

CURRICULUM POLICY

Curriculum aims at The John Lyon School

The aims of the curriculum throughout John Lyon are to enable all pupils to develop:

- a practical understanding of the School Values: Ambition, Excellence, Innovation, Resolve, Heritage, Community, Enquiry and Creativity;
- literacy, numeracy, speaking and listening skills (including linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative);
- an understanding of the world in which we live and how this has developed over time.
- a willingness to apply themselves and an aptitude for learning and progression;
- a sense of enquiry, the ability to question, solve problems and argue rationally;
- knowledge and skills relevant to adult life and employment in the changing world, including competence in ICT use;
- creativity, critical awareness, empathy and sensitivity;
- a recognition of their own and others' achievements, in School and beyond;
- self-worth, self-esteem, self-awareness and self-confidence;
- Social, Moral, Spiritual and Cultural development (SMSC) aspects, in part through the PSICHE programme, to value each individual and to learn to live together in an atmosphere of mutual respect;
- the skills of working as an individual and as a member of a group or team;
- an awareness of the pupil's place in the community and opportunities for service to each other and to the community;
- a sense of responsibility for the environment and sustaining it for future generation;
- Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- preparation for the opportunities, responsibilities and experiences of life in British society.

The Curriculum Policy and the aims and ethos of the School do not discriminate against pupils in accordance with Part 6, Chapter 1 of the Equality Act 2010. [Responsibility for the effective implementation of this policy at the Senior School lies with the Head who delegates to the Assistant Head \(Academic\) and the Director of Studies. Heads of Department, Heads of Year, individual subject teachers and support staff also have key roles in its delivery.](#) At the Prep School, the Headmaster delegates responsibility to the Deputy Head who works with other senior colleagues to ensure the effective implementation of this policy. Subject Leaders have further responsibilities to ensure the delivery of the policy in their areas of specialism.

Learning Support and EAL Curriculum Provision

The Learning Support Departments, at both Senior and Prep Schools, assist and supports any pupils who have additional educational requirements whether this be learning difficulties or English as an Additional language (EAL). The Learning Support Departments supports all pupils with an EHC Plan.

This sometimes involves a programme of lessons on a one-to-one or small group basis in addition to being monitored by subject staff during normal lessons.

All pupils have the right to access the curriculum, regardless of their ability. Pupils, whether they have learning difficulties or not, have an equal opportunity to participate in the full curriculum of the School and any additional activities. Pupils with learning difficulties are encouraged to become independent and take responsibility within School. Refer to the “Special Education Needs and Disabilities (SEND) and English as an Additional Language (EAL) Policy” for more details.

Curriculum Policy at the Prep School

At the Prep School, the curriculum is balanced, broad engaging and stimulating to meet the needs of all pupils. The curriculum includes the formal requirements of the syllabuses for either progression to the Senior School or entrance at 11+ to other independent schools. This includes these schools’ 11+ syllabuses, the Common Entrance syllabus and the National Curriculum. The Prep School Curriculum also acknowledges the role of the ‘Hidden Curriculum’ where pupils learn from the way they are treated and the expectations placed upon them to develop social norms and values. This enables the pupils to grow into positive, responsible and confident people who can work and cooperate with others whilst developing their knowledge and skills in order to achieve their full potential.

Planning, Organisation and Homework

The curriculum is planned in three phases:

- Long-term plans for each subject: these indicate which topics are to be taught each term and are reviewed annually.
- Medium-term plans which include weekly planning. These set out the learning objectives for each lesson and identify resources and activities. They include areas for differentiation.
- Short-term plans may be written by individual teachers as individual lesson plans.

There is a coherent and full coverage of the Early Years Foundation Stage curriculum. The Pre-Prep curriculum builds on the foundations laid in the Early Years Foundation Stage. Cross-curricular teaching is used to provide an engaging curriculum for our pupils. This is planned carefully, so that there is progression in all curriculum areas. The pupils are encouraged to develop skills and learn through an enquiry-based approach.

In Year 3, the three Foundation subjects (at least) are normally taught by the Form Teacher, with some subjects taught by subject specialists.

In Year 4 and above, all subjects are taught by subject specialists.

Homework is set, marked and assessed in line with the School’s “Assessment, Homework and Marking Policy”.

Visits and Expeditions

Opportunities for learning beyond the classroom (such as outdoor learning) and away from the School is recognised as an integral part of the curriculum with appropriate visits structured into the curriculum for all year groups. From Year 3 and upwards, all pupils undertake residential visits.

11+ Outcomes

Many pupils will progress to the Senior School. The Headmaster (Prep) will engage parents in discussion to facilitate a suitable choice for each pupil. The curriculum has been tailored with knowledge of the requirement of the different 11+ and Common Entrance specifications such that pupils are prepared for these examinations regardless of their preferred destination secondary school.

Curriculum Policy at the Senior School

The John Lyon School operates an 85-period week; there are 17 periods of 20 minutes, Monday to Friday with lessons typically lasting either 40 or 60 minutes depending on the subject being studied. Provision is made for assembly/tutor time in each year group.

Pupils are taught in both mixed ability and setted classes; within all classes teachers provide differentiated learning, approaches and materials to cater for all their pupils' needs.

Class sizes vary depending on the subject and set/group but the teacher-pupil ratio is excellent, ensuring a high degree of focus on pupils as individuals within the class.

Schemes of Work, Lesson Planning and Homework

The Curriculum Policy is supported by schemes of work and each department has schemes of work for all its courses/programmes related, where appropriate, to the National Curriculum and/or examination board requirements. Schemes of work are followed by all departmental staff and monitored by Heads of Department. Schemes of work establish how the course content is structured, so that pupils' skills, knowledge and understanding are developed progressively. Schemes of work are supported by assessment strategies/methods for ensuring beneficial and informative assessment. Departments also have marking policies which all staff follow.

The Curriculum Policy and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an EHC Plan. Members of the Learning Support Department and occasionally Sixth Form subject mentors can also be allocated to specific pupils; they may attend lessons, when needed, in a supporting role.

Homework is provided for all pupils with appropriate time given for all pupils to complete the work set. It is marked in line with the School's "Assessment, Homework and Marking Policy" which is supplemented by individual departmental marking policies.

Years 7 & 8

All pupils study the following subjects (number of 20 minute periods given in brackets):

<i>Mathematics (8)</i>	<i>English (8)</i>	<i>Digital Learning (4)</i>	<i>STEAM (3)</i>
<i>Biology (4)</i>	<i>Chemistry (4)</i>	<i>Physics (4)</i>	
<i>Geography (4)</i>	<i>History (4)</i>	<i>RSP (4)</i>	
<i>French (4)</i>	<i>Spanish (4)</i>	<i>Latin (4)</i>	
<i>Art (3)</i>	<i>Drama (3)</i>	<i>Music (3)</i>	
<i>PE (3)</i>	<i>Games (6)</i>	<i>CCP (6)</i>	

At the end of Year 8, pupils are required to choose five subjects from the following:

<i>French</i>	<i>Art</i>
<i>Spanish</i>	<i>Drama</i>
<i>Latin</i>	<i>Music</i>
	<i>STEAM</i>

Year 9

All pupils study the following subjects (number of periods given in brackets):

<i>Mathematics (8)</i>	<i>English (8)</i>	<i>Digital Learning (4)</i>	<i>Academic Studies (2)</i>
<i>Biology (5)</i>	<i>Chemistry (5)</i>	<i>Physics (5)</i>	
<i>Geography (4)</i>	<i>History (4)</i>	<i>RSP (4)</i>	
<i>PE (3)</i>	<i>Games (6)</i>	<i>CCP (6)</i>	

Additionally, they study 5 of the following subjects:

<i>French (4)</i>	<i>Spanish (4)</i>	<i>Latin (4)</i>
<i>Art (4)</i>	<i>Drama (4)</i>	<i>Music (4)</i>
<i>STEAM (4)</i>		

During Year 9, pupils choose six options for IGCSE/GCSE to add to their core curriculum under the following guidance:

- We strongly recommend that every pupil study at least two sciences from: Biology, Chemistry or Physics. All pupils MUST study at least one science.
- We recommend that every pupil study at least one humanities subject from: Geography, History or Religious Studies & Philosophy.
- We recommend that every pupil studies at least one creative subject: Art, Drama or Music.
- We recommend that every pupil studies at least one language from: French, Spanish, Latin or Classical Greek.

Years 10 & 11

GCSE Core Subjects:

<i>English Language (IGCSE)</i>	<i>English Literature (IGCSE)</i>	<i>Mathematics (IGCSE)</i>
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GCSE Optional Subjects:

<i>Biology (IGCSE)</i>	<i>Chemistry (IGCSE)</i>	<i>Music</i>
<i>Art</i>	<i>Drama (IGCSE)</i>	<i>Latin</i>
<i>French</i>	<i>Spanish</i>	<i>Religious Studies & Philosophy</i>
<i>Geography (IGCSE)</i>	<i>History (IGCSE)</i>	<i>Design Technology (IGCSE)</i>
<i>Computer Science</i>	<i>Physics (IGCSE)</i>	

The majority of pupils study nine IGCSE/GCSE subjects. Studying nine (I)GCSE subjects will allow pupils to access the top universities by achieving the highest grades across a range of subjects. Studying nine (I)GCSE subjects will also give our pupils the best foundation for progression onto their A-Level studies, with plenty of opportunity for stretch and challenge within their curriculum.

An additional Mathematics qualification may be studied by selected top set Mathematics pupils.

From the Spring Term in Year 10, all pupils learn the skills required to complete the Higher Project Qualification (HPQ). Pupils have the option of completing the award and many do so in Year 11.

Non-Examined Subjects:

PE

Games

Co-Curricular Programme

Study skills, careers work and PSCHE is delivered through the tutorial and Co-Curricular Programme.

Sixth Form

Students entering the John Lyon Sixth Form select three A-Level subjects to study. Exceptional candidates are permitted to study a fourth subject by application via email to the Director of Studies and Head of Sixth Form during options selection. The following subjects are available at A-Level:

Art

Economics

Music

Biology

English Literature

Music Technology

Business

French

Philosophy

Chemistry

Geography

Physics

Classical Civilisation

History

Politics

Classical Greek

Latin

Psychology

Computer Science

Mathematics

Spanish

Drama

Further Mathematics

Attendance at the Goldhawk Lecture Series is compulsory. Additionally, students elect at the beginning of the Lower Sixth to complete either an Extended Project Qualification (EPQ) or a Hiley Research Project (HRP), an internal research project alternative.

Non-Examined Subjects:

Games

Co-Curricular Programme

Study skills, careers work, PSCHE and volunteering/leadership is delivered through the tutorial and Co-Curricular Programme.

Additional Examination Preparation

Revision sessions and clinics are offered at GCSE and A-Level across all subjects; these can be used by pupils to gain additional one-to-one support, seek clarification of an aspect of their study and/or to simply reinforce their learning. These sessions are run by subject staff.

Study leave

A period of study leave is scheduled for pupils taking public examinations in the summer (Year 11 and Upper Sixth).

Excellence Programme (Able, Gifted and Talented provision)

John Lyon provides opportunities for pupils who are gifted in some way. Each department details their provision for Excellence within their department handbook. There is a cohort of Able, Gifted and Talented pupils, collated by the Excellence team, who benefit from extra-curricular activities to enrich and challenge them. This may involve trips to cultural events or mind-stimulating lectures as well as in-house workshops and discussion groups. The older Able, Gifted and Talented pupils are encouraged to run workshops for younger pupils and act as leaders on trips. Refer to The Excellence Programme for more detail.

Extra-Curricular and Co-Curricular Programmes

All pupils are strongly encouraged to take part in a wide variety of extra-curricular activities and sport to supplement their timetabled lessons. The whole Senior School takes part in the Co-Curricular Programme (CCP) from 2.00-4.00pm and in the Prep School, the Co-Curricular Programme is called 'Kaleidoscope' and happens for 45 minutes, both taking place on Friday afternoons. Details of these are in the [EXTRA-CURRICULAR & CO-CURRICULAR PROGRAMME](#).

Reviewed by: Assistant Head (Academic) (Senior)

Implemented: Sept 22

Next Review: Sept 23