



Curriculum Policy

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Responsible person:	Deputy Head (Academic)
Appendix 1:	Curriculum Plan
Appendix 2:	Curriculum Map
Appendix 3:	Setting and Banding (Curriculum Delivery)
Appendix 4:	Policy for Pupils with Alternative Curriculum Arrangements
Policy number:	2a 2b

1. POLICY STATEMENT

The head, staff and governors of St John's School are committed to promoting a broad and balanced curriculum which simultaneously caters for the individual.

The school enables its stated ethos, "high hopes, high standards, high spirits", through a broad, wide-ranging, ambitious curriculum up until the end of (I)GCSEs which enables specialism in the Sixth Form through the A level courses.

The curriculum provision, at all stages of the school, aims to:

- inspire in our pupils a life-long love of learning and the confidence to aim high;
- equip our pupils with the knowledge, skills, resilience and optimism they need to thrive in the society of today and tomorrow;
- create a kind, inclusive, open-minded environment in which the contribution of every individual is valued;
- stitch a sense of fun and enthusiasm into the fabric of school life;
- develop meaningful links with the local and wider community and demonstrate that we can all contribute positively to the world in which we live;
- appreciate the founding Christian principles of our school and value the spiritual and moral insights that this gives us.

The Head, staff and governors work in partnership with parents/carers to ensure that each pupil is given the best chance to achieve their full academic potential: success in this area enables our pupils to progress to the next stages of education or employment.

Simultaneously, the breadth of the curriculum, delivered through a range of teaching and learning strategies and opportunities, is supported by a rich co-curricular programme. The combination of which builds transferable skills and is underpinned by values which will serve pupils in their lives beyond St John's School.

References and other information:

This document should be read in conjunction with the Teachers' Standards, which set the minimum requirements for teachers' practice and conduct, and can be found here:

<https://www.gov.uk/government/publications/teachers-standards>

This document should also be read in conjunction with the following school policies, also available on the school's website:

- Accessibility Plan (11a)
- Assessment Policy (3a)
- Behaviour, Rewards, Sanctions and Discipline (9a)
- Careers Education and Guidance Policy (2e)
- Educational Visits Policy (14d)
- EAL (English as an Additional Language) Policy (3b)
- Equality Policy (17a)
- Health and Safety Policy (11)
- Learning Development Department Handbook (3b)
- More Able Pupils Policy (3b)

PSHE and Wellbeing Curriculum Policy (2d 5a)
Relationships and Sex Education (2f)
Safeguarding and Protecting Children Policy and Procedures (7a8a)
Special Educational Needs and Disability Act 2001 (SENDA) Policy (3b)
Teaching and Learning Policy (3a)

This document should be also be read in conjunction with examination board specifications, departmental handbooks, course outlines, schemes of work and the school calendar.

St John's School is fully committed to ensuring that the application of this policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the school's Equality policy.

2. THE CURRICULUM

The total school teaching week, for all year groups, is twenty-six hours and twenty-five minutes. This is divided into thirty-seven, forty minute lessons and three thirty-five minute lessons (the latter on a Thursday afternoon).

The timetable is a two week timetable in which the weeks are called Week A and Week B.

St. John's School's year groups are called by the following names:

- Year 7 – Lower Third (L3)
- Year 8 – Upper Third (U3)
- Year 9 – Fourth Form (4F)
- Year 10 – Lower Fifth (L5)
- Year 11 – Upper Fifth (U5)
- Year 12 – Lower Sixth (L6)
- Year 13 – Upper Sixth (U6)

L3 to U5 are timetabled for all available lessons; the Sixth Form years have independent study periods outside of their taught A level lessons and the fourth option lessons.

Details of the content and delivery of the curriculum, including homework, can be found in the **Teaching and Learning Policy**.

All pupils, from L3 to U5, will experience teaching and make progress in the following areas:

- **Linguistic** through the compulsory English curriculum, culminating in GCSEs in both English and English literature. Most pupils will also opt to study a modern foreign language to GCSE; all pupils study modern foreign languages in L3 to 4F alongside Latin. All teachers will teach and enable linguistic progress, as appropriate within their subject areas (e.g. subject-specific discourse, including terminology).
- **Mathematical** through the compulsory mathematics curriculum, culminating in mathematics GCSE. Where appropriate, teachers across the curriculum will teach and enable mathematical progress within their subject areas (e.g. the use of graphs in geography; poetic meter in English literature, etc.).
- **Scientific and technological** through the compulsory science curriculum, culminating in two or three separate sciences or double award. Computer science and design and technology are taught to all in the first three years and are GCSE options.
- **Human and social** through the compulsory study of English language and literature from L3 to U5 and the study of geography, history and religious studies. The latter are compulsory throughout years 7 to 9 and most opt for at least one for GCSE. Additionally, the PSHE and Wellbeing curriculum addresses wider topics and issues, complemented by assemblies and tutor periods (see the PSHE and Wellbeing Curriculum Policy for details).
- **Physical** through the PE lessons and sports lessons which are compulsory through to the end of the sixth form.
- **Aesthetic and creative education** through the compulsory English literature curriculum (see above) and the art, music and drama lessons taken by all from L3 to 4F and the option to take these at GCSE. D&E also facilitates development in this area.

The **content** of the curriculum in St John's School is in line with the National Curriculum but departments are encouraged to expand and tailor the content to suit the needs of pupils. GCSE options are in line with national expectations of pupils of the school's ability and all have to take GCSEs in English language, English literature, mathematics and science with options for four subjects. The curriculum plan is found in [Appendix 1 - Curriculum Plan](#) and its structure and content, at all stages, is reviewed regularly at least annually.

There are some **exceptions** made for some pupils, notably SEND pupils or elite athletes or musicians, for whom an adjustment to the curriculum provision above may be necessary: see [Appendix 4 – Policy for Pupils with Alternative Curriculum Arrangements](#).

Above is complemented by the strong **co-curricular** programme, notably the opportunities for sport, music and drama, which reinforce the school's belief in learning for enjoyment and to develop a pupil's individual interests. Departments and individual staff offer a wide array of opportunities which link to and build on the taught curriculum. Links are also made between the curriculum and the wider community, for example, charity projects.

Pupils acquire and develop their **speaking, listening, literacy & numeracy** skills across the curriculum. English and mathematics explicitly focus on the development of these skills and pupil progress in these subjects enables access to the whole curriculum. Additionally, subjects develop a range of specific skills, from essay writing to debating (e.g. history and religious studies) and from the application of mathematical concepts (e.g. science and geography) to the skills required to learn languages (e.g. Latin and French) which depend on and develop wider linguistic skills. All subjects are expected to contribute to the pupils' use and development of Standard English.

Religious Education is available to all pupils of compulsory school age. Parents/carers have the right to withdraw their child from religious education if they make a formal, written request to the Head.

All pupils are expected to take part in collective worship (subject to the parental right of excusal or other special arrangements). The school has a programme of collective worship involving chapel and assemblies, Lower School (L3 to 4F), Upper School and Sixth Form (Years 10 to Senior Sixth) and year group assemblies.

Sex education is provided for all pupils: the biological aspects of human reproduction are taught and pupils are encouraged and guided by moral principles and taught to recognise the value of family life. See the [Relationships and Sex Education Policy](#) and the [PSHE and Wellbeing Curriculum Policy](#).

Fundamental **British values** are inscribed in the content and delivery of the curriculum.

3. SIXTH FORM

Sixth Form studies enable specialisation through A level options, a process in which pupils are supported at every stage by the pastoral, academic and careers teams from U5 and into the beginning of the Sixth Form. Most pupils will take three A levels with some exceptions opting to take more or being allowed to take fewer as need arises.

The sixth form curriculum includes:

- Political understanding;
- Financial literacy; and
- Science and the limits of knowledge.

A level studies are complemented by Games and an enrichment programme as well as the fourth option.

The fourth option includes:

- The Extended Project Qualification (EPQ), which is an opportunity for pupils to extend academic skills and interests and to prepare them for the independent skills required in the worlds of employment and tertiary education;
- Maths in Context;
- Chartered Institute for Securities and Investment (CISI) qualifications which develop students' knowledge of the financial services sector and challenges them to think about implications for their own personal finance decisions.

From September 2021 the sixth form offer will be enhanced with Supervised Study and Learning Support to help those in the L6 that have struggled with remote learning and need extra time to focus on three A levels.

4. PUPIL GROUPS

SEND and EAL

Where additional or specific support is required in relation to a pupil's special educational need or disability, a range of strategies can be put in place, depending on the individual need. Lesson plans and schemes of work will acknowledge this for subject teaching and the **SENDA** and **EAL policies** detail the school's provision in this area for all pupils.

MORE ABLE

Lesson plans and schemes of work will acknowledge the strategies in place for more able pupils for subject teaching and, in some cases, alternative provision will be required (see [Appendix 3 – Policy for Pupils with Alternative Curriculum Arrangements](#)). The school's provision for more able pupils is detailed in the **More Able Pupils Policy**.

5. TEACHING ENVIRONMENT

St John's School is committed to delivering the curriculum within a stimulating, safe and supportive context, the details of which can be found in the **Teaching and Learning Policy** and the **Health and Safety Policy**.

6. APPLICATION OF SKILLS AND CAREERS

The broad and balanced curriculum from L3 to 4F enables pupils to establish a firm foundation of knowledge, understanding and skills within a variety of subjects in order to provide them with access to the widest possible option choices at GCSE and A level. The **Careers Education and Guidance Policy** and supporting documentation details the ways in which the school is committed to accurate, appropriate and supportive careers guidance. This supports our pupils when making choices within full-time education which impact pathways and choices beyond their time in St John's School.

7. ACADEMIC STANDARDS

St John's School strives to enable all pupils to achieve their highest academic potential. Academic selection within the admissions process ensures that the pupil population is above the national average and baseline assessment results (MidYIS, Yellis and ALIS) support this. The **Assessment Policy** details the way in which pupil progress is tracked and monitored to ensure all pupils make progress.

8. MONITORING AND REVIEW

The Governing Council is ultimately responsible for the effective oversight, review and amendment of this policy and understands its legal obligation to do so. Governing Council delegates this responsibility to the Education Committee.

This document is reviewed and updated annually by the Deputy Head (Academic) or as events or legislation requires.

Appendix 1: CURRICULUM PLAN

Personal, Social and Health Education:

A programme is followed for one lesson per week for all seven years of the school. The details of this are to be found in the **PSHE and Wellbeing Curriculum Policy** and schemes of work.

Physical education is also compulsory for all pupils who have a weekly allocation of PE.

Curriculum Stages

This section should be read in conjunction with the school's detailed [curriculum map](#) (appendix 2), created annually, in the summer term, at the completion of the timetable for the next academic year.

Lower School (KS3)

The curriculum is compulsory for L3 to 4F, with a wide range of subjects to provide breadth and balance and a good base to make option choices for GCSE.

During the spring term of 4F, GCSE choices are made after consultation between pupils, parents/carers and staff (see the school calendar and the Careers Education and Guidance Policy).

Upper School (KS4)

The GCSEs on offer provide an academic education with sufficient flexibility to form a good basis for subsequent study.

During the spring term of U5, A level choices are made after consultation between pupils, parents/carers and staff (see the school calendar and the Careers Education and Guidance Policy).

All pupils choose ten GCSE subjects as follows (unless alternative curriculum arrangements have been agreed):

The core curriculum:

- English language and literature
- mathematics
- biology
- chemistry
- physics

The three sciences can be studied either as three separate GCSEs or as the double award.

In addition, there is a free choice of subjects to enable maximum pupil agency and the school builds the timetable and options blocks around the GCSE and A level choices. Timetable and staffing issues have to be taken into account and may necessitate the use of pupils' reserve subject choices.

Sixth Form

The curriculum and activities in the Sixth Form are appropriate for the needs of St John's School pupils, combining both academic rigour and an extensive range of co-curricular activities.

Pupils take three A level subjects, with some opting for further maths. as an additional A level and some pupils can opt for another option in consultation with senior academic staff.

There is a free choice of subjects to enable maximum pupil agency and the school builds the timetable and options blocks around the GCSE and A level choices. Timetable and staffing issues have to be taken into account and may necessitate the use of pupils' reserve subject choices. Additionally, pupils are carefully advised about their suitability for A level courses based on their previous academic attainment.

The Extended Project Qualification, which is worth half an A level, is available to all pupils and pupils are encouraged to opt for this highly regarded qualification. This provides an opportunity to carry out a research project, in an area of their choice, under the support and guidance of a supervising member of staff; the end result is a piece of work comparable to university style learning. The Extended Project Qualification is completed in the autumn term of the Upper Sixth.

Appendix 2: CURRICULUM MAP

Lower Third (Year 7)	No. of lessons per cycle	No. of teaching groups (Average size)	Setting arrangements & Notes
Art	3	4 (23)	Teachable class groups (7s, 7t, 7u, 7v for all groups)
Classical World	5	4 (23)	Teachable class groups
Computing	1	4 (23)	Teachable class groups
Design and Engineering	4	8 (12)	Teachable class groups
Drama	2	4 (23)	Teachable class groups
English	8	4 (23)	Teachable class groups
Enrichment	1	4 (23)	Teachable class groups
French <i>or</i> Spanish	5	2 French (22) 2 Spanish (24)	Set based on previous experience.
Geography	4	4 (23)	Teachable class groups
History	4	4 (23)	Teachable class groups
Maths	8	5 (18)	Set 1-5 based on ability
Music	2	4 (23)	Teachable class groups
Physical Education	4	5 (18)	Teachable groups (mixed ability boys girls separate groups)
PSHE	1	6 (15)	Teachable year tutor group (6 tutor groups)
Religious Studies	4	4 (23)	Teachable class groups
Science: (Biology, chemistry and physics as distinct subjects)	9 (3 of each science)	4 (23)	Teachable class groups
Think!	2	4 (23)	Teachable class groups

Upper Third (Year 8)	No. of lessons per cycle	No. of teaching groups (Average size)	Setting arrangements & Notes
Art	3	4 (23)	Teachable class groups (8s, 8t, 8u, 8v for all groups)
Classical World	4	4 (23)	Teachable class groups
Computing	1	4 (23)	Teachable class groups
Design and Engineering	4	8 (12)	Teachable class groups
Drama	2	4 (23)	Teachable class groups
English	8	4 (23)	Teachable class groups
Enrichment	1	4 (23)	Teachable class groups
Language A: French or Spanish	4	French 2 (26) Spanish 2 (19)	Set based on previous experience
Language B: French or Spanish or German	4	French (15) Spanish (18) German (13)	Mixed Ability
Geography	4	4 (23)	Teachable class groups
History	4	4 (23)	Teachable class groups
Maths	8	5 (18)	Set 1-5 based on ability
Music	2	4 (23)	Teachable class groups

Physical Education	4	5 (18)	Teachable groups (mixed ability boys girls separate groups)
PSHE	1	7 (15)	Teachable year tutor groups (7 tutor groups)
Religious Studies	4	4 (23)	Teachable class groups
Science (Biology, Chemistry and Physics as distinct subjects)	9 (3 each science)	4 (23)	Teachable class groups

Fourth Form (Year 9)	No. of lessons per cycle	No. of teaching groups (Average size)	Setting arrangements & Notes
Art	3	7 (21)	Teachable class groups P band: 9w ,9x, 9y, 9z Q band: 9s, 9t, 9u through the year
Classical World	4	P band 4 (21) Q band 3 (21)	Set on ability
Computing	2	7 (21)	Teachable class groups
Design and Engineering	3	14 (10)	Teachable class groups (Each teachable class split into two)
Drama	2	7 (21)	Teachable class groups
English	8	7 (21)	Teachable class groups
Language A: French Spanish or German	5	French 3 (20) Spanish 3 (20) German 1 (23)	Set according to ability and previous exposure to language
Language B: French, Spanish, German or Ancient Greek	5	French 3 (21) Spanish 3 (20) German 1 (5) Ancient Greek 1 (16)	Set according to ability and previous exposure to language
Geography	4	7 (21)	Teachable class groups
History	4	7 (21)	Teachable class groups
Maths	8	P band 4 (21) Q band 4 (16)	Set on ability in each band P: Sets 1-4 Q: Sets 1-4
Music	2	7 (21)	Teachable class groups
PSHE	1	10 (15)	Year based tutor groups
Religious Studies	4	7 (21)	Teachable class groups
Science: Biology Chemistry Physics	5 5 5	7 (21) 7 (21) 7 (21)	Teachable class groups Teachable class groups Teachable class groups

Lower Fifth (Year 10)	Option Y/N	No. of lessons per cycle	No. of teaching groups (Average size)	Setting arrangements & Notes
English (Lang & Lit)	N	9	8 (17)	P1-P4 mixed ability Q1-Q4 mixed ability
Maths	N	8	8 (17)	P1-P4 Set on ability Q1-Q4 Set on ability

Science:	N			
Triple Science	Y	6/7 per science	8 (21)	P1, P2 mixed ability Q1, Q2 mixed ability (6/7 split rotates once in year 10 Feb HT)
OR				
Double Science	Y	4 per science	8 (16)	P3, P4 mixed ability Q3, Q4 mixed ability
Art	Y	8	3 (10)	Mixed ability
Classical Civilisation	Y	8	2 (16)	Mixed ability
Computer Science	Y	8	2 (9)	Mixed ability
Design and Engineering	Y	8	3 (11)	Mixed ability
Drama	Y	8	3 (12)	Mixed ability
French	Y	8	3 (19)	Set on ability
Geography	Y	8	5 (14)	Mixed ability
German	Y	8	1 (14)	Mixed ability
History	Y	8	5 (19)	Mixed ability
Latin	Y	8	1 (13)	Mixed ability
Music	Y	8	2 (5)	Mixed ability
PSHE	N	1	10 (15)	Single sex tutor groups
Religious Studies	Y	8	3 (24)	Mixed ability
Spanish	Y	8	2 (21)	Mixed ability
Sports Science	Y	8	3 (20)	Mixed ability

Upper Fifth (Year 11)	Option (Y/N)	No. of lessons per cycle	No. of teaching groups (Average size)	Setting arrangements & Notes
English	N	9	7 (17)	P1-P4 mixed ability Q1-Q3 mixed ability
Maths	N	8	7 (17)	P1-P4 Set on ability Q1-Q3 Set on ability
Science	N			
Triple Award	Y	6/7 per science		P1-P3 Set on ability Q1-Q2 Set on ability (6/7 split rotates once in year 11 Oct HT)
OR				
Double Award	Y	4 per science		P4 Mixed ability Q3, Q4 Mixed ability
Art	Y	8	2 (15)	Mixed ability
Classical Civilisation	Y	8	2 (14)	Mixed ability
Computer Science	Y	8	2 (8)	Mixed ability
Design and Engineering	Y	8	2 (8)	Mixed ability

Drama	Y	8	3 (12)	Mixed ability
French	Y	8	4 (14)	Mixed ability
Games	Y	8	2 (60)	Mixed ability
Geography	Y	8	4 (19)	Mixed ability
German	Y	8	2 (6)	Mixed ability
History	Y	8	4 (18)	Mixed ability
Latin	Y	8	1 (17)	Mixed ability
Music	Y	8	2 (6)	Mixed ability
PSHE	N	1	10 (12)	Single sex tutor groups
Religious Studies	Y	8	3 (19)	Mixed ability
Spanish	Y	8	2 (15)	Mixed ability
Sports Science	Y	8	3 (19)	Mixed ability

Lower Sixth (Year 12)	Option (Y/N)	Examined Subject (Y/N)	No. of lessons per cycle	No. of teaching groups (average size)	Setting arrangements & Notes
Biology	Y	Y	15	2 (12)	Mixed ability
Business	Y	Y	15	2 (10)	Mixed ability
Chemistry	Y	Y	15	2 (12)	Mixed ability
CISI	Y	Y	4	1 (9)	Mixed ability
Classical Civilisation	Y	Y	15	1 (3)	Mixed ability
Computer Science	Y	Y	15	1 (6)	Mixed ability
Design and Engineering	Y	Y	15	1 (3)	Mixed ability
Drama & Theatre Studies	Y	Y	15	1 (7)	Mixed ability
Economics	Y	Y	15	3 (11)	Mixed ability
English Literature	Y	Y	15	2 (12)	Mixed ability
Extended Project Qualification	Y	Y May/Nov submission	4	7 (11)	Mixed ability
Fine Art	Y	Y	15	1 (11)	Mixed ability
French	Y	Y	15	1 (12)	Mixed ability
Further Mathematics	Y	Y	26	2 (8)	Mixed ability (spread over two option blocks, W & X)
Geography	Y	Y	15	2 (9)	Mixed ability
German	Y	Y	15	1 (1)	Mixed ability
History	Y	Y	15	3 (11)	Mixed ability
Latin	Y	Y	15	1 (2)	Mixed ability
Mathematics	Y	Y	15	4 (16)	2 Sets in blocks W and X. Set within each block

Mathematics in Context	Y	Y End of year 12	5	2 (10)	Mixed ability
Music	Y	Y	15	1 (3)	Mixed ability
Physics	Y	Y	15	2 (10)	Mixed ability
Politics	Y	Y	15	2 (8)	Mixed ability
Psychology	Y	Y	15	4 (13)	Mixed ability
Religious Studies	Y	Y	15	1 (11)	Mixed ability
Spanish	Y	Y	15	1 (4)	Mixed ability
Sports Science	Y	Y	15	3 (8)	Mixed ability
PSHE	N	N	1	10 (13)	Single sex tutor groups
Financial Literacy	N	N	2	3 (14)	Each taught for 8 weeks in rotation. Ends mid-summer term
Political Understanding	N	N	2	3 (14)	
STEM Development Programme	N	N	2	3 (14)	

Upper Sixth (Year 13)	Option (Y/N)	Examined Subject (Y/N)	No. of lessons per cycle	No. of teaching groups (average size)	Setting arrangements & Notes
Biology	Y	Y	15	2 (9)	Mixed ability
Business	Y	Y	15	2 (11)	Mixed ability
Chemistry	Y	Y	15	2 (10)	Mixed ability
Computer Science	Y	Y	15	1 (10)	Mixed ability
Design and Engineering	Y	Y	15	1 (5)	Mixed ability
Drama	Y	Y	15	1 (5)	Mixed ability
Economics	Y	Y	15	3 (14)	Mixed ability
English	Y	Y	15	3 (13)	Mixed ability
Fine Art	Y	Y	15	1 (5)	Mixed ability
French	Y	Y	15	1 (5)	Mixed ability
Further Mathematics	Y	Y	26	1 (16)	Mixed ability
Geography	Y	Y	15	2 (9)	Mixed ability
German	Y	Y	15	1 (4)	Mixed ability
History	Y	Y	15	2 (15)	Mixed ability
Latin	Y	Y	15	1 (1)	Mixed ability
Mathematics	Y	Y	15	4 (11)	3 Sets in block W. Set on ability 1 Set in block X. Mixed ability
Music	Y	Y	15	1 (2)	Mixed ability
Physics	Y	Y	15	2 (9)	Mixed ability
Politics	Y	Y	15	2 (9)	Mixed ability
PSHE	N	N	1	10 (13)	Single sex tutor groups
Psychology	Y	Y	15	3 (14)	Mixed ability
Religious Studies	Y	Y	15	1 (11)	Mixed ability
Spanish	Y	Y	15	1 (2)	Mixed ability
Sports Science	Y	Y	15	1 (10)	Mixed ability

Appendix 3: SETTING AND BANDING (curriculum delivery)

Banding

Banding is a necessary process to enable us to timetable a year group. It is not logistically possible for all pupils in a large year group to take the same subject at the same time, so some aspects of year groups are banded in order to divide them into two groups of more or less equal size and placed into teachable classes.

Setting

St John's believes that in certain subjects, setting can help provide a supportive and structured environment which can both nurture and stretch pupils to ensure they achieve the very best that they can and that lessons move at a suitable pace. However, we also believe that in certain other subjects, setting is not required as pupils are placed in appropriate teachable groups.

Third Form

The Third Form are set in mathematics based on their performance on data received before entry. They will also be set in modern foreign languages based on prior exposure to the language in question. Should any issues arise, parental consultation will take place with the Senior Deputy Head. All other subjects in the Third Form will be divided into five teachable groups.

Fourth Form

Bands are labelled P and Q. The year group is then set within the bands in mathematics, science, modern foreign languages and English. This setting is based on all academic data available to the School.

In modern foreign languages, pupils are set initially according to prior exposure to the language selected.

Some changes to sets may take place in the first few weeks of the autumn term. After that point, sets will remain the same until the end of the year. An exception will be made in mathematics where changes will be considered each half term until Easter and in consultation with the Deputy Head (Academic) and/or Senior Deputy Head. In exceptional circumstances, a set change may be made in other subjects, after consultation with the Deputy Head (Academic) and/or the Senior Deputy Head and providing there is agreement that it is in the pupil's best interests.

Fifth Form

Setting will be reconsidered from the Fourth Form to the Lower Fifth when a discussion will take place with all relevant parties to agree these changes. Changes may occur in mathematics and in some minor cases in science after the start of the Lower Fifth. Exceptional circumstances in other subjects may mean a change will be considered after consultation with the Deputy Head (Academic) and/or Senior Deputy Head, should it be in a pupil's best interests. To maintain our wide range of options, some subjects are not set, as they are spread across the timetable.

Sixth Form

Setting will take place in the Sixth Form, where possible. This is dependent on pupil numbers per subject and timetable constraints. Set changes may take place until October half term of the Lower Sixth. After this point it is not expected that changes will occur. In the rare case where a change is necessary full consultation will take place with the Deputy Head (Academic) and/or Senior Deputy Head and the Head of Sixth Form.

Appendix 4: POLICY FOR PUPILS WITH ALTERNATIVE CURRICULUM ARRANGEMENTS.

The school can and will make arrangements for pupils in all years if an alternative curriculum is required. This is defined as extra or fewer subjects studied than the standard timetable allocation for any year group.

Pupils for whom alternative arrangements will be made will usually fall into three categories:

- i. pupils with SEND issues which make accessing the full curriculum difficult and for whom a reduced timetable will directly enable a positive impact on their emotional wellbeing or academic progress.
- ii. more able or exceptionally able pupils (see the More Able Pupils Policy) who are engaged in demanding extra-curricular activities in which they are elite participants; e.g. sport or music.
- iii. pupils who join the school after the majority year 7 entry date and who have not followed a curriculum which matches that of St John's School; e.g. have experienced schools' differing language provision.

PROTOCOL

Action 1: Expression of concern

The pupil, their parents/carers or a member of staff should express concerns about the pupil's ability to access the curriculum or its suitability for their needs. This can be verbally initially but should always be put in writing for the attention of the relevant pastoral staff, heads of department and the Deputy Head (Academic).

Action 2: Initial Evidence

Within 48 hours, the Head of Year should interview the pupil to ascertain their attitude to all issues and, where appropriate, get a written record of co-curricular commitments or issues. Additionally, the Head of Year should contact the parents/carers of the pupil to ascertain the issues. During the 'phone call/meeting, the Head of Year should explain that the Deputy Head (Academic) will oversee the process and explain whether the school agrees to an alternative curriculum or not and what the terms will be.

Action 3: Detailed Evidence

The Head of Year should request written feedback within a week of action 2 on the following:

- the pupil's academic attainment, progress and attitude to learning in all subjects from all subject staff;
- the pupil's wellbeing, attitude to learning and relationships with peers/staff from the tutor;
- SEND feedback, where appropriate, from the Head of Learning Support;
- specialist feedback, where appropriate, from staff who can comment on whether a pupil is operating at elite level in their chosen field.

Action 4: Judgement

The findings from above should be submitted to the Deputy Head (Academic) within a week after the initial expression of concern with any recommendations or concerns the pastoral team and subject staff may have.

The Deputy Head (Academic) should consider all of above in order to form a judgement. The pupil and their parents/carers should be informed of the judgement by either the Deputy Head (Academic) within 48 hours or the Deputy Head (Academic) should inform the Head of Year and instruct them to contact the pupil and their parents/carers.

Action 5: Communication

Where the need for an alternative curriculum is judged to be appropriate, the Deputy Head (Academic) should instruct the timetable team and all relevant staff of the new arrangements within 24 hours of the parents/carers being informed. The pupil's timetable will be altered accordingly so that they register with either the librarian for study periods in the library or a member of staff who will work with them to support their needs (e.g. SEND, school counsellor, etc.).

If there is disagreement about the recommendation, the Deputy Head (Academic) should work with all involved to find a resolution.

Action 6: Monitoring

The Head of Year and the Deputy Head (Academic) will monitor the progress of the pupil and repeat any of the actions above as required.