



Policy

On

Curriculum

June 2020

Character & Excellence



1. Title: Curriculum Policy

2. Introduction

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

The curriculum comprises all the planned activities required for the children to be the best they can be either 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 a generation of children that are worthy in character and learning, become responsible citizens, contribute positively to their society and who will always strive to be the best they can be in life.

It is for this reason that this policy has been carefully designed to cater to the need of every child both academically and socially, to help them achieve their best. We value the breadth and range of our curriculum. We aim to nurture creativity in our children and to help them become independent learners. Above all, we believe in making learning fun.

4. Aims and objectives

The objectives 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 English and Mathematics and Sciences;
- 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 Pupils, Parents, SEN Coordinators and teachers in Silver Crest School.

6. Key Measures

6.1 Our Curriculum Values

The curriculum is the means by which Silver Crest 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 school has a long-term plan for a session 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 teachers write on a weekly or daily basis. These should be used 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.

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, the advantages of mixed ability teaching should also be maximised, 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 meets the child's needs, within the 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 the class, or, at times, in separate teaching groups; in accordance with the SEN Policy.
- 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 will aim to address it. The IEP also sets out targets for improvement, which should be reviewed and monitored at regular intervals.

7. Roles and Responsibilities

The Head of School with the support of the CEO 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 of School with the support of the CEO are responsible for the day-to-day organisation of the curriculum policy.

The Head of School 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 of School also ensures that all classes are well taught and she reports to the CEO his/her daily/weekly observations.

This policy will be due for review in June 2023 or sooner if necessary by the school's Management

