



Our school aims

Our ambition is for every child to access high quality learning experiences, which encourage them to be academically successful, happy, confident and enquiring young people. Every child has the potential to make a difference in the world, to be ambitious in their career choices, and to understand their place in society. These aims, and our school values, underpin our curriculum design and the opportunities we offer both within and beyond the curriculum model.

This document gives an overview of our curriculum content and design: for more information on specific subjects and what is taught, please refer to the section called 'Faculties' on our website (under the 'Students/Parents' tab).

Curriculum Vision

Our ambition is that our broad and aspirational curriculum allows every single student at John Mason to succeed academically whilst developing into happy, confident and enquiring young people.

We believe that every child has the right to experience a challenging, engaging and accessible education, to be ambitious in their career choices and to make a positive difference in the world. To achieve this we have designed a curriculum to which our students can feel connected whilst expanding their horizons so that wherever they start in life, and wherever they aim go in the world, the our broad and diverse offer provides a secure foundation for their future.

Curriculum Components

Our curriculum is constructed from four key components which work together to prepare students for the world beyond school.



Through our **academic curriculum** we ensure that our curriculum at Key Stage 3 covers and better the content and range of subjects in the national curriculum and gives students a broad range of choice at KS4 and beyond, in JMF6. We challenge our students with a strong academic curriculum including with a focus on STEM subjects including computing, a wide range of modern languages and inspiring humanities teaching. Our visual and performing arts curriculum is embedded at all key stages to support students' creativity and we are increasing our range of BTEC courses at both GCSE and A-level to ensure that our offer is fully inclusive.

At John Mason our goal is not just to support students' academic success but through our **character curriculum** to develop resilient, respectful young people who are equipped to

succeed in the C21st world. Our **personal development** curriculum and **character development** programme support our students' holistic development through a range of lessons, assemblies and super-curricular events and opportunities including our off-site residential centre in Wales and our commitment to the Duke of Edinburgh scheme.

Staff and students at John Mason greatly believe in the importance of an **enriched curriculum** to build beyond the classroom with chances they will not get elsewhere. We have an extensive programme of clubs, activities, trips and visits to ensure that, for our students, their time at John Mason is filled with opportunity to fulfil whatever talents and pursue whatever interests they develop.

In order to ensure that our students succeed beyond school our **metacognitive curriculum** focuses on teaching them how to thrive as lifelong learners. Across all key stages students are taught through modeling, coaching and self-reflection how to find and learn new information, how to analyse sources of information and how to revise and recall knowledge. In each subject our staff prepare students to continue their development beyond John Mason School by teaching students how to read, write and think as expert thinkers; as scientists; historians; artists; mathematicians.

Curriculum Design

Key Stage 3 (Years 7-9)

During Key Stage 3, students experience and develop skills and knowledge across a wide range of subjects and opportunities. Our aim is that during Key Stage 3, students should discover what they are most passionate about as well as gaining the necessary skills, knowledge and attitudes to be happy and successful throughout their five or seven years with us. Schemes of Learning are designed to build on KS2 and to prepare students for KS4, providing the appropriate level of support and challenge for all.

All students follow the National Curriculum, which consists of the core subjects of English, Maths and Science together with the foundation subjects of Art, Drama, Music, PE, Design and Technology (including Textiles, 3D design, Food and Nutrition and Graphics), Geography, History and Religious Studies. In KS3, all students study a modern foreign language - either Spanish, German or French.

In Year 7 and 8, students are taught in mixed attainment groupings for the majority of their lessons. Maths is taught in sets which are determined by the knowledge and understanding the students currently have. In Modern Foreign Languages, students are all taught French, before going on to opt for a second language in year 8. Others may receive additional support in succeeding in the core curriculum, to ensure they are well prepared for the rigour of GCSEs and further qualifications in Key Stage 4.

PSHCE is delivered through a course called Personal Development. The course covers careers information, citizenship, well-being and sex and relationships related education, as well as financial awareness and enterprise. These subjects are linked together in one subject area, because they are about helping young people embrace change, feel positive about who they are and enjoy healthy,

self-responsible and fulfilled lives. The course encourages students to recognise risk, take increasing responsibility for themselves, their choices and their behaviours, and make a positive contribution to their families, school and community. They also are guided to reflect on their learning and their ambitions, and receive information on possible future pathways.

Key Stage 4 (Years 10 and 11)

At Key Stage 4 we have the following curriculum offer from September 2025¹:

Core Subjects (all students)	4 Options Subjects	Non-examined subjects
English Literature and Language Mathematics Double Science	At least one of EBacc subjects including: humanities (history and geography); science (triple science and computing); MFL (French, Spanish, German or Mandarin).	Core PE Personal Development
	Other GCSE subjects including: psychology; business studies; PE; fine art; 3D design; IT; drama; music; fashion and textile design; graphic design; media studies.	
	Vocational courses including: health and fitness; hospitality and catering; health and social care; travel and tourism; enterprise and marketing.	

We review the subjects offered every year to try to meet the needs and aspirations of our students.

Key Stage 5: Level 3 Courses in JMF6

Beyond GCSEs we very much hope that our students will feel welcomed to JMF6, the outstanding Sixth Form provided by John Mason and Fitzharrys Schools, where we deliver high quality, post-16 education to young people from the Abingdon area and beyond. In JMF6, our ambition is for every student to access outstanding learning opportunities, which encourage them to become academically successful, happy, confident and inquiring young people.

In JMF6 we pride ourselves on being a friendly and inclusive student community. Our ethos is based on the principle that each student is an individual, with exceptional potential and value. Throughout their time in JMF6 students are supported by a tutorial programme that is designed to support them personally and academically to ensure that they are in a position to achieve their goals and prepare them for the future beyond school.

By working in a joint Sixth Form we are able to offer an exciting range of subjects and enrichment opportunities. The majority of our students study three A level subjects, but some are studying four or five. Sixth form students' enrichment programme includes 'Futures' (a course which delivers careers advice, advice on applications to university, college or apprenticeships, PSHE, well-being, financial awareness, citizenship and study skills) and a rich programme of enrichment, leading to Duke of Edinburgh Gold award. The Duke of Edinburgh Award programme involves sports and/or fitness, voluntary service, and a programme of enrichment activities. Training for expeditions is scheduled as part of the curriculum provision. The majority of our students also study for the Extended Project Qualification (EPQ) which allows students to research into an area they are interested in, giving research skills, essay writing skills and presentation skills. This also supports University and Apprenticeship applications. For those students who need to, we offer opportunities to resit English and mathematics GCSEs, alongside their A-levels, so that their educational and career ambitions can be fulfilled.

Assessment

Throughout all key stages, students are assessed regularly to monitor progress and help them and their teachers set targets for further improvement. A student's performance is reported home three times a year. Formal national examinations are taken at the end of a GCSE course; this is in Year 11 for most courses. A level courses are examined at the end of Year 13. In addition, students will have a number of internal exams throughout each key stage.

In Key Stage 3 students are assessed against progress towards GCSE targets derived from KS2 scaled SAT scores and Cognitive Abilities Tests. We use the Fisher Family Trust 20 to generate targets that are ambitious and reflect outcomes in the top 20% of schools in the country.

Progress is reported to parents in 4 categories that reflect progress towards GCSE outcomes:

Attainment Band	GCSE estimate
Extension	Grades 7-9
Advancing	Grades 5-6
Consolidation	Grades 3-4
Foundation	Grades 1-2

At Key Stage 4 students are set targets using FFT20 estimates for each individual subject. Progress will be reported in the form of specific outcomes at key assessment points (e.g. mock exams) and teacher predictions of students' likely outcomes at GCSE.

Curriculum Maps

Curriculum maps for each subject can be found on our website and detail the key units covered and the order in which these will be taught. They are updated annually in term 1, to reflect any planned curriculum changes.

For more information on curriculum, please contact Robin Conway, Deputy Headteacher.