



St John's Beaumont Preparatory School

Curriculum Policy

Introduction

This policy lays the foundations for the curriculum, and forms the context in which other policy statements should be read. It is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the National Curriculum, Common Entrance at 13+ and Scholarship entry to Senior Independent Schools. It takes into account the age ranges from 3 years to 13 years, different aptitudes and needs of pupils including those with SEND. The policy supports the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

It includes a wide range of co-curricular activities (breadth) that enrich the experience of the pupils.

Ethos

The curriculum at St John's Beaumont is designed to achieve a sound intellectual basis in the context of fostering all-round human excellence. Studies in a Jesuit School are in preparation for a life in which people use their talents in the service of others. A Jesuit school is a learning community in which each child's God-given gifts, talents and interests are given space and support to grow. Opportunities to learn and make progress not only exist for the majority but also for those of exceptional ability and for those with needs. The Jesuit ideal of a 'liberal education' is one that counts all spheres of human interest, study and endeavour as pathways to the discovery of a God who is alive and at work in Creation. The curriculum is structured to ensure breadth, balance and coherence of studies and covers Linguistic; Mathematical; Scientific; Technological; Human and Social; Physical; Aesthetic and creative aspects. Religious Education integrates all of these studies, giving a sense of purpose of value in the Jesuit tradition which seeks "to find God in all things".

Pedagogy: High Performance Learning (HPL)

The pedagogical approach to learning at St John's fosters the sound principles of teaching practice in which we focus on High Performance Learning (HPL). Learners and pedagogy are at the heart of the framework. HPL provides a clear structure for student development within the school's individual vision, context and curriculum. The approach reinforces the professionalism of classroom teachers, while addressing what can be done at the whole-school level to optimise learning opportunities, individual support and personal motivation.

Based on research from across cognitive psychology, gifted education and neuroscience, and on 30 years of practical experience of educators in over 16 countries, the philosophy of High Performance Learning starts from the following key principles:

- High academic performance is an attainable target for everyone
- We can systematically teach students how to be 'intelligent' and how to succeed in school

- Produce students that are both intellectually and socially confident with a global outlook and a concern for others

Aims

Our aims for Teaching and Learning at St John's are fundamental to the School's ethos:

- To share with parents in the spiritual, moral and intellectual development of their children in a Roman Catholic community which welcomes all denominations and faiths
- To enable pupils to acquire new knowledge and make good progress, increase their understanding and develop their skills
- To foster self-motivation, the application of intellectual, physical and creative effort and to develop the ability to think and learn for themselves
- To create a well-ordered and caring school community where the self-respect and dignity of each person will flourish
- To help St John's pupils to grow up honourably, inspired by high ideals, so that they may serve others generously and be strong in friendship and family

Teachers work towards the School's aims by:

- Providing a challenging and stimulating programme of study designed to enable all pupils to reach the highest standards of performance.
- Recognising and being constantly aware of the needs of each individual child – making reference to the Database and Learning Support documentation as appropriate
- Making subject matter appropriate for the ages and aptitudes of pupils, including any child with an educational statement
- Use the assessment, recording and reporting framework to track individual performance and assess pupils' work regularly and thoroughly and use information from this to inform planning so that all pupils make progress
- Using a multi-sensory approach to incorporate different learning styles.
- Ensuring that learning is progressive and continuous
- Creating and sustaining pupils' interest and motivation through high but attainable challenges in a low threatening environment and create a positive learning atmosphere
- Incorporating regular feedback to pupils through thoughtful marking and discussion with pupils and encourage the setting of personal performance targets, including on HPL skills
- Allow pupils opportunity to assess their own and other peers' work in reference to clearly stated criteria
- Providing opportunities for pupils to interact and learn from one another.
- Encouraging pupils to demonstrate independence and autonomy
- Encouraging the pupils to take increasing responsibility as they progress through the School
- Being good role models – punctual, well prepared and organised
- Maintaining an up to date knowledge of the National Curriculum, Common Entrance and the individual requirements of Senior Independent Schools

Pupils work towards the School's aims by:

- Taking advantage of all the opportunities the School offers – academic, spiritual, sporting, cultural and co-curricular
- Responding to the challenge of the tasks set and always giving their best
- Becoming increasingly responsible for their own learning and being aware of their own learning styles
- Seeking guidance from teachers/pastoral staff if in doubt
- Being punctual and ready to start lessons on time
- Being organised – having all the necessary kit and equipment etc
- Conducting themselves in accordance with the school protocol
- Being responsible members of a school community that values each individual

Parents work towards the School's aims by:

- Supporting the ethos of the School
- Being realistic and offering encouragement and praise
- Providing support for staff and discipline within the school
- Participating positively in discussions about their child's progress and attainment
- Ensuring early contact with school to discuss matters which affect their child's happiness, progress and behaviour
- Ensuring that children arrive at School punctually
- Supporting the full programme of academic, sporting and cultural events provided by the school

Curriculum

The curriculum covers the age range 3-13.

It begins with the EYFS provision in Nursery and Reception.

In the lower years, years 1 and 2, it follows the guidelines as laid down by the National Curriculum.

In the middle school, years 3-5, it continues to follow the structure of the National Curriculum but does take ever increasing steps to broaden the teaching and learning.

In the senior school, years 6-8, there is a move to the Independent Schools Examinations Board (13+) syllabuses.

EYFS

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives them the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

[Early Years Foundation Stage EYFS](#)

Lower and Middle School

National Curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

[National curriculum in England: framework for key stages 1 to 4 - GOV.UK](#)

Senior School

The senior school follows the ISEB guidelines and makes provision for the Common Entrance Examination at 13+ as well as various Scholarship examinations for a range of schools. Common Entrance is the name for a set of examinations taken by boys and girls for entrance to senior independent schools at 11+ or 13+. The syllabuses are devised by the Independent Schools Examinations Board which is composed of Heads from the three Associations which represent the leading independent schools in the country: The Headmasters' and Headmistresses' Conference, The Girls' Schools Association and The Independent Association of Prep Schools. The papers are set by examiners appointed by the Board.

[Click here for further information on the Independent School's Examination Board or associated Common Entrance syllabus](#)

Curriculum extension Programme

The school ensures throughout the academic year that the formal structured curriculum is supported, contextualized and extended through a wide range of initiatives providing a broader perspective to the outside world and in particular, politics, current affairs and citizenship in general. A wide variety of speakers are invited to talk to the pupils on issues as diverse as world poverty, cutting-edge technology, politics, industry, innovation, a variety of professions, religion, mental health, bullying, internet safety and wellbeing.

Subject weeks and trips

Further extension of the curriculum is achieved through subject weeks where departments will arrange activities and trips related to their subject which will not only enhance the learning but also contextualize the concepts being covered.

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