

POLICY ON CURRICULUM DELIVERY

Rationale

The school has a six year curriculum programme that necessarily has to cater for children from 11 to 17 year of age. These children go through not only age-related developments e.g. the movement from concrete to abstract thinking, but also need to confront academic challenges appropriate to their age e.g. LAMDA, GCSE, ELC and hence the delivery of the curriculum has to reflect this.

Preparation for exams and its underlying needs for a timetable influence how we deliver the curriculum which is essentially through lessons targeting particular age groups that rarely exceed a two year age-span.

Underlying this is a belief that the curriculum needs to be delivered to each child in the order and way that best promotes that child's understanding and acquisition of skills – hence children may receive the curriculum outside the class or before or after their age-related peers or may have it delivered in the classroom in a way different to the majority of their classmates through an individual helper or via their own learning programme.

We also believe that teachers have the right to deliver their curriculum areas as they see fit as long as the students and colleagues are happy with quality and integrity of the delivery within the confines of our particular philosophy.

Aims

1. To create lifelong learners ready to adapt to changing conditions.
2. To give students the opportunity to learn in a way that best makes sense to them.
3. To deliver curriculum that prepares children for exams in a professional and successful manner.
4. To allow the curriculum to be a tool used by the student and teacher to make learning rewarding and a goods preparation for life beyond school.

Guidelines

1. The emphasis to be on the child as learner.
2. The emphasis on the child's character and needs pushing curriculum, rather than curriculum 'making the child'.
3. Broad and deep knowledge is better than homogenised and restricted learning designed to pass exams.

4. Teachers should remain lifelong learners themselves and strive to innovate and improve their practice.
5. Curriculum delivery will be most successful when children trust their teacher and can learn from their mistakes in a safe environment.
6. The curriculum delivery should reflect the interconnection of learning, skills and knowledge.
7. The curriculum is best delivered in concrete ways that connect to children's own experiences but still challenge and stretch their awareness of the knowledge, attitudes and experiences around them.

Conclusion

There are as many right ways to deliver the curriculum as there are children and the school should stay aware of what works best for each child and each teacher.