



# PRIMARY CURRICULUM POLICY

## POLICY SECTION: Curriculum

As Of: 17/11/ 2018

### 1. INTRODUCTION

This policy describes the curriculum from Year 1 to Year 6 and is supported by detailed syllabuses, schemes of work for each subject area and other programme policies. The policy should be viewed in conjunction with the Primary Personal Development Policy and the Primary Assessment and Reporting Policy.

The curriculum refers to all the planned activities that are organised in order to promote learning, personal growth and development. Our aim is to ensure children grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills and achieve their true potential. We value a broad curriculum as a means of fostering creativity, joy of learning and independent learning.

The curriculum observes the principles of The Schools Trust Charter and incorporates aspects of the English National Curriculum and the various enrichment programmes that our schools organise.

We endorse the curriculum aspirations set out by the DfE that are relevant to our international setting. As an independent, international school we are not bound to follow the English National Curriculum, and instead we select the parts that are most suitable for our pupils.

### 2. AIMS

#### Academic aims

- Provide equality of access and opportunity for all pupils to learn and progress
- Ensure that each pupil is stimulated and is committed to the process of learning
- Identify pupils' strengths, interests and talents and build upon them by challenging them appropriately. AG&T should be registered on the student management system.
- Give pupils increasing responsibility for their own learning
- Equip all pupils with essential Literacy, Mathematical, Scientific and Technological skills
- Provide the opportunity for pupils to learn at least one additional language to native level
- Build pupils' confidence in their own abilities.
- Expose pupils to a broad range of experiences.
- Teach pupils to think creatively and critically and develop problem-solving skills;
- Develop pupils' physical skills, educate them in healthy life skills and keeping themselves, and others, safe
- Fulfil the key requirements of the English National Curriculum

#### Other aims

- Develop the personal development attributes of the School Charter.
- Promote social, moral, spiritual and cultural awareness
- Encourage pupils to feel comfortable with their own unique identity
- Teach pupils to protect the environment
- Prepare pupils for the next step after school, whether it is in education, training or employment
- Promote an understanding of modern British life

### 3. ORGANISATION AND PLANNING

Schools should plan the curriculum in three phases.

1. A long-term overview for each subject/year group/phase will indicate which topics are to be taught in each term. This long-term plan is reviewed on an annual basis.

2. Schemes of work (medium-term plans) give clear guidance on the objectives and teaching strategies for each topic. In foundation subjects, the focus is on skills identified in the English National Curriculum and public examination syllabuses. There is no set format for schemes of work (they can vary from subject to subject) but these must include the following distinct elements:

- Relevant curriculum/syllabus learning objectives
- Time allocations
- Assessment opportunities and formats
- Opportunities for differentiation (including reference to AG&T/SEND/EAL)
- Resources and suggested teaching strategies
- Development and application of relevant subject skills

3. Lesson plans (short-term plans) are those that our teachers write on a weekly or daily basis. Phase leaders are expected to set deadlines for completion of plans and aim to be reviewed in advance. We use these to set out the learning objectives for each session, and to identify what resources and activities to challenge students of all abilities, including specific reference to AG&T/SEN/EAL students. Plans should be adapted to suit the needs of children on a daily basis if needed.

#### 4. THE CURRICULUM AND INCLUSION

The curriculum in our schools is designed to be accessed by all children who attend the school. Where necessary we adapt the delivery of the curriculum to students' needs, in consultation with their parents.

##### SEND

If students have special educational needs or disabilities, our school does all it can to meet their individual needs. In most situations subject teachers are able to provide the resources and educational opportunities to meet individual student needs, within normal class organisation and differentiation. If a student's needs go beyond what can be offered by subject teachers, a referral is made by subject teachers/tutor to the SENDCO. The SENDCO will assess the needs of the student and organise an Individual Educational Plan where required

##### EAL

An English as an additional language programme is provided for pupils who are otherwise unable to access mainstream lessons in class due to lack of English. If a student's needs go beyond what can be offered by subject teachers, a referral is made to the EAL department. An EAL register will be maintained of students who require additional support outside of regular lessons. All schools will aim to ensure students are not on the register for more than two whole academic years.

##### Able, Gifted And Talented (AG&T)

Each school offers an Able, Gifted & Talented Programme with the purpose of challenging students with exceptional potential or abilities. Teachers ensure work in lessons is sufficiently differentiated to challenge the able. Students that would benefit from further challenge are referred by the subject teachers or tutor to the AG&T Coordinator or Head of Department. They will assess the needs of the student and organise an Individual Educational Plan where required, and, if need be, coordinate with teachers from different Year Groups to ensure children are accessing works that is more suitable for their need.

#### 5. CULTURE AND GEOGRAPHICAL LOCATION

As a British overseas organisation offering education based on British standards and practices the curriculum incorporates both British culture and heritage and local culture and heritage. Schools use the opportunities provided by their location to teach the curriculum in ways that enrich the delivery of skills and make them more relevant to the learner.

#### 6. FIELD TRIPS AND RESIDENTIAL VISITS

In order to enrich the curriculum, it is an expectation that topics are enhanced by experiences provided by field trips and residential visits. These experiences should be linked to skills taught in class and should be relevant to the current topic being taught at the time.

All year groups should experience at least one field trip each term culminating in at least three a year.

In Key Stage 2, children in all year groups should experience a residential experience of varying length each year. The number of nights away from home during each residential visit usually increases as the children progress through the key stage.

## 7. SUBJECTS & TIME ALLOCATION

The time distribution is a guideline of the amount of time to be spent on average on each subject per week, based on 30 hours of teaching per week. The guidelines are used to design the weekly timetable.

Regarding language lessons per week; this may change depending on the laws of the country the school is located. A second language may be chosen by the board in addition to the language of the country the school is located.

Subject	Average weekly allocation	
	in mins	in hours
Maths	300	5
English	420	8
Science	90	2
Integrated Curriculum	300	3
MFL	240	4
Computing	60	1
Music	120	2
Sports	180	2
Enrichment	60	1
PSHE (including assemblies)	120	2
Discretionary	60	1

\* In Years 1 to 4, Art, DT, Science, History and Geography are taught in topic format within the Integrated Curriculum. In Years 5 and 6, the subjects are taught separately in preparation for Secondary School.

English National Curriculum for years 1-6:

### English

To foster a literacy led curriculum, this subject is a core area of learning that is used across all subjects. Our School uses the English National Curriculum objectives as a guide. The subject will include speaking, listening, reading (including phonics), spelling, punctuation, grammar and writing in a range of genres, as well as drama. Each pupil will have the opportunity to perform in front of an audience each year.

### Mathematics

This is a core subject that is taught daily using the English National Curriculum objectives as a minimum requirement.

### Computing

The objectives of the English National Curriculum will be taught in a discrete computing lesson. Appropriate use of digital technology is embedded throughout the curriculum and seen as an essential tool to aid teaching and learning.

### Integrated Curriculum

Science, History, Geography, Art and DT are taught in a topic format within the Integrated Curriculum where appropriate. Topics chosen should relate to the local context, Great Britain and the wider world while covering the key objectives of the English National Curriculum. As pupils approach secondary school, increased subject orientation and opportunities for independent study will take place.

### Art and Design/Design Technology

Creativity and self-expression will be encouraged alongside the ENC objectives. Links with Integrated Curriculum topics are encouraged where appropriate. Pupils work is valued and displayed appropriately

### Music

The music programme extends beyond the requirements of the ENC and the learning of an instrument is seen as essential to the learning of music. Every primary pupil from year 2 learns an instrument as part of the school's Primary Instrumental Programme (PIPs).

Additional opportunities are provided to develop musical ability through a range of optional activities, including individual instrumental tuition, choirs and instrumental ensembles. Every pupil has the opportunity to perform regularly in student performances and concerts.

### Sport

The PE programme extends far beyond the requirements of the ENC. Pupils participate in a wide range of activities each year including the core strands of games, swimming, outdoor and adventurous activities, dance and gymnastics, offering the opportunity to progress year on year. Every pupil has the opportunity to take part regularly in team competition at one or more of the following: inter-house level, local inter-school level and international inter-school level. Healthy lifestyles are promoted.

### Personal, Social and Health Education (PSHE)

Personal and Social Health Education is essential to the wellbeing of pupils and will take place each week through assemblies, circle time and lessons focused on key themes.

### Enrichment

All pupils have a weekly opportunity to choose an additional activity or subject from a set of options. This is aimed at giving pupils the opportunity to discover new interests and to broaden their educational experience.

### Educational Trips

All pupils will have the opportunity to enjoy curriculum related educational visits each term. Residential visits begin in Year 4, are offered annually and aim to broaden cultural knowledge and understanding of the wider world while offering opportunities for independence and adventure.

### Community Service

All pupils will be encouraged to take an active and ongoing role in community service, not confined to fundraising but involving direct action and volunteering of time. This should instill a sense of care and empathy for others.

### Annual School Events

A number of school events are organised throughout the year to both enhance and provide information for parents about the curriculum:

Year group productions

Class Performances

Musical concerts, instrumental recitals

Festive celebrations (e.g., Hari Raya, Christmas Nativity, Deepavali, Chinese New Year)

Charity work

Talent Shows

Poetry performances

An opportunity for pupils to take part in a Pupil led Assembly

An annual primary curriculum week rotated each year

International Days or Week

Celebrations of the local culture and those represented in the school community

Story week supported by a guest author

An opportunity to display and exhibit work in an Art Exhibition

Christmas Bazaar / Summer Fair with fundraising

Swimming Galas

Competitive age appropriate Sports Day for all pupils

Annual Speech Day celebrating the efforts and achievements of the year

Parent Information evenings / Parent Workshops

English as an Additional Language (EAL)

An English as an Additional Language programme is provided for pupils who are otherwise unable to follow lessons in English. An EAL register will be maintained of pupils who require additional support outside of regular lessons. All schools will aim to ensure pupils are not on the register for more than two whole academic years.

SEND

Our school aims to identify pupils as having special education needs on admission. A Learning Support department is in place to support pupils across the school.

Meeting individual needs

The school will strive to meet the individual educational needs of all pupils. This commitment extends beyond the special AG&T, EAL and SEND programmes to all areas of the curriculum. It is an expectation that teachers will differentiate tasks within lessons to ensure appropriate challenge for all pupils.

Standards of achievement and assessment

We aim to set a standard of achievement for each pupil that matches his or her potential. This is reassessed on an ongoing basis.

We encourage a positive attitude to learning in recognition that it has a very large impact on achievement. Emphasis is placed on effort and attitude and this is assessed and rewarded through our House Point system. The system encourages every pupil to make a consistent and sustained effort with opportunities to set short and long term targets.

The Schools Trust Primary Assessment and Reporting Policy describes in detail how we evaluate and record pupils' achievement.

## 8. MONITORING AND REVIEW

The role of the Subject Leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.
- The school gives subject leaders non-contact time, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the ENC, undertakes drop-in/lesson observations and sees that progression is planned into schemes of work. (See separate coordinators job descriptions).

The role of the Senior Primary Leadership

- With respect to the curriculum, the role of the Senior Primary Leadership is to:
- Ensure that students experience a broad and balanced curriculum
- Use information from departmental reviews into the annual School Improvement Plan
- Monitor and improve the performance of Subject Leaders
- Review The Schools Trust Primary Curriculum Policy in consultation with The Schools Trust board.