

Curriculum Plan

At St John's, children in Kindergarten to Form 2 (Year 4) are taught in mixed ability classes with a standard size of 20 children, mainly working with one class teacher. In Forms 3-6 (Years 5-8) an increasing degree of setting is introduced and subjects are taught by an increasing number of specialist teachers. Full details of teaching arrangements can be found in this Curriculum Plan.

KG

Within the KG classes:

- PE (2 lessons), Music (2 lessons), Drama (1 lesson), and French (1 lesson) are taken by specialist teachers.
- The remaining curriculum areas are taken by the Form teachers.

Subjects are taught in a cross-curricular way and follow the 'Early Years Framework' division of subjects into three prime areas and then four specific areas. The prime areas are: Personal Social and Emotional Development (which is largely developed through our Emotions for Learning programme and also includes elements of Religious Education), Physical Development, and Communication and Language. The specific areas are: literacy, mathematics, understanding the world (which includes history, geography, science, information and communication technology and elements of religious education), and expressive arts and design (which includes art, design and technology, dance and music).

Forms T1-2

Within the Transition classes:

- PE, Music, Drama, French and some DT and Art are taken by specialist teachers.
- The remaining curriculum areas are taken by the Form teachers.
- One afternoon each week is spent on a 'Topic' lesson, which is a cross-curricular, investigative and child-led session in which children are taught to problem solve, persevere, think, create and work independently in groups in response to a stimulus.

Forms 1 and 2

- Individual classes have different arrangements of subject teachers dependent upon their form teachers' areas of specialism.
- There is no formal setting within KG to Form 2. Teaching is differentiated within each class.

Enrichment and Individual Needs

- In Transition 1 classes, some children have small group 'enrichment lessons' taken by a member of the Individual Needs Department. Reasons for being in an enrichment group include delayed development of language, emotional immaturity, delayed readiness for reading and weak fine motor skills.
- In Transition 2 to Form 2, the enrichment provision continues so that the children may progress and enhance their self-esteem.
- Motor skills groups continue for children from KG to Form 2. Children's inclusion within any of these groups is monitored on a termly basis.
- Social Skills groups are provided for children who the school thinks would benefit from some extra work in confidence or social skills.
- Occasionally it is agreed that a child's emotional, social and educational needs require individual lessons from a specialist Individual Needs teacher. The Head of the Junior Department organises the assessment and appropriate provision in consultation with the Head of Individual Needs Department.
- All the First Form tutors meet regularly to discuss pupil business at meetings led by the Head of Year.

- All the Second Form tutors meet regularly to discuss pupil business at meetings led by the Head of the Junior Department.

Form 3

- In Form 3, there continues to be a main Class teacher to provide continuity when the children transfer from Byron House.
- Teachers of other subjects to Form 3 will be subject specialists.
- Setting is introduced in Maths.
- Small group Enrichment sessions continue for English.
- Latin is introduced in Form 3. The children are taught in their pastoral groups.
- Individual needs provision is available in place of Latin and / or French if suitable for any pupil.
- All the Third Form tutors meet regularly to discuss pupil business at meetings led by the Head of Year.

Form 4

- In Form 4, there is subject specialist teaching throughout.
- Setting continues in Maths and, where the three classes are split into four sets, structured in such a way as to best meet the needs of a particular cohort.
- In French the children work in three parallel mixed ability sets.
- In English, four parallel sets of mixed ability are created and these also dictate the children's groupings in the humanities.
- Individual needs provision is available in place of Latin and / or French if suitable for any pupil. All the Fourth Form tutors meet regularly to discuss pupil business at meetings led by the Head of Year.

Forms 5 and 6

At the Fifth Form stage, we revise the groupings and we set ourselves the task of arriving at the best possible set of arrangements for the particular group of children entering the year. The inevitable and proper consequence of this is that our arrangements can vary from year to year. In this way we believe that the children's needs will be best served by using a 'setting' arrangement, in which children can work at the appropriate level in a range of different subjects or groups of subjects. While it may be that a child has an even profile of ability across the range of subjects, and can therefore be placed in the same ability set across the board, it can often be the case that child has particular strengths and some relative weaknesses. We hope that the setting system outlined below will enable us best to accommodate these.

Pastorally, we retain the current form groups so that, while children from the same form may find themselves in different sets from each other, they will be within the same pastoral setting as at present. All the Tutors meet regularly to discuss pupil business at meetings led by the Head of Year.

The children are placed by the Heads of Department, in consultation with subject staff, into sets as follows:

- In **Maths**, having four sets allows us the greatest flexibility in meeting the children's needs. All children will cover the same content, while those in any T or A sets will be introduced to scholarship and extension materials as appropriate. These sets also dictate the childrens' **Science** classes, allowing the subject to be taught in four smaller classes for the first time. All sets follow the same scheme of work, with those in the top set being introduced to scholarship materials as appropriate.
- In **French**, children are setted by ability in one of three sets. Usually this is a 'T' set and two parallel 'A' sets. Children in the 'T' set cover the same content as others, but may work at a faster pace with a view to moving onto scholarship work. Alternatively, Individual Needs (English or Maths Plus) provision is available to those children who require it in place of French lessons.
- In **Latin**, children are setted by ability and will continue to follow the Cambridge Latin Course. Usually the setting is a 'T' set and two parallel 'A' sets. Individual Needs (English or Maths Plus) provision is available in place of Latin if suitable for any pupil.
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- **English, History and Geography** - As is the case for Maths, having four groups allows us the greatest flexibility in meeting the children's needs. The structure of these groups depends on the variety of needs in each particular cohort of children but mixed ability parallel grouping continues for most, with a top set introduced in either form 5 or 6 as appropriate. All pupils follow the same scheme of work

but those in the top set will do so in a manner that allows them to explore the syllabus in greater breadth and depth.

Grouping by ability

The policy of the school is to group by ability only when this becomes the best practical means of catering for the children's needs and aptitudes. The school wishes to avoid any tendency to categorise children at an early age into particular ability groups, aware as it is of the changing nature of children's development.

Arrangements for grouping are not superimposed from a fixed formula but result, instead, from an assessment of the arrangements that will work best for each particular year group.

Balance of Curriculum

The following map illustrates the subjects taught and the number of lessons in each subject in a typical week. KG follows a different pattern as lessons are taught in a cross-curricular and more fluid manner, as befits the age of the pupils (see above for details of broad subject areas). In T1 – F2 lessons are 35 minutes and in F3-F6 lessons are 30 minutes.

	T1	T2	F1	F2	F3	F4	F5	F6
English	10	7	9	8	8	7	5	5
Maths	7	7	9	8	8	6	5	5
Science	2	2	3		4	4	5	5
STEM (Science and Computing taught in a cross-curricular way - linked to Design Technology)				4				
Computing	1	1	1					
Religious Studies		1	1	1	1	1	2	2
History			2	2	2	2	2.5	2.5
Geography			2	2	2	2	2.5	2.5
Topic / Humanities	2	2	2	2				
Art	2	2	2	2	2	2	2	2
Design Technology	2	2	2	2	2	2	2	2
Music	2	2	2	2	2	1	1	1
	T1	T2	F1	F2	F3	F4	F5	F6
Drama	1	2	1	2	2	1	1	1
Dance			1					
French	1	1	2	2	3	4	4.5	4.5
Latin					1	3	4.5	4.5
Physical Education	3	1	2	2	2	2	2	2
Games		3	4	4	4	6	6	6
Library		1	1	1	1	1		
Personal, Social, Health and Economic Education (Emotions for Learning in KG – F1)	2	2	2	1	1	1	1	1
Philosophy				2	**	**	**	**

***On Thursday afternoons children in Senior House have an 'off curriculum' afternoon in which a wide range of enriching and broadening activities, workshops, visits and events are organised. Philosophy, Study Skills, Research Skills, Reasoning and Mindfulness are also taught on Thursday afternoons.*