

# St John the Evangelist Primary School

## Curriculum Policy

### Our School's Vision Statement

*“St. John’s is a caring, Christian community striving to support its members to achieve their God given potential. Exploring our unique gifts and raising aspirations, we prepare our children for the challenges of the modern world. Following Jesus’ example, we seek to grow good people who can make a difference.”*

We believe that

**“Children are a gift from the Lord.”  
(Psalm 127 v.3)**

We believe that any gift from God is most precious. This makes children the most precious gift. Consequently, developing and supporting every child in our care to become the best that they can be is fundamental to all that we do.

St John the Evangelist Primary School

Approved by Governors:

Updated: Spring 2019

At St John the Evangelist Primary School all children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. All work is planned to meet the requirements of the National Curriculum (2014) and staff work hard to deliver exciting and stimulating lessons. The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

At St John's we recognise that the primary curriculum includes not only the formal requirements of the National Curriculum but also the range of extra-curricular learning that the school organises in order to enrich the children's experiences.

### **St John the Evangelist Primary School aims to**

- Set high expectations for all children to learn and develop their skills to the best of their ability by offering challenge to the most able and support to those experiencing difficulties.
- Promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, spiritually, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate citizens in society.
- Provide an environment in which Christian values are paramount and have a demonstrable impact on personal and spiritual development.
- Help children understand the importance of truth and fairness so that they grow up committed to equal opportunities for all.
- Teach the children about their developing world, including about how their environment and society have changed over time.
- Help children understand Britain's cultural heritage and promote British values.
- Provide a broad, balanced and engaging curriculum, fulfilling all of the requirements of the National Curriculum and the Diocesan Syllabus for Religious Education.
- Create and maintain an exciting and stimulating learning environment.
- Ensure that each child's education has continuity and progression.
- Ensure that there is a match between the child and the tasks s/he is asked to perform.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Treat children in a dignified way.

## **We aim that all children should:**

- Learn: to be adaptable; know how to take risks and become resourceful, innovative, enterprising and capable citizens.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- Develop a sense of hope and aspiration for their futures as responsible, compassionate members of society.
- Have an awareness of how the environment and society have changed over time.
- Have an understanding of Britain's cultural heritage.
- Develop good levels of self-esteem and independence whilst expressing understanding of others.
- Be happy, cheerful and well balanced.
- Have some knowledge of the beliefs of the major world religions and relate positively to the beliefs, feelings and sensibilities of others.
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Understand the importance of truth and fairness so that they grow up committed to equal opportunities for all.
- Know how to think and solve problems mathematically in all subjects so that they understand and appreciate the importance of mathematics.
- Be taught to speak clearly and convey ideas using Standard English. They will read fluently and for pleasure. They will develop stamina and skills to write at length.
- Develop an enquiring mind and scientific approach to problems, recognising the power of rational explanation and developing a sense of excitement and curiosity about natural phenomena.
- Become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Express their ideas and thoughts in another language, fostering curiosity and deepening their understanding of the world.

- Become physically confident in a way which supports their health and fitness. They will be provided with opportunities to compete in sport and other activities to build character and help embed values such as fairness and respect.

### Learning

In their learning children will:

- Learn the essential knowledge, skills and understanding of a broad range of curriculum subjects.
- Engage with their learning so that they develop independent learning skills and remain committed to learning throughout their school careers and their lives.
- Develop the personal qualities they need to be good citizens and to respond to the changing contexts of their future lives.
- Develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and cultures of others.

### Teaching

Teaching at St John's should be as enjoyable and rewarding for teachers as much as learning should be enjoyable and rewarding for children. The school's vision is clearly understood and acted upon by all staff. Teachers recognise that the school's distinctive Christian values are central to every aspect of the school's life and endeavour to promote this.

Planning teams work together to ensure that a broad and engaging programme of study is planned for all pupils. Half termly review meetings rigorously assess the progress of children, the discussions are used to identify focussed teaching groups for the future.

### Children with Special Educational Needs

At St John's we carefully track progress of all children enabling us to identify at an early stage any children who may be experiencing difficulties with making progress in their learning. As quality first teaching is a key feature of the school, class teachers differentiate teaching to meet the needs of all learners building on each individual's strengths. Weaknesses identified are addressed in class and through targeted teaching groups and interventions. The effectiveness of this class based focus is monitored by the class teacher.

Following on from this class based focus, those children who may require SEND support will be those who, "...despite high quality teaching targeted at their areas of weakness" continue to experience difficulties hindering progress. At that point the class teacher is likely to consult the school SENDCo and would share concerns with parents and children.

Groups to support children begin at an early age and continue throughout the school.