



# INTERNATIONAL BRITISH PRIMARY SCHOOL

## CURRICULUM POLICY

The Academy International British Primary School (AIBPS) curriculum is based on the September 2014 National Curriculum for Key Stages 1 and 2 and the DfE (2021) 'Statutory framework for the early years foundation stage'. This rigorous, well-planned curriculum combined with high quality teaching ensures that children are supported 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 developing a respect for and an understanding of people.

### Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also a range of extra-curricular activities, that the school organises in order to enrich the experiences of our children. It includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We strive to challenge and inspire our students to realise their full potential, both academic and personal, in a stimulating and caring community.

### Aims

At AIBPS The curriculum aims to offer a balanced and broad curriculum which enables all students to:

- enjoy learning and to understand this is a lifelong process, a continual journey
- establish knowledge, skills, understanding and the attitude essential for being independent and resourceful, enabling them to work, contribute and flourish in an international culture;
- create active, inquisitive minds and the ability to discover and utilize information, question and discuss soundly, apply knowledge, skills and understanding in order to confront problems, resolve issues and perform practical duties;
- develop meaningful personal values and attitudes, including good manners and respect for others, and achieve a clear understanding of the way of life of other people and cultures;
- understand the world in which they live and the interdependence of individuals, groups and nations;
- develop appreciation and concern for the environment.
- feel successful in their learning and to promote high self-esteem
- understand Britain's cultural heritage

High importance is placed on the children being actively involved first-hand in their learning experience. This is accomplished through group work, making decisions and taking responsibility, and by inspiring a delight in school as a place of learning and enthusiasm. At AIBPS, our curriculum assists children to enhance knowledge, skills and understanding, develop personal qualities and support a global perception.



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### Organisation and Planning

At AIBPS, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the DfE (2021) 'Statutory framework for the early years foundation stage'.

The 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

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests.

In KS1 and KS2 our curriculum is all planned on a yearly cycle with an emphasis placed on 'wow' experiences, cross curricular links and learning supported by quality texts and other quality experiences, including carefully placed trips and visitors to school. We have a strong and clear learning sequence across school which ensures the progression in each subject, enabling powerful learning as children build on and link to previous learning. Their learning will interweave, build seamlessly each year and develop depth as they 'know more and remember more'. Our curriculum design supports children committing their learning to long term memory.

We focus our children's learning around learning goals, which are a combination of subject, international and personal goals created and intended to give children a vast assortment of knowledge (things children will know), skills (things children will be able to do) and understanding (things children will understand). The curriculum is separated into three mileposts and broken down into themes used throughout the year. Additionally, children are given PE, French (Year 1-6), Music, ICT and Personal, Social and Health Education (PSHE).

All teachers are responsible for planning, evaluating and teaching in their classes and the National Curriculum stipulates the expectations and the content coverage required. A planning proforma is common practice to focus learning expectations and for teachers to map the sequence of learning, teaching assistant direction (if and where required), vocabulary development, risk assessment, British Values/SMSC links, and resources required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups/phases. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

At the AIBPS, we use subscriptions to subject associations to keep up-to-date with subjects and to support teaching with quality resources. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

### Time Allocation per Subject

Schools are free to decide how much time should be spent teaching each subject. English and maths are taught each day and the wider curriculum subjects are given equal importance and taught weekly. For Art, Design & Technology, Geography and History this is



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in unit blocks but with links across subjects where relevant. Computing, Science, PE, PSHE, French and Music are taught each week. Science is taught four days a week.

Consistent with the statutory curriculum, we teach our students about the dangers of drugs and their abuse, including tobacco and alcohol, at a level suitable to students' age and understanding. The children also take part in sex education sessions in Years 5 and 6.

### **Learning Environment**

Our learning environments are used as teaching tools. As a school, we keep them organised and make key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. This can be done by signposting or using neutral backgrounds and selecting and organising our displays carefully. Overcrowded and 'busy' displays are discouraged. In the EYFS, displays and resources are organised and labelled to enable learning and to teach children organisational and ordering skills.

Displays in the classrooms are also used to showcase, value and celebrate children's achievements and great work. Our children have input into these displays and the aim of them is to promote children's self-esteem, alongside recognising and valuing excellent learning and achievement.

### **LEARNING GOALS**

#### Personal Goals

All children build up and hone their Personal Learning Goals in order to support them in the progression of their learning, attitudes, ethics and independence. These are prime emphases within lessons, playground routines, class/ whole school assemblies, creativity and international days and are ingrained as part of the daily life here at AIBPS.

Children are rewarded for their efforts and achievements within these areas through a sticker system used in the student passports. Particular individuals are recognised during our end of term Excellent Six assemblies for their success above and beyond in one particular personal goal. The personal goals are identified throughout the school as the Excellent Six and are illustrated by characters that help the children to realize their significance.

#### Subject Goals

Each subject has core Knowledge, Skills and Understanding, which are to be learned by the end of each milepost. These subject learning goals are divided more specifically into learning targets for each unit of work. These targets and aims are tracked through assessment for learning throughout each year.

#### International Goals



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The International Goals within our curriculum stress the importance of both national and international. Children see themselves as “one essential piece of a global puzzle” as stated in the school's statement of international mindedness. Within each unit studied, children focus on the home country of the Republic of Congo and a chosen host country. The children refer to these as “here and there”. The international goals include children gaining knowledge and understanding beyond their own nationality and grasping the independence and interdependence of people, cultures and countries.

The curriculum consists of:

- Numeracy (Mathematics) –developing, using and applying mathematical skills
- Literacy (English) – speaking and listening, reading and writing
- Phonics –the teaching of the relationship between letters and sounds for reading and writing
- Science
- History
- Geography (including environmental education)
- Art
- Music
- International
- PE (Physical Education)
- Design and Technology
- Information and Computer Technology
- Personal, Social, Health Education (including Sex Education)
- Citizenship
- MFL –Modern Foreign Languages (French)



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### STRUCTURE OF TOPIC UNITS

#### **“Entry Point”**

A “WOW” factor to seize the children's attention and tug them into their learning in a stimulating and engaging way



#### **“Knowledge Harvest”**

Illustrates what the children already know, what they would like to know and helps them to make connections with prior learning.



#### **“Explaining the Theme”**

This is a summary of what the children will be discovering on their learning journey. (This information is provided to parents at the start of each term.)



#### **“Activities” (Subject lessons)**

Lessons taught through researching and recording activities.



#### **“Exit Point”**

An occasion for students to demonstrate the learning and SKU gained from the unit in an enjoyable way, often for parents or others within the school.



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### **Assessment, Recording, Monitoring and Evaluation**

Short- and medium-term assessments are the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessments and observation on a daily basis to determine what children can do independently and to plan the next steps for learning.

- Formative assessments take many different forms and are reflected in a pupil's book/work in the detailed marking and provision of constructive feedback (not every piece of work is marked in depth). Feedback follows the school's policy and identifies areas for children to improve, giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to further improve. 'Live' marking and feedback are encouraged and recognised as good practice.
- Retrieval practice and high challenge/low threat quizzes demonstrate children's learning and identify any gaps which require addressing by teachers.
- Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.
- Reception pupils are assessed using the Early Years Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

### **Monitoring and Review**

We are conscious of the necessity to monitor the school's Curriculum Policy and examine it often to maintain a competitive, challenging and rigorous learning atmosphere. We wish to enhance the curriculum taking into account new initiatives and research, changes in the curriculum, advancements in technology or changes to the physical environment of the school. Therefore, we will inspect this policy every two years, earlier if needed.

Date of Policy Launch: August 2023

Date of Review: August 2025