



Meadow Hall Policy
On
Curriculum

June 2017

1. Title: Curriculum Policy

2. Introduction

At Meadow Hall, we run a hybrid curriculum made up of the delicate blend of the British National Curriculum and the strength of the Nigerian.

The curriculum comprises all the planned activities for the children to achieve and attain their highest potentials academically, socially or personally.

The curriculum also includes the various out of school hours' 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.

3. Purpose

Our aim is to raise excellent and Godly children that will attain their highest potentials, become responsible citizens, contribute positively to their society and become life-long learners.

It is for this reason that this policy has been carefully designed to cater for the need of every child both academically and socially, to help them achieve their full potential.

We value the breadth and range of our curriculum. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

4. Aims and objectives

The aims of our school curriculum are listed as follows:

- to enable all children to learn, develop their skills and talents, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy learning, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of core subjects like Literacy and Numeracy;
- to enable children to be creative thinkers, problem solvers, and independent learners;
- to develop in the children a team spirit so they effectively work in collaboration with others;
- to encourage children to develop their own God-given talent and skills;
- to teach children about their environment and how the world is constantly developing;
- to help children understand and appreciate the Nigerian cultural heritage;
- to teach children ICT skills and to apply these skills across the curriculum to support their learning;
- to enable children to be responsible citizens, contributing to the society in which they live;
- to teach children to have an awareness of their own spiritual development;

- to enable children to show respect for themselves and others wherever they find themselves.

5. Scope

This policy applies to students, parents, SEN Coordinators, instructors and teachers in Meadow Hall School.

6. Key Measures

6.1 Our Curriculum Values

The curriculum is the means by which Meadow Hall School achieves its 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;

6.2 Organisation and Planning

- The Meadow Hall Infant School is a nursery school for children from 3months to about 5years. We offer the British Early Years Foundation Stage Curriculum with excellent links with the Nigerian Curriculum using some Montessori principles and resources.
- The school structure in the primary and college is organized on the basis of four key stages: Key Stage 1 (5 – 7 years) and Key Stage 2 (7 – 11 years) fall within the Primary School, while Key Stage 3 (11 – 14) and Key Stage 4 (14 – 16) fall within the Secondary School.
- The school has a long-term plan for section of the school. This indicates what topics are to be taught in each term, and to which groups of children.
- The short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each lesson, to plan the learning activities in which pupils will be engaged, to make clear how learning may need to be differentiated for groups of different ability, to plan assessment opportunities and to identify what support and resources will be needed by the pupils.
- We believe that pupils learn most effectively when they are able to understand connections between different areas of their experience. For this reason, wherever possible, we have a ‘cross-curricular’ approach to learning, which includes planning topics that can be linked to other aspects of learning in another subject which will help the children have a quick grasp of the subject knowledge, and to help them relate it to their immediate environment.

6.3 The Curriculum and Inclusion

- The school’s curriculum is designed to meet the learning needs of pupils across the ability range. Hence, Teaching and Learning is often organised to meet the differing needs of the three ability groups within the class - *high, middle and low ability groups*. However, we also maximise the advantages of mixed ability teaching, that is, when pupils learn more effectively by learning alongside others of different ability.

- If any child has special educational needs, the school will do all it can to meet those needs, if a child displays signs of having special educational 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 and through carefully differentiated planning and teaching with the help of a SEN Teacher.
- Some pupils or groups of pupils may have additional support from their teachers or SEN Teacher either within class, or, at times, in separate teaching groups; in accordance with the SEN Policy.
- If a child's need is more severe, we may involve the appropriate external support services in making an assessment of need and advising the school on teaching and learning strategies. This is known as School Action Plus.
- The school provides an Individual Educational Plan (IEP), where necessary, for each child on the special needs register. The IEP sets out the nature of the special need, and outlines how the school aims to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.
- The school is also fully committed to meeting the needs of our most able and gifted and talented pupils. (See Inclusion Policy) In most cases, the needs of our most able pupils can be fully met through well differentiated planning and teaching, tailored to the needs of the most able groups or individuals. However, we maintain a register of gifted and talented pupils and may, at times, make special additional provision to ensure that their skills and abilities are appropriately challenged.

6.4 The Early Years Foundation Stage

- The curriculum that we teach in the Infant class meets the requirements set out in the EYFS curriculum. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.
- Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured play activities. It is quite expected in any Nigerian setting, for children to be challenged. Although, because of the inclusion of the strength of the Nigerian curriculum, our scheme has a significant level of challenge.
- Each term in the Infant class, the teacher will assess the skills development of each child, and record this as a report for parents. This assessment forms an important part of the future curriculum planning for each child.

6.5 The Blended Curriculum in the Primary and College

- The British Curriculum aims at getting the students ready for Cambridge Check Point Examination at the end of Year 6 and Year 9 and for their IGCSEs (International General Certificate of Secondary Education Exams) in year 11.
- The Nigerian Curriculum will be taught along with the British Curriculum. Subjects taught under this curriculum include General Studies, Religious Education and Nigerian Languages.

7. Roles and Responsibilities

The Head Teacher and Principal with the support of Executive Director, Academic Affairs and Director of Studies will:

- 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.

8. Monitoring and Review

The Head Teacher and Principal with the support of Executive Director, Academic Affairs and Director of Studies, are responsible for the day-to-day organisation of the curriculum policy.

The Head Teacher/Principal monitors the weekly lesson plans for all teachers, ensuring that all lessons have appropriate learning objectives and addressing 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 his/her daily/weekly observations.

This policy was last reviewed in June 2017 and will be next reviewed in June 2018 or sooner by the management if necessary.

Some of our related policies include:

- Assessment Policy
- Inclusion Policy
- Teaching and Learning Policy