

# St John's Primary School

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## Curriculum Policy

We teach the National Curriculum and have schemes of work in place for each subject across Key Stages 1 and 2 (ages 5-11), and teach the Foundation Stage curriculum in the reception class. Children with special education needs are identified, monitored and supported using the national *Code of Practice*. Beyond individual subjects, the curriculum includes everything that a school plans for the children to experience.

### St John's School ethos

Childhood is precious, and at this school we want our children to feel happy and stimulated, to achieve the best educational standards they can within the context of their emotional welfare, and to further develop morally and spiritually. The school actively promotes activities which support the Every Child Matters outcomes.

We aim to harness children's natural curiosity and encourage them to work both independently and co-operatively in the pursuit of knowledge and understanding. Children are given a broad education with lessons that are challenging and interesting, based on the National Curriculum. Progress is closely monitored, so that each child receives appropriate work and is properly 'stretched'. We aim to recruit and train the highest quality staff, and to provide strong, supportive leadership from the management team and from an active and interested governing body.

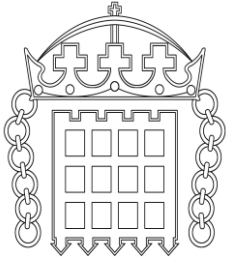
We encourage and value close links with parents and carers who are welcome to come and take an interest in, and help in, the school, and to discuss their child's progress and welfare. Parents are a child's first and most enduring teachers, and link the family to school and to the wider community.

We want the children to feel part of the school community and to care for their environment. We aim to provide attractive and fun areas for play and work.

All children should feel happy and secure during class and play times, and children's treatment of one another is an important aspect of community life in school. The school has a strong tradition of 'inclusiveness', and we take pride in the way that the children value and treat others well. We have clear written policies and guidelines showing our expectations in terms of learning and behaviour. By helping the children to say 'no' to activities they consider to be wrong whilst showing tolerance and respect for others, we make their lives happier now, and prepare them to be good citizens outside school and in their future lives.

### The aims of the curriculum are to:

- promote high standards in speaking and listening, reading writing and maths.
- enable our pupils to acquire knowledge, skills and understanding in Science.
- enable pupils to be confident and creative in their use of ICT.
- give pupils an understanding of their position in time and space (History and Geography).
- promote pupils' spiritual development.
- enable our pupils to develop moral sensibility through carefully taught values and the consistent implementation of the school ethos.
- develop the personal and social skills of each child.
- promote pupils' physical and mental development and an awareness of the importance of a healthy lifestyle.
- enable our pupils to be sensitive to and participate in the Arts and a wide range of cultural activities.
- promote thinking skills and the habits of independent learning and self-reflection.
- provide equality of access and the opportunity for all pupils to fulfil their potential.
- prepare pupils for the opportunities, experiences and responsibilities of adult life.



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- create a stimulating learning environment.
- work with parents and the wider school community.
- promote high standards of behaviour to create a calm and ordered learning environment.

## **Implementation**

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities we aim to:

- encourage the best possible progress and highest attainment for all our pupils.
- enable pupils to make connections across different areas of learning.
- help pupils to think creatively and solve problems.
- develop pupils' capacity to learn and work independently and collaboratively depending on the demands of the task.
- enable pupils to respond positively to opportunities, challenges and responsibilities.
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.
- use assessment and target setting to enable pupils to make optimum progress.

## **Curriculum Organisation**

The formal curriculum is taught through both discrete subjects and "topic" areas where relevant. A curriculum map indicates the overview of units of study across the school. Medium term plans contain the detail and are uploaded to shared areas on the school network.

Short term plans follow the agreed school format and are used for daily lessons and show differentiation and more detailed learning objectives and assessment opportunities.

Pupils are grouped according to the demands of the subject in either mixed ability or ability groups. Teachers use a variety of whole class, group and individual teaching methods. Gifted and talented, special needs and EAL pupils are identified and a differentiated curriculum is provided where appropriate.

Children's work is assessed regularly so that teachers can plan lessons tailored to needs and abilities of all children. The marking and feedback policy ensures that children and their parents are aware of individual learning needs and 'next steps'.

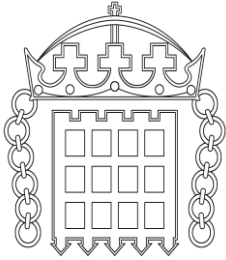
In all subjects pupils are taught to read accurately and with understanding, to express themselves well in speech and writing and to listen to others. Information and communication technology (ICT) is used across all subjects, for children to search for and select information, to draft and revise their own productions, and share information. Children are taught about cyber-safety.

Pupils are taught to work appropriately with tools, equipment and materials, particularly in practical classes, and shown how to manage such items safely. We make the school as safe and stimulating an environment as we can, decorating the interior with attractive and interesting displays, and providing outside areas to encourage wildlife and varied activities.

## **Special curricular issues and the extended school curriculum**

Religious education is fully implemented under an agreed syllabus, and there is a daily act of collective worship. We have a full programme for personal, health and social education, including the use of SEAL materials and which includes relationships and sex education. These topics also form an integral part of 'living things' in science. In Year 6 human reproduction is covered in the context of growing up and understanding bodily changes. (Parents may withdraw their children from religious and sex education and from acts of worship). Citizenship is part of the curriculum. We have a school council so that all children can be represented within the school community.

The children take part in competitive sports as part of the PE curriculum, and there are often opportunities to extend their skills and experience in after-school clubs and with Wallingford School



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which is a specialist sports college. The aim is that children enjoy participating, and learn that winning and losing are both important experiences. Swimming is taught in Key Stage 2 at the Berinsfield pool.

The school has a strong tradition in drama, and children take part in performances. We have occasional concerts through the year to celebrate choral singing and the playing of musical instruments. Instruments are taught by peripatetic teachers who come in during school hours, either from the County Council music service, or independently. The school also houses the Wallingford Children's Choir, which many St John's children attend.

There is a full programme of after-school clubs, most of which are run voluntarily by the staff. These usually include sports, arts, drama, and occasional clubs such as chess.

The extended curriculum in Year 6 includes a week-long residential course at an Outdoor Education Centre, a visit to the Injury Minimization Programme for Schools and the Junior Citizens programme, and links to Wallingford School. Year 6 are given the opportunity to train for and take their cycling proficiency test.

## **Links to the wider community**

Children are encouraged to borrow books from school to enable parents to help children learn to read, and to provide continuing easy access to books. Children are set homework, to encourage independent learning and family involvement.

The school eases the transition from playgroup or nursery, and later to secondary school, by its strong links with local establishments. Children from Paddocks Pre-School (resident on St John's land) make visits to the school, and all 4-year old children are welcome at the pre-school story club. The school participates fully in initiatives from the Wallingford Partnership of Schools, such as the science and arts weeks. Pupils are involved in a wide range of sports tournaments and festivals run by Wallingford School, a Sports Specialist College.

St John's treasures links with the local business and residential communities. Children visit work-places such as the Rutherford Laboratory, the Northmoor Trust, geography field trips to the river and town, history outings to the churches, and visits to the local library and museum. Children go into the local community to deliver harvest packages, to sing at Christmas, and to participate in local celebrations. Visitors to the school are encouraged, to broaden the children's experiences.

We organise outings to places of interest beyond Wallingford, eg museums, zoological and botanical gardens, theatres and archaeological sites.

## **Roles and responsibilities**

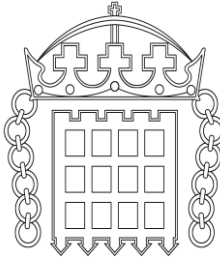
The Headteacher has responsibility for the leadership of the curriculum and for monitoring provision.

The Assistant Head has responsibility for developing and updating the curriculum map and ensuring, with the headteacher, that the curriculum has progression, appropriate coverage and is consistently monitored.

Curriculum Coordinators, including the Senior Leadership team, are responsible for ensuring the satisfactory content and delivery of their subject, for monitoring provision and keeping up-to-date with curriculum developments, providing INSET where necessary. They should ensure that progress is tracked and that there is appropriate challenge, support and intervention.

The SENCo is responsible for mapping the provision of intervention activity and for coordinating the work of support staff to achieve the best possible outcomes for individual pupils.

Class teachers ensure that the curriculum is well-planned and taught and that the aims are achieved for their class. They regularly review and, if necessary, update medium term plans.



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The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher's report to Governors.

## **Disability Discrimination Statement**

It is unlawful to discriminate against disabled pupils. A person is considered disabled if they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A school discriminates if:

- It treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification.
- It fails, without justification to make reasonable adjustments which require the school to think ahead, anticipate the barriers disabled pupils may face and remove them before a disabled pupil is placed at a substantial disadvantage.

Date agreed: **Updated November 2012**

Date for review:

Signed