

CURRICULUM POLICY

The curriculum is the totality of pupils' learning experiences

1. Rationale:

At Edison International Academy, we believe that our curriculum should be broad, balanced and relevant to meet the needs of all children irrelevant of their ability.

Our curriculum is comprised of:

- The Early Years Foundation Stage Framework 2014
- The National Curriculum of England Framework 2014

In addition, we draw on the curriculum of the exam boards we are accredited for:

- Cambridge Curriculum for Primary and Secondary
- Edexcel Curriculum for Secondary

It is our aim to ensure that our pupils have a range of learning experiences that challenge, stimulate and promote thinking and learning through our creative curriculum.

2. Aims:

The aims of the curriculum are to:

- promote high standards in all areas of the Frameworks
- enable children to develop a wide range of skills, including social and emotional
- provide equality of access and the opportunity for all pupils to make progress
- enable pupils to develop a moral sensibility through carefully thought out values
- prepare pupils for the opportunities, responsibilities and experiences of adult life

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities we aim to:

- encourage the best possible progress for all pupils
- enable pupils to make connections across different areas of learning
- help pupils to think creatively and solve a variety of problems
- develop pupils' capacity to learn and work independently and collaboratively
- enable pupils to respond positively to opportunity, challenge and responsibility
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding

At Edison International Academy, we aim to foster a life-long love of learning through adopting a highly practical and cross-curricular approach. Through it, we aim to deliver a twenty-first century education that will equip our pupils with the skills required to be independent and responsible citizens, who

- are secure in their values and beliefs
- respect others

"Empower students to learn for life and strive for excellence so that they can contribute positively to the global society"

- recognise their responsibilities within a global community
- have a sense of worth, purpose and personal identity
- make informed choices
- can handle conflict
- have enquiring minds
- are creative and resourceful
- have good problem solving skills
- use, apply and transfer skills to different situations
- are confident individuals
- can relate to others and form good relationships
- are able to work independently as well as in cooperation with others
- are creative and resourceful

3. Organisation of the Curriculum:

The curriculum is taught through discreet subjects based on a topical/thematic and cross-curricular outline of the statutory guidelines as specified in the Frameworks. Mapping indicates the broad objectives and the links made between subjects.

Planning:

The objectives specified by the Early Years Foundation Stage Framework and the National Curriculum of England, respectively, are incorporated into our planning. An overview of the topics/themes covered gives a broad outline and shows progression and continuity across the school.

There are three parts to our planning:

Long term Planning: this shows an overview of the topics/themes covered each term in each year group. Long term plans give a broad outline for each year group and show progression and continuity between topics taught in a cross-curricular way across Edison International Academy.

Medium Term Planning: this shows specific objectives to be taught within each area of the curriculum and the links between them. The objectives are directly relevant to the Frameworks.

Weekly/Daily Planning: this breaks down the objectives into weekly/daily achievable targets and activities

Pupils are part of the planning process at the medium and long term planning stages. Long/medium term planning is flexible year on year as long as the statutory requirements from the Frameworks are covered. Therefore, topics/themes may change.

4. Roles and Responsibilities:

The School Principal and Class Teachers and the Stakeholders have overall responsibility for implementation of the curriculum. The School Principal and the Class Teachers are responsible for overseeing the delivery of the curriculum through:

- regular formal and informal discussions with staff
- monitoring of planning to ensure curriculum and key skills are covered
- carrying out book scrutiny alongside planning and to ensure cross-curricular links are optimised
- observing learning and teaching to ensure progress is being made
- regular review of the curriculum and implementing changes where necessary
- formulating an action plan to move the school forward
- sending out curriculum information to parents termly

The School Principal has the responsibility for the leadership of the curriculum:

- ensures that curricular objectives are met at all times and progression is optimised
- ensures that class teachers teach the curriculum so that its aims are achieved. Planning is accomplished collaboratively to ensure parity across the year group
- ensures that progress is tracked appropriately and accurately in line with Edison International Academy's Assessment Policy
- ensures that all learning needs are met, if necessary implementing early intervention strategies
- ensures that the Stakeholders receive a termly report on curricular matters

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Teaching staff can, in cooperation with the School Principal & Coordinators make amendments to planning in order to optimise learning opportunities should the need arise.

Teaching staff are encouraged to enthuse the children and broaden their experiences (i.e. off-site-visits, visitors into school, project work and shared experiences of the wider school community).

Pupil's achievements are acknowledged and celebrated regularly through displays in shared areas, assemblies and wherever they have the opportunity to share their knowledge with the rest of the school.

5. Inclusion

At Edison International Academy, we value the diversity of pupils within our school. All pupils have equal access to the curriculum and are treated fairly, regardless of race, religion or abilities.

6. Assessment and Reporting

Assessment and reporting is vital, as it helps us to determine whether or not the necessary progress has been achieved and whether or not changes to the curriculum need to be made.

Please refer to the Assessment Policy for details.

7. Policy Review

This policy is subject to annual review.