



Curriculum Policy

This policy applies to the whole school, including the EYFS

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Definitions:

“EYFS”	Early Years Foundation Stage
“MT”	Management Team
“SMT”	Senior management Team
“CM”	Comisión Mixta (Board of Governors)
“SEN”	Special Educational Needs



1. Introduction

- 1.1. Alegra recognises parents as the first educators of their children, and the curriculum (or education) provided at the school is created to support and reflect this view. We believe that true education is directed to the development of the human person, in view of their final end and the good of society to which they belong and in the duties of which as adults they will have a share. As a school, we are fully committed to the principles outlined in ‘Declaration on Christian Education’ from Vatican II : *“Hence parents must be acknowledged as the first and foremost educators of their children. Their role as educators is so decisive that scarcely anything can compensate for their failure in it. For it devolves on parents to create a family atmosphere so animated with love and reverence for God and others that a well-rounded personal and social development will be fostered among the children. Hence, the family is the first school of those social virtues which every society needs”*.
- 1.2. An essential feature of our curriculum (which can be divided into academic, non-academic and extra-curricular) is that parents are able to work in close liaison with our school so that the two major learning environments work in harmony. It is the parents’ right to be the dominant influence in the education of their own children. The school seeks to uphold this right by providing an educational environment which reflects the parents’ own values. Teacher example and peer values are key areas where the school’s virtue program must be reflected.
- 1.3. At Alegra, great stress is placed on developing human virtues, or strength of character, because these virtues enable a person to be self-directing in life – to be truly free. Freedom is not seen as mere freedom from constraints but as a capacity to carry noble convictions into action. The family, where an overriding motivation is the welfare of the other members, is the environment “par excellence” for fostering virtue.
- 1.4. Our school’s curriculum comprises all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that our school organises in order to enrich each pupil’s experience. It also includes the ‘hidden curriculum’ – what pupils learn from the way they are treated and expected to behave. We want our pupils to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.5. We seek the highest standards of attainment for all our students, and we value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners.



2. Curriculum values

- 2.1. Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which our school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead happy lives.
- 2.2. Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum, however we have also included others:
- We seek to provide each pupil with all the appropriate opportunities for learning.
 - We value the uniqueness of all our pupils, we listen to the views of individuals, and we promote respect for diverse cultures.
 - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty.
 - We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements regarding inclusion.
 - We strive to ensure that education is integral. That is, all the key learning areas (ie. linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative), must be catered for with due balance and unity of approach;
 - We strive to make education received by our pupils personalised, treating each pupil as an individual who has specific strengths, weaknesses and needs;
 - We help pupils to acquire all the human virtues as desired and fostered by their parents;
 - We believe that pupils should be given the preparation they need to contribute effectively and generously to the improvement of society;
 - We strive to ensure adequate preparation of our pupils for the opportunities, responsibilities and experiences of adult life.

3. Curriculum aims

- 3.1. Our curriculum provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical,



scientific, technological, human and social, physical and aesthetic and creative education. It has a twofold purpose:

- to impart wisdom – education of intellect
- to teach to do good – education of will

3.2. The aims of our school curriculum are to:

- enable all pupils to learn, and make progress by developing their skills, to the best of their ability;
- promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- teach pupils the basic skills of literacy and numeracy and other key skills in a wide variety of subject areas;
- enable pupils to be creative and to develop their own thinking;
- teach pupils about the developing world, including how their environment, technology and society have changed over time;
- help pupils understand Britain's cultural heritage and fundamental British values, together with the Spanish culture and traditions.
- appreciate and value the contribution made by the ethnic groups in our multi-cultural society;
- enable pupils to be positive citizens;
- teach pupils to have an awareness of their own spiritual, moral, social and cultural development, and to distinguish right from wrong;
- help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- enable pupils to have respect for themselves and high self-esteem, and to live and work co-operatively with others.

4. **A balanced curriculum**

- 4.1. We seek to provide a broad and balanced curriculum throughout our school. An appropriate mix of subjects is offered, leading to the well rounded development of each and every pupil. We aim to educate the whole child – in all of their human, intellectual, cultural, spiritual and social dimensions.
- 4.2. Two fundamental characteristics which the curriculum seeks to develop in each pupil are a critical mind and a universal outlook. A critical mind is developed through a philosophically sound curriculum, teaching which helps the pupil form their own reasoned opinions on issues, and formation in the virtues of sincerity and intellectual integrity. A universal outlook is largely a consequence of broad cultural exposure and the capacity to see the same human nature at work in all forms of genuine cultural expression.
- 4.3. In supporting parents as primary educators of their children, we implement the 'Taller de educación sexual' programme in Years 5 and 6, which is a Sex and Relationships Education programme produced for Catholic schools.

5. **Organisation and planning**



- 5.1. Curriculum planning is carried out in two phases. We agree on a long-term plan for each subject taught in each year group. This indicates what topics are to be taught in each term, and to which groups of pupils. We use government approved and other widely used schemes of work for devising our medium term plans.
- 5.2. Our short-term plans, where used, are those that our teachers write on a weekly or daily basis. We use these to identify what resources and activities we are going to use in the lesson. We annotate these plans regularly, reflecting on how assessment can aid planning.
- 5.3. See Appendix 1 for the 'Curriculum Time Allocations' for each subject area.

6. The curriculum and inclusion

- 6.1. The curriculum in our school is designed to be appropriate for the ages and aptitudes of all pupils, including those with a statement (ensuring that the statement's requirements are met in full). If it is necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after the relevant specialist teachers and their parents have been consulted.
- 6.2. If children have learning difficulties and/or disabilities or special needs, our school does all it reasonably can to meet these individual needs. See separate SEN policy for further details.

7. The Early Years Foundation Stage (EYFS)

- 7.1. The curriculum that we teach in the Lower Nursery, Nursery and Reception classes meet the requirements set out in the EYFS Framework. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences. The curriculum is formed of three prime areas of development:
 - Communication and language
 - Personal, social and emotional development
 - Physical development

And four specific areas of development:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

See separate 'Early Years Curriculum' policy for more detailed information.



- 7.2. Alegra fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning.
- 7.3. Observations are made on each child in the Early Years classes using the learning journals and these are used to monitor progress and identify next steps. This assessment forms an important part of the future curriculum planning for each child, as it provides essential evidence that children have reached the Early Learning Goals.
- 7.4. We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

8. Curriculum subject

8.1. The curriculum policies which ensure that curriculum aims are met are outlined below under the following headings:

- **Linguistic:** This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. At Alegra, the Read Write Inc. and Phillip Webb method of literacy is used. In addition to English, Spanish and French is taught throughout the school.
- **Mathematical:** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. The school follows the Singapore Maths Method.
- **Scientific:** This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.
- **Technological:** This area includes the use of tablets & technology; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. The E- safety policy outlines our procedures and strategies for creating a safe learning environment and ensuring that pupils know how to protect themselves and behave responsibly while online.
- **Human and social:** This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.
- **Physical:** This area aims to develop the pupils' physical control and coordination as well as their tactical skills and imaginative responses,



and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

- **Aesthetic and creative:** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, drama and the study of literature, because they call for personal, imaginative and often practical responses.
- **Spiritual, moral, cultural & social (SMSC):** we develop an specific RE Programme and a PSHE Programme through “tutorías” and Assemblies.

8.2. Ethos

It is our aim that every child should experience success. Success builds confidence, which in turn creates well-balanced and independent individuals, able to cope with the demands of an ever-changing world. We aim to create confident, independent and successful individuals who are equipped with the skills necessary to meet the challenges of life in the twenty first century.

It is vital that all children are valued, challenged in their abilities and begin to gain the knowledge and understanding which will enable them to accept responsibility, both for themselves and the world around them. It is recognised that partnership with the children and parents is crucial to achieving this.

Our ethos is to foster tolerance and respect for the differences of others, whilst celebrating the uniqueness and dignity of each individual. Every child has a valuable contribution to make and helps to create the special environment of our school. Visiting parents often comment on the happy, disciplined working atmosphere and the good manners of the pupils. The children readily share their work and knowledge both with adults and other children.

It is our intention that when children leave Alegra British School after Year 6 (boys after Year 1) they will demonstrate an enthusiasm for learning and show the motivation required to succeed at the next stage of their education. Girls will continue at Alegra International School and boys will continue at the school of their choice.

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum. Moreover:

- We seek to provide each pupil with all the appropriate opportunities for learning.
- We value children’s uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty.



- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We will strive to ensure that education is integral. That is, all the key learning areas (ie. linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative), must be catered for with due balance and unity of approach;
- We will strive to make education received by the children personalised, treating each pupil as an individual who has specific strengths, weaknesses and needs;
- We will help pupils to acquire all the human virtues as desired and fostered by their parents;
- We believe that pupils should be given the preparation they will need to contribute effectively and generously to the improvement of society

9. Curriculum Quality Control / Monitoring and Review

- 9.1. The Coordinator and Year Group Meetings: every week the teachers of each year group meet to discuss homework, planning, bookmarking and assessments. The school has a mid-term and end-term assessment system.
- 9.2. The Staff Observations and Peers Observations are carried out termly.
- 9.3. The SMT is responsible for monitoring the way our school curriculum is implemented.

Signed: V. Muller / M. Kemp

This policy will be reviewed every 4 years (unless needed)	
Title	Curriculum
Version	
Date Created	20 January 2021
Author	María Kemp, Head of Prep
Approved by SMT	Yes
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This policy should be read in conjunction with the following related policies:

Early Years Curriculum, SEN.



10. Curriculum Time Allocations 2020-2021 (Years 1 – 6)

*These have been adapted due to Covid19 and will change in the next academic year. (Please see information below to specify how).

All lessons throughout Year 1 and 2 are currently made up of 45 - 60 minutes.

All lessons throughout Year 3 - 6 are currently made up of 60 – 75 minutes.

Subject or area	Years 1 & 2		Years 3		Years 4, 5 and 6	
Literacy	300	5	405	6	345	5
Phonics	180	4				
Maths (inc. Problem Solving)	225	5	330	5	330	5
Science	90	2	60	1	60	1
Humanities	90	2	60	1	60	1
Religion	45	1	60	1	60	1
Music	45	1	60	1	60	1
Art/DT	90	2	60	1	60	1
Lengua	225	5	300	5	300	5
PE/Games/Dance	Y2 – 60 Y1 - 90	1 2	60	1	60	1
Mass	0	0	0	0	60	1
Assembly	0	0	60	1	60	1
Tutoria	45	1	60	1	60	1
French	Y2 - 45	1	60	1	60	1
TOTAL	1425	30	1575	25	1575	25



- Humanities is taught separately generally: History for $\frac{1}{2}$ a term and Geography for $\frac{1}{2}$ a term.
- Both Art and DT are taught throughout the year
- Drama is taught via Literacy lessons in all year groups each term
- Speaking and listening skills (presentations, debates) are taught throughout the curriculum (particularly within Literacy, Humanities and Science)
- Computing is currently cross-curricular (particularly with humanities and science); this decision was made due to challenges with the timetables as the children had been online for a significant amount of the previous academic year due to Covid19.
- In Year 1 and Year 2, the first lesson of the day is 60 minutes whereas the rest of the lessons are 45 minutes. As the timetables differ in each class, some subjects have an extra 15 minutes each day. This time is usually used for the register and praying. Year 1 and 2 also have an extra 15 minutes of lunch each day because of extraescolares.

The following changes will be made next year, if the timetables are adjusted because of Covid19:

- Science for Years 3 – 6 will have 2 hours each (120 minutes)
- Humanities for Years 3 – 6 will have 2 hours each (120 minutes)
- Religion for Years 3 – 6 will have 2 hours each (120 minutes)
- PE for Years 3 – 6 will have 2 hours each (120 minutes)
- Years 3 – 6 will have 1 hour of Computing (60 minutes)
- Year 1 and 2 will have computing added (45 minutes)
- Year 2 will have a longer session for PE (90 minutes)
- Year 2 will have a longer session for Religion (90 minutes)
- Assembly for Year 1 and 2 will be added (45 minutes)