

Curriculum Policy

(To be read in conjunction with the policies for Early Years Foundation Stage, Gifted and Talented Children, Inclusion, Special Educational Needs and Teaching and Learning.)

Introduction

Meadow Hall runs the British Curriculum with the strength of the Nigerian curriculum. Hence, there is a delicate blend of both the British and Nigerian curricula in our school. The curricula comprise all the planned activities for the children to achieve and attain their highest potentials either academically, socially or personally.

The curriculum also includes the various out of school hour's activities that the school organises in order to enrich the children's experience. This is often referred to as the 'hidden curriculum' – that is the children taking their learning beyond the school and behaving in appropriate manners outside the school.

Our Curriculum Values

The curriculum is the means by which Meadow Hall School achieves her objective of educating children in the path of knowledge.

The following are the main curriculum values of our school:

- every child is unique no matter the academic challenges the child might have;
- spiritual, intellectual, physical and moral development of each child is of utmost importance;
- our school is an inclusive school, thereby, giving every child an opportunity to excel;
- Fairness and honesty is our watchword as no child is better than the other. All children are given individual respect and treated equally;

- we ensure we meet the needs of every child according to statutory requirements

The Roles of the Curriculum Leaders

The roles of the Curriculum Leaders are:

- provide a strategic lead and direction for all subjects;
- oversee the taught curriculum for each subject area in order to ensure necessary coverage;
- support and advise teachers on issues related to subjects;
- monitor pupils' progress in all subject areas;
- Provide efficient resource management for all subjects taught.

The Curriculum Leaders meet on a regular basis to carry out their duties. It is the role of the each curriculum leader to keep up to date with developments in the subjects taught. Curriculum leaders review the way in which subjects are taught in the school, as well as plan for improvement, as these have an overall effect on the development of the whole-school objectives.

Monitoring and Review

- The Curriculum Leaders shall monitor the way the school curriculum is implemented
- The Curriculum Leaders shall liaise with the respective subject teachers, and monitor closely, the way in which these subjects are taught. They also liaise regularly with the Special Educational Needs Coordinator (SENCO) to monitor the school's provision for special educational needs children.
- The Head Teacher/Principal monitors the weekly lesson plans for all teachers, ensuring that all lessons have appropriate learning objectives and addresses the needs of all pupils.
- The Head Teacher/Principal also ensures that all classes are well taught and she reports to the Director of Studies/Executive director, academic affairs (as the case may be), her daily/weekly observations.
- Teachers are to ensure that age-appropriate teaching strategies are used in teaching the children.

This policy is monitored by the Director of Studies and the Head Teacher as well as Head of Quality Assurance and Control and will be reviewed every year or sooner if and when necessary.