



CURRICULUM POLICY

Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards
- cumulatively sufficient knowledge for skills and future learning and employment;
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- Support pupils' spiritual, moral, social and cultural development;
- Support pupils' physical development and responsibility for their own health, and enable them to be active;
- Promote a positive attitude towards learning;
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support;
- Have a high academic ambition for all pupils;
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

Furthermore, our Secondary and Sixth Form sections aim to:

- Provide subject choices that support pupils' learning and progression, and enable them to work towards
- achieving their goals, at IGCSE, A-Level, and beyond;
- Provide a broad curriculum prioritising a strong academic core of subjects;
- Develop pupils' independent learning skills and resilience, to equip them for further education and
- employment.

In terms of our Early Years provision, we aim to, promote the learning and development of our youngest children and make sure they are ready for Key Stage 1.

These curriculum aims are underpinned by our core values: we strive to ensure every student reaches their full potential, empowering each child to become a creative, critical and independent thinker. We encourage students to become confident individuals and conscientious citizens of the world, who pursue a lifelong commitment to personal development and service to others, underpinned by **Valuing others, Inclusivity, Success, and Pride**.

Further aims and information for each of our sections (Early Years, Primary, Secondary, and Sixth Form) can be found on our website in the curriculum area .



Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the National Curriculum programmes of study and the Cambridge Lower Secondary , IGCSE and Sixth Form programmes of study, which we have chosen to follow. As a school, we follow the British National Curriculum lower down the school, and the Cambridge International Curriculum at Secondary and Sixth Form.

Organisation and planning

Our curriculum is organised across sections (EYFS, Primary, Secondary, and Sixth Form) and adopts several key approaches and underlying standards of learning, development, and care for the children in our school.

Where possible, our curriculum, while broad, balanced, and international, is adapted to suit local needs and our Seychellois context. Subject content across the school is designed, delivered, and sequenced by specialist teachers in key areas, with opportunities given throughout the year to reflect, adapt, and update key areas. Long term plans are available for all subject areas on our website in the Resources area for all stakeholders to see, and time is given over the course of the year to review and update as needed, with annual updates of online versions, and paper copies available for reference in the school office.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment, both formative and summative, to set ambitious targets and plan challenging work for all groups, including:

- More able pupils;
- Pupils with low prior attainment;
- Pupils from disadvantaged backgrounds;
- Pupils with ALN;
- Pupils with English as an Additional Language (EAL);

Teachers will plan lessons so that pupils with SEN and/or disabilities can access each subject, wherever possible, and they will make sure that there are no barriers to every pupil achieving. They will make reasonable adjustments within the resources they have available to support the students in their class.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.



Monitoring arrangements

The governing board monitors whether the school is complying with its association agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through collaboration with the principal and heads of section where needed.

Heads of Section monitor the ways that the curriculum is delivered throughout the school through collaboration with staff, learning walks, weekly training/CPD, and through regular staff appraisal meetings.

Heads of Section also have responsibility for monitoring the way in which resources are stored and managed on the school’s Google Drive Curriculum area. Heads of Section are responsible for working with teachers to support effective curriculum development and implementation.

Teachers have the responsibility of that the school curriculum is implemented in accordance with this policy in order to support all pupils at all stages to have opportunities to make progress across all areas of the curriculum. Teachers have the responsibility of uploading their resources and planning to the school Curriculum Drive to support with transition for our transient staff.