



CURRICULUM POLICY

Table of Contents

1. Introduction.....	1
2. Values.....	2
3. Content and Objectives.....	2
4. Early Years Foundation Stage.....	3
5. Organisation and Planning.....	4
6. Children with Special Educational Needs & Disabilities.....	4
7. The Role of the Head of Department.....	5
8. Monitoring and Review.....	5

1. Introduction

The curriculum consists of all the planned activities that we deliver in order to promote learning, personal growth and development. It includes not only the formal requirements of the Cambridge British International Curriculum, the Ghana Education Service requirements Curriculum but also the range of extra-curricular activities that the school organises in order to enrich the experience of the pupils.

It also includes the 'innercurriculum':- *that which the pupils learn from the way they are treated, from the modelling of behaviour by staff, the expectations of their peer group interactions and the age appropriate responsibilities they take on within the school. We aim to teach the boys how to grow into positive, responsible people, who can work and co-operate alongside the adults in our community and fellow pupils of all ages; whilst acquiring knowledge and skills, so that they achieve their true potential.*

The governing body, via the Head, ensures that this written policy document on the school's curriculum, supported by appropriate plans and schemes of work provides for matters specified in sub-paragraph (2) of the Independent Schools Regulatory Requirements is implemented effectively.

Across the breadth of the curriculum as well as within subject specific learning, the programme of activities is appropriate to the needs of all pupils are met, taking into account the ages and aptitudes of all pupils, including those with identified SEND needs and Educational Health Plans (EHP).

The curriculum does not undermine (indeed it supports) the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Subject specific handbooks comment on how each curriculum area supports FBVs.

2. Values

Our school curriculum is underpinned by the values that we hold at our school. The Curriculum, including the 'inner curriculum, is the means by which the school achieves its objective of educating boys in the knowledge, skills and understanding that they need in order to lead fulfilling lives which contribute to the wider society.

Our school supports the values:

"Foremost is a belief in education, at home and at school, as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being, of the individual. Education is also a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. Education should reflect the enduring values that contribute to these ends."

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual pupil as well as for people of all cultures, genders and faiths, including those with no faith. We value the spiritual, moral, social and cultural development of each pupil alongside that of their intellectual, emotional and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for our own and future generations.
- We cherish the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them individually, with fairness and honesty. We aim to enable each pupil to be successful, and we provide equal opportunities for all pupils in our school. Our mission statement is 'An opportunity for every boy'.

3. Content and Objectives

Through delivery of our curriculum, deliver personal, social, health and economic education which reflects **Passion Home British International School's** aim and ethos (An opportunity for every boy). Further, we encourage respect for other people, paying particular regard to the protected characteristics of: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Through our curriculum we deliver accurate, up-to-date careers guidance (especially to Years 7 & 8) which is impartial, enables informed decisions and helps to encourage pupils to fulfil individual potential.

- 3.1 Our pupils gain a rich, age appropriate experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- 3.2 Our pupils acquire speaking, listening, literacy and numeracy skills, often to a level in advance of national and age related expectations.
- 3.3 While the principal language of education at Tower House is English, where this is not the case, lessons in written and spoken English is delivered.

- 3.4 All pupils have many, varied, age appropriate and continuous opportunities to learn and make progress. All pupils receive effective preparation for the opportunities, responsibilities and experiences of life in British society.
- 3.5 Tower House does not have pupils below compulsory school age.

Specifically, our objectives include:

- To enable pupils to acquire skills in speaking, literacy and listening through not only teaching Literacy and English from Year 1 to Year 8, but also through the delivery of the wider curriculum.
- To provide for personal, social, health and economic education which reflect the school's aims and ethos, form periods, assemblies and visiting speakers.
- To give its pupils experience in linguistic education, by teaching Literacy and English from Year 1 to Year 8. All pupils will take English at the end of Year 8 at 13+ Common Entrance or Scholarship.
- To give its pupils experience in linguistic education, by teaching French from Year 1 to Year 8 and Latin from Year 5 to Year 8. All pupils will sit French at 13+ Common Entrance or Scholarship.
- To give its pupils experience in mathematical education and the opportunity to acquire numeracy skills, through teaching Mathematics from Year 1 to Year 8. All pupils will sit Mathematics (at the appropriate level) at 13+ Common Entrance or Scholarship in Year 8.
- To give its pupils experience of scientific and technological education, by teaching Science, Information & Communication Technology and Design Technology from Year 1 to Year 8. All pupils will sit Science (at the appropriate level) at 13+ Common Entrance or Scholarship.
- To give its pupils experience in physical education, by teaching all pupils from Year 1 to Year 8 Physical Education and Games. All pupils from Year 3 to Year 8 will participate in inter-school matches in team sports at least once per season.
- To give its pupils experience in aesthetic and creative education, by teaching Music and Art from Year 1 to Year 8. All pupils are strongly encouraged and supported to learn an individual musical instrument (or singing) via the visiting music staff.
- To give its pupils experience in human and social education, by teaching History and Geography (called Topic work in Years 1-3) and Religious Studies from Year 1 to Year 8. All pupils will sit 13+ Common Entrance, or Scholarship in Geography, History and Religious Studies (Theology, Philosophy & Religion) in Year 8.

4. Early Years Foundation Stage

Our Reception class (rising 5s), follow the Early Years Foundation Stage Framework. There are seven areas of learning and development that must shape educational programmes in Early Year's settings. All areas of learning and development are important and inter-connected.

The three prime areas of learning are fundamental for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. They are the building blocks that allow the children to access all areas of the curriculum and we place a huge emphasis on them.

The three Prime areas are;

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The four Specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

5. Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each year group throughout the school. This indicates what topics are to be taught in each term, and to which year group. We review our long-term planning on an annual basis.

In the Junior School, our medium-term plans are based on the Primary National Curriculum guidance documents. We use pre-prepared schemes of work for much of our medium-term planning in the foundation subjects.

Our 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 we are going to use in the lesson.

In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals. This aids planned progression in all curriculum areas. This means that, for example, a child may concentrate in one term on a History topic, then switch to a greater emphasis on Geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of Primary National Curriculum Foundation subjects.

Beyond Key Stage 1 the curriculum at Tower House places a greater emphasis on specialist teaching, which progresses gradually and by Year 5 all subjects are taught by subject teachers.

Lessons are well-planned, employ effective, varied and suitable pedagogical methods, and use suitable activities and good management of class time. The needs of individuals are taken into account, with differentiation an integral part of lesson planning.

As well as differentiation in mixed ability classes, pupils work in sets (for part of the week) for Maths in Years 3-

8. In Years 7 and 8, pupils are in sets for Latin (and consequently French). These sets relate to the Common Entrance levels required by the pupils' future schools.

6. Children with Special Educational Needs & Disabilities

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual boys, then we do so after consultation with the SENDco and parents / careers.

If a pupil has a Special Educational Need or Disability, Tower House School does all it can to meet these individual needs. We comply with the requirements set out in the SEND (0-25 years) Code of Practice in providing for children with SEND needs. When evidence emerges of a pupil having a SEND the SENDCo (Special Educational Needs & Disabilities Coordinator) makes an assessment of this need. In most instances the teacher and/or the SENDCo is able to provide resources, support and educational opportunities which meet the pupil's needs within the normal class organisation or in one to one learning support lessons. In certain circumstances, we would refer the child for an Educational Health Care Plan. We involve the appropriate external agencies when making this assessment. We always provide additional resources and support for boys with Special Educational Needs or Disability Needs.

In line with the SEND Code of Practice, pupils are included on the school's SEND register in three stages. We refer to these states as Monitoring, School Support and School Support Plus. The progress of pupils with SEND is reviewed at the same points throughout the year as all pupils.

Additionally, for those pupils who receive individual teaching for specific areas of learning, Learning Development Plans (LDP) are drawn up with pupil, parents and staff involvement. LDPs are monitored constantly and reviewed at key points throughout the year to assess progress relating to specific targets. Along the same lines, for those pupils who have support as part of a small group, a Group Development Plan is written, again in conjunction with pupils, staff and parents. Some pupils, with additional needs, are included on the SEND 'Reference list.' This is a list of all pupils who need some additional support to access the curriculum and details strategies class/subject teacher can use to support them.

7. The Role of the Head of Department

This is a one form entry school there and as such each subject Department in the senior school is often taught by one person. In the Junior School, the subjects are taught by each class teacher. The role of the Head of Department is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives all staff generous non- contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each Head of Department 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 Head of Department reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and ISEB 13+ Common Entrance syllabus and that progression is planned into schemes of work.

8. Monitoring and Review

The Head is responsible for the day to day organisation of the curriculum. The Head, in conjunction with the Director of Studies monitors the planning for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and Common Entrance Syllabus and that all lessons have appropriate learning objectives. The Senior Management Team scrutinises work samples termly from each year group on a rotating basis. Feedback is given to support and share good practice.

Heads of Department monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.