

Curriculum Policy

We believe that every pupil has the entitlement to experience a broad and challenging curriculum, which gives them diverse and stimulating experiences, preparing them for learning for life.

We aim to offer a balanced curriculum which promotes pupils' spiritual, moral, cultural, mental and physical development, preparing them for the opportunities, responsibilities and experiences of adult life.

The curriculum is planned to:

- Promote a love of lifelong learning, develop intellectual curiosity in our school and a sense of awe and wonder about the world around them.
- Ensure that each pupil's education has continuity and progression
- Promote the spiritual, moral, mental, physical, aesthetic and practical development of all pupils,
- Prepare pupils to contribute to society as responsible citizens.
- Promote the acquisition of skills for independent learning and encourage responsibility for those.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Promote respect both for their achievements and for those of others.
- Built the self confidence in our pupils which will enable them to take full advantage of the opportunities they meet at school and in later life.
- Develop the key skills of communication, Mathematics, Greek, English, Sciences and Computing.
- Nurture spiritual and moral values through all the activities of the school, in particular the assemblies and the courtesy and the respect evident in the relationships between the members of the school.

In order to facilitate this, teachers:

- Prepare and review schemes of work that meet the needs of all pupils.
- Use appropriate teaching styles to deliver well-planned lessons, which are followed up with good learning experiences in homework tasks, and to address the needs of every pupil, including those with special needs and the more able.
- Monitor the development of the formal curriculum through assessment, recording, reporting and review procedures.
- Extend the learning experiences of pupils through a wide range of visits and extracurricular activities.
- Celebrate the achievements and success of pupils through a variety of school activities, performances and displays and by individual commendation.

Curriculum planning based on the Greek state primary schools curriculum.

- The curriculum is planned in three phases. Firstly there is the Long- Term Plan, which indicates what topics are to be taught each term and to which pupil.
- The Medium-Term Plans give clear guidance on the objectives of each topic.

- The Short-Term Plans are those that the teachers write on weekly basis. These set out the learning objectives for each session and identify what resources and activities are going to be used in the lesson.

The areas of learning and development are divided into three prime areas and four specific areas. The three prime areas are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

These are supported by specific areas that strengthen the prime areas. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive Art and Design

Greek, English, Maths, Sciences, Computing and Speaking and Listening

- Greek, English, Maths, Sciences, and Computing are Core Skills and as such are firmly embedded in all areas of the Curriculum. It is the responsibility of all teaching staff to reinforce these skills and to promote their use wherever relevant.
- Speech and the ability to listen and absorb information are vital communication skills. Every pupil should be able to communicate clearly, proficiently and politely using standard Greek and English. Pupils should be able to participate in discussions, give individual oral responses and adapt their speech to suit audience and purpose. They should be able to listen, analyse and respond confidently to a variety of sources.

Extra Curriculum Content

To broaden the experiences offered to pupils we provide:

- Trips and visitors linked with themes/topics
- Trips to the theatre
- Visits to the local area
- Whole school events e.g. World Book Day
- Drama and musical performances

Inclusion

- In the delivery of this policy we aim to provide a broad and balanced curriculum for all pupils, regardless of gender, race, social or cultural background, or learning needs. Suitable learning challenges should be set to enable every pupil to experience success and achieve as highly as possible.
- All pupils cover the same basic syllabus in all subjects. Delivery however, is differentiated according to the needs and ability of each teaching group. This is achieved mainly through differentiated and individual work in the classroom.

Equal Opportunities

- Provision is made throughout the curriculum for low and high achievers and this is identified in daily planning.
- Due to the size of the classes in our school staff are able to give more time in lessons to small groups and individuals.

Assessment, Record Keeping and Recording

- Teachers will assess pupils' understanding, achievement and progress. This will be based on formative and summative assessment, observation, questioning and the marking of work.
- Pupils will be encouraged to assess and evaluate their own learning, through class and partner discussions, recognising successes and identifying areas for improvement.
- Assessment of a pupil's learning across the curriculum will be given by teachers in the report/grade cards to parents and discussed in the parents consultation per term.

Links with parents

- The Head Teacher keeps parents informed of any relevant information throughout the year.
- All staff have individual weekly designated days and together with the Head Teacher are available for appointments, if parents wish to discuss issues around their pupil's learning.

Staff Development

- In-service training is provided in order to update and improve standards of teaching and learning. Initiatives in curriculum development and teaching styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively. Staff meet with the Head Teacher at least once a term to discuss, plan and contribute to pedagogical matters and progress, in line with the curriculum per year group.

This policy was updated on the 15th of March 2018.