

CURRICULUM POLICY

Curriculum, Teaching and Learning Policy

Policy Applies to:-

The whole school, along with all activities provided by the school including those outside the normal school hours

All staff (teaching and non-teaching) working within the school

Availability

This Policy is made available to staff, parents and pupils via the school website.

Monitoring and Review

This Policy is subject to continuous monitoring, refinement and audit by the Management/Director/Head of Cambridge.

Policy Statement

We aim to provide a broad based academic Curriculum enhanced by educational visits and extra curricula activities which will be delivered within the context of the schools' aims and ethos.

The Curriculum must be seen as the major component of a child's education and the co-curricular activities offered, helps children to develop a wide range of key and transferable skills.

We aim to provide a challenging and stimulating curriculum, which encourages an enthusiasm and love for learning and develops intellectual curiosity, creativity and personal growth.

Our Curriculum is well planned for each age group and ensures that children of all abilities, including those with special education needs and/or disabilities are able to acquire knowledge and understanding, develop and practise new skills and make progress in a range of areas of learning.

Aims

Vishwa Vidyapeeth aims to produce children who are happy and well balanced, and:-

- who are curious and have a thirst for knowledge.
- who know how to learn and work independently.
- who understand their own ability

- who strive to produce their best results at all times.
- who are kind, compassionate and tolerant.
- who live healthy lifestyles.
- who are prepared for the next stage in their lives.
- Who know how to behave appropriately and are well mannered

We do this by:-

- providing a fun, stimulating and challenging learning environment.
- reflecting our high expectations through encouraging independent learning and self-discipline.
- establishing a mutually supportive partnership, in which parents and staff share responsibility for the education of the children.
- promoting an awareness of, and respect for, a diversity of cultures, values and beliefs and abilities.
- Working together to create a caring community of learners, where every child feels safe and valued.
- Ensuring that all children have appropriate and equal access to the Curriculum.

Our curriculum – Essential Skills

Vishwa Vidyapeeth is committed to providing a curriculum which ensures that all of the children acquire and develop skills appropriate to their age and aptitude in the following areas:-

GROUP OF SCHOOLS

- **Linguistic:** This area is concerned with developing communication skills and increasing a child's command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in lessons in English. The teaching of literacy and literacy skills is not, however, confined to these subjects and the policy of the school is that teachers will encourage good linguistic and literary standards in all the children's work. (English, French/ Hindi are taught in school.)
- **Mathematical:** This area helps VVP children 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 is developed in a variety of ways including practical activity, exploration and discussion.
- **Scientific:** This area, at VVP, is concerned with increasing the children's knowledge and understanding of nature, materials and forces, and with developing the skills associated with science as a process of enquiry, ie: observing hypotheses, conducting experiments and recording their findings.
- **Technological:** Technological skills for the children can include information and communication technology, coding, developing, planning and communicating ideas, working with equipment, materials and components to produce products that the children are proud of, and evaluating processes and products.

- **Human and Social:** This area is concerned with people and their environment and how human action, now and in the past, has influenced events and conditions. At VVP, Global Perspective and Value education make a strong contribution to this area.
- **Physical:** The aim in this area is to develop the physical control and co-ordination of the children, as well as their tactical skills and imaginative responses to help them evaluate and improve their performance. Children also acquire knowledge and understanding of the basic principles of fitness and health.
- **Aesthetic and Creative:** This area is concerned with the process of making, composing and inventing. There are aesthetic and creative aspects to all subjects, but some make a particularly strong contribution; including computing and the study of literature, music, art and drama, as they call for personal, imaginative and often practical responses.

Curriculum, Teaching and learning

The curriculum is based on the Cambridge curriculum. It has been developed to increase each child's knowledge and skills across a broad range of subjects such that they make good progress according to their ability. The curriculum is constantly under review, taking account of the changes in the needs of our children and of those of our society.

We aim to do this in a fun and exciting environment such that our children become self-motivated, able to think and learn for themselves, therefore enabling them to apply their intellectual, physical and creative skills.

Our staffs' are enthusiastic and have good knowledge of the subject matter being taught. They adopt teaching methods applicable to the children in the group and subject dependent.

We ensure that no child is discriminated against by ensuring that we take account of the needs of each child and ensuring that all are treated fairly and equally. We make reasonable adjustments to account for the needs of our children.

We believe that good role models, encouragement, a positive reward system will lead to good behaviour. The school outlines how best we encourage good behaviour through a series of effective strategies that encourage all the children to behave responsibly both in and out of school.

Lessons are planned and the following are the types of activity in which the children take part: investigations and problem solving, research, computing, practical activities, outdoor activities and visits, debates, role play and drama and oral presentations. Children may undertake work independently, in pairs or in groups. We encourage children to take responsibility for their own learning.

We understand that children learn in different ways and respond to different types of input (visual, auditory or kinaesthetic) therefore our teachers will deliver teaching in different ways to address the needs of each child.

We monitor curriculum, teaching and learning by:

- reviewing each subject area of the curriculum regularly and at least annually
- ensuring that all year groups are taught the requirements of our curriculum and that lessons have appropriate learning objectives and outcomes
- Monitoring and reviewing school practices which impact upon teaching and learning.
- Monitoring and reviewing the way in which subjects are taught
- Monitoring the support that class teachers require
- Using effective teaching methods and managing class time
- Providing differentiated teaching to take account of the most able and those with special educational needs.
- Setting appropriate homework.
- providing good quality and appropriate resources
- Maintaining regular communication with the parents/ guardians

Planning

Planning is vital to the educational process. Looking at the curriculum lessons are planned to take account of each subject area and the skills and knowledge that we hope our children will acquire. This planning takes account of the range of the aptitudes, needs, skills and prior knowledge within the class. Our staff; use prior knowledge of the subjects to ensure that the lesson is taught in an appropriate room with the appropriate materials available.

We do this by establishing:

- Long Term plans for each Stage, indicating what topics are taught in each term and to which group of children. This takes account of the mixed age teaching groups within the school.
- Medium Term Plans which clear guidance on the objectives that are set for each topic.
- Short Term plans that are prepared weekly/daily to set out the objectives for each session and to identify resource and activities for the lessons.

Progress and assessment

The school has a high ratio of teaching staff to pupils and we also have a close working relationship with parents/ guardians; both of these factors enables us to know the children well, be able assess their needs and to plan lessons taking account of each child.

Assessment is on – going and in variety of formats, formal tests are undertaken, the children complete in-house tests and staff make ‘teacher’ based assessments. The assessment process enables teachers to be able to accurately plan and then deliver appropriate work and also allows us to see each child’s progress.

Progress, assessed through a variety of means, is measured on a regular basis, targets set and lesson plans put in place.

Informative assessment takes place continuously in the classroom and comprises of:-

- well understood learning objectives, which are shared with the children.
- plenaries being used as assessment opportunities.
- effective teacher questioning.
- observations of learning.
- analysing and interpreting evidence of learning to inform future planning.
- sensitive and positive feedback to the children.

We do this by:

- Weekly in-house spelling, reading and oral tests.
- Quarter and Half terminally 'teacher' based assessments
- In-house subject tests at the end of a topic
- Recording test scores and analysing the data.

Staff training and resources

To provide the very best, teaching staff are expected to have good knowledge of the subject they are teaching. Lessons are observed and have to meet agreed criteria. All staff takes part in annual reviews.

Staff takes part in regular training and development both in and out of school and share good practice between themselves.

New members of staff follow a training programme.

Personal, Social, Health and Economic Education (PHSEE)

We actively promote personal, social, health and economic education for each child; we understand the value of PHSEE is an important part of a child's development and it is an integral part of our curriculum, reflecting the school's aims and ethos.

We provide positive experiences through planned activities so that our children:

- understand the need for, and take part in activities to establish a healthy lifestyle
- are aware of the needs of themselves and those around them
- engender mutual respect and tolerance
- have age appropriate sex and relationship education

Cambridge Primary Years Education

There is a separate curriculum for the children in the Primary in line with the Cambridge Primary Years Framework. This takes account of the three prime areas of learning – Communication and Language, Physical Development and Personal, Social and Emotional Development. These are applied and strengthened through the four specific areas – Literacy, Mathematics, Understanding the World and Expressive Arts.

Timetable

The Timetable is constantly under review..

Effective Classroom and Learning Environment

Each of our Teachers maintain good relationships with all the children in their class, and treats them with kindness and respect. We recognise that they are all individuals, with different needs and we treat them fairly, giving them equal opportunities to take part in class activities.

We praise children for their efforts and, by doing so; we help them to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times and when children misbehave we follow the guidelines for sanctions, as outlined in our School Policy.

We aim to provide a learning environment which:-

- is challenging and stimulating.
- is peaceful and calm.
- is happy and caring.
- is organised and well-resourced.
- makes learning accessible.
- is encouraging and appreciative.
- is welcoming.
- provides equal access and inclusion.
- provides a professional working atmosphere.

Learning Outside the Classroom – Educational Visits/Off-Site Activities

Integral to our Curriculum is a wide range of educational experiences which extend beyond the classroom door and enrich the Curriculum. Visits may be linked to a topic or are designed to extend a child's knowledge of the world in which they live. Class 6/7/8 take part in an annual residential outing where they will take part in outward bound activities designed to help with team building and provide challenges that the children would not otherwise meet in the school environment.

Homework

Homework is set as appropriate throughout the school. Parents, of children in all age groups, are encouraged to read with their children.

Communication with Parents

We believe that parents have a fundamental role to play in helping children to learn; to this end we do all we can to inform them about how their children are learning and achieving by:-

- Holding Parent/Teacher interactions to explain our school strategies.

- Sending information to parents at the start of each term, in which we outline the topics that the pupils will be studying during that term.
- Sending reports to parents, in which we explain the progress made by each child.
- Explaining to parents how they can support the children with their homework.
- Operating an “open door policy”.
- Maintaining strong lines of communications with all parents.
- We believe that parents have a responsibility to support their children and the school in implementing School Policies. We would like parents to:-
- Ensure that their child has the best attendance and punctuality possible.
- Do their best to keep their child healthy and fit to attend school.
- Inform the school if there are matters outside of school, which are likely to affect a child’s performance or behaviour at school.
- Promote a positive attitude towards the school, staff and learning in general.

Concerns and Complaints

Parents who have concerns or complaints about any aspect of the Curriculum should, in the first instance, discuss these with the child’s Teacher. If the issue is not resolved, parents should contact the Head of Cambridge and subsequently if not addressed to the Director.

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GROUP OF SCHOOLS