



Policy Reviewed: August 24

Next review: August 26

Reviewed by: Neil McGarry

Approved by: SLT

Curriculum Policy

Aims

Students will be happy, safe, and challenged in their learning.

The curriculum is aligned to the schools and the Group's guiding statements.

At Britannica, we aim to be a vibrant and challenging school, which opens the minds and hearts of our students. Our objective is to guide and encourage our students to develop and progress spiritually, academically, pastorally and communally, enabling them to take their place in society as responsible global citizens.

Every student is encouraged to strive for excellence whether that is in mathematics, languages, science, sport or the performing and creative arts. Our students follow a curriculum which is *based* on the English National Curriculum at Key Stages 1, 2, 3 4 and 5

The curriculum aims to provide all students with experience in the following areas of learning

Linguistic This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing.

Mathematical This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological skills can include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.



Human and social this area is concerned with people and with their environment and how human action, now and in the past, has influenced events and conditions.

Physical This area aims to develop the students' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Students should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative this area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

Underlying Principles of the Curriculum

The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression. The mission of the school and the needs of the enrolled students guide it.

- All students are entitled to and should be offered a comparable range of educational opportunities;
- There are differences in the abilities, aptitudes, interests and other characteristics of students which need to be considered;
- The learning environment and teaching methodology are important factors in determining whether some of the aims are achievable;
- Most students are mastering at once the English language medium of the curriculum as well as its content. Assessment, support, and awareness of EAL/ ESL needs are addressed throughout the phases;
- The curriculum promotes the development of global citizenship and intercultural learning;
- The curriculum promotes the development of digital citizenship;
- Co-curricular activities such as school productions, fund-raising activities and field trips all contribute to the overarching learning experience.

The curriculum encourages students to:

- Apply skills, knowledge and understanding;
- Use an exploratory approach to problem-solving;
- Have confidence in their ability to solve problems;
- Undertake individual projects and work as part of a team;
- Develop oral and practical skills;
- Share specific examples of their intercultural learning.

Individual Education Plans (IEPs) may be devised for selected students (as recommended by the SENDCO/ Learning Support Coordinator, Heads of Faculty, Heads of Primary/ Secondary or outside agencies). They should have input from Class teacher/Tutor/ Form teachers, the SENDCO or EAL/LS staff. The SENDCO will ensure with/ in admissions, discipline and other procedures (school trips, examinations etc.) take account of students' learning difficulties or disabilities. These need to be reviewed on a regular basis.

PSHE is embedded throughout the school and is fundamental to our aim to develop students as Global and responsible citizens.

In each Key Stage, there are adapted, and formal learning programmes related to child protection including areas such as personal safety, grooming, online safety, and healthy sexual behaviour.



At IGCSE, the curriculum content for each syllabus is designed to meet the syllabus aims and objectives. Careers guidance is provided through PSHE lessons in Years 11-13 and included in the Tutorial programme in Key Stage 5, where our students are prepared for A Level examinations.

All lessons, except for MFL and Hungarian are delivered in English.

Curriculum Planning

Students are expected to have a common experience of a subject as it is delivered. Long term planning is shared with parents in the form of Curriculum maps, are available through CANVAS, and are reviewed regularly.

While there is not a definitive format for medium term plans, they are expected to have the following information:

- lesson objectives
- links to specific curriculum
- assessment opportunities
- health and safety

Medium term planning

- Should broadly use the English National Curriculum objectives across Key Stages 1, 2 and 3 IGCSE and A Level learning outcomes should be included on plans for Key Stage 4 and 5
- Newsletters are published on the school website every week
- Creativity and cross-curricular planning is encouraged
- Links to internationalism, inter-culturalism and global citizenship is encouraged

Curriculum transition and collaboration

Regular Heads of Faculty/ Coordinator meetings (Primary and Secondary) allow for vertical/ horizontal articulation, work scrutiny and sharing of good practice.

Role and Responsibilities

Teachers

- All teachers use learning objectives/outcomes from syllabus/curriculum being delivered to meet the individual needs of students
- All teachers are expected to have good subject and curriculum knowledge
- All teachers follow the curriculum maps for their subject(s) and perform systematic reviews with a view to continuous improvement of practice
- All teachers liaise with Heads of Departments/ Coordinators to ensure equality of delivery of curriculum

Heads of Faculty (HoF) /Subject Co-coordinators

The HoF is responsible for monitoring the delivery of curriculum subjects through learning walks, moderation and tracking of student progress in the subject area

- The HoF is responsible for curriculum maps, schemes of work (long and medium term) and the monitoring of short term planning through lesson objectives
- The HoF is responsible for communication to parents regarding curriculum content
- The HoF is responsible for vertical articulation in their subject area
- Other areas

Heads of School (HoP/ HoS)



- The HoP/ HoS is responsible for ensuring appropriate curriculum coverage for all subjects
- The HoP/ HoS is responsible for the publication of curriculum maps and newsletters
- The HoP/ HoS provides support for Heads of Departments/ Subject Co-ordinators

The HoP/ HoS provides support for KS Coordinators and HoF's

Principal

- Lead the establishment of a fulfilling curriculum, timetabling, and co-curricular programme, which supports the vision and mission of the School
- Overall responsibility for the delivery of a broad, varied and challenging curriculum that is suitable for our students.
- Monitor and evaluate the quality of teaching and learning through varied observation activities, leading teaching and learning planning, assessment and evaluation
- Analyse student performance data, including benchmarks, and implement action to ensure all students are making good to outstanding progress

Differentiation

Teachers create learning opportunities, which challenge students to achieve their potential. Teachers and support staff plan to meet the needs of all students by ensuring learning is focused on individual students' needs and abilities. Outcomes from assessment of/for learning enable teachers to set targets, which reflect individual students' skills, abilities and potential. Students are given tasks, which are appropriate to their level of ability, including higher attaining students. In order to encourage all students to demonstrate what they can do, understand and achieve, teachers shall differentiate the curriculum according to individual needs.

Teachers liaise with SENDCO/ EAL coordinator and School Counsellor for *assistance* with strategies and guidance in curriculum planning. Intervention is provided where required to meet the needs of students. EAL/ ESL intervention is in place for students across both Primary and Secondary in small groups and on individual basis.

Community links/ partnerships

Our community celebrates the cultural interaction between traditional British educational values and modern Hungarian life. Our teachers make a positive contribution to the local and wider community through involvement in the Arts, sports and cultural activities. The school actively seeks to establish partnerships and networks with other schools, locally and beyond the country, to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students' leadership.

Review and Evaluation

Heads of Faculty/ Subject Coordinators/ KS Coordinators, in liaison with Heads of Primary/ Secondary will review this policy on a bi-annual basis. Recommendations will be presented to the Principal. As per the Delegation of Authority Manual, any major proposal/ change in the curriculum must be endorsed by the Regional Head of Schools and approved by the Board.