



## CURRICULUM, LEARNING AND TEACHING POLICY

### INTRODUCTION

The curriculum is at the heart of everything we do at GES. It comprises all the planned activities that we organise for the pupils in order to promote learning and personal growth and development. It includes not only lessons within the timetable but also the wide range of enrichment activities that the School organises in order to enhance the experience of our children. It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave. Our priority is to foster self-confidence and self-belief in a climate of encouragement, growth and opportunity that will enable all to achieve the highest standards. We actively promote a happy and safe environment in which children enjoy learning and develop the skills and attributes needed to become responsible members of society.

### EQUAL OPPORTUNITIES

The learning and teaching opportunities for the Early Years (under 5s) and for Key Stages 1 to 4 are broadly based on the Early Years Foundation Stage Framework and the English National Curriculum. All children have equal access to the opportunities we provide regardless of gender, ability, race, religious beliefs or background (within the context of GES and in accordance with our [Learning Support Policies](#) and [English as an Additional Language Policies](#)). We plan learning and teaching activities that are appropriate for all groups and individuals and we are committed to providing an environment that enables every child to achieve his/her potential.

### MISSION

Geneva English School exists to provide an outstanding education within a caring and collaborative learning environment. We take the traditions and values of British education and combine them with the best of modern, international programmes to create an engaging, relevant and forward-looking education that prepares individuals for the interconnected world of the future.

### VISION

Outstanding education for the global citizens of tomorrow

### VALUES

The curriculum at GES aims to embrace the School's core values, which are:

#### **Community**

Learning to live, work and play together; feeling happy, safe and confident in our environment and helping others to feel the same; appreciating the importance and the contribution of every member of our society; understanding how we can contribute positively to the lives of those living and working in the locality of the school and to society more widely; learning to be responsible citizens of GES and of the world.

## **Respect**

Celebrating and valuing our differences, whether in appearance, culture, race, religion, opinion or skills; appreciating our similarities; identifying and combatting discrimination; being empathetic and able to see things from different points of view; having respect for democracy and the rule of law; having respect for our environment and having a commitment to global sustainability; showing kindness and thoughtfulness to others.

## **Opportunity**

Having the motivation to make the most of the openings and chances that come our way at GES; being the best we can be in all we do; pursuing excellence in our learning; being open-minded, curious and adaptable to change.

## **Integrity**

Being open, honest and true to ourselves; being courteous and polite; having the moral strength to make the right choices; doing the right thing when nobody is watching; having the motivation to complete tasks to the best of our ability.

## **Teamwork**

Working with co-operation, purpose and commitment to achieve together; living with each other in a spirit of collaboration and fellowship; always looking to help and encourage other people and to see the best in others.

## **Courage**

Tackling new challenges with determination; growing in independence, with the confidence to try things even if they might be difficult; showing resilience; never giving up; challenging behaviours and attitudes that are contrary to our shared values

## **CURRICULUM AIMS**

Our overall aim is to provide a curriculum that is engaging, relevant and challenging and in which linguistic, mathematical, scientific, technological, human & social, physical, and aesthetic & creative elements are intrinsic and interlinked components.

We recognize that our pupils are growing up in world that is changing at an ever-increasing rate. Many of them are likely to work in jobs that do not yet exist. In order to be prepared for the world of tomorrow, our pupils will need to be able to embrace change and to be adaptable. They will need to be courageous and comfortable with uncertainty. They will need to be able to look at the 'big picture' and to appreciate the complexity of our interconnected world. Above all, they will need to have developed the attributes that will help them to lead fulfilling lives in an exciting but unpredictable future:

## **PUPIL ATTRIBUTES FOR THE 21<sup>ST</sup> CENTURY: THE SIX C's**

### **Confidence**

To have self-belief; to be optimistic and positive; to have a 'can-do', growth mindset approach

### **Curiosity**

To keep asking questions; to love learning and to continue to learn throughout life

### **Collaboration**

To be able to work with others; to value the skills and contributions of team members; to be thoughtful and empathetic towards others

### **Communication**

To be able to talk, to write, to discuss, to persuade, to present ideas

### **Creativity**

To be inventive, entrepreneurial, pioneering, imaginative

### **Commitment**

To be patient, persistent, resilient, independent; to take responsibility; to take pride in the completion of tasks to the best of one's ability; to look for improvement and to learn from mistakes

In keeping with the aims of a first-class international education, we aim to develop inquiring, knowledgeable and caring young people who will help to create a better and more peaceful world through intercultural understanding and respect.

Our curriculum aims to:

- Provide pupils with an introduction to the essential knowledge they need to be educated citizens with a global outlook
- Contribute effectively to every aspect of the development of our pupils: personal, social, intellectual, physical, moral, cultural and spiritual
- Introduce pupils to the best that has been thought or said, and help to engender an appreciation of human creativity and achievement throughout history and across the world
- Foster in pupils a love of learning and an ability to work both independently and cooperatively
- Promote active, skills-based, child-centred learning that stretches and challenges all pupils
- Allow for flexibility in order to respond to group and individual needs
- Take into account the needs of individual children
- Develop the capacity to think creatively, critically and deeply, and to appreciate the links between different areas of study
- Involve well-planned lessons, a variety of learning activities and wise management of classroom time
- Make good and appropriate use of a wide range of resources, including ICT
- Provide a wide range of activities outside the classroom to enrich the experience of our pupils
- Be relevant to the international community and context in which we live
- Keep abreast of current educational thinking and research

### **EDUCATION FOR LIFE (Refer also to the PSHCE Schemes of Work)**

An education that prepares young people for life in the 21<sup>st</sup> Century needs to have these values, pupil attributes and curriculum aims running through every element and activity, from mathematics to sport, from literacy to technology. In addition, it needs to include ways in which education for life and character education are explicitly addressed. Our course in

Personal, Social, Health, Citizenship and Economic Education (PSHCE), to which we give high status and importance, ensures entitlement to all pupils and gives structure to the education we offer in the following areas:

- Personal, including personal development, values, organization and safety; self-esteem and self-image
- Social, including friendships, relationships, bullying, sex education
- Health and Wellbeing, including diet, exercise, lifestyle, first aid, mental health
- Citizenship, including rights and responsibilities, society and community, democracy and the law
- Careers and life choices
- Economic, including financial planning and understanding

## **SAFEGUARDING**

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection, to feel safe, secure, valued and respected, and to know how to approach adults if they have any concerns. The welfare of children must be given paramount consideration when developing and delivering all school activities.

The Deputy Heads, Head of Pastoral Care and Lower School, and Head of Computing and Digital Strategy, who are the Designated Safeguarding Leads (DSL), Deputy DSL and E-Safety Officer respectively, keep under regular review the ways in which children at GES learn about how to keep themselves safe in different aspects of their lives, including online. Safeguarding education is delivered through the PSHCE programme, computing lessons, assemblies, talks and other parts of the compulsory curriculum.

## **ASSEMBLIES**

Assemblies are an important part of our community life. They represent a time when the whole school, or part of the school, comes together to reflect on important issues, to enjoy group or individual pupil presentations or performances, to hear interesting and informative talks, to laugh together, to sing together, and to celebrate the achievements of individuals, groups and teams. They provide an opportunity for us to emphasise the importance of our core values, our international community, our social responsibilities, and our open-minded, global outlook.

Some of our assemblies are planned in order to fit in with whole-school themes such as the world's largest lesson (UN Global goals), anti-bullying week, internet safety week, children's rights and human rights day etc. Others pick up on topical themes or items in the news, while others, taken by members of staff, classes or parents, will be more spontaneous in nature, which helps to maintain a refreshing variety in the nature of the whole year's assembly programme.

## **PLAY AND RELAXATION**

Play and relaxation are vital elements of our pupils' daily programme. They are times in which to make and consolidate friendships, to have fun, to exercise, to get some fresh air, to explore, to read, or simply to rest. Play and relaxing or chatting with friends helps children to learn to socialise, to get on with others, to share, to be inclusive, and to appreciate the values of fairness and teamwork. Play can also be a way of finding out about the world, and is an important outlet for creativity and imagination.

## PLANNING OF LESSONS AND LEARNING ACTIVITIES

Teachers are responsible for planning lessons with clear learning objectives, broadly taken from the EYFS Framework, the National Curriculum and from schemes of work and published schemes used by GES. Planning should be collaborative within each year group and take into account the children's progress as informed by formative, summative and ongoing assessments (assessment for learning). Teaching and learning is planned in three phases:

- Shared long-term plans outlining the topics to be taught each term: curriculum outlines
- Shared medium-term plans giving clear guidance on objectives, strategies, activities and resources for teaching and learning
- Short-term plans written by individual teachers on a weekly or daily basis for their own use and shared with teaching assistants and teaching partners/colleagues as appropriate.

## DIFFERENTIATION

Teachers plan to meet the learning needs of all children, providing appropriate challenges and opportunities for individuals and groups, and being aware of the needs of individual children.

'Differentiation' refers to the ways in which differences between learners are accommodated so that all children in a group have the best possible chance of making appropriate progress. It can be achieved by:

- Providing a variety of resources and allowing for a variety of tasks, approaches, methods and outcomes
- A common, open-ended activity that allows children to respond at their own level
- Enrichment or extension activities that broaden and/or deepen a child's learning and that provide appropriate challenge for able pupils
- Giving children the opportunity to work through activities at their own pace and to progress to more challenging activities when they feel ready to do so
- Providing opportunities for collaborative work, through which some children take advantage of peer support whilst others benefit from the opportunity to voice their thoughts and to help others, thereby deepening their own understanding. Grouping can also allow appropriate team roles to be allocated, catering for each member's skill set and learning needs.
- Making ongoing, continuous, informal assessments of individual children
- Using targeted questioning and giving support/challenge to individual children in response to their immediate needs

Where appropriate, grouping for core subjects occurs, enabling teachers to provide the best pace of learning and most appropriate learning opportunities for a band of ability. Movement between groups ensures flexibility in meeting each child's developing needs.

## ASSESSMENT (Refer to Assessment Policies – Primary and Secondary)

Assessment is essential to, and an integral part of effective teaching and learning. It is concerned with making informed judgments about pupils' progress and achievements and providing appropriate information for a range of audiences.

Assessment should involve consideration of the whole child and include attitudes, motivation and behaviour. Assessment is an on-going process and should not be seen as separate from teaching and learning. Assessment for learning is integral to successful planning.

It is the responsibility of individual teachers to keep accurate and up to date records on children. Our [Transition Policy](#) gives details of how these records are shared with colleagues and passed on at the end of an academic year.

## **POSITIVE RELATIONSHIPS**

Teachers at GES make a special effort to establish good relationships with all the children in their classes and across the school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. Teachers follow the school policy with regard to discipline and classroom management. We expect all children to behave in accordance with the school rules and core values, which we have jointly devised, in order to promote the best learning opportunities for all. We praise children for their efforts and acknowledge their good behaviour, building positive attitudes towards learning and all aspects of school life. We insist on good manners and behaviour at all times. When children behave in a way that is not in line with our core values and school rules, we follow the guidelines of our [Behaviour and Discipline Policies \(Primary and Secondary\)](#).

## **TEACHING ASSISTANTS (Refer to Teaching Assistant Job Description)**

Teaching assistants play a vital role in the education of children in GES Early Years and GES Primary. We deploy teaching assistants as effectively as possible, making best use of their particular talents, skills, experience and knowledge. Sometimes they work with individual children or with small groups, both inside and outside the classroom, depending upon the nature of the work involved. They are also involved in the planning and assessing of children's work.

## **LEARNING ENVIRONMENT**

Our aim is to provide an environment that is as stimulating and attractive as possible and that responds to the learning needs of all children. We change displays at least once a term in order to ensure that the classroom reflects the topics being studied at the time. We ensure that all children have the opportunity to display their best work at some time during the year. All children have access to a range of fiction and non-fiction books in school, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, curiosity and exploration, promoting independent use of resources and the expectation of high-quality work from the children.

## **HEALTH AND SAFETY (Refer to the Health and Safety Policy and Educational Visits Policy)**

The welfare, health and safety of children are our highest priorities. It is therefore imperative that all activities undertaken by children are planned with safety in mind and that, wherever appropriate, a risk assessment is undertaken.

When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, a risk assessment is completed, parents are informed, and appropriate permissions are obtained.

Risk assessments are in place for classrooms, grounds and the playground, and the kitchen. For practical activities, e.g. in art, design and technology, science and sport, appropriate risk assessments are carried out.

## **SHARING IDEAS, RESOURCES AND GOOD PRACTICE**

We are committed to providing as many opportunities as possible for teachers and teaching assistants to share ideas, resources and good practice. This is done in a number of ways, including:

- Lower and Upper School team meetings
- Staff meetings (Primary and Secondary)
- Year group planning
- Peer observations
- Learning walks
- Working groups
- Training days

## **DEVELOPING TEACHERS AND KEEPING ABREAST OF CURRENT EDUCATIONAL THINKING AND RESEARCH**

We are committed to the professional development of all members of staff and we encourage a climate of continuous learning, training and improvement. This is achieved via:

- Whole-school, group and individual CPD training (attending courses and conferences; inviting visiting experts; making use of peer knowledge, experience and strengths; online training)
- Staff training days
- Membership of COBIS – and hosting meetings for them
- Membership of IAPS - intention to become the hub school for Europe
- Membership of SGIS, AGEP, FSEP, AGBIS and ISBA

## **CREATIVITY**

Much has been written about creativity in teaching and learning. For some, creativity in the curriculum is to be found principally in the 'creative arts' of art, design, music, dance, drama, poetry and writing. It is true that these areas of the curriculum do make a strong contribution to the development of creativity because they call for personal, imaginative, and often practical, responses.

At GES, we are deeply committed to creativity and we believe it can and should be found in every part of the curriculum and every aspect of life. A school in which creativity is encouraged is one in which there is a buzz of excitement, fun and motivation, a place in which children and adults genuinely enjoy learning and working together: a true community of enquiry.

A creative environment is one in which imagination, originality, intuition and experimentation are allowed to thrive. It is one in which new ideas are generated, risks are taken and mistakes are made.

We believe that the provision of a strong framework for the curriculum, with clearly defined objectives, schemes of work and assessment guidelines, is a necessary prerequisite for a creative learning environment. Within this strong scaffolding, which provides consistency of provision and enables efficient sharing of ideas and resources, teachers can have the confidence to try new approaches and to go 'off-piste', responding to their own intuition and imagination and to the needs, interests and ideas of the pupils in their class.

A creative classroom is one in which there is exploration, individuality, originality, flexibility and variety; one in which the pupils take ownership of their learning, asking their own questions and making genuine choices, fully appreciating the relevance of the enquiry in which they are engaged.

In the same way that a school provides the firm structures within which teachers can be innovative and expressive, so teachers provide the strong framework of guidelines, expectations and education in knowledge and skills within their own classrooms that allow their pupils the freedom to be creative.

Creativity can mean approaching a problem in several different ways, finding new ways of presenting, displaying or assessing work, and asking open-ended questions that demand higher order, critical thinking skills. Creative tasks might include working collaboratively or individually on a chosen project, planning and writing a short story, writing a computer program, designing a scientific experiment, making a film, or composing a tune.

Importantly, creativity in the curriculum can also mean finding contexts and topics through which ideas can be taught and learned in a way that transcends traditional subject boundaries. Real-life problems are rarely confined to one area of knowledge or one set of skills. At GES we believe that preparation for life in the 21<sup>st</sup> Century means training in divergent, lateral and critical thinking – being able to work in interdisciplinary teams, to see links and connections, and to understand the 'big picture'. We are therefore committed to finding ways in which members of staff can gain an appreciation of the whole curriculum and to encouraging an environment in which ideas are shared and cross-curricular projects and initiatives are fostered.

Creative teachers:

- promote originality and the use of the imagination
- encourage an adventurous attitude to life and learning
- allow time for reflection and thought
- leave space for uncertainty and the unknown
- plan for variety in every aspect of teaching and learning
- are not afraid to try out new ideas and approaches
- look to present work in ways that are relevant, engaging and motivating
- ask open questions and set open-ended tasks and projects that encourage exploration and individuality
- look for links between areas of knowledge and encourage their pupils to think across traditional subject boundaries
- share ideas and collaborate with their colleagues, often in imaginative, interdisciplinary projects
- encourage pupils to share ideas, to collaborate and to learn from each other

The environment of a creative school is both:

- highly active and relaxed
- supportive and challenging
- confident and speculative
- playful and serious

- focused and fuzzy
- individualistic and communal
- understood personally and owned by all
- non-competitive and ambitious

In summary, we are committed to creativity in every aspect of our curriculum because we know that a creative environment stimulates and motivates both adults and children and enables us all to thrive and feel fulfilled.

### **CRITICAL THINKING, DEEP LEARNING, PHILOSOPHICAL DIALOGUE**

We are keen to develop our pupils' ability to think critically, to engage in philosophical dialogue and to achieve deep and long-lasting levels of learning. We are currently looking to develop the following areas in our curriculum:

- Higher-order thinking skills
- Critical thinking
- Philosophical dialogue
- Ideas, beliefs and cultural awareness
- Social awareness, including issues of equality and diversity

### **ENRICHMENT ACTIVITIES (Refer also to the SMSC Policies)**

These are planned to support and enhance the curriculum and include the following:

- Special project days
- Visitors, including parents, who come to share their knowledge, expertise and experience with the children
- Visits to local organisations and outdoor areas to take full advantage of the wealth of opportunities in our locality
- Visits to theatres, art galleries, concert halls, museums and other places of interest
- Studies of the local area
- Making use of the diverse backgrounds of our pupils, building their experiences and knowledge into the curriculum and using their families as a valuable resource
- Making use of the school grounds as an outdoor learning environment
- Annual residential trips

### **SPECIAL EDUCATIONAL NEEDS (Refer to the Learning Support Policies)**

Geneva English School provides for children across a broad spectrum of ability and aims to offer a fulfilling, challenging and enjoyable experience to all children accepted into the school. We have high expectations of all pupils and aim to do our best to remove any barriers to learning or participation.

Early identification of any individual learning needs is vital. In addition to information gathered before and on admission to the school, teachers make ongoing assessments of every child's abilities and progress. If they identify any areas of concern, they must complete a Record of Concern, which triggers further assessment by the Head of Learning Support and, if necessary, further action according to the procedures set out in the Learning Support Policies.

### **PROVISION FOR CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

We welcome all children who can make the most of the opportunities we offer and provide a broad and balanced curriculum where children can flourish in their learning. English is the

primary language of the school. We therefore expect pupils to have sufficient ability in English in order to be able to access the curriculum at their age. (Refer to the [Admissions Policy](#)).

However, we do admit children whose mother tongue is not English (and this is particularly true with children entering the Early Years). Our provision for children who have English as an Additional Language is set out in our [EAL Policies](#).

### **CHALLENGING ALL CHILDREN, INCLUDING THE MOST ABLE AND THOSE WITH PARTICULAR TALENTS**

In keeping with a belief in encouraging a growth mindset in all children, we do not formally identify pupils as being 'gifted and talented'. We believe in finding ways in which all children can be challenged, stretched and made to think. However, there will always be some children who demonstrate special abilities and talents and it is important that we make sure they are challenged in the areas in which they excel. All teachers are asked to be aware of able and talented children and to consider how best to meet their needs. The ways in which this is achieved include:

- Using techniques for differentiation, as outlined above
- Higher order thinking skills and deep learning
- Dialogue and debate
- Challenges provided in different curriculum areas (e.g. The Primary Maths Challenge)
- Independent work and projects
- Opportunities for individuals to teach/help/lead others
- Enrichment activities and clubs
- Competitions (e.g. those organised by COBIS)
- Individual opportunities (in music, sport, drama, dance, art etc) inside and outside the School

### **THE ROLE OF PARENTS/CARERS**

We are committed to providing parents with opportunities to learn about the curriculum and to explore ways in which they can help their children and be involved in their learning and education. We do this by:

- Holding regular parents' evenings to discuss children's progress
- Sending reports to parents in which we outline the progress made by each child and indicate how further development and improvement can be made
- Explaining to parents how they can support their children with homework
- Preparing information booklets for each year group in September and holding information evenings for parents
- Encouraging children who chose to research a topic independently with their family at home and celebrating any work brought into school
- Encouraging parents to come into school to give talks or workshops to groups of children, or to volunteer their skills, expertise, resources or contacts in other ways in order to enrich the educational experience that we provide. Parents who feel that they may have something to offer to the School are most welcome to speak to members of staff or to write to the Head or another member of the SLT at any time.

## **LANGUAGES**

In keeping with the location and context of the School, we give high status and importance to the teaching and learning of French and to a wider understanding and appreciation of languages around the world.

Our aim is to provide expert teaching and sufficient allocated time in the curriculum to allow children to become as confident and proficient as possible in both spoken and written French. By doing so they are able to appreciate more fully the culture of the part of the world in which they live, to enjoy and benefit from the experience of communicating in another tongue, and to integrate into local society, making friends and joining local clubs.

Some of our children have French as their mother tongue, while others join the School as beginners in the language. In order to allow all pupils to learn at an appropriate level and pace, they are taught in groups according to their prior experience, knowledge and ability.

Whilst some schools talk of 'bilingual learning', our unique and highly effective approach is to integrate French into all aspects of school life. In this way, languages (and French in particular) become an everyday and natural part of life at school for everyone, boosting the confidence and ability of pupils and their enjoyment of learning. As in all parts of the curriculum, we look for interconnection and links between subjects. Close links between English and Modern Foreign Languages teaching are particularly important.

As the children mature, our aim is for them to gain a deeper appreciation of global cultures and languages. At GES Secondary, we widen the choices of language study available by offering German or Spanish. We also run a Latin Club. As part of our KS3 programme 'Breadth and Depth' we teach a course in linguistics and language awareness through which pupils learn about the history and development of language and how it works. By the end of the course they are able to use the principles they have learned to construct their own language.

## **ICT ACROSS THE CURRICULUM**

In addition to discrete computing lessons, pupils are provided with opportunities across the curriculum to develop ICT skills that support their learning at each stage of their education and prepare them for their future. We promote ICT as a frequent and natural part of teaching and learning, encouraging pupils to make choices about when technology provides the best medium in which to work.

## **MONITORING, EVALUATION AND DEVELOPMENT OF THE CURRICULUM**

The curriculum is subject to continuous evaluation and review by the Governors' Education Committee, Head, Deputy Heads, other members of the SLT, Heads of Department and other committees or working groups as may from time to time be set up.

- In the Primary (Key Stages 1 and 2), the Deputy Head (Primary), Head of Pastoral Care & Lower School and Head of Upper School & School Transfer share overall responsibility for the academic life of the School, including teaching and learning, assessment and monitoring, schemes of work, and support and line management of head of department.
- The Head of Pastoral Care & Lower School leads the academic programme in GES Early Years and Key Stage 1 and is line manager to the teachers and teaching assistants in Lower School (Early Years and Key Stage 1).
- The Head of Upper School & School Transfer leads the academic programme in Key Stage 2 and is line manager to the class teachers and teaching assistants in Upper School.

- Secondary Heads of Department are responsible for their own curriculum areas, taking direction and advice from the Deputy Head (Secondary) and reporting via her to the Head.
- Heads of Department are responsible for maintaining and developing the curriculum resources for their areas via their departmental budgets.
- Subject leaders and Heads of Department write and update (at least annually) a development plan that is linked to the School Development Plan and to their budgets.
- The responsibility of SLT includes monitoring and support through observations, work scrutiny, professional review meetings and heads of department/staff meetings. This culminates in an annual review of progress, which impacts on the School Development Plan.

## **MONITORING TEACHING AND LEARNING**

Teachers and teaching assistants reflect on their own practice and on their skills, strengths and areas for development through the annual professional review system and as a continuous process. Regular discussions take place with line managers/members of the leadership team in order to plan professional development needs and initiatives. Classroom visits and learning walks are also regularly carried out.

We look for continuous improvement and development in the following areas:

- Effectiveness of pupils' learning and their motivation for learning
- High expectations of all pupils
- Knowledge, skills and understanding in subject areas
- The craft of the classroom
- Effective assessment
- Creativity
- Collaboration with colleagues
- Appropriate use of ICT
- Effective contribution to activities
- Implementation of school policies and procedures

The Head and other members of the senior leadership team coordinate and monitor the provision and practice of learning and teaching in the School. This includes:

- Monitoring year group and individual long, medium and short term planning to ensure suitable activities are in place in all curriculum areas
- Reviewing teaching arrangements
- Monitoring the progress of individual children
- Supporting members of staff and the Head of Learning Support in the identification of, and provision for, children with specific educational needs
- Providing advice to staff on learning and teaching strategies
- Organising parent-teacher meetings and report deadlines, in accordance with the assessment policies
- Liaising with parents and outside agencies on issues related to learning and teaching
- Reviewing all policies regularly to take into account current practice, new ideas and changes in the organization of the School

## THE CURRICULUM AT GES

### Age 3 to 5 - The Early Years Foundation Stage: Serious play

Pupils in Nursery and Reception broadly follow the Early Years Foundation Stage Framework.

There are four guiding principles that underpin the early years foundation stage:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Through well-planned play, both indoors and outdoors, we believe that children can:

- Explore, develop and represent learning experiences that help them make sense of the world;
- Practise and build up ideas, concepts and skills;
- Learn how to control impulses and understand the need for rules;
- Be alone, be alongside others or co-operate as they talk or rehearse their feelings;
- Take risks and make mistakes;
- Think creatively and imaginatively;
- Communicate with others as they investigate or solve problems;
- Express fears or relive anxious experiences in controlled and safe situations.

### Age 5 to 7 – Key Stage 1: Growth mindsets for success and collaborative learning

At Key Stage 1, pupils continue to consolidate and build upon their learning and experiences from the EYFS. We approach our teaching through carefully choosing curriculum connectors or topics that draw together different elements of school life to embed connections in thinking, and to give purpose and meaning to learning. English and mathematics are at the core of our teaching and are taught both discretely and through our topic approach.

We plan for coherence and key coverage of the National Curriculum, ensuring that there is planned progression in all curriculum areas.

A variety of teaching strategies are employed ranging from whole class teaching, using open ended questions and/or visual stimuli with talk partners to periods of independent learning, where children may work in pairs or groups. We recognise that children have preferred learning styles, and so ensure this is catered for in our planning and delivery.

Through our creative, relevant and enquiring approach the children:

- gain independence and ownership of their learning;
- ask questions and solve problems in a variety of situations;
- collaborate and cooperate with each other;
- are motivated to challenge themselves to learn more.

### **Age 7 to 11 – Key Stage 2: Engaging, project-based learning underpinned by competency in literacy and numeracy**

In Key Stage 2, the aim of the curriculum is:

- to develop basic skills and build up knowledge;
- to stimulate the child’s capacity to think;
- to draw out the full potential of the child in all aspects;
- to cater for moral, social, emotional, aesthetic and physical development.

To this end a wide-ranging programme is followed, which includes English, mathematics, French, science, computing, history, geography, music, art and design, physical education and PSHCE (Personal, Social, Health, Citizenship and Economic Education).

In English, mathematics and science, the National Curriculum is closely followed, while in the other subjects the National Curriculum is followed more broadly.

In English, the programme of study is divided into four main areas: reading, writing, grammar, and speaking & listening. Fluency in English is an essential foundation for success in all other subjects. The Jolly Phonics, Jolly Grammar and Wordsmith schemes of work form the backbone of the Key Stage 2 English syllabus.

In Mathematics the areas taught are: number & calculation, geometry & measuring, fractions & decimals and data. Emphasis is placed on numeracy and mathematical reasoning. The White Rose Mathematics scheme of work forms the basis of the Key Stage 2 curriculum.

In Science, our aim is to develop knowledge, conceptual understanding and an understanding of scientific enquiry.

In Lower Key Stage 2 (Years 3 and 4), all subjects are taught separately, apart from history and geography, which are taught using a project-based approach. In Upper Key Stage 2, all subjects are taught discretely. Throughout the whole key stage there is much emphasis on teaching across the curriculum and on developing strong interdisciplinary links.

### **Age 11 to 14 – Key Stage 3: Real-world enquiries and possible selves**

In Key Stage 3, pupils learn content and skills in line with the English National Curriculum. Subjects are taught with a whole-school thread, ensuring our pupils have the key life skills that will prepare them for the future. These skills include:

- Problem solving and reasoning;
- Interpersonal skills and communication;
- Real world understanding and application of learned content;
- Critical thinking and analysis;
- How to work independently and as a part of a team.

The core subjects at KS3 are English, mathematics and science, and the foundation subjects are art and design, computing, modern foreign languages, geography, history, music, PSHCE and physical education. All students at GES study French and an additional language (German or Spanish). Breadth and Depth is a course that includes politics, philosophy, religious and cultural awareness, linguistics, global language awareness, critical thinking, equality and economic awareness.

Pupils are assessed regularly to ensure they are making consistent and sustained progress. These assessments inform planning and highlight any areas in which intervention is required.

Our aim is for pupils to leave Key Stage 3 with the curiosity, confidence and creativity, as well as the subject knowledge, to start their Key Stage 4 studies with success.

### **Age 14 to 16 – Key Stage 4: Sustained engagement with bodies of knowledge and research**

The core subjects at Key Stage 4 are English, mathematics and science, and the foundation subjects are computing, PSHCE and physical education. The foundation subjects are compulsory but non-examined.

In addition, all pupils at GES will study French, geography and history. A pupil's curriculum is completed with two subjects chosen from option blocks that offer: a) a second modern foreign language (German or Spanish) or Computer Science (further studies leading to GCSE); b) Art & Design or Drama. Before entering KS4, pupils will have been given guidance on selecting their option subjects.

Key Stage 4 culminates in the sitting of GCSE/IGCSE examinations in the summer term of Year 11. Whilst focusing on success in these examinations, we will continue to ensure that pupils continue to develop the key skills and attributes that underpin their learning and prepare them for life. Throughout KS4 pupils will be given opportunities to pursue independent interests and gain exposure to ideas and experiences that will help them to shape their future.

Pupils will continue to be assessed regularly, with assessments standardised in line with the requirements of the GCSE/IGCSE examinations. (See our [Assessment Policy](#).)

### **Age 16 to 18 – Key Stage 5: Depth and breadth of scholarship, preparation for further study, and an appreciation of our complex, interconnected world**

In designing the best possible curriculum for post-16 study, GES considered carefully the programmes offered by the International Baccalaureate and by A-Levels, both of which are recognized and highly respected in Europe and around the world. We are very much in sympathy with the aims and values of the International Baccalaureate Diploma Programme, which echo the aims of GES to provide a broad, open-minded curriculum that prepares children for life in a rapidly evolving global environment. We also appreciate the depth of study and flexibility offered by an A-Level programme, which allows an individual to tailor the curriculum to suit their interests and talents, whilst also having time to supplement their studies with elements that add contrast and breadth.

We have decided to offer an A-Level Diploma programme that will offer the best of both worlds. This innovative and flexible scheme will allow individuals to choose a curriculum that is tailored to their skills, talents and interests but that also forces breadth of study and allows

time to include the best elements of the IB programme. Alongside their three or four chosen A-Level subjects, pupils will be encouraged to continue with complementary studies in languages, mathematics or science. They will also follow courses designed to bind ideas together and to cross traditional boundaries of subject knowledge – courses in critical thinking, philosophy and global studies. In addition, they will choose an area in which to carry out some extensive individual research and to produce a report or presentation. Finally, they will also engage in their choice of enrichment activities in the local and wider community, developing their skills as global social leaders of the future.

We are confident that our A-Level Diploma programme will be recognised and accepted by universities in Europe, America and around the world. We will include opportunities for work experience and for pupils to meet people who have followed a wide variety of career paths. We will also provide expert advice for individual pupils in university and further education choices, guided by our knowledge of the skills, talents and interests of our individual students.

## REFERENCES

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