



Warwick Academy

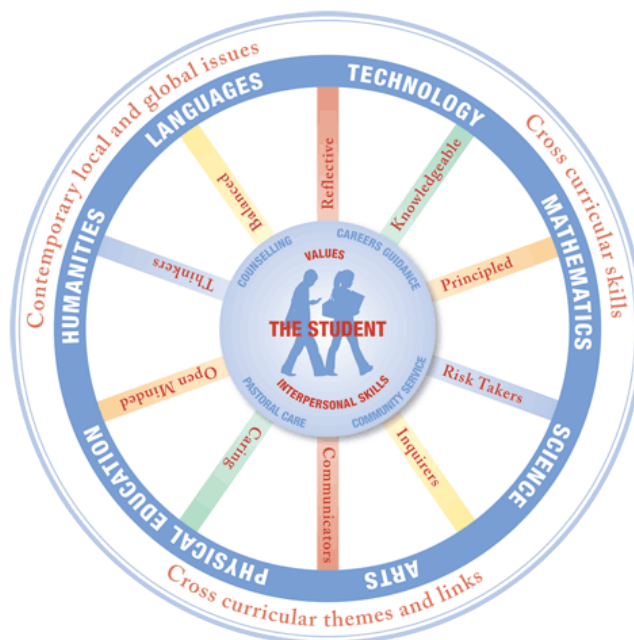
'so much more than a place to learn'

Curriculum Policy

MISSION STATEMENT

Building on centuries of excellence, we provide an international educational environment designed for our diverse student body. Our innovative curriculum is delivered with a commitment to personalised pastoral care and enhanced by a dynamic co-curricular programme. We strive to create a culture of collaboration so that our students can become lifelong learners, global thinkers and successful leaders.

CURRICULUM MODEL



NOTES

Dated: Oct 2019

To be reviewed: Sept 2022

Staff involved: Strategic Team

Curriculum Policy

Introduction

The curriculum encompasses the total learning experiences of the students, both inside and outside of the classroom:

- The formal curriculum incorporates the learning activities that are planned, organised and implemented within the classroom.
- The informal curriculum refers to opportunities for learning outside of the classroom in the form of co-curricular activities such as sports, music, arts, community service and trips.
- The hidden curriculum involves all the incidental lessons, values and perspectives that students learn at school.

This policy sets out the aims, scope and sequence of the formal curriculum which translates the mission, vision and values of the school into effective teaching and learning so that all children reach their full potential.

Philosophy

The formal curriculum is designed to provide a high quality education so that all students can become lifelong learners, global thinkers and successful leaders. Across the school our courses are designed to enable all students to acquire subject knowledge, skills and understanding which they need for their next stages in learning.

Aims and Objectives

- To maintain high academic standards whilst delivering a broad, balanced and academically rigorous curriculum;
- To plan for the needs of all students so all students, regardless of ability and aptitude, can access the curriculum as fully as possible;
- To enable all students to learn, and develop their skills, to the best of their ability;
- Identify pupils' strengths, interests and talents and build upon them by challenging them appropriately;
- Teach students to think creatively and critically and develop problem-solving skills;
- To promote a positive attitude towards learning, so that students enjoy coming to school and acquire a solid basis for lifelong learning;
- To regularly review our curriculum and programmes of study and make changes where necessary;
- To develop students' digital citizenship;
- To develop the students into global citizens with an understanding of international and intercultural learning.

Organisation and Planning

Our planning is designed to ensure teaching and learning occurs in a logical sequence and to help promote continuity and progression. Our planning outlines clearly and specifically what it is that we want our pupils to learn; how we intend to achieve this; what the success criteria would be for different students and how this is to be assessed. To help facilitate this we plan our curriculum in three phases:

1. Long-term plans (Termly Overviews in Secondary/Progress Documents in Primary) for each subject will indicate which topics are to be taught in each term.
2. Medium-term plans (Schemes of Work in Secondary/Termly Plans in Primary) give guidance on objectives, teaching strategies/proposed learning opportunities for each topic or unit and assessment. We ensure links to IB learner profiles and global citizenship.
3. Short-term plans are those that 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. Short-term plans are expected to change in response to learning outcomes and the different progress different students make.

Programmes of Study

The programmes of study are designed to be accessed by all children who attend the school. Where necessary we adapt the delivery of the curriculum to an individual student's needs.

Reception

Our Reception programme is based on the UK Foundation Year Curriculum. This is blended with the International Early Years Curriculum (IEYC) and adapted to ensure we take account of local history, geography and culture. The following **characteristics of effective learning are integrated into the programme**: playing and exploring, active learning, creating and thinking critically. Specialist teaching is offered in Physical Education, Modern Foreign Languages and Music.

Key Stage 1 & Key Stage 2

Our Y1 – Y6 programme is based on the UK National Curriculum. This is blended with the International Primary Curriculum (IPC) and adapted to ensure we take account of local history, geography and culture. The following characteristics of effective learning are integrated into the programme: discovery, collaboration and critical thinking. Specialist teaching is offered in Physical Education, Modern Foreign Languages, Music, Personal Social and Health Education and Computing. In Y5 and Y6 specialist teaching is extended to cover Mathematics, English, Science and Humanities.

Key Stage 3

Our Y7-9 programme is based on the UK National Curriculum which is modified to reflect our international context and adapted to provide a solid foundation for Key Stage 4. We aim to give all students a broad and balanced core curriculum with a greater emphasis on independence and responsibility. The majority of lessons are taught in mixed ability groups throughout the key stage with setting in English, Maths and Modern Foreign Language.

Key Stage 4

Our Y10 and Y11 students follow a programme of International General Certificates in Secondary Education (IGCSEs) and/or GCSEs within a number of pathways. There are compulsory subjects which are complemented by a range of optional subjects. The choice of optional subjects and examination boards are made by the Deputy Head Curriculum in consultation with the Head of Department.

Sixth Form

In Y12 and Y13, there is a great deal of flexibility that allows students to select pathways and subjects that match their future aspirations beyond Warwick Academy. Students can opt for International Baccalaureate Diploma, International Baccalaureate Individual Subjects or BTEC in combination with Individual Subjects.

Assessment & Evaluation

All pupils are assessed on a regular basis and through using a variety of assessment techniques. Further details regarding this can be found in the school's assessment policy.

Curriculum Enhancement

The formal curriculum is enhanced by a dynamic co-curricular programme which provides opportunities for students to develop their knowledge, skills and abilities beyond the classroom. Examples include Sports, Drama, Music, Community Service and Academic Enrichment such as public speaking, robotic, etc.

Monitoring, Evaluation and Review

This policy is a working document and is open to revision and restructuring when necessary, however it will be reviewed after a period of no more than 3 years.

The Strategic Team in conjunction with SMT and PMT will:

- monitor the effectiveness of this policy
- monitor and evaluate the curriculum so it is relevant and current

Curriculum Team and Heads of Departments will:

- monitor the delivery of the curriculum in their department
- ensure schemes of work are developed (medium and long term plans)
- keep up to date with curriculum developments in their subject

Subject Teachers will

- Assist with development of their subject
- Ensure lessons are planned so the curriculum is delivered effectively