



**GRACE PROJECT  
INTERNATIONAL  
SCHOOL**

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**Curriculum Policy**

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## 1. Policy

### Policy statement

The curriculum at Grace Project International School creates a framework within which pupils may develop their academic flair, self-discipline and intellectual rigour. It aims to provide an enlightened and broad education that responds to change whilst retaining core values. Academic achievement is not an end in itself, but a thoughtful and exhilarating journey to adulthood. A GPIS education aims to be not merely informative, but also transformative.

### Scope

This policy and any associated procedures apply to all Academic Staff and pupils.

### Definition

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development.

### Terminology

In this policy, '**Board**' refers to the Board of Directors; '**Director**' refers to the School's Executive Director; '**School**' refers to both the Preschool and Primary Schools either separately or jointly depending on the context; '**Deputy Head**' refers to both the Head of the Senior School and the Head of the Preparatory School; '**Staff**' refers to all those working for or on behalf of the School (including staff working on behalf of third part contractors), full or part-time, permanent or temporary, in either paid or voluntary capacities; and '**Parents**' includes one or both of the parents, and legal or education guardians.

## **Review**

This policy will be subject to biennial review by the Principal.

## **2. Roles and responsibilities**

### **The Board**

The Board ensures that the curriculum is appropriate and challenging for pupils.

### **The Head**

The Head ensures that:

- The Deputy Head (Academic) and Assistant Head (Academic) are conversant with the contents of this Policy and that they oversee the delivery of the curriculum across the School
- The Curriculum Policy is shared with the Senior Executive Committee (SEC)

### **Academic Staff**

Academic Staff work together in ensuring that the curriculum is delivered in the most effective manner so that pupils gain the maximum possible benefit from it.

## **3. Principles**

There are four main principles on which this policy is based:

- Adopting best practice
- Ensuring a smooth transition throughout the School
- Delivering a broad, balanced and differentiated curriculum
- Ensuring inclusion

### **3.1 Adopting best practice**

All staff have a responsibility to plan and deliver the curriculum according to the School's aims.

To meet and maintain these responsibilities, all staff will aim for all pupils to develop:

- A high level of literacy and numeracy
- A good knowledge and understanding of the social and physical environment through scientific, geographical and historical study and skill development
- An international perspective and ability to communicate in the language of others
- An appreciation of culture through exposure to art, music, literature and an understanding of how to use this as a stimulus for personal creation
- Practical skills useful in daily life
- Sporting and physical skills which give lifelong benefits such as health, fitness and self-esteem, the experience of team participation and leadership, recreational opportunities, and a balanced attitude to competition
- An understanding of personal, social and health issues, enabling pupils to be positive citizens in society
- An understanding of how religious and ethical beliefs influence people and their environment
- Respect and empathy for others and an understanding of right and wrong

- A realisation of their own strengths, weaknesses, limitations and potential and an understanding of how to cope with this realization
- The self-discipline, mental agility, confidence and the curiosity necessary to ensure they make the most of opportunities offered in all areas and in so doing fulfill their potential
- Appropriate skills to the best of their ability
- A positive attitude towards learning, so that they enjoy school, and acquire a solid basis for lifelong learning
- Creativity and their own thinking
- Respect for themselves and high self-esteem and to be able to live and work co-operatively with others

From our youngest Early Years Foundation Stage (EYFS) pupils to our oldest pupils, the School will provide a supervised education for pupils of compulsory school age (construed in accordance with section 8 of the British Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Pupils must acquire English speaking, listening, literacy and numeracy skills.

Personal, social and health and economic education should reflect the School's aim and ethos and encourage respect for other people. All pupils must have the opportunity to learn and make progress and be effectively prepared for the opportunities, responsibilities and experiences of life in society.

Subject matter must be appropriate for the ages and aptitudes of all pupils.

The curriculum should support and promote the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### **Literacy, numeracy, speaking and listening**

English literacy and numeracy are core skills and as such are firmly embedded in all areas of the curriculum. It is the responsibility of all teaching staff to reinforce these skills and to promote their use wherever relevant.

Speech and the ability to listen and absorb information are vital communication skills. Every pupil should be able to communicate clearly, proficiently and politely, using Standard English. Pupils should be able to participate in discussions, give individual oral responses and adapt their speech to suit the audience and purpose. They should be able to listen, analyse and respond confidently to a variety of sources including music and languages other than English. All subjects should include a variety of speaking and listening opportunities that offer group work, pair work and individual activities where appropriate.

### **3.2 Ensuring a smooth transition throughout the School**

Staff at all departments endeavour to make the transition from the EYFS to Key Stage 1 and on into Key Stages 2 and 3 as smooth as possible. The transition throughout Key Stage 3 is also important, particularly when pupils transfer to GPIS. We aim to ensure continuity and a clear progression within the curriculum. Staff will always use their professional expertise to make judgements that take into account the age or ability of each pupil to ensure that methods and strategies are employed appropriately. As pupils progress through each section of the School, we endeavour to prepare them for the opportunities, responsibilities and experiences of adult life.

Liaison between the Pre School and the Primary School is achieved:

- INSET opportunities between the schools, with teaching staff
- By meetings arranged between Heads of Departments in the two Schools
- By meetings between the Deputy Heads (Academic) in both Schools
- Shared tracking

### **3.3 Delivering a broad, balanced and differentiated curriculum**

The breadth of the curriculum, both inside and outside of the classroom, provides opportunities for all to enjoy a full range of activities, sports and intellectual disciplines. We seek to ensure that pupils are not merely knowledgeable, but that they are kind and resilient, ambitious both for themselves and for others.

We provide a well-structured, progressive and balanced curriculum. We use the EYFS framework as a basis for our planning and assessment. The framework focuses on how our youngest pupils learn and encourages pupils to describe, reflect upon and question the world around them. We retain the freedom to offer enrichment and challenge beyond the expectations of the EYFS learning and development requirements. We are able to prepare all pupils for a more formal approach to learning by the end of Reception enabling a smooth transition into Key Stage 1. In Key Stages 1, 2 and 3 the curriculum is based on the British Cambridge International Curriculum and offers pupils an education that includes experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of learning.

French will form part of the curriculum for all pupils.

The curriculum includes not only the requirements of the EYFS and British Cambridge International Curriculum, but also the range of co-curricular activities that the School organises in order to enrich the experience of the pupils. It includes what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into happy, creative and moral people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential and enrich the lives of others.

All pupils cover the same basic syllabus in the Core and Foundation subjects. Delivery is differentiated according to the needs and ability of each teaching group.

In addition, pupils in need of specialist help are identified and facilities and specialised teaching are made available to them after consultation with their parents.

Although a different style of delivery may be found within each teaching group, the delivery to each group will be characterised by its rigour and the high expectations by staff of their pupils.

### **3.4 Ensuring inclusion**

All pupils have the opportunity to learn and make progress. If we think it necessary to modify some pupil's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.

If pupils have Special Education Needs and Disability (SEND) or have been identified as Gifted and Talented (G&T), we do all we can to meet their individual needs and comply with the requirements

set out in the Special Education Needs Code of Practice. If a pupil has a statement of SEND, any recommendations are followed to ensure that the education provided fulfils the requirements of that statement. If a pupil displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the pupil's needs within normal class organisation. If a pupil's need is more severe, we may involve the appropriate external agencies in making an assessment. We involve the parents of the pupil when making this recommendation.

#### **4. The curriculum's primary aim**

The primary aim of the curriculum is to provide, within a Christian context, opportunities for the pupils to be taught so that they might begin to learn how to become happy, creative, moral citizens who live motivated, fulfilled lives and to ensure a smooth transition from and into the other phases of the School.

##### **General implementation and clarification of the primary aim**

Pupils are to be encouraged to be **happy** by:

- Taking part in exciting and engaging lessons
- The acquisition of knowledge and skills, particularly basic study skills
- The acquisition of self-knowledge through assessment procedures and the pastoral and profiling systems
- Being treated respectfully and being encouraged to learn the importance of mutual respect
- Having their achievements acknowledged (star of the week, certificates, stars etc.)
- Being made aware, in a sympathetic manner, of their limitations so that they can be encouraged not to be intimidated by them but to develop compensatory strategies
- The existence of an attractive and purposeful working environment
- Feeling valued
- Gaining more complete self-knowledge and self-respect

Pupils are encouraged to be **creative** citizens by:

- Being given open-ended and problem solving tasks, promoting resourcefulness
- Having their opinions and ideas listened to and accepted, even if they are not yet fully formulated, promoting reflection
- Accepting that sometimes it is acceptable to be wrong and having to adapt ideas, promoting resilience
- Being offered a variety of opportunities in which to express themselves (e.g. art, drama, music), promoting positive relationships

Pupils are encouraged to become **moral** citizens by:

- The example set by staff
- Being made aware in lessons during assemblies and in tutor time of the importance of moral codes and rules which exist for the common good

- The existence of rules explained sympathetically to them and applied impartially and consistently throughout the School
- High standards of personal behaviour
- Learning to treat Chapel and the messages imparted there with respect

Pupils are encouraged to become **active**, motivated citizens by:

- Being encouraged to play a full part in the academic, cultural and sporting life of the School either as an individual, as a team or house representative
- The existence of an award system which encourages pupils to undertake meaningful and helpful tasks
- Being eligible for positions of responsibility
- Being encouraged to think about the environment and the importance of recycling
- Sharing ideas on various pupil forums

Pupils are encouraged towards **self-fulfilment** by:

- The existence of a wide range of curricular and co-curricular activities
- Being made aware through the Effort Grade system that integrity of effort is as valuable as outcome in all endeavours
- Being taught in a system which strives and enables all pupils to realise their academic potential
- Being given the opportunity to succeed in the tasks set for them