



Curriculum Policy

The Chalfonts Independent Grammar School

1. Introduction

Our school's curriculum is 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 International Baccalaureate Middle Years Programme, but also the various extra-curricular activities that The School organises in order to enrich the students' experience. It also includes the 'hidden curriculum' – what the students learn from the way they are treated and expected to behave. We want students 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.

At The Chalfonts, we seek the highest standards of attainment for all our students. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our students, and to help them become independent learners. Above all we believe in making learning fun.

2. Values

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 students in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The main values of our school, upon which we have based our curriculum are;

- We value students' uniqueness, we listen to the views of individual student, 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 importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community
- We value the rights enjoyed by each person in our society. We respect each student in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils
- We will strive to meet the needs of all our students, and to ensure that we meet all statutory requirements regarding inclusion
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations

3. Aims

The aims of our school curriculum are:

- To enable all students to learn, and develop their skills, to the best of their ability
- To promote a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach students the basic skills of literacy, numeracy and information and communication technology (ICT)
- To enable to be creative and to develop their own thinking

- To teach students about the developing world, including how their environment and society have changed over time
- To help students understand Britain's cultural heritage
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society
- To enable students to be positive citizens
- To fulfil all the requirements of the International Baccalaureate Curriculum and the School Agreed Syllabus
- To teach students to have an awareness of their own spiritual development, and to distinguish right from wrong
- To help students understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable students to have respect for themselves and high self-esteem, and to live and work cooperatively with others

4. Curriculum

The Chalfonts follows the International Baccalaureate (IB) Middle Years Programme (MYP), which comprises eight subject groups:

- Language acquisition (French and Spanish)
- Language and literature
- Individual and societies
- Sciences
- Mathematics
- Arts
- Physical and health education
- Design

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit (IDU) that involves at least two subject groups. MYP5 students also complete a long-term project (Personal Project) where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it. They are provided with a comprehensive guide and allocated a teacher supervisor for the project.

5. Co-curriculum

Co-curricular activities provide the breadth to the educational experience that enables us to support and nurture well-balanced young people. Activities include:

- Day and residential trips ^{[[L]]}_{[[SEP]]}
- Duke of Edinburgh Award ^{[[L]]}_{[[SEP]]}
- Key Activities ^{[[L]]}_{[[SEP]]}
- Subject enhancement activities such as lectures and visiting speakers ^{[[L]]}_{[[SEP]]}
- Competitions (Internal and External) ^{[[L]]}_{[[SEP]]}
- Clubs

6. Organisation and Planning

The school uses ManageBac as its learning platform. Here teachers share resources with students, communicate with them about tasks to be completed; students record service involvement and upload homework tasks for correction.

Each year group curriculum is divided into MYP unit plans, which are available on Managebac.

Teachers create MYP unit plans based on the required components and planning process. The subject-group overview provides evidence of vertical and horizontal planning, documenting the written curriculum in each subject group across all years of the programme. The overview includes the unit title, key and related concepts, global context, statement of inquiry, objectives and content.

L
SEP

Every MYP unit identifies Approaches To Learning (ATL) skills that students will develop through their inquiry and demonstrate in the unit's summative assessment. ATLs skills include:

- Communication
- Social
- Self-management
- Research
- Thinking

Lessons encourage in-depth inquiry where subject knowledge and understanding is developed through the global context areas of:

- Identities and Relationships L
SEP
- Orientation in Space and Time L
SEP
- Personal and Cultural Expression L
SEP
- Scientific and Technical Innovation
- Globalisation and Sustainability L
SEP
- Fairness and Development

Concept-based provision link and deepen understanding beyond individual subject groups.

In order to monitor students' progress effectively in core subjects (English, Mathematics, Sciences), The Chalfonts uses GL Assessment. The outcome of the examination is taken into consideration in the implementation of MYP unit plans.

We also make use of a recently implemented 'in-house' tracking system, which allows us to monitor trends in students' grades across their subjects as they progress through the school. It also provided information and data analysis to inform teachers of the effectiveness of their teaching across the various criteria in their subject. ManageBac also allows the monitoring of ATL development throughout the school.

7. The Curriculum and Inclusion

The curriculum in our school is designed to be accessed by all students who attend the school. If we think it necessary to modify some students' access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If students have special needs, our school does all it can to meet the individual needs. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, he/she will receive additional help from the SENCO. We always provide additional resources and support for students with special needs.

The school provides support for each of the students who are on the special needs register. This sets out the nature of the special need or concern and outlines how the school will aim to address it. Targets for improvement are set, so that we can review and monitor the progress of each child at regular intervals through progress testing.

We are committed to meeting the needs of students in our school who have disabilities, as we are to meeting the needs of all groups of students within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these students are not placed at a substantial disadvantage compared to non-disabled students. Teaching and learning are appropriately modified for students with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

8. Key skills

We are committed to developing the learning skills and attributes of the IB learner profile. Our learners strive to be: Inquirers

- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open minded
- Caring^[1]_[SEP]
- Risk takers
- Balanced
- Reflective

In our curriculum planning we emphasise these skills, so that the students' progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all students need to make good progress in these areas if they are to develop their true potential.

9. The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and advise colleagues on issues related to the subject
- Monitor pupils' progress in that subject area
- Provide efficient resource management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the International Baccalaureate Middle Year Programme, and sees that progression is planned into schemes of work.

10. Monitoring and Review

The Head is responsible for monitoring the way the school curriculum is implemented. Each subject is reviewed on a two yearly cycle.

The Head is responsible for the day-to-day organisation of the curriculum. The MYP coordinator monitors the unit plans on ManageBac, ensuring that all lessons have appropriate learning objectives.

Subject leaders monitor the way their subject is taught throughout the school. They examine medium or short-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. A subject leader will monitor assessment procedures in their subject.

This policy is monitored by the Principal and will be reviewed every two years, or before if necessary.

Date	Position	Name of Reviewer	Date of Next Review
January 2019	Principal	Mr D. Shandley	January 2020
January 2019	Chair of Governors	Mr A. Khan	January 2020