

Curriculum - Senior

School Policy - General

March 2017



NORD
ANGLIA
EDUCATION

Be Ambitious

1. INTRODUCTION

This policy describes the curriculum from Year 7 to Year 13 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 Senior Personal Development 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 Nord Anglia Education and incorporates aspects of the English National Curriculum, UK examination boards, 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.

The Key Stage 3 curriculum is largely based on the key concepts and goals of the English National Curriculum without the constraints of external examinations. The focus is on acquiring academic skills in preparation for the (i)GCSE course and on developing personal attributes, in particular through the pursuit of the BSF Award.

At (i)GCSE level English, Mathematics and Science are compulsory. Remaining (i)GCSE subjects are chosen from a range of options.

In the Sixth Form (Years 12 & 13) students follow either the A Level programme or an alternative international programme in line with the context of the school.

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
- 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. 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.

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.

5. CULTURE AND GEOGRAPHICAL LOCATION

As an 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.

Students in all year groups should experience a residential experience of increasing length each year. While not compulsory, trips should be a strong expectation that every student participate. Every effort should be made to ensure trips are accessible to all students.

Trips should be focused on providing an outdoor physical challenge that fosters independence and resilience. Trips should take place in the host country in so far as it makes them more affordable and accessible to pupils.

Trips in KS3 should contribute towards the BSF Award. In KS4 and KS5, they should contribute towards the International Award.

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.

Key Stage 3

Subject	KS3 average weekly allocation	
	in mins	in hours
Maths	180	3
English	240	4
Science	180	3
MFL*	180	3
Computing or ICT	60	1
Humanities (Geo/His)	180	3
Creative Arts **	240	4
Sports	180	3
PSHE	120	2
Enrichment	60	1
BSF Award	60	1

Discretionary ***	120	2
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In the subjects of Maths, English, Science, Computing and Humanities, schools follow the programme set out in the English National Curriculum for Key Stage 3.

In the subjects MFL, Creative Arts and Sports, schools follow programmes described in the subject handbooks.

* Schools will need to include a time allocation to deliver any statutory local languages.

** Creative Arts include Music, Art, Graphic Design and Drama.

*** May be added to any subject at the school's discretion.

Key Stage 4

We offer a minimum of eight (i)GCSE subjects. The choice of examination boards are at the discretion of the Head of Secondary in consultation with the Head of School.

Obligatory Subjects

Every student is expected to complete:

- Mathematics
- English Language and Literature and/or ESL
- Science: single, double or triple award

Optional Subjects

Every student chooses additional options from:

- Humanities (Geography, History, Business Studies, Economics, Media)
- Modern Languages (French, Spanish, German, Chinese, language of the host country)
- Arts (Music, Drama, Art, Design)
- Technology (Computing, Computer Science)
- Physical Education

Time Allocations

The recommended weekly time allocations for (i)GCSE are:

- Maths - 240 mins
- English - 240 mins
- Single Award Science - 180 mins
- Double Award Science - 360 mins
- Triple Award Science - 540 mins
- Option subjects - 180 mins each

Obligatory Additional Curriculum Content

SMSC and Assembly time 120 mins

Sports 60 mins

Sixth Form (A Level)

The recommended number of A level subjects for most students is four. A wide range of subjects is offered based on student interests and consultation with parents.

The choice of examination boards are at the discretion of the Head of Secondary in consultation with the Head of School.

Subjects

Recommended options for which there should be a time allocation of 300 minutes per week:

- Mathematics
- Further Maths
- English
- The Sciences: Physics, Chemistry, Biology
- The Arts: Art, Theatre Studies, Music
- Modern Languages (Including any local requirements)
- Geography, History, Sociology, Psychology
- Economics/Business Studies
- Media Studies
- Sports Science

Obligatory Additional Curriculum Content

- University Preparation (Works experience, applications, EPQ, life skills) 60 mins
- SMSC and Assembly time 60 mins
- Sports 60 mins

8. CURRICULUM ENHANCEMENT

The school provides opportunities beyond ordinary lessons for students to develop their knowledge, skills and abilities in all curriculum areas. Events and activities are planned in good time and are reflected in the annual school calendar.

Academic subjects	<ul style="list-style-type: none"> • Educational trips • Subject days/weeks
Sports	<ul style="list-style-type: none"> • Focus on swimming, athletics, football and basketball, in an annually recurring schedule to ensure continuity and progression. • Inter-house competitions: swimming, athletics, football, basketball, other • Local, national and international inter-school competitions • Year-round individual sports ladders (e.g. table tennis)
Music	<ul style="list-style-type: none"> • Student concerts and recitals • Choirs, orchestras and bands • Talent show
Art	<ul style="list-style-type: none"> • Student art exhibitions • Visiting artists
Drama/ Speaking	<ul style="list-style-type: none"> • Plays and musical productions • Pupil-led assemblies • Competitive public speaking events

SMSC / BSF Award	<ul style="list-style-type: none"> • Outward bound expeditions • Community service programmes • Inspirational speakers programme • Model UN • International Award
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9. MONITORING AND REVIEW

The Role of the Head of Department

The role of the Head of Department (HoD) is to:

- Ensure that high quality teaching and learning occurs in their department.
- Provide a strategic lead and direction for the subject through the annual departmental review
- 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 allocates HoD non-contact time each term, so that they can carry out their duties. It is the role of each HoD 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 and examination syllabuses and sees that progression is planned into schemes of work.

The Role of the Senior Secondary Leadership

With respect to the curriculum, the role of the Senior 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 departments through effective quality assurance and performance management of the Heads of Department
- Review the Senior Curriculum Policy.