



NETWORK
INTERNATIONAL
SCHOOL

CURRICULUM POLICY

| CONTENTS | Page Number |
|--|-------------|
| 1.0 Introduction | 3 |
| 2.0 Early Years Foundation Stage | 3 |
| 2.1 Rationale | 3 |
| 2.2 Curriculum Aims | 3 |
| 2.3 Learning and Development | 4 |
| 2.4 Communication and Language | 4 |
| 2.5 Physical Development | 4 |
| 2.6 Personal, Social and Emotional Development | 4 |
| 2.7 Literacy | 5 |
| 2.8 Mathematics | 5 |
| 2.9 Knowledge and Understanding of the World | 5 |
| 2.10 Expressive Arts and Design | 5 |
| 2.11 Characteristics of Effective Learning | 5 |
| 2.12 The Learning Environment | 5 |
| 2.13 Planning | 6 |
| 2.14 Phonics and Reading Scheme | 6 |
| 2.15 Assessment | 6 |
| 3.0 Primary Phase | 7 |
| 3.1 Rational | 7 |
| 3.2 Curriculum Aims | 7 |
| 3.3 Key Stage 1 | 8 |
| 3.4 Key Stage 2 | 8 |
| 3.5 Assessment and EYEs | 8 |
| 3.6 Phonics and Reading Scheme | 8 |
| 4.0 Secondary Phase | 9 |
| 4.1 Rationale | 9 |
| 4.2 Curriculum Aims | 9 |
| 4.3 Key Stage 3 | 9 |
| 4.4 Key Stage 4 | 9 |
| 4.5 Key Stage 5 | 10 |
| 4.6 Assessment | 10 |



1.0 Introduction

All students at Network International School experience a rich, balanced and vibrant curriculum that meets their educational and social needs in a rapidly changing world. As an all-through 2 to 18 years school the curriculum is designed to be flexible, support personalised learning and cater for students of all abilities. We provide a stimulating learning and teaching environment in which every student enjoys their education, feels safe and secure and is able to fulfil their potential.

From the Early Years Foundation Stage onwards students are expected to develop responsibility for their own learning leading to the opportunity for self-directed learning at secondary level in preparation for further education and the world of work. The curriculum blends high-quality imaginative and inspirational learning with small class sizes and a low student teacher ratio, to impact positively on student achievement. This enables students to become independent learners; develops their unique personal talents, ensures that they are self-confident, inquisitive and prepared to be active and responsible global citizens.

Network International School follows the UK Early Years Framework leading into the revised 2014 UK National Curriculum adapted for an international context. In Key Stage 4 and 5 students study **Cambridge IGCSE's and A Levels in preparation for University**. The curriculum provides a rigorous, broad and balanced approach, which challenges students to develop their learning skills as well as their knowledge and understanding. As far as possible Network International School aims to include SEND students in the mainstream curriculum with adaptations where required.

At Network International School every student can flourish and each learner is valued and respected equally, enjoying the highest possible standard of education and the chance to participate in and excel at everything they do. Students demonstrate this in a number of ways, including making their contribution to the way that Network is run, understanding the learning process and accepting the responsibility for taking their learning forward. We encourage and support them to make a positive contribution to our community.

Throughout their time at Network students experience a range of educational visits, which supports their classroom learning and high standards of achievement and academic attainment. Beyond the curriculum, students from the Primary and Secondary phases have the opportunity to take part in an exciting and engaging programme of extracurricular learning activities. This provides students with enjoyment and fun as well as being able to learn new skills, improve teamwork, broaden horizons and develop self-confidence and leadership.

2.0 Early Years Foundation Stage

2.1 Rationale

"Every child deserves the best possible start in life and support to fulfil their potential. A child's experiences in the Early Years have a major impact on their future life chances. A secure, safe and happy childhood is important in its' own right and it provides the foundations for students to make the most of their abilities and talents as they grow up" (Early Years Foundation Stage Profile).

Network International School follows the Early Years Foundation Stage which is for students from birth to age 5. This is an important part of a child's life as it sets a foundation for their future learning and will prepare them for Primary school when they turn five years old. The Early Years Foundation Stage supports a child's development and their experiences should be happy, safe and exciting, allowing students to develop at their own pace.

2.2 Curriculum Aims

At Network International School we are committed to providing a broad, balanced and differentiated curriculum set within the framework of the Early Years Foundation Stage. Through this we meet students individualised learning needs and help them to develop personally, socially, emotionally, creatively and physically to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that students develop at different rates and have highly differing needs and we aim to help all students to work together, become independent, to be enthusiastic learners and take on new challenges.

At Network International School Early Years, we aim to:

- Enable students to interact and communicate with a wide range of people.
- Enable students to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect.
- Promote independent learning.
- Increase students' awareness and understanding of their local community, environment and of the world.
- Provide a wide range of developmentally appropriate learning experiences for students.
- Develop self-awareness.
- Enable students to make progress from their individual starting points and progress at their own pace.
- Provide challenging activities that will ensure the students are happy, safe and stimulated and which are sensitive to all students' needs.
- Provide opportunities that enable choice and self confidence that will help further learning and development in Key stage 1.
- Build positive partnerships with parents to ensure good relationships when supporting their child.
- Observe students' individual needs and what they can do enabling us to focus on the students' next steps.

2.3 Learning and Development

There are three prime areas crucial for igniting students' curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. We also support children in four specific areas, through which the three prime areas are strengthened and applied. This will prepare children for the UK National Curriculum when they progress into Key Stage 1 in the Primary School.

Prime Areas:

2.4 Communication and Language

Communication and Language provides the children with opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations.

2.5 Physical Development

Physical development provides opportunities for young children to be active and to develop their co-ordination, control and movement. The children will be given an opportunity to partake in "risky play" where they will learn to take appropriate risks and apply safety measures for themselves. Children learn about the importance of physical activity and to make healthy choices in relation to food.

2.6 Personal, Social and Emotional Development.

PSED aims to help children to develop their self-confidence and a positive sense of self, and others. The children will learn how to form positive relationships with others and develop social skills. The children will learn how to express and manage their feelings and how to appropriately react to the feelings of others.

Specific Areas:

2.7 Literacy

Literacy will provide children with the fundamental skills needed to be a successful reader and writer. Children will be given opportunities to develop their fine motor skills, make marks, discover through book, stories, rhymes and songs. This includes children partaking in the schools phonics programme and reading schemes.

2.8 Mathematics

Mathematics gives the children the opportunity to explore and understand the different concepts from the 2 strands of maths taught: Number and Space, Shape and Measure.

Number explores numbers recognition, grouping values, more and less, simple addition and subtraction.

Space, Shape and Number concentrates on measurements, patterns and shapes, particularly focusing on the language related to these.

2.9 Knowledge and Understanding of the World

Knowledge and Understanding of the World will provide children with opportunities to explore and discover the world around them. Knowledge and Understanding of the World is split into 3 sections, People and Communities, The World and Technology. Knowledge and Understanding of the World will be enhanced by outside provision, out of school visits, and visitors.

2.10 Expressive Arts and Design

Expressive Arts and Design will provide children with the opportunity to express themselves creatively through a variety of medias, such as art and design, music and movement and imaginative play. The children will learn how to use and explore different materials, tools, processes and instruments to help them express their imagination.

2.11 Characteristics of Effective Learning

The teachers will ensure through the modeling to the children, the environment and planned activities the characteristics of effective learning are being achieved.

The characteristics of effective learning are:

- Playing and exploring – (engagement) Finding out and exploring, playing with what they know, being willing to ‘have a go’
- Active learning – (motivation) Being involved and concentrating, keeping trying, enjoying achieving what they set out to do
- Creating and thinking critically – (thinking) Having their own ideas, making links, choosing ways to do things

2.12 The Learning Environment

Each Foundation Stage classroom is organised to support all the different areas of the curriculum allowing children to access a variety of hands on experiences and learning opportunities during the day. The classrooms are set up to stimulate children’s curiosity, imagination and independence.

In each year of the Early Years phase the classrooms inside are linked by sliding doors as part of the school’s vision of ‘free flow’ education. The teachers work closely to provide the optimum environment to learn and develop. It is the responsibilities of all Foundation teachers to plan, set up and maintain the classrooms and inside learning environments, including the hall and library.

In the Foundation Stage children partake in outside learning. As part of the curriculum, we are required to use the outside area in all weathers. During these times your child will have access to essential experiences that they cannot get inside the classroom. The children will have access to water, sand play, large construction, garden, nature, small world play and creative activities. We firmly believe that outdoor explorative play encourages your child’s development.

Teachers for different year groups work closely to plan, set up and develop the outdoor provision area.

2.13 Planning

In the Foundation stage teachers endeavor to create exciting and new experiences for the children to take part in, while ensuring children's diverse needs and interests are met. In order to support the children to learn with enjoyment and challenge, planning takes place in the following way:

- Planning will be done in accordance with the Early Years Foundation Stage curriculum.
- Observations and assessment of the children are used to inform planning.
- Long term curriculum maps must be in place in advance but short term planning must be done weekly to ensure children's interests and needs are being catered for.
- Planning must be done for carpet sessions, indoor and outdoor provision.
- Planning is flexible and can be changed at short notice to adapt to spontaneous events, circumstances and diverse needs.
- Planning is done as a team; both International and Myanmar staff work together.
- Planning on the shared drive and in blue teacher folders must be up to date.

2.14 Phonics and Reading Scheme

At Network International School all teachers use the Letters and Sounds Phonics programme and we also use resources from the Jolly Phonics Programme. Students are encouraged to use their phonic skills across all curriculum subjects. All teachers, Associate Teachers and Teaching Assistants model the correct articulation of the phonemes and students are given opportunities to articulate individual phonemes. We have a strong emphasis on the application of phonic knowledge at the point of learning.

Our reading scheme is based on the Oxford Reading Tree Scheme and this is supplemented by a wealth of other published reading materials as the students develop their competence in reading.

Further details about our Early Years Curriculum can be found on our website including the UK Early Years Framework and Long Term plans for each term.

<https://www.networkinternationalschool.com/eyfslongtermplans>

2.15 Assessment

The curriculum is assessed against the Early Years learning objectives and learning goals. These are based on the achievement of age related expectations.

Assessment in the Early Years Foundation Stage is primarily based on teacher observations of the children. Informal observations are to be done by the teacher during continuous provision time, in both inside and outdoor areas. Other observations are done when working with children one to one and in small groups.

These observations will be recorded and collected using short written notes, check sheets and photos to create evidence for each child. These observations will be used by the class teacher to assess the progress the children have made. These assessments will be recorded on SIMS Early Years Foundation Stage tracker by each class teacher 3 times a year.

- Baseline assessments
- Semester 1
- Semester 2

Although assessment is only recorded 3 times a year assessment and observations are to be on going throughout the year. (For more details of assessment see the data and tracking policy).

More specific formal assessments are done at the end of Foundation 3, such as phonics and reading. (see reading policy for further details).

3.0 Primary Phase

3.1 Rationale

We believe that the primary years shape students' futures. As well as giving them the essential tools for learning, primary education is about students experiencing the joy of discovery, solving problems and being creative. Our aim is to provide an inspirational outward looking global curriculum that develops high standards of literacy and numeracy as well as stimulating students' creativity. We aim to ensure that the Primary curriculum is exciting and challenging and reflects and nurtures students interests and needs. Links between subjects are made to ensure an engaging and relevant context within which to learn. We strive to create and provide opportunities for the students to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills students need in order to be safe and happy in and out of school.

3.2 Curriculum Aims

Network International School's Primary curriculum meets the requirements of the 2014 UK National Curriculum and is designed to reflect the needs of our school and its international community. The National Curriculum provides students with an introduction to the essential knowledge they need to be educated citizens. It introduces students to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The UK National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students' knowledge, understanding and skills as part of the wider school curriculum.

At Network International School English and Maths are taught every day to ensure clear progression; Art, Computing, Music, Physical Education, PSHRE, Science and Topic complete our curriculum. This provides our primary students with the self-confidence and skills to become

lifelong learners whilst also preparing them for the transition to secondary education.

All the subjects are underpinned by a detailed scheme of work with clear end of year age expectations, which aim to equip the students with the appropriate skills, knowledge and understanding and lay down the foundations for lifelong learning.

3.3 Key Stage 1

In Key Stage 1 there is a strong focus on the transition to a more formal structure of the curriculum and students learn the necessities to build a solid foundation for their learning. The curriculum is strongly based on learning through tangible activities giving students opportunities to settle into a more formalised classroom setting. Through the provision of a well-rounded curriculum students are able to build the necessary skills to allow them to progress and develop at their own rate. The students are also introduced to the culture and language studies of Myanmar to help build on their knowledge of the country they live in.

3.4 Key Stage 2

In Key Stage 2 students are further challenged; strengthening and developing the skills they have learnt in Key Stage 1, thus enabling them to perform well in all subjects. All students follow the UK National Curriculum and learn through experience and enquiry based learning. This helps them to become more independent learners, allows them to take ownership of their learning and enables them to become secondary ready by the end of their primary education. During Key Stage 2 students gather the skills needed to become confident learners and show their creativity within their learning. Myanmar studies, due to the importance of the culture we live in, are further developed in lessons during this Key Stage.

3.5 Assessment and End of Year Expectations

The curriculum is assessed against the UK National Curriculum Learning Objectives and is based on the achievement of age related expectations. We want our students learning to be secure and embedded so that they have a firm foundation upon which to build their future learning. Periodically throughout each year group, using a combination of summative and formative assessments during our Primary Assessment weeks together with ongoing teacher assessment, students' progress is measured against a series of 'I can' statements known as our End of Year Expectations (EYEs). These EYEs reflect the expectations of the 2014 National Curriculum statutory guidelines and from this teachers establish where the students are working with regards to the expectations for their age group and monitor students' progress throughout each year and Key Stage. At the end of Year 6, all students completing the Year 6 SATS and their standardised scores are passed to the secondary school to enable them to make the best provision for them to continue on their learning journey successfully.

3.6 Phonics and Reading Scheme

At Network International School all teachers use the Letters and Sounds Phonics Programme and we also use resources from the Jolly Phonics Programme. Students are encouraged to use their phonic skills across all curriculum subjects. All teachers and teaching assistants model the correct articulation of the phonemes and students are given opportunities to articulate individual

phonemes. We have a strong emphasis on the application of phonic knowledge at the point of learning.

Our reading scheme is based on the Oxford Reading Tree Scheme and this is supplemented by a wealth of other published reading materials as the students develop their competence in reading.

Further details about the Primary Curriculum can be found on our website including the UK National Curriculum document and Long Term plans for all subjects:

<https://www.networkinternationalschool.com/primarycurriculum>

4.0 Secondary Phase

4.1 Rationale

Our secondary students flourish at Network International School. Each learner is valued and respected equally and enjoys the highest possible standard of education. Our secondary education promotes the highest standards of achievement in academic attainment enabling every student to leave Network International School academically well qualified through Cambridge IGCSE and Advanced level qualifications and well prepared for University life and their chosen careers.

4.2 Curriculum Aims

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a broad and balanced curriculum that builds on our students' experiences in the Early Years and Primary phases.

Specifically, the secondary curriculum aims to:

- Enable students to achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Ensure students are able to use high quality functional skills, including key literacy, numeracy and computing skills.
- Challenge and stretch students to achieve their potential.
- Inspire students to become lifelong learners.
- Create a culture of high aspiration through challenging content.
- Promote knowledge and understanding of how students can keep themselves safe and healthy.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Prepare students effectively for university and the next stage of their careers.

4.3 Key Stage 3 Curriculum

In Key Stage 3 all students follow the revised 2014 UK National Curriculum adapted for an International context with a full range of subjects including English, Maths, Science, Art, Computing, Drama, French, Geography, History, Music, Myanmar Studies, Personal, Social, Health and Religious Education, and Physical Education. Learning provides the foundation for study at Key Stage 4 and is enjoyable, meaningful and exciting. Students develop learning and thinking skills as part of their independent learning repertoire. Where appropriate in Year 9 Key Stage 4 subject content in some subjects is taught in semester two and all students in Year 9 are assessed against IGCSE criteria.

4.4 Key Stage 4 Curriculum

In Key Stage 4 student's study for IGCSE qualifications awarded by the Cambridge Examinations Board. The two-year IGCSE programme is academically challenging and Cambridge IGCSE is the world's most popular international qualification for Key Stage 4 students. It is recognised by leading universities and employer's worldwide, and is an international passport to progression and success. All students study a core curriculum of English, Mathematics, Science, and Physical Education. Students then have access to a range of Cambridge IGCSE option courses where they will be able to make a guided and informed choice from subjects such as: Art; Biology; Business Studies; Chemistry; Computer Science; French; Geography, Global Perspectives; History; ICT; Music; Physical Education and Physics.

4.5 Key Stage 5 Curriculum

In Key Stage 5 student's study for Advanced Level qualifications awarded by the Cambridge Examinations board. Network International School offers a wide range of courses for students to choose from and the syllabi develop a deep understanding of each subject and independent thinking skills. Cambridge International Advanced Level qualifications are a 'Gold Standard' and a passport to success with students gaining places at the top universities all over the world including Cambridge, Oxford, Harvard and Yale. Network students are able to study Art; Business; Biology; Chemistry; Computer Science; Economics; English; French; Geography; History; ICT; Music; Physical Education and Physics.

4.6 Assessment

In Years 7 and 8 students are assessed against the National Curriculum learning objectives based on the achievement of age related expectations. Students are assessed in all subjects as 'Developing', 'Securing', or 'Mastering' against the Key Stage 3 curriculum. In Years 9 to 13 students are assessed against IGCSE and A Level criteria. Students also receive an effort, homework standard and homework completion grade for each subject.

Further details about the Secondary Curriculum can be found on our website including the UK National Curriculum document, Long Term plans for all subjects and IGCSE and A Level syllabuses:

<https://www.networkinternationalschool.com/page/?title=Curriculum&pid=110>