

# Curriculum Policy



**CAMBRIDGE**  
**ENGLISH SCHOOL**  
مدرسة كيمبردج الإنجليزية

Reviewed and Approved on Jan 2025

.....  
Heads of Section

..... Principal

Review Date: Jan 2027

## **Curriculum Policy**

Cambridge English School's Curriculum policy provides a framework that translates the values and aims of the school into effective teaching and learning.

Cambridge English School aims to be a caring community dedicated to enhancing individual development, founded on high professional standards across all areas of the curriculum.

The school and the proprietor are committed to providing a broad, balanced and accessible curriculum that is relevant to the age, needs and aspirations of pupils and their families.

Cambridge English School's curriculum policy covers all planned learning experiences whether they happen in lessons, in extra-curricular activities, through home activities, within the community or on educational visits.

Cambridge English School provides curriculum opportunities for pupils from EYFS through to A Level.

### **The school is committed to:**

- Develop the school's vision statement through all aspects of teaching and learning.
- Promote a safe, secure and happy atmosphere where the students can learn effectively, build up their self-esteem and develop their independence.
- Provide a purposeful and stable environment conducive to high standards of achievement and behaviour.
- Promote respect for the religion and culture of others, regardless of ethnicity, gender, disability and aptitude.
- Enable students to take an increasing responsibility for their own learning whenever possible.
- Provide support, to enable each student to access their curriculum entitlement.
- Actively seek ways of helping and involving parents in the care, development and education of their son/daughter.

The curriculum is built around the needs of the student with the 'National Curriculum in England' (Sept 2013) and the Statutory Framework for Early Years Foundation Stage (March 2021) being delivered and adapted where appropriate. The school keeps abreast of educational reform and considers new initiatives, adopting those which it is felt will enhance the curriculum. Plans are reviewed and updated regularly in line with school development and major curriculum initiatives are detailed in the section specific action plans.

Students access a range of learning that enables them to fulfil their potential as active thinkers and self-motivated, life-long learners..

**The aims and objectives of the curriculum for the students are summarised as:**

- to promote high standards in communication, and literacy skills for a variety of purposes
- to allow students to develop knowledge of themselves in time and space
- to enable students to acquire knowledge and cognitive skills in science and mathematics
- to enable students to be confident in the use of technology
- to promote spiritual development and moral sensibility
- to promote physical and mental development and an awareness of healthy lifestyles
- to enable students to appreciate the importance of participating in arts and cultural experiences
- to develop personal independence and social skills, including reference to personal health and hygiene
- to provide equality of access and opportunity for all students to make progress
- to prepare students for the opportunities, responsibilities and challenges of adult life
- to treat students with dignity and respect
- to develop tolerance and respect for others and their possessions

**The curriculum is planned effectively, providing continuity and progression. It intends to inspire, challenge and encourage the students by promoting an enjoyment of learning, and a commitment to learn and achieve. The school and staff endeavour to provide rich and varied educational experiences, which aim to:**

- encourage students to make the best possible progress, along with high levels of achievement and appropriate accreditation
- enable students to make connections and transfer skills across different areas of learning
- enable students to make choices and decisions within their learning
- help students think creatively and solve problems
- develop students' capacity to learn and work both independently and collaboratively
- enable students to respond positively to opportunities, challenge and responsibility
- enable students to acquire and develop a broad range of knowledge skills and understanding
- enable students to use technology to enhance their learning
- promote happy and enthusiastic individuals who enjoy their learning and become lifelong learners
- promote a set of moral values such as honesty and personal responsibility
- ensure continuity and progression by clear information sharing as students transition through school.

## **Organisation of Curriculum Provision**

Students are taught in mixed ability groups across the school in all subjects.

**Cambridge English School will aim to deliver the highest quality of teaching and learning through investing in its staff and facilities by:**

- Recruiting, training and developing a range of expertise in teachers, assistants and support staff who work continuously to improve their skill levels and understanding of how students learn most effectively.
- Ensuring that the learning environment is equipped, resourced and maintained in a manner conducive to good teaching and learning.

When teaching, the focus is on providing a range of high-quality learning opportunities for our students to inspire, challenge and encourage them.

To enable this, staff:

- prepare lessons thoroughly;
- build upon student's prior knowledge;
- deliver lessons where understanding is developed through active, practical and first hand experiences, where possible;
- ensure lessons are not merely passive experiences, but opportunities for students to engage and be creative, using a wide range of resources, are maximised;
- pace lessons appropriately so that students have time to consolidate skills and understanding, but also move on rapidly;
- share learning objectives and ensure that these are understood by the students;
- give clear indicators of expectations through the use of success criteria. asking open ended, thought-provoking questions;
- provide opportunities for students to review and reflect on their learning and give developmental feedback of student's work;
- implicit use of technology across the curriculum, when it can enhance the learning experience- not just for the sake of using technology;
- ensure that all tasks set are appropriate to each student's level of ability with differentiation being built into our provision;
- deploy teaching assistants and other adult helpers as effectively as possible.

Teachers reflect on their practice and plan their professional development needs accordingly. The Appraisal Cycle supports teachers in developing their skills, so that they can continually improve their practice.

Staff are provided with INSET. They are encouraged to develop areas of interest, implement new initiatives and share expertise. All staff are encouraged to share skills, ideas and resources, participate in peer lesson observation, and learn from one another.

## **Curriculum Management:**

- The Heads of Section have the responsibility for the leadership of the curriculum and delegate responsibilities to key staff.
- The leadership team coordinates the work of the subject leaders and ensures the curriculum has progression and appropriate coverage.
- Subject Leads/Heads of Faculty provide a strategic lead for their subject schemes of work/themes to be followed, and support and offer advice to colleagues on issues relating to their subject, monitoring student progress, and providing efficient resource management.
- Class Teachers/Subject teachers ensure the curriculum is clearly planned and taught and that the aims for the class are monitored and progress clearly assessed. Planning may be done collaboratively to ensure parity across year groups, departments or key stages.
- The Principal and Heads of Section alongside the leadership team monitor the curriculum, and assessment and standards annually. This information is used to implement new initiatives and improve procedures, as necessary.
- The Principal and Heads of Section alongside the leadership team monitor any parental complaints concerning the curriculum.
- The SLT organise regular rounds of lesson observations, and work scrutiny- carried out in line with the Appraisal Policy
- The SLT, and other staff, keep abreast of educational initiatives. New ideas are adopted, where they will enhance provision.
- The subject Leaders/Heads of Faculty have the responsibility of keeping themselves and their staff up to date with curriculum development and government initiatives, updating plans, suggesting new topics and finding new resources accordingly.

## **Assessment**

Assessment is an integral part of teaching and learning. Assessments provide formative, summative and diagnostic feedback. Formative assessment takes place in daily teaching and informs short term planning. Summative assessment takes place at intervals throughout the year.

All results are reviewed and increasingly used to track students' progress, inform planning, and allocate setting. Assessment used includes agreed staff developed tests and GL Assessment tools to track progress both for individuals and cohorts.

Students are encouraged to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

## **Extra-Curricular Activities**

The school organises a wide range of extra-curricular activities to complement the opportunities provided in school. The school believes that every element of the students' development is important and should be catered for. To ensure that **every** student can take part in these, since September 2024, we now run an Enrichment afternoon, where all students participate during the school day, rather than after-school.