

Curriculum Policy

Curriculum Intent

The curriculum at St John's is rooted in the belief that education should enable children to lead full, meaningful lives and to become their happiest and kindest selves. It is designed to develop confident, reflective and capable learners who are well prepared for the opportunities and responsibilities of life in British society and for successful transition to secondary education.

Our curriculum aims to:

- Develop children's understanding of themselves, including their strengths and areas for growth
- Foster independence, resilience and responsibility for learning
- Build confidence to take risks, make mistakes and persevere
- Enable children to express their ideas clearly and thoughtfully
- Promote respect, empathy and care for others and the wider world
- Encourage curiosity, critical thinking and a love of learning
- Ensure all children make strong progress through challenge and engagement
- Secure core skills in oracy, literacy and numeracy alongside a broad base of knowledge
- Promote fundamental British Values: democracy, the rule of law, individual liberty, and mutual respect and tolerance

Curriculum Implementation

Curriculum design

The curriculum at St John's is broad and balanced providing children with experience across linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative areas of learning.

Subject curricula are planned and regularly reviewed by Heads of Department to ensure:

- Clear progression in knowledge and skills over time
- Appropriate challenge for all children
- Alignment with, but not limited to, the National Curriculum

Detailed subject content and progression are set out in Curriculum Summaries and schemes of work. In the Early Years, the curriculum draws on the principles and objectives of the EYFS framework. The curriculum is designed to be accessible to all children. Teachers use their knowledge of individual children to adapt teaching so that all can succeed. Further support is provided, where appropriate, through:

- Learning Support provision
- More Able provision
- English as an Additional Language support

This ensures that all children can access, engage with and make progress within the curriculum.

Personal, Social, Health, Economic and Emotional Education (PSHEE) underpins the curriculum. The school's 'Emotions for Learning' (E4L) curriculum supports children in developing emotional awareness, self-regulation and the capacity to think and learn effectively. As children progress, PSHEE includes relationships, health, economic awareness and impartial careers education. Fundamental British Values and spiritual, moral, social and cultural development (SMSC) are promoted across all subjects.

Teaching and Learning

High-quality teaching is central to successful curriculum delivery. At St John's, teaching is characterised by:

- **Quality First Teaching:** well-planned lessons with clear objectives, high expectations for engagement, and effective use of questioning, modelling and explanation
- **Inclusive practice:** all children access a shared, ambitious curriculum, with teaching adapted to meet individual needs
- **Active engagement:** children are encouraged to participate fully, think critically and learn through dialogue
- **Developing independence:** children are supported to take increasing responsibility for their learning
- **Motivation and encouragement:** teaching fosters confidence and resilience through meaningful feedback and praise

In the Pre-Prep (KG-T2), learning is supported by carefully structured, play-based approaches that enable exploration, collaboration and application of knowledge.

Curriculum Impact

The impact of the curriculum is reflected in:

- Children's secure knowledge and developing understanding across subjects
- Strong progress relative to starting points
- Increasing independence, confidence and responsibility for learning
- Positive attitudes towards learning and high levels of engagement
- Well-developed social awareness and readiness for life in British society
- Successful transition to Senior Schools

Assessment (both formative and summative) is used to monitor progress, inform teaching and support children in improving their learning. Further detail is outlined in the Assessment Policy.

Development Planning

New curriculum developments may arise through:

- departmental review (either formal reviews or through the routine observation, review and discussion with the Director of Studies);
- comments, suggestions or reflections made by children or parents; • interests, research or experiences of individual members of staff;
- research into latest developments and educational theory.

All developments must have clear success criteria and must show how they will be measured and evaluated before the development begins. They almost always begin with small scale trials led by a working party or department, before being rolled out across the school if they prove to be successful. Evaluations are based on a range of evidence, including the views of children, work reviews, assessments and statistical evidence, observations and teacher feedback.

Monitoring and Review

The curriculum is regularly reviewed to ensure it remains effective, ambitious and relevant. This includes:

- Ongoing review of schemes of work and subject provision
- Evaluation of pupil progress and outcomes
- Pupil voice and feedback
- Professional dialogue between staff and leaders

The Director of Studies, in conjunction with Heads of Department and under the guidance of the Head, is responsible for overseeing curriculum development and ensuring high standards of teaching and learning.

Roles and Responsibilities

Under the guidance of the Head, the development of Teaching and Learning at St John's is the responsibility of the Director of Studies. The Director of Studies reviews the Curriculum and balance of studies on an annual basis, manages and oversees the school Teaching and Learning development plan and is responsible for working with a team of teachers who review and analyse the academic progress for individual children.

The Director of Studies manages other members of staff with responsibility for individual subjects (Heads of Department). Heads of Department are responsible for curriculum development within their subject. This includes reviewing and updating the schemes of work, developing the curriculum in the light of research and whole school developments, reviewing the work of children and managing assessments within their subject.