



ST. JOHN'S C.E. PRIMARY SCHOOL
FRIERN BARNET
CURRICULUM POLICY

Mission Statement

To develop the highest possible standards of teaching and learning to support all pupils in achieving their full potential

To help children make moral choices based on Christian values whilst promoting understanding and awareness towards those of different cultures and religions

To provide a secure and friendly environment for all pupils where everyone strives to work in partnership with home and the church

School Aims

The aim and overall purpose of St John's Church of England School is to develop the academic, spiritual, physical, and personal abilities of each pupil to enable them to reach their full potential. To this end the school aims to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Develop confident, disciplined and enquiring learners, able to make informed choices
- Foster a love of learning
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- Facilitate considerate and positive relationships between all members of the school community and respect all cultures
- Ensure equal opportunities in relation to the protected characteristics as set out in the Equality Act 2010
- Provide a safe and happy work place
- Promote a thoughtful attitude towards the immediate and wider environment
- Reflect the British values of democracy, the rule of law, individual liberty, respect and tolerance for those of other faiths and beliefs

Ethos

The mission statement establishes an ethos and atmosphere which underpins the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- The provision of a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential

- Providing a welcoming environment, in which courtesy, kindness and respect are fostered
- Providing positive role models
- Providing a fair and disciplined environment, in-line with the school's behaviour and anti-bullying policies
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policies
- Effective management of their professional time
- Developing links with the wider community and providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Early Learning Goals
- Valuing and celebrating pupils' success and achievements
- Reviewing personal and professional development by providing appropriate INSET, training and support for colleagues in order to ensure a high level of professional expertise
- Ensuring that the Christian ethos permeates the life of the school in all respects and that children will be introduced to the religious aspects of faith and the life and worship of the church. This will include developing a sense of:
 - The Christian commandment to love ones' neighbour and understand what that means
 - Living according to this commandment – being forgiving, reflective, compassionate and addressing our differences, tensions and aggressions in a spirit of Christian reconciliation
 - Respect, tolerance, understanding and courtesy
 - Service to others
 - The need to be aware of our own weakness and a recognition that each of us is in need of forgiveness
 - Being made in God's likeness – we are all children of God and equal in his sight

Equal Opportunities:

In accordance with the school's Equality Policy all children will be given full access to the National Curriculum and staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

Aims and objectives

The Curriculum Policy underpins the principles and strategies used for the development of the curriculum undertaken within St John's Church of England Primary School.

Key roles and responsibilities

- The Governing Body has overall responsibility for the implementation of the Curriculum Policy of St John's Church of England Primary School
- The Governing Body has overall responsibility for ensuring that the Curriculum Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation
- The Governing Body has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy
- The Governing Body and Head Teacher are responsible for publishing and reporting National Curriculum test and teacher assessment results
- The Head Teacher in liaison with the Senior Leadership Team, will be responsible for the day-to-day implementation and management of the Curriculum Policy of St. John's Church of England Primary School

- The Senior Leadership Team is responsible for providing a strategic lead and direction for the school curriculum, in liaison with the Head Teacher and in line with the Department for Education's statutory guidance
- Class teachers are responsible for providing efficient resource management and timetabling of subjects
- Class teachers are responsible for reviewing subject plans for their key areas and evaluating teaching, learning and assessment
- Class teachers are responsible for teaching the agreed curriculum and liaising with phase leaders and the Senior Leadership Team to review areas of the curriculum

Learning pledges

All children are entitled to a curriculum that provides opportunities for them to learn and achieve. We aim to provide a curriculum that gives opportunities for them to build upon strengths, interests and experiences and develop their confidence in their ability to learn independently and work collaboratively.

We aim to create, in children, an enjoyment of and commitment to a lifetime of learning. Education needs to be about fun as well as serious study because enjoyment leads to enhanced learning.

Our curriculum seeks to equip the children with essential skills to promote an enquiring mind and rational thought, and to be broad and balanced in order to give them the opportunity to be creative, innovative and enterprising. We aim to promote pupils' self-esteem and emotional well-being to help them to form worthwhile relationships and to develop the capacity for leadership and teamwork and to equip them for life as healthy, active, responsible, global citizens.

Religious Education has a central role at St John's Church of England School. Pupils are drawn into the mystery and wonder of God and also to the many, varied, human responses elicited by his creative and loving interaction with creation. Learning about God, his teachings and living presence, influences the way in which we help and encourage each individual to grow in confidence, in body, mind and spirit, and develop qualities that will guide into maturity. Faith promotes the development of spiritual, moral, social and cultural education and an understanding of the complexities of the world; it is central to our curriculum, ethos and common life. Faith also deepens awareness of what it means to be a good citizen in society.

The 'Christianity' element of our syllabus enables cognition of a religion that has shaped our laws and culture and continues to instil Gospel values of justice, equality, compassion, mercy and reconciliation. The 'Wider World' element enables the question "who is my neighbour?" to be answered as pupils gain knowledge in and experience of the multi-cultural world in which they live and play a part.

Our aim always is to respect the views of the individual; to widen their religious vision and to help them appreciate how a relationship with God can positively inform their attitudes and the choices they make. Our objective is to help pupils develop further their own spirituality by enabling a profound exploration of what it means to be human, enriching their personal faith, beliefs and self-identity. In our school, R.E. is cross-curricular and touches all aspects of learning; it permeates our lives and informs our decision making.

The primary purpose of this policy is to guarantee a successful learning experience for every child. With this in mind, we make the following learning pledges to enable every child to develop according to their full potential:

- Every pupil will be educated at least to the minimum standard set by the Department for Education
- Every pupil will be provided with opportunities to increase their self-esteem, motivation and aspirations
- Every pupil will be provided with opportunities to experience the wider world as a core part of their curriculum
- Every child will be challenged beyond their current level of ability in order that they may achieve their potential

Key skills

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes:

- We believe the following skills are key within pupil development, and we promote these through our wider curriculum: Investigation, Experimentation, Listening, Observation, Talking and discussion, Asking questions, Practical exploration and role play, Retrieving information, Imagining, Repetition, Problem-solving and Making choices and decision-making
- Computing: Through our wider curriculum class teachers deliver an exciting computing experience for all children. In computing, as with all subjects, to develop the continuity and progression of teaching and learning a balance between the whole class, individual and group work, and direct teaching, pupil investigation and skills practice are planned throughout the school year. Further guidance will be provided in the Computing Policy

Curriculum organisation and planning

The Curriculum is the total of all learning experiences that St. John's School provides for the children in its care. We aim to provide:

- A broad, balanced curriculum for all pupils, at all stages of their development. Through the curriculum we aim to enable children to reach their full potential and develop their talents, interests and skills We seek to provide opportunities for development, not only through academic subjects, but through all aspects of the school day, including break and lunch times, assemblies and extra-curricular activities
- A curriculum which is planned and developed in line with the requirements of the National Curriculum and the Statutory Framework for Early Years and the Foundation Stage

Our curriculum is based on several broad areas of learning:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

As far as possible, we provide an experiential curriculum, enabling our pupils to be fully engaged with what they are learning. Our curriculum is designed to ensure our pupils develop

the skills they need to develop into good citizens who can solve problems and challenges and work well with others.

Planning will consist of:

- An annual overview
- Medium term plans (half termly)
- Short term English and Maths plans (weekly)

Information regarding learning for the term ahead will be shared with parents in the form of 'Termly Forecasts'. Planning will be undertaken with reference to National Curriculum Documentation, Early Learning Goals and the Schemes of Work adopted by the school. Teachers and support staff will meet regularly to plan. An agreed Individual Lesson Plan sheet is available for teachers to use if they wish.

Homework will follow guidelines as set out in the Homework Policy. Homework will be published to the class page on Google Classroom.

Marking is in accordance with the school marking and feedback policy. If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (learning targets) it is essential that:

- They are made aware of the learning intentions of tasks/lessons and of the criteria against which their work will be marked / assessed
- The learning needs of individual children are understood and work is matched and marked appropriately
- Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted

Assessment and reporting

We consider accurate and focussed assessment to be the cornerstone of high quality teaching.

Assessing progress in the Foundation Stage:

- During the Early Years Foundation Stage, our teachers begin to record from entry the skills of their pupils and assess progress using the Foundation Stage Profile
- Progress is reported to parents at regular intervals.

Assessing progress at Key Stage 1 & 2:

- A pupil's progress throughout the subjects of English and Mathematics is assessed by teachers throughout each year using termly assessments using a combination of assessments by White Rose Maths, HeadStart Reading and Rising Stars
- Y1 pupils are screened for phonics. Those not reaching national expectation are re-screened the following year
- Pupils' work is currently formally assessed and reported against National expectations in Y2 and Y6 (Maths, English, Science); reporting to parents takes place during the summer term of each school year
- Pupils not at the end of a key stage will be assessed for Mathematics and English using commercial tests and teacher assessment
- Pupil attainment and progress is monitored termly by the head teacher, assessment coordinator and SENDCo
- Pupil progress meetings are held in the spring and summer terms between class teachers and members of the school's leadership team; less formal meetings are offered to year groups during the autumn term as needed i.e. Y2 and Y6 classes

Assessing RE

Teachers will assess and record attainment and progress in RE using the LDDBS system of assessment

Curriculum monitoring and review

Evaluation is essential for the planning and development of the curriculum. The Head Teacher is responsible for monitoring the way the school curriculum is implemented

Ratified: Autumn 2017

Reviewed: Autumn 2022

Next Review: Autumn 2025