



Curriculum Policy

October 2017

Introduction

Park Lane International School aims to provide the highest quality of education for each pupil throughout the age range. We recognise that '*The Curriculum*' is not just what takes place in the classroom but in the school as a whole. It includes the range of extra-curricular activities that the school organises in order to enrich the experience of each pupil. It also includes the '*hidden curriculum*' or what the children learn from the way they are treated and expected to behave.

Our Curriculum

- is based around the National Curriculum for England
- provides pupils with challenge and a sense of achievement
- provides continuity, progression of learning and differentiation
- builds confidence and gives satisfaction and enjoyment, thereby giving pupils a positive attitude to learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning
- provides opportunities for pupils to develop their independent thinking and learning
- enables the pupils to develop knowledge, understand concepts, acquire skills and develop the ability to choose and apply these in relevant situations
- provides enrichment and support through provision of additional activities such as educational visits, visiting speakers, class trips etc
- develops personal, social, health, moral and spiritual values, including respect for others
- values the way in which all children are unique

Aims

At Park Lane we are committed to creating and sustaining an environment where our pupils are:

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| <ul style="list-style-type: none"> • successful learners • industrious and curious • respectful and empathetic • co-operative and collaborative • honest and trustworthy • knowledgeable and competent in their use of technology • aware of environmental issues • resourceful and responsible global citizens | <p>Park Lane learners are:</p> <ul style="list-style-type: none"> • respectful • responsible • resourceful • resilient • risk-takers |
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These aims are achieved through the delivery of a broad and balanced curriculum to all our pupils throughout the age range providing sufficient challenge and appropriate support for every individual pupil. The curriculum is designed to meet the requirements of the new National Curriculum of England with suitable adaptations to take account of our local context, the Czech Ministry of Education requirements for our Czech National

pupils and the Cambridge Secondary 1 programme for English, Mathematics and Science in Key Stage 3.

The Primary School Curriculum

We aim to meet the needs of each child, building confidence and channelling enthusiasm productively.

The Early Years Foundation Stage Curriculum consists of seven main areas of learning. The areas are further divided into three **prime areas**, and four **specific areas**, and these aim to help the children in our care to grow, learn and develop in the best way possible. These provide a framework for planning, teaching and assessment as well as an essential link between Reception and Year 1.

The three prime areas of learning and experience are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The four specific areas of learning and experience are:

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

The Early Years curriculum is play-based and planned through a series of themes and topics, each of which offer experiences in all seven areas.

The Primary School curriculum includes the core subjects alongside Czech, Geography, History, Music, Art and Design, ICT, Computing and Physical Education taught within our creative curriculum. We also follow a Personal, Social and Health Education (PSHE) course which addresses a number of issues such as relationships, good health etc.

The Senior School Curriculum

Years 7-9

All pupils follow a broad-based curriculum based on the English National Curriculum for most subjects except for Czech. The science department follows the Cambridge Secondary 1 (CS1) programme, while the Maths department uses CS1 as a skeletal framework, which is fleshed out to include additional topics that are developed vertically to best prepare students for IGCSE exams and the IB Diploma Programme to follow.

Our Year 7-9 pupils follow a common curriculum with an MFL choice of either French or German in Y8 and Y9 with Spanish offered as an alternative language choice for pupils joining the secondary school from 2017-18.

Our 11-14 curriculum serves as an ideal foundation for the choices, decisions and public examinations that lie ahead. All pupils study English (Language and Literature), Mathematics, the three Sciences, Computer Science (as a discrete subject), History, Geography, a modern foreign language, Art and Design, Music, PE and Games, and Personal, Social, Health and Economic Education. Year 8 pupils also study Food Technology. In Years 7-9, the sciences are taught as Combined Science in line with the Cambridge Secondary 1 Programme. In Years 7-9, pupils are taught in mixed ability classes for all subjects except for Mathematics, French and German.

Our 11-14 year-old Czech nationals continue with the Park Lane Czech Programme that begins in Year 2 and ends in Year 10. In the senior school this programme focuses on Czech language and Literature plus Czech History and Culture. Czech nationals are registered with our partner state schools and sit for their annual assessment tests in June.

Years 10-13

In Years 10 and 11, Park Lane pupils study a range of Cambridge IGCSE courses, including mandatory and elective subjects. In Years 12-13, our pupils will tackle the IB Diploma Programme. N.B. In January 2014, Park Lane became an approved centre for Cambridge International Examinations and has (in September 2017) submitted its Application for Authorisation to the IBO having started the DP Candidacy Phase in May 2016.

Park Lane International School's teachers have the qualifications, experience, training and resources to use a wide range of teaching approaches and are committed to meeting pupils' individual learning needs.

Reviewed and updated by PID (Principal), October 2017.