeks of entry into school and the outcomes are reported to the DfE. This assessment also forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

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

### **Subject leaders**

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;



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- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. 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 their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

### **Monitoring and review**

Our governing body monitors the curriculum via the School Improvement Plan (SIP) ensuring that progress is made in developing and enhancing our curriculum. The School Improvement Committee challenges, supports and evaluates each aspect of the SIP and report directly to the full governing body, at least termly.

Governors liaise with the subject leaders of these areas, and monitor closely the way the school targets school improvement .

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

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