

St. Andrews International School Samakee

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Curriculum Policy

Introduction

At St. Andrews Samakee we have the interest of the children at the centre of everything that we do and our curriculum is rich and meaningful and used to challenge and inspire children’s learning in all areas.

- We recognise that individuals are unique in their interests, abilities, motivation and learning needs and that this diversity must be acknowledged and valued.
- We believe that education should support the academic, social, physical and spiritual development of our children and give them the opportunity to develop skills, which will enable them to become lifelong learners.
- We believe that in order for our children to achieve their best they need a broad curriculum and an atmosphere where challenge, pride in achievement and a positive, problem solving ‘have a go’ attitude is celebrated.
- We believe that through our curriculum children will receive the support and guidance which will help them develop attitudes which are tolerant, considerate and accepting of others.

Our curriculum

Our curriculum is based on the English EYFS and the National Curriculum Programmes of Study. We have developed from this secure base to fashion a curriculum, which is quite specific to our school and our children’s individual needs. It is responsive, up to the minute and relevant and effectively challenges and inspires children’s learning in all areas.

Detailed and robust whole school planning results in cross-curricular links that are rich and meaningful and provide highly effective and relevant learning experiences for our children woven into a curriculum topic based framework.

A small student/teacher ratio ensures that the talents of every child are recognised, fostered and celebrated in a caring yet challenging environment. Courtesy and thoughtfulness towards others are emphasised throughout the school and the friendly, family atmosphere ensures that each child flourishes and feels secure.

We:

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;
- Achieve a balance between explicit subject teaching and opportunities for cross curricular

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studies;

- Develop breadth through opportunities to apply core learning across the curriculum;
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- Create and maintain an exciting and stimulating learning environment;
- Ensure that each child's education has continuity and progression;
- Ensure that there is a match between the child and the tasks he/she is asked to perform through assessment for learning strategies;
- Keep up to date with ICT developments;
- Provide opportunities for curriculum enrichment and a full and varied menu of activities.
- Recognise the crucial role which parents play in their children's education;
- Make every effort to encourage parental involvement in the educational process and support them in this through our Homework Policy;
- Treat children in a dignified and respectful way.

Legislation and Guidance

This policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Health and Safety and Safeguarding

We follow updated safeguarding advice from Keeping Children Safe in Education (2022) and follow the systems in place in our Safeguarding Policy. All other policies relating to Health and Safety and Safeguarding are followed according to school policies.

Samakee expects that if any member of our community has a safeguarding concern about any child or adult, they should act immediately.

The School Board

The school board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements.
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant assessment arrangements.

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- It participates actively in decision-making about the breadth and balance of the curriculum.

The Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school offers, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the board.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- Requests to withdraw children from curriculum subjects, where appropriate are managed.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN.

Teaching Staff

Phase teams and Class Teachers have the final responsibility to produce class specific, planning for their pupils. They also have responsibility for the standards their students achieve, the progress they make and the evidence of this learning.

All teaching staff will ensure that the school curriculum is implemented in accordance with this policy.

The Role of Subject Teams

Subject Teams will monitor and evaluate the planning and standards achieved by students. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and student interviews. They will provide written feedback to SLT and staff to celebrate strengths and identify aspects for improvement. The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role.

Subject Teams:

- Promote the subject, its importance, and the value it brings across the school.
- Have a good understanding of how well the subject is being delivered and the impact it has on student achievement.
- Use this understanding to feed into the School Development Plan and produce an Action Plan for the subject.
- Consult students, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, vision and aims.
- Work with the Inclusion Leader to ensure the curriculum matches the needs of different students.
- Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is

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developed in EYFS and to support the EYFS.

First School: EYFS

Every day our children in EYFS get the opportunity to be an artist, writer, mathematician, scientist, designer or a storyteller to name but a few!

Curriculum

Our Early Years curriculum is one that has been designed, tailored and enhanced specifically for the EYFS children at Samakee based on the Early years Foundation Stage, Development Matters, educational theory and research. A key strength of our early years curriculum is the well established Play Based Learning Programme or continuous provision, which makes full use of the indoor and outdoor learning environments for active and meaningful learning. We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development to ensure good progress across their time in EYFS.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the prime areas:

Prime:

Prime areas are fundamental, work together, and move through to support development in all other areas.

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development;**

The specific areas through which the three prime areas are strengthened and applied are:

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

Musical Development Matters

We believe that children's musical behaviours in the Early Years are integral to their development. Music is an integral part of being able to support EYFS development and all of the musical experiences are linked to cross curricular and are linked to all areas of learning across the EYFS, with particular reference to positive outcomes for children with regards to literacy and numeracy:

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“Children who undertake regular active music making at this stage have significantly higher cognitive capacity – specifically in their language acquisition and numerical problem-solving skills.”

(Anita Collins, Neuroscience and Music Researcher, Bigger Better Brains, University of Canberra).

We use the Musical Development Matters non-statutory Guidance to the EYFS and Orff Programme

Continuous Provision

At Samakee, we passionately believe that young children learn best through play and exploration. These play-based experiences enable the children to consolidate their skills, knowledge and understanding and enable them to become independent and resilient learners. The environment is organised to promote and develop continuous provision. Through continuous provision, the children can return to their explorations and consolidate their learning over the course of a day or a more extended period. It also allows children to make choices and initiate play without interaction with an adult. Our Early Years children are provided with large chunks of child initiated learning throughout the day, both during Play Based Learning Sessions and Class Based Sessions. These sessions allow the children to use what they know in ways that interest them. They also have the opportunity to free flow between the classrooms and the large outside area.

Observation and Assessment

As part of our daily practice we observe and assess children’s development and learning to inform our future plans. All areas of learning are interconnected and of equal importance and are delivered in conjunction with each other. The development of each child is recorded on Tapestry, the Tapestry application is linked with Early years foundation stage and enables us to track, evaluate and understand children’s learning needs overtime. The statements and accompanying photo (evidence) are assessed and then shared with parents via a child’s personalised album, which is streamed to parents email.

Careful and flexible planning between all the staff in contact with the children in EYFS ensures a wide, varied and effective curriculum is delivered. Subject specialist teachers in Thai, Music, Spanish, Swimming and Physical Education work closely with class teachers to give an accurate picture of attainment in relation to the Development Matters.

Characteristics of Effective Learning

At Samakee, we ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and Exploring - children will have opportunities to investigate, experience, and “have a go.”

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Early Years Foundation Stage Profile

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need

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for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Early Years Foundation Stage Profile

Creating and Thinking Critically - Children are encouraged to have their own ideas, make links and choose ways to do things.

“Play is a key opportunity for children to think creatively and flexibly, solve problems, and link ideas.”

Early Years Foundation Stage Profile

Promoting Samakee Values in the EYFS Curriculum

Through our careful choice of curriculum content, continuous provision and quality texts, Samakee Values, which align with the British Values and SMSC are interwoven through the curriculum, and they are embedded into the daily lives of all staff, children and the community.

Promoting Samakee Values in EYFS

Middle School: Primary Years 1-5 [Agreed Curriculum Times](#)

At St Andrews Samakee we refer to children from ages 5-10 (Y1-5) as Middle School children.

Our school values the importance of diversity and respect, so our curriculum promotes cooperation and the representation of diverse voices. During weekly Phase Assemblies, teachers focus on British values and SMSC to ensure children develop a mutual respect for others and grow as global citizens of the world, this is also done through PSHE lessons and thematic learning. In addition to these sessions, children take part in charity/community involvement and events, school trips, class roles and responsibilities.

At Samakee, Year 1 and 2 children work within the National Curriculum but also benefit from guided and self-initiated play through Enquiry Based Learning sessions (EBL) that take place each morning. These sessions incorporate rich opportunities to access the indoor and outdoor learning environments. This is particularly important when 'bridging the gap' between the EYFS curriculum and the National Curriculum.

Our Key Stage 2 children follow the National Curriculum for England (where relevant) with some adaptations to suit the needs of the students at Samakee and living in Thailand. Learning is taught using a cross-curricular strategy with the focus on preparing students to be lifelong, independent learners.

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The main subject areas of the curriculum in Middle School include class-based teaching by the class teacher:

- Maths
- English
- Science
- Computer Science
- Topic (History, Geography, DT and Art)
- PSHE (Personal, Social, Health Education)

Children in Middle School attend specialist classes outside of their normal classroom in the following subjects:

- Music
- PE
- Spanish
- Thai (Language for Thai nationals and Social for all pupils)

Class teachers approach planning with a strong emphasis on cross-curricular teaching, as demonstrated by our topic-based curriculum. Teachers plan between three or four topics for the school year (one of which being a whole-school topic) and their planning reflects this topic across the curriculum in many subject areas, including History, Geography, English and where possible, Science and Maths. Class teachers complete yearly long term plans which outline the key objectives being taught in line with each topic. They plan alongside specialist teachers, attempting to make links across the curriculum with topics in specialist classes (i.e. WW2 Topic and making links with the impact on Thailand).

Where possible and during whole phase topics, cross curricular links are made. We incorporate special events and celebrations into our curriculum, this encourages students to have a global awareness and embed British Values, such as democracy and respect. Some of these include:

- Identity and cultural diversity - (*Autism awareness week, LGBT+ month, Anti-bullying Week, Festivals around the World, Thai Festivals*)
- Healthy lifestyles
- Community participation - (*House events - Rube Goldberg Challenge, Spelling Bee, Colour Run*)
- Enterprise
- Sustainability - (*Precious Plastics workshop*)
- Creativity and Critical thinking - (*House Events*)

Our online learning journal, Tapestry, is the main source of information for planning and assessment in Key Stage 1. Teachers obtain age-appropriate objectives in subjects and plan lessons in order to meet the skill requirements. Assessments are carried out on Tapestry, in line with the school's assessment bands for each age group, including: Needs More Time, Developing, Consolidating, Secure, Deepening and Exceeding. Teachers carry out regular weekly assessments on Tapestry in order to meet curriculum requirements (currently in the core subjects) and inform future planning. In Key Stage 2, Tapestry is used as a communication and sharing tool to create a home school link.

In Key Stage 2, children use Curriculum books, where all topic-related work is completed across the

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curriculum. This includes work in the following subjects: English, History, Geography and Science. Each child will end the year with multiple curriculum books based on the number of topics taught that year (between three and four books) and they provide a clear state of progression in skills across the academic year, where children can look back on where they have developed and feel proud. The books also raise the standard of writing across the curriculum, encouraging children to use the text/grammar/punctuation features taught in English lessons in all other subjects. In Key Stage 1, children have Drawing Club books where learning is carried out linked to daily reading and writing tasks.

Upper School: [*Agreed curriculum Times*](#)

At Samakee our Upper School Programme starts from Year 6 through to Year 9, ages 10 -14.

The Upper School programmes of study are based on the English National Curriculum and are then adapted to suit the needs of our international learners. Subject specialist teachers are employed for all subjects. The curriculum is rich and varied by design and intends to prepare students for the 'step up' to a High School programme of study. There is a strong focus on breadth of curriculum, with students studying a full curricular range in addition to the core subjects. As a result, students are able to experience all subjects in order to develop their individual areas of interest and to make informed choices on entering a High School environment.

The areas of study include:

- Art
- Design Lab
- Computer Science
- English
- Geography
- History
- Mathematics
- Music
- Personal, Social, Health Education including Sex and Relationships Education and First Aid
- Physical Education / Swimming
- Science
- Spanish
- Thai (language for Thai nationals and Social for all pupils)

In addition to the curriculum sessions, there are focused curriculum weeks, themed days, weekly 'Key Values' activities and events to compliment/accelerate curriculum learning and enable children to improve their skills in particular areas over a sustained period of time.

For those SEND students who struggle to access areas of the curriculum, we employ different strategies to support the progress of all. These include, differentiated tasks, individualised timetables, 1:1 adult support, shadow teachers and teaching assistants. Where possible the Upper School curriculum includes cross curricular themes that we believe are important for individuals and society, and provide relevant learning contexts such as:

- Identity and cultural diversity - (*Autism awareness week, LGBT+ month, Anti-bullying Week*)

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- Healthy lifestyles
- Community participation - (*House events - Rube Goldberg Challenge, Spelling Bee, Colour Run*)
- Enterprise (*Enterprise market*)
- Sustainability - (*Precious Plastics - Beach Clean up*)
- Creativity - (*House Events*)
- Critical thinking - (*Science Experiment Competition*)

Pastoral Curriculum - Upper School Students come together as a 'vertically set' tutor group each day and the curriculum is delivered through tutor times, PSHE, assemblies, House events and the use of specialist outside agencies. In addition, it is the responsibility of all staff who come into contact with the children to reinforce these concepts, skills and values.

The school promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance throughout the curriculum and pastoral curriculum, including assemblies, school trips and visits. The school promotes students' spiritual, moral, social and cultural development through a wide variety of activities; students thrive in the supportive, highly cohesive, and inclusive learning community.

Whole School Organisation of the Curriculum:

- The curriculum is taught through discrete subjects and linked "topic" areas where relevant;
- Key Stage LONG TERM PLANS indicate the broad objectives and the links between subjects;
- Topics/units of work are planned, usually over half a term's duration. These are called MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning objectives. The plans indicate how the work will be differentiated and what the pupil outcomes will be;
- The children are taught with their year groups with some children being withdrawn for small group or individual support, such as speech therapy etc
- Thai is taught as a Modern Foreign Language beginning in nursery;
- Spanish is taught from Reception;

In Primary

- Units of work are planned using the framework of the National Curriculum.
- White Rose Maths and IXL - Maths
- Letters and Sound combined with Story Time Phonics and Night Zoo Keeper - English
- Hamilton can be used for a range of subjects.
- Y4 upwards Becoming X - PSHE
- Thai Year 1 - Keng Thai Application
- Thai Year 2-5 - Workbooks from The Books and Tharnpanya Publisher for Year 2 - 4

In Upper School

- **White Rose Maths, IXL and MyMaths** - Maths
- Pearson's **Working Scientifically** - Science
- **Linguascope and Rockalingua**- Spanish
- **Code academy** - Computer Science
- **Jigsaw, PSHE Association** and **Becoming X** - PSHE.

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- Key texts Thai literature (The S.E.A. write award) - Thai

School Outings / Residential Trips

- We firmly believe that School outings and residential trips form a central role in helping children to develop independence and self-confidence. They are also valuable in allowing the children to build on relationships with their peers out of a classroom context.

In KS1, Residentials begin with a Sleepover at school.

- All classes are expected to go on at least one day trip each term to complement an area of the curriculum and full use is made of the local facilities of museums, art galleries, national parks, historical sites and sites of scientific interest.
- Each year group from Year 3 - Year 9 will attend a residential trip

Physical Development

The promotion of good physical development has a very high profile in our school; we believe that movement and physical exercise impacts positively in all areas of the children's learning and enables us all to live daily our mission statement - 'independent, confident learners'. Through a range of provision, such as our regular Bootcamps, yoga, dance, swimming, football, basketball, games etc. all children are encouraged to be active, interactive and to improve their skills and stamina.

Homework

(See Homework and Marking Policy)

Inclusive Education

We believe all pupils in the school should have equal opportunities and equal access to the curriculum. (See Inclusive Education Policy)

Special Educational Needs

Our school's unique and flexible approach to learning significantly benefits the diverse needs of individual children, either newly enrolled in the school, demonstrating a special talent or showing areas of weakness or specific need.

St. Andrews Samakee is proud of its excellent and extensive support for children identified as needing specific and essential support. We identify and meet the needs of gifted and talented children and those for whom English is an additional language.

Our school has a full-time Inclusive Leader (IL) (Special Educational Needs Co-ordinator). The IL role is to lead the development of the most effective teaching approaches and learning strategies for children with Additional or Special Educational Needs, minimising barriers to learning. The Inclusive Leader supports staff in identifying children's difficulties and planning teaching strategies, liaises with parents and outside agencies, such as Merak, and coordinates any extra help that may be required.

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Children identified as needing support, are not just those with learning difficulties but also relate to children who join the school at a later stage in their school life and lack prior experience in a particular skill or area of learning. Support also includes those who have behavioural issues. Central to our policy is the desire to have the close involvement of parents/carers and specialist agencies to ensure that children's needs are met.

Assessment and Reporting

Assessment is an essential part of the teaching process. In accordance with our school's Assessment Schedule, regular assessments are made of children's work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils on Tapestry (EYFS & Primary) and the SLT use this information to monitor how effective the teaching and the curriculum is in order to make appropriate interventions.

In Key Stage 2 and 3, children complete NGRT and PTM online assessments at the start and end of each year. This enables teachers and SLT to monitor children's learning journey as they progress through the school.

Record-keeping and assessment procedures are defined in the Assessment Policy.

Reports to parents, two times per year, give clear accurate and useful information on their children's progress.

Staff Development

In-service training is provided in order to update and improve standards of teaching and learning. Training needs are regularly assessed through peer, Subject Teams, and SLT observations. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well equipped to deliver the curriculum effectively.

[Internal and External CPD 2012 - 2023](#)

Extra Curricular Activities

The school is very proud of its extensive and very popular programme of extracurricular clubs, which offer important further opportunities for enjoyment, involvement and improvement before school, during playtimes and after school. We provide a range of enrichment activities e.g. horse riding, wilderness, cooking, Thai as well as a variety of creative and sport related clubs. During lunchtime the children are encouraged to be actively involved in play, games and sport in the playground and sports areas.

Links with other Policies and Procedures

- [Protected Characteristics Coverage](#)
- [British values & SMSC](#)
- [Curriculum - Agreed Times 2022-2023](#)
- [PO-T&L-7a Homework Policy Primary](#)
- [PO-T&L-7b Home Learning - Upper School](#)
- [PO-T&L-8a Marking and Feedback Policy - Upper School](#)