

Curriculum Intent and Implementation Statement

What our curriculum is designed to do

At St. John's CE Primary we recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. This has always been our philosophy. We want our children to:

- enjoy the time they spend at school
- be excited every day about their learning and the experiences that school will offer them
- be proud of their achievements, academic and personal.
- have a developing understanding of their place in the world and the responsibilities they have both for themselves and others within the community near and far
- have a moral compass; to blossom in our care and acquire values such as integrity, fairness, personal responsibility, tolerance, respect, kindness and love for others.
- become the best that they can be!

We are proud of the Christian ethos of our school and the Christian values which underpin our daily lives and the values which we embrace and promote:

“But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.” (Galatians 5:22-23)

How the school intends to deliver the curriculum throughout the school

It's important to all of us that our children enjoy their learning and that they are well prepared for life beyond St. John's. To make these things possible we offer our pupils as many challenging and exciting experiences as we can; activities within and outside the school timetable that build resilience, confidence and self-esteem. Examples of this can be found throughout our school website but especially by visiting the following pages and clicking on the powerpoints which expand upon the rich experiences we offer our pupils through the curriculum:

- 'The Wider School Curriculum'
- 'Sport Enrichment'
- 'Special School Events' and
- 'Community Cohesion'

We understand that pupils must be challenged in their schooling; learning from failure and celebrating success. To this end we encourage a positive Growth Mindset in 'everyone, young and old, and we have run many workshops to enable pupils and staff to develop this essential way of viewing the world and themselves. A recent new initiative has been the introduction of 'Compass for Life' in KS2; the impact of this programme has been significant and empowering. Running closely alongside this are the important topics of healthy living, good mental health and wellbeing. We want our curriculum to be empowering, enabling pupils to achieve academic success and independence while developing their personal and interpersonal skills in a creative learning environment.

The curriculum offer:

The staff of St. John's is hard-working and committed to providing all pupils with the best education we can offer. We strive to achieve academic excellence and our results over time and across all phases provide evidence of this. We see potential in every pupil and our curriculum is designed to encourage all children to flourish. If a child has a gift, academic or other, we try to support it.

We are determined that our pupils achieve high standards in the core subjects and that they leave us for secondary school with the best possible outcomes. This provides them with the opportunity to flourish as young adults and learners and we hope that it also prepares them well for the workplace and the many challenges that they will face in the future.

All staff, teachers and teaching assistants, are skilful practitioners in English and Maths and pupils are well supported in these areas on-entry and throughout their passage through the school. Additional support for SEND and disadvantaged pupils is offered to pupils of all ages according to their identified needs. Performance data is reviewed regularly to inform decisions about intervention and targeted support is offered within class by teachers and teaching assistants.

Judgements about support and intervention are made by individual class teachers on a daily basis. Medium and long-term interventions are made by the SENDCo following discussion with staff. Such interventions are 'tailor made' to meet the needs of each individual or small groups. Many pupils are supported by teaching assistants, trained by the SENDCo to deliver intervention programmes specific to each identified need. The school works closely with parents to understand and better meet pupils needs and parents are supported by the school to work with their children to maximise progress and achievement.

We also offer termly intervention programmes throughout the school year. Additional lessons in English and Maths are run by experienced teachers and teaching assistants. Within these interventions, TAs and teachers break down the content of a lesson in a more digestible way for pupils. The sessions last between 45 minutes to one hour and groups are no larger than six pupils. It is important to note that these interventions supplement the work of the teacher and do not replace it.

Staff are forever striving to help all children make as much progress as possible and with this in mind, teachers run metacognition lessons for pupils, helping them to better understand their own thinking and strategies that best help them to achieve according to their potential. Staff model this process within class providing pupils with a better understanding of how to apply it to their own learning. This approach, together with 'growth mindset', has many benefits for all pupils but more specifically for our disadvantaged pupils. We want our disadvantaged pupils to recognise that they can achieve as well as their peers and in so doing, this group is regularly supported or challenged within class, by both class teachers and teaching assistants.

Additional programmes that run throughout the school to support disadvantaged pupils are:

- Key Stage 2 (KS2) English and Maths small group support
- Wider curriculum small group support (foundation subjects)
- Upper Key Stage 2 (UKS2) Maths challenge groups support
- KS2 gifted and talented reading small group support
- UKS2 Coding Club
- Lunchtime sporting clubs

We believe that another strength of our school is that we recognise and utilise subject specialists to help us deliver aspects of our curriculum which all pupils benefit from. These include:

- Maths lessons for UKS2 delivered by a specialist Maths teacher
- Italian lessons for Y1-Y6 delivered by a native Italian teacher
- Italian Content and Language Integrated Learning (CLIL) delivered by a native Italian teacher
- Music lessons in KS1 and KS2 delivered by Music specialists
- P.E & Sport delivered by P.E. specialists

At our school we also recognise and support pupils who excel in various areas. We provide the following support for pupils:

- Maths challenge sessions for UKS2
- Gifted and Talented reading in Y4 and Y5
- Signposting pupils who excel in sport to local clubs

Mental Health and Wellbeing are important aspects of school life at St. John's. We have a learning mentor that works closely with both pupils and their families to offer emotional support and guidance. This is in addition to trained Mental Health First Aiders. High quality pastoral care is a priority for us and the work we undertake is invaluable given the benefit it brings to children and families.

Zones of regulation are used across the school to enable pupils to develop a better understanding of human feelings so that they can begin to regulate their emotions by using a range of strategies to help them.

Growth mindset is promoted and teachers use metacognition to guide pupils to better understand how they learn so that they recognise that we all learn differently and making mistakes is an important part of the learning process. 'Compass for Life' is aspirational and builds on this idea by enabling pupils to understand the stepping stones needed to achieve goals and to be successful in life.

We are continuously looking at ways to improve the wellbeing of all members of our school community: pupils, staff and parents (eg. parent curriculum workshops, coffee mornings and 'open door' policy, etc.) to ensure that our school is the best it can be in enabling all members to flourish and be happy. Our most recent provision includes the conversion of our school library into a wellbeing space for pupils to use as breakout space and for planned interventions.

Our wellbeing provision for pupils also includes careful consideration of how best we can meet their personal, emotional and social needs through the curriculum and therefore we devote time to many important topics that fall within the remit of PSHCE such as dealing with prejudice and intolerance in all its many and varied complex forms (eg. homophobia, racism, bullying, etc.). All these issues are addressed in the context of the Christian values which underpin and guide the ethos of our school. Our health education programme complements the above, helping children to understand their own development and how to adopt healthy lifestyles.

Safeguarding is high on our agenda and throughout the year we devote time to ensuring that both pupils and staff feel happy and safe at school. Staff understand how to keep children safe and are kept up to date with training on an annual basis; they are also supported with their own wellbeing and the school signposts staff to local support (Qwell) as well as to our resident learning mentor. Children are guided in understanding the importance of feeling safe at school and know who they can turn to when in need. The NSPCC support us with this and run assemblies for pupils on 'Speaking out and Staying safe'. The Metropolitan Police service offers support by running class based sessions across the school and pupils are regularly taught how to stay safe online.

Our curriculum is regularly reviewed to provide greater opportunities for cross-curricular learning and although topics have been carefully chosen to provide rich learning experiences in the foundation subjects, we always look for opportunities to draw upon knowledge from different subjects and understand the interconnectedness of learning. One of the valuable resources we use is Cornerstones as it offers knowledge rich projects carefully aligned to the requirements of the National Curriculum. It is in-keeping with our teaching and learning philosophy that *'... all children deserve an education rich in wonder and memorable experience; one that allows children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. We believe that an education*

that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world. 'Cornerstones Education, 2019.

Explore our website to find:

- Details of the curriculum for each year group (open the 'Year Groups' tab)
- Information about the National Curriculum and its programmes of study (open the 'National Curriculum Framework link on the 'Curriculum' page)
- An overview of the topics we teach (see below)
- Individual class 'Termly Forecasts' (open the 'Year Groups' tab)

YEAR GROUP	AUTUMN	SPRING	SUMMER
N	I Am Amazing Sparkle and Shine	Once Upon a Time Ready, Steady, Grow	Big Wide World Animal Magic
R	I Am Amazing Sparkle and Shine	Terrific Tales Ready, Steady, Grow	Journeys Animal Magic
1	Childhood (History) Our Wonderful World (Geography) Mix It (Art & Design) Funny Faces and Fabulous Features (Art & Design)	Bright lights, Big City (Geography) Taxi (D&T)	School Days (History) Chop, Slice and Mash (Food Technology)
2	Movers and Shakers (History) Let's Explore the World (Geography) Remarkable Recipes (Food Technology)	Coastlines (Geography) Beach Hut (D&T)	Magnificent Monarchs (History) Portraits and Poses (Art & Design)
3	Through the ages (History) Our Planet, Our World (Geography) Cook Well, Eatwell (Food Technology)	Rocks, Relics and Rumbles (Geography) Making It Move (D&T)	Emperors and Empires (History) Beautiful Botanicals (Art & Design) Mosaic Masters (Art & Design)
4	Invasion (History) Interconnected World (Geography) Fresh Food, Good Food (Food Technology)	Misty Mountain, Winding Rivers (Geography) Functional and Fancy Fabrics (D&T)	Ancient Civilisations (History) Statues, Statuettes and Figurines (Art & Design) Islamic Art (Art & Design)
5	Dynamic Dynasties (History) Investigating Our World (Geography)	Sow Grow and Farm (Geography) Eat the Seasons (Food Technology)	Ground breaking Greeks (History) Architecture (D&T)

	Tints, Tones and Shades (Art & Design) Taotie (Art & Design)		
6	Maafa (History) Trailblazers, Barrier Breakers (Art & Design) Britain at War (History) Make Do and Mend (D&T)	Frozen Kingdoms (Geography) Inuit (Art & Design) Environmental Artists (Art & Design)	Our Changing World (Geography) The Windrush (History) Food for Life (Food Technology)

All teachers seek to make learning interesting and each draws upon a variety of resources to deliver a wide range of content. Foundation subjects, taught through Cornerstones, utilise the ‘four-stage pedagogy’ set-out below to make learning purposeful and rewarding for pupils:

ENGAGE	DEVELOP	INNOVATE	EXPRESS
<ul style="list-style-type: none"> Hook learners in with a memorable experience. Set the scene and provide the context for learning. Ask questions to find out children's interests. Spark children's curiosity using interesting starting points. 	<ul style="list-style-type: none"> Teach facts and information for deeper understanding and knowledge. Demonstrate new skills and allow time for consolidation. Provide creative opportunities for making and doing. Deliver reading, writing and talking across the curriculum. 	<ul style="list-style-type: none"> Provide imaginative scenarios that encourage creative thinking. Enable children to apply previously learned skills. Encourage enterprise and independent thinking. Provide opportunities for collaborative working and problem solving. 	<ul style="list-style-type: none"> Provide environments for reflective talk. Create opportunities for shared evaluation. Celebrate and share children's success. Identify next steps for learning.

At St. John's we invest heavily in resources to provide our pupils with the best learning experiences we can offer. Prudent management of finances has enabled us to maintain excellent levels of staffing when other schools have had to make drastic cutbacks in spending against this heading in recent years; favourable staff to pupil ratios help us to achieve positive academic and personal outcomes for pupils. It has also meant that we have been able to:

- maintain excellent resources such as our own swimming pool (every child from Reception to Y6 enjoys and benefits from a weekly swimming lesson and no child leaves us unable to swim and keep safe in water)
- continually invest in facilities such as our MUGA and Outdoor Activity Trail and maintain the fabric of the school despite the ever increasing funding challenges we face
- own and run two minibuses to support and enrich the learning experiences of our pupils

Our minibuses enable us to regularly take whole classes offsite to develop their learning. Just look at the school calendar to see the extent of our curriculum offer which takes learning beyond the classroom. Visits to places near and far make learning exciting and meaningful. It also provides our pupils with the opportunity to learn from ‘experts in their field.’ Visits provide an exciting start to learning about a topic or reinforce learning as the topic develops. Such opportunities provide ‘memorable learning experiences’ for all pupils and this provision is valued by pupils, their parents and carers, and staff alike. Additionally we invite educators to our school on a regular basis and every class benefits from an exciting, entertaining and informative series of school based workshops throughout the year.

An example of a recent exciting initiative is the introduction of ‘The National Numeracy Project;’ introduced in 2021 the project has provided exciting and rewarding mathematical experiences for children and parents working together on meaningful, practical maths challenges. The project has been so successful that it has now become embedded in the mathematical experiences of all children and our commitment to the project has extended beyond the initial two year programme which we signed up to.

Another important resource we are introducing in 2023 is the Yes Programme. ‘Designed to embed into the core KS2 curriculum and used inventively on a regular basis, the Yes Programme offers pupils an introduction to the world of work, helping them to connect learning to real life....providing a motivating, inspiring and ambitious window into the world of work and the practical application of knowledge and skills.’ The Yes Programme links perfectly with our philosophy of making learning interesting and purposeful.

How the school involves parents, and pupils:

We strive to ensure that our pupils receive a well-rounded education that meets the needs and aspirations of both the children and their parents. To this end we periodically seek their views and we consider their responses carefully as a staff and governing body to evaluate and shape provision. Survey results are published to the school website and can be found within the ‘Information’ tab at the top of each page.

We really value our engagement with the local community and therefore we offer every class across KS1 and KS2 the chance to develop their understanding of the world and their place within it. We want to do this in a purposeful and proactive way so that our young people can appreciate the diversity and richness of communities both near and far away. To this end we actively search for opportunities for them to experience and understand how peoples’ lives can be so different according to the circumstances they encounter:

- Classes in KS1 ‘adopt’ a charity of their choosing; they learn of its work and outreach and each class undertakes a fund-raising activity to support the good cause.
- Classes in KS2 ‘step out’ into the local community to experience life in the community. We support the work of Homeless Action Barnet at harvest time; we hold ‘Charity Breakfasts’ for pupils, parents, governors and staff to support the work of local good causes; our pupils attend and help out weekly at the Parish Mums and Toddlers group; we cook meals throughout the winter for the homeless in our local area; our children visit Age UK where they interact with the visitors; we take our children to a local special school where our pupils join-in with lessons for pupils with pronounced learning needs; we help out fortnightly at the Parish lunch for the elderly.

Please visit the ‘Community Cohesion and British Values’ page of our website (within the ‘About Us’ tab) to discover more about our involvement with the local community. The ‘Community Cohesion powerpoint’ provides greater detail of our activities and commitment to the community.

How the curriculum benefits pupils' learning and personal development

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for academic success
- Being supported with their next stages in education or training and feeling prepared for life after school
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers
- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.