



## Curriculum Policy

This policy applies to the whole school, including the EYFS

<b>1. Introduction.....</b>	<b>1</b>
<b>2. Curriculum values.....</b>	<b>2</b>
<b>3. Curriculum aims.....</b>	<b>2</b>
<b>4. A balanced curriculum.....</b>	<b>3</b>
<b>5. Organisation and planning.....</b>	<b>3</b>
<b>6. The curriculum and inclusion.....</b>	<b>4</b>
<b>7. The Early Years Foundation Stage (EYFS).....</b>	<b>4</b>
<b>8. Curriculum subject.....</b>	<b>5</b>
<b>9. Assessments process.....</b>	<b>9</b>
<b>10. The Alegra Library.....</b>	<b>12</b>
<b>11. Curriculum support and interventions.....</b>	<b>12</b>
<b>12. Curriculum Quality Control / Monitoring and Review.....</b>	<b>14</b>
<b>13. Curriculum Time Allocations 2024-2025 (Years 1 – 6).....</b>	<b>16</b>

### Definitions:

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



## 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. Teachers’ 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 (constructed in accordance with section 8 of the Education Act 1997), 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. These are reflected in our TAGs (Term at a Glance).
- 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. We have also included an AFL section to add which specific children may need extra support in the following lesson.
- 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 SEND 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, Tapestry, 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 White Rose Mathematics Method and we enrich the curriculum with some of the Spanish Curriculum objectives which are not covered in the British Curriculum (see Mathematics Curriculum Map). Some of the features that outline our Maths methodology at Alegra are the following:
  - **Learning in Depth:** All pupils must master fundamental concepts before progressing, ensuring a solid and secure learning experience. The same mathematical concept is reinforced through different numerical representations. This system approaches addition using **place value counters, ten frames, whole-part diagrams, number lines, Numicon, and base 10 blocks**. As a result, pupils develop a deep understanding of each mathematical concept, enabling them to apply it to various situations and representations.



- **Mathematical Discussion:** One of the main objectives in Mathematics is to encourage pupils to move beyond simply acquiring content to developing mathematical language skills. In class, there are frequent opportunities for verbal reasoning, such as explaining the steps of an operation, identifying and justifying errors, and teaching a new concept to a peer.
- **Reasoning and Problem Solving:** Activities promote critical thinking and teach children how to apply mathematics to real-world situations. Unlike more traditional methods, the reasoning component goes beyond simply solving mathematical problems. Instead, it adopts a much broader approach, incorporating different graphic diagrams, contrasting various mathematical perspectives and arguments, and analysing numerical information presented in different formats.
- **CPA Approach, Hands-on Learning:** Pupils use hands-on materials to explore mathematical concepts before working with abstract ideas. The CPA approach (Concrete-Pictorial-Abstract) introduces each mathematical concept by first engaging pupils with manipulatives. It then moves on to a graphical and visual representation before finally presenting the abstract algorithm.
- **Common Misconceptions:** Each unit addresses common mathematical mistakes which highlights common errors caused by misconceptions. In every lesson, pupils must identify high frequency mistakes and explain the correct approach using mathematical reasoning and language.
- At Alegra, we also promote **collaborative learning**, where pupils work together to solve problems and explain their reasoning. This methodology not only strengthens their understanding but also fosters key social skills.
- **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. We use some support materials from White Rose Science. Our aim is to promote higher order thinking skills through our Science lessons, by encouraging children to develop the following thinking skills:
  - A) *Lower level Thinking Skills*

THINKING SKILL	PURPOSE	ACTION PROMPTS	EXAMPLE QUESTIONS
<b>Remembering</b>	Memorise and recall facts	Recognise, list, describe, identify, retrieve, name	<i>What do you already know about...? What are the main features of...? How is this linked to our previous lesson?</i>

<b>Understanding</b>	Interpreting, meaning	Describe, generalise, explain, estimate, predict	<i>Summarise this chapter. What will happen if...? What does ...mean?</i>
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○ B) Upper level thinking skills

THINKING SKILL	PURPOSE	ACTION PROMPTS	EXAMPLE QUESTIONS
<b>Applying</b>	Apply knowledge to new situations	implement, carry out, use, apply, show, solve, hypothesize	<i>What would happen if... ? What is a new example of... ? How could ... be used to ... ? What is the counterargument for ... ?</i>
<b>Analysing</b>	Break down information	compare, organize, deconstruct	<i>Why is ... important? What is the difference between ... and ... ? What are the implications of... ? Explain why / explain how? How are ... and ... similar?</i>
<b>Evaluating</b>	judge or decide according to a set of criteria	check, critique, judge, conclude, explain	<i>What is the best ... and why? Do you agree or disagree with the statement ... ? What evidence is there to support your answer? What are the strengths and weakness of... ? What is the nature of... ?</i>
<b>Creating</b>	combine elements into a new pattern	design, construct, plan, produce	<i>What is the solution to the problem of... ? What do you think causes ... ? What is another way to look at ... ?</i>

- **Technological:** This area includes the use of tablets & technology to enrich learning across the curriculum in other subjects; 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. We focus on inference skills more than retrieving skills.





- **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 a specific RE Programme and a PSHE Programme through “tutorías” and Assemblies. These include our own school programmes:
  - *Learning to Love-* Emotions, Relationships and Sex Education
  - *Learning to be a Person-* Human dignity of each person
  - *Growing Hearts-* “Emotional literacy” and self-regulation

### **Subject weeks / days**

Throughout the year the pupils are involved in special subjects weeks and days. These special themed weeks are dedicated to deepening students' understanding of a particular subject, including Mathematics, Science, Art and Reading. During these weeks, the curriculum and activities center around the chosen subject, allowing students to engage in hands-on projects, special lessons, and interactive experiences that bring learning to life in a unique way. Subject weeks help pupils build excitement, make connections between what they're learning and real-world applications, and often involve year group collaboration. This approach not only strengthens subject knowledge but also fosters a love for learning by encouraging curiosity and creativity.

### **Trips**

To further deepen and broaden the pupils' learning and personal development each year group attends at least one school trip per term, linked to the curriculum or personal development. These trips enrich the curriculum by providing real-world experiences that deepen students' understanding of classroom topics. They allow students to explore new environments, engage with experts, and see concepts in action, making learning more relevant and memorable. Additionally, these trips foster curiosity, teamwork, and independence, enhancing both academic knowledge and personal growth.

### **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:

1. We seek to provide each pupil with all the appropriate opportunities for learning.
2. We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
3. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
4. 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.
5. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
6. 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;
7. We will strive to make education received by the children personalised, treating each pupil as an individual who has specific strengths, weaknesses and needs;
8. We will help pupils to acquire all the human virtues as desired and fostered by their parents;
9. We believe that pupils should be given the preparation they will need to contribute effectively and generously to the improvement of society

## **9. Assessments process**

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.



This policy refers to:

The recommendations in the [final report of the Commission on Assessment without Levels](#)

Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

[2024 assessment and reporting arrangements \(phonics screening check\)](#)

[2024 key stage 2 assessment and reporting arrangements](#)

### **9.1. Formative assessment**

Effective formative assessment within school enables:

- Teachers continually assess pupils' progress, using this information to offer suitable support or enrichment, assess their teaching methods, and plan upcoming lessons.
- Pupils to gauge their knowledge and understanding against learning objectives, helping them identify areas for improvement.
- Parents and carers to gain a comprehensive view of their child's strengths and areas for growth, as well as understand what steps are needed for improvement.

The pupil's progress in class is continuously monitored and recorded by the teacher in a Target Tracker sheet. Through this tool, preceptors, teachers and parents are able to spot the main curricular objectives that have not been met yet.

This is also shown through the AFL in the WAGs (week at a glance- daily planning).

### **9.2. Summative assessment**

In order to check on the children's progress, students will be assessed twice a term (in Juniors) on their reading comprehension and writing skills and their knowledge of SPaG.

For Mathematics, there will be an end of term assessment and end of unit assessments when agreed with the Head of Year and coordinator of the stage.

We highly recommend teachers to use different ways and techniques to assess children on their learning progress. These include:

- Class presentations
- Group/personal projects
- Scientific enquiries
- Written essays
- Formal and informal assessments, both in oral and written form
- Any other type of assessment agreed with the Head of Year and coordinator



### 9.3. National standardised summative assessment

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception- shared with parents in the End of Reception Report.
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of KS 2 (year 6) and at the Beginning of KS2 (Y3, Oct- KS1 Optional Sats assessments).
- SSRT new Salford sentence reading tests, from the end of Y1 to Y6 (twice a year to track children's reading progress).

These results are used internally to track the progress of the children and the learning skills taught in school.

### 9.4. Reporting to parents and carers

Guidance on reports and comments is included in the [Report Writing Policy](#).

### 9.5. Feedback to students

We consider feedback a crucial part of the learning process for both teachers and students. From Nursery onward, students receive feedback in various forms—written, visual, and verbal. Written and visual feedback on workbooks follows our marking policies, which are tailored to suit different subjects and stages of learning.

**Pink Pens:** Beginning in Year 3, students take their books home every two weeks to respond to written feedback. This practice encourages them to review their work and learn how to enhance their understanding and skills.

Throughout lessons, students receive continuous verbal feedback. Additionally, each term, teachers in Juniors are allocated **two dedicated weeks to provide individual feedback** focused on each child's unique learning journey. This feedback covers:

- Progress in specific subject skills and target areas
- Presentation and quality of their work
- Effort and attitude toward learning
- Distinctive qualities demonstrated in their work
- Next steps and targets for improvement

These bi-termly individual feedback sessions hold special significance in our curriculum policy, as they affirm each teacher's care for and commitment to every student's development. When students sense that their work is valued by their teacher, they begin to take ownership of their learning.

Verbal feedback in KS1 takes place weekly by both the teacher and teaching assistant.



## 9.6. Inclusion

This policy applies to all pupils, including those with special educational needs and disabilities (SEND). Assessment will be used diagnostically to help with the early and accurate identification of pupils' specific needs and any required support or interventions.

We will use meaningful methods to assess all areas of progress, including communication, social skills, physical development, resilience, and independence. Our expectations will remain high for all pupils, but assessments will reflect both the effort each pupil puts in and the outcomes they achieve.

For pupils working below the nationally expected level, our assessment approach will take into account their starting points and the nature of their learning difficulties, evaluating progress relative to these factors.

Assessment adaptations for children with any SEND are specified in the [Assessment adaptations policy](#).

## 10. The Alegra Library

The library plays a central role in promoting a love for reading across our school. Children from Y2 attend a weekly Literacy lesson in the library focused on Guided Reading. This lesson is supported by two members of staff: the class teacher and the reading leader (librarian). A record of all the reading targets is kept to prove the reading progress of each student.

Our school library is a vibrant hub where students can engage with literature through a wide range of exciting activities organised by our school reading leader. These include:

- school-wide reading and poem competitions
- bookmark and story writing contests
- storytelling workshops
- encounters with renowned children's authors
- Second-hand book sale

Each year, the library hosts a book week filled with themed events, including a special book day assembly, and engaging activities designed to ignite students' enthusiasm for reading.

Beyond these events, students have the chance to participate directly in the library's daily operations by serving as **library helpers**. In this role, they assist with scanning and registering books, reading with younger students and supporting their reading skills, and helping to create a welcoming environment by organising posters and badges. Through these



responsibilities, children become active participants in the life of the library, fostering a sense of ownership, responsibility, and pride in their contributions to our school's reading culture.

## 11. Curriculum support and interventions

Children that may require specific learning support, through a temporary or permanent period of time, will receive the following curriculum support within the school hours:

### **EYFS:**

AREA	TARGET	TYPE OF SUPPORT	STAFF INVOLVED
Physical and motor development	To develop children's fine and gross motor skills.	Outside of the classroom- neuromotor session	SEND teacher
Executive Functions	To work on working memory, inhibitory control and cognitive flexibility.	Outside/ Inside of the classroom	SEND teacher
Reading support: English (Reception only)	1:1 reading to improve on phonetic awareness, letter recognition, fluency and comprehension.	Children are taken out of class during their independent work.	TA/ Support teacher
Lengua support	To reinforce oral skills and vocabulary.	Inside of the classroom.	2 Lengua teachers to be present during their weekly Lengua slot.

### **PRIMARY:**

AREA	TARGET	TYPE OF SUPPORT	STAFF INVOLVED
Physical and motor development (Y1 only)	To develop children's fine and gross motor skills.	Outside of the classroom- neuromotor session	SEND teacher
Executive Functions	To work on working memory, inhibitory	Outside/ Inside of the classroom	SEND teacher

(KS1 only)	control and cognitive flexibility.		
Reading support: English and Spanish	1:1 reading to improve on fluency and reading comprehension.	Children are taken out of class during their independent work, once a week per Language.	TA/ Support teacher
Lengua support	To reinforce specific curriculum objectives.	Outside of the classroom, once a week.	Led by Head of Lengua
Mathematics support	To reinforce specific curriculum objectives.	Inside or outside. G&T / LA children to be taken out depending on LO. Twice a week.	From 5 of the weekly Mathematics lessons, 2 of them will be supported by another CT and another one by the SEND teacher. In KS1, this support is provided by the SEND teacher and TA.
Literacy support	Specific support on dyslexia for SEND children.	Outside of the class, during their Computing/Humanities/Art/ Science lesson (alternate each week). Once a week.	Led by SEND teacher.

In addition to this, we offer a volunteer Mathematics and Lengua Club once a week for Y5 and 6 students who freely want to attend and reinforce some content during their play time.

## 12. Curriculum Quality Control / Monitoring and Review

- 12.1.** 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.
- 12.2.** The Staff Observations and Peers Observations are carried out termly.



- 12.3. The SMT is responsible for monitoring the way our school curriculum is implemented.

**Signed: M Jiménez de los Galanes/ J Poultney/ S Moy/ M Álvarez de Toledo**

<b>This policy will be reviewed every 2 years</b>	
Title	Curriculum Policy
Version	4
Date	November 2024
Author	M Jiménez de los Galanes/ J Poultney/ S Moy/ M Álvarez de Toledo
Approved by SMT	Yes
Next Review Date	November 2026

**This policy should be read in conjunction with the following related policies:**

Early Years Curriculum, SEND, Report Writing Policy, Assessment Adaptations Policy, Marking feedback policies, Homework Policy





### 13. Curriculum Time Allocations 2024-2025 (Years 1 – 6)

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

All lessons throughout Year 3 - 6 are currently made up of 55 minutes.

Subject or area	Years 1 & 2		Year 3		Years 4, 5 and 6	
	min/week	slots	min/week	slots	min/week	slots
Literacy (including 1 library session)	225	5	330	6	275	5
Phonics	225	5	Phonics support is provided to SEND or EAL students that may require it after Y2.			
Mathematics (inc. Problem Solving)	225	5	275	5	275	5
Science	90	2	110	2	110	2
Humanities	90	2	110	2	110	2
Religión	45	1	110	2	110	2
Music	45	1	55	1	55	1
Art/DT	90	2	55	1	55	1
Lengua	270	6	275	5	275	5
PE/Games/Dance	90	2	110	2	110	2
Mass	0	0	0	0	55	1
Assembly/ PSHE	45	1	55	1	55	1
Tutoría	45	1	55	1	55	1
French	Y2 - 45	1	55	1	55	1



Computing	45	1	55	1	55	1
<b>TOTAL</b>	1605	35	1650	30	1650	30

- Humanities is taught separately generally: History for ½ a term and Geography for ½ 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, Lengua and Science)
- Computing follows Mr P ICT Dares projects in which students develop different IT skills to design images and audios and create simple commands through programming.