

Primary School Curriculum Policy

Purpose

The purpose of this policy is to clearly and simply outline the framework for the provision of the Primary School Curriculum to students in EYFS- Year 6, including transition procedures into Year 7.

Overview

At IBSB, our primary school curriculum is based on the 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2017 framework in Early Years. Our rigorous, well planned curriculum, combined with high quality teaching, ensures that children are supported, challenged and inspired to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The curriculum includes all the planned activities that we as a school organise in order to promote learning, personal growth, development, and wellbeing. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

Aims

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential. At IBSB, we aim to offer a balanced and broad based curriculum which provides:

- An enjoyable learning environment
- Development of each child: spiritual, moral, intellectual, social, emotional, and physical
- A learning environment in which all pupils are encouraged to actively participate and where pupils understand that making mistakes is an important part of the learning process
- An accessible curriculum and the support needed to enable our pupils to become confident, successful, independent learners
- A rigorous curriculum which develops critical thinking skills, challenging each and every pupil to strive to be the best they can be
- Encouragement for pupils to set high goals, which can be broken down into a series of smaller achievable targets, and to motivate and inspire our pupils to work toward achieving their goals
- Support programmes to enable each and every pupil an equal opportunity to succeed in their studies
- A rich extracurricular programme to enable them to discover and develop their special talents and abilities
- A pastoral care system which ensures that all pupils feel included and valued
- A safe, comfortable learning environment where pupils feel secure, happy, and cared for
- An exploration of their spiritual, moral, cultural, mental and physical development
- Opportunities to reflect on British and International values
- Opportunities to learn and practise the basic skills of English, Mathematics, and Computing
- A way to make learning more meaningful by putting it into a meaningful, relevant context
- Provide challenge, allowing pupils to engage themselves in deeper learning

Organisation and Planning

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (For more details please refer to the separate subject policies).

Separate subjects include:

Core	Cross Curricular	Languages	Specialist
English - 5 hours	Science – 2 hours	MFL (French, German or Spanish) – 2 hours	PE – 2 hours
Maths - 5 hours	History – 1 hour	Romanian/ Romanian for Non Natives – 2 hours	Music – 1 hour
Computing – 1 hour	Geography – 1 hour		
PSHE – 1 hour	Art & Design – 1 hour		

Early Years

The Early Years Foundation Stage is a curriculum from birth to five years old. We follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are:

- Communication and Language
- Expressive Arts and Design
- Literacy
- Mathematics
- Personal Social and Emotional Development
- Physical Development
- Understanding of the World

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

Children's play reflects their wide ranging and varied interests and preoccupations. Playing with peers is important for children's development. Through play and practical experiences, children learn at their highest level about the world and their place in it. They learn through first hand experiences, talk, books, and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups, and those from diverse linguistic backgrounds.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers



- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

In planning and guiding children's activities, our practitioners reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Key Stages 1 & 2

The Primary School follows the 2014 National Curriculum for English, Maths, Music, PE, MFL (where pupils have an option of studying French, German or Spanish) and Computing, which are taught as discrete subjects. PSHE is also taught as a discrete subject each week by teachers. The cross curricular subjects are taught using objectives from the National Curriculum for Science, History, Geography, and Art and Design, and are linked/cross referenced with the curricula for English and Maths and adapted for the international nature of our school. Terms are themed so that we can teach in a cross curricular manner to give the learning environment more relevance. Baseline assessment is carried out in Year 3 and 5 using GL CAT4 tests. Regular formative assessment is carried out by class teachers with objectives and key skills tracked in Reading, Writing, Maths and SPAG, recorded using STATonline. Summative assessment takes place throughout the year for all children in the form of end of topic tests/tasks, and is carried out each year using the GL Progression Tests from Year 2 to Year 6. Year 2 complete tests in English and Maths in May. Year 3 - 6 complete tests in Literacy, Maths and Science in May. In addition, writing tasks from GL are completed in each term in Key Stage 2 which are moderated by the teaching team in the Primary School. Finally, all children are expected to learn Romanian either as a native (following an adapted Romanian curriculum) or as a non-native (following the MFL curriculum).

Assessment, Recording and Monitoring

Assessment is the responsibility of the class teacher and is in line with the Assessment Policy. Teachers use informal assessment and observation on a daily basis to determine what children can do independently and plan next steps for learning accordingly. Formative Assessment takes many different forms and is reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Children are encouraged to take ownership of their learning and respond and reflect on their feedback in order to improve. Summative Assessment supports teacher assessment in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. EYFS pupils are assessed using the Foundation Stage Profile, recorded using STATonline. Pupil profiles are established for each child in Early Years and assessments are made against the Foundation Stage Profile Statements. Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. This is recorded from Years 1 – 6 using STATonline for Reading, Writing, Maths and SPAG. Pupil progress is reported to parents at three points in the year in writing plus twice a year during parent meetings. Additionally, appointments may be made by parent or teacher request, where parents and teachers discuss a child's progress.

The role of Subject Coordinators

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. 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 coordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- support staff development and improve the quality of teaching and learning over time
- keep self and other staff up to date with developments in their subject by relevant reading, training and policy development and updates
- liaise with appropriate bodies e.g. other schools, secondary school colleagues, etc. about matters relating to their subjects
- give consideration to any relevant risks in their subject and complete Risk Assessments, if appropriate
- provide efficient resource management for the subject
- map coverage of the curriculum to long term plans to provide a curriculum overview

Spiritual, Moral, Social, and Cultural (SMSC)

At IBSB, we strive to create a learning environment which promotes respect, diversity, and self-awareness, and equips all of our pupils with the knowledge, skills, attitudes, and values they will need to succeed in their future lives. The curriculum provides a wide range of artistic, sporting, community, and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points. In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE activities.

The school works to maintain a climate or ethos within which all pupils can grow and flourish, respect others, and be respected, accommodating difference and respecting the integrity of individuals. This occurs during the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

English as Additional Language

Pupils whose first language is not English are assessed prior to entry into IBSB, wherever possible, and again upon arrival during their induction programme to determine their English language capabilities and needs. Extra support is provided through timetabled EAL (English as an Additional Language) lessons. These lessons aim to develop the pupils' English language skills and communicative ability and to build the pupils' confidence to succeed in an English speaking environment.

The number of lessons of EAL a week will vary from between 1-10 lessons per week depending on the pupil's level. All pupils with EAL needs will be given a personalised timetable with EAL lessons scheduled during the week. Children on the EAL programme do not have MFL lessons or Romanian as a foreign

language. If they need more EAL lessons they may be taken out of English lessons or Cross Curricular lessons.

Learning Difficulties and Disabilities, SEND and More Able

At IBSB we strive to screen new pupils for learning difficulties and disabilities during the first half term after their entry to the school, as well as acting upon any information passed on by the pupil's previous school. The entry assessments carried out aim to highlight those pupils who are more able and those who may have specific learning difficulties. Teachers may also identify a pupil as being SEND or More Able and complete a referral form to send to Student Services in order for assessment to be carried out, and where relevant an IEP completed with extra support outlined and monitored on a half term basis.

Pupils who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs have their needs considered individually by qualified specialist staff. More able children are provided with opportunities to extend their knowledge in extension work in the classroom or small group activities. There are also clubs and societies to stretch and challenge, together with enrichment classes for Sixth Form pupils. The provision for a pupil with a learning difficulty depends on a pupil's need having been formally diagnosed and may include such help as group support within the classroom. Teaching staff are well-informed, have up to date knowledge of effective learning and teaching strategies, and are skilled at teaching differentiated lessons catering to the needs of pupils with learning difficulties and/or disabilities and those with particular special educational needs.

Extracurricular Programme

IBSB offers a rich extracurricular programme designed to help pupils develop their social, interpersonal skills by working in a team, organising and leading projects and events, and being part of the wider community. All of these will happen across the year through a variety of projects and programmes: weekly assemblies, interschool sport competitions, interschool and public speaking competitions, Student Council projects, charity clubs, Prefect and House Captains body, educational visits, House Games, drama productions, interschool talent show, and special days and events celebrating internationalism like the United Nations Day and European Day of Languages.

Transition Programme

We recognise that moving onto Secondary School can be a difficult and stressful time for Year 6 pupils, and their parents, so we have devised a transition programme which should contain the following provision:

- PSHE sessions during Term 3 with moving on and SRE themes.
- A graduation / farewell assembly in the week before the transition week.
- Presentation from some Year 7 pupils to Year 6 to offer guidance and advice.
- A 3 day transition programme in the Secondary School during the penultimate week of the year in which Year 6 follow a typical Secondary School day meeting their form teachers and subject teachers for the following year, if possible. They will have taster lessons and become familiar with the classes and teachers.
- A parent information meeting with the Key Stage 3 coordinator, Head of Secondary and Year 7 form teachers on the last day of the transition programme.
- A graduation ceremony on the penultimate Friday of the year.
- A residential visit to the UK in their final week as Year 6.

In addition, the Key Stage 3 Coordinator is provided with handover information by the Upper Primary School Coordinator which contains the following:

- GL Data and analysis from the Progression Tests in English, Maths and Science.
- Teacher Assessments from STATonline detailing their progress against the KPI's.
- School report from the end of year
- Relevant pastoral details about each pupil, including strengths, areas for development, social skills, behaviour, familial circumstances, medical issues, SEND etc.
- The Secondary School will provide feedback from HoD in core subjects / KS3 Coordinator after the first half term, back to Upper Primary School Coordinator about how students have coped, if the levels are good in core subjects, that allows the Primary School to reflect on their KS2 and transition programmes.

Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are organised by subject coordinators and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

Homework

Homework is given in line with our school policy in English, Maths and Languages. All homework is given within set times to allow children sufficient time to complete. We also provide children with opportunities to work on projects each half term related to the year group theme, which they present to their classmates.

Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mind set in all our children linking back to our school mission – Inspire, Support, Celebrate, as we work together to provide a learning environment where students are supported and encouraged to become passionate, lifelong learners. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

Related Policies

Primary School Marking Policy

Primary School Assessment Policy

SEND Policy

EYFS Policy

More Able and Talented Policy



Differentiation Policy
Equal Opportunities Policy
Primary School Subject Policies

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