



Curriculum Policy

1. Introduction

Our curriculum is designed to develop each child to 'be ambitious'. We believe that each child can achieve highly and so we encourage each individual to: try hard, take risks, build on failures and aim to excel.

Nord Anglia International School Hong Kong primarily follows the National Curriculum for England. We adapt the content to ensure that our curriculum is relevant for pupils growing up in Hong Kong, whilst also placing a strong emphasis on educating global citizens. The structure of NAIS HK is outlined in Appendix 1, Structure of School.

2. Aims

2.1 Our curriculum aims to produce students who are:

- Academically successful
- Independent, creative thinkers who can learn effectively alone and with others
- Intellectually and socially confident
- Creative, inquiring and collaborative
- Self-aware of their strengths and can draw on these when needed
- Respectful of themselves and others
- Able to take responsibilities for their own actions and make informed choices
- Able to contribute positively as global citizens
- Tolerant and caring towards others whilst recognising and celebrating how people are different
- Happy individuals with well-established values
- Aware of why health is important and how to maintain theirs.

2.2 Our curriculum aims to:

- deliver progression of learning in a balanced and coherent manner that all children can access.
- promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- allow organised, structured, purposeful and secure learning
- make connections between learning and allow students to understand the context, importance and relevance of what we teach
- educate the whole child
- provide opportunities for students to nurture their interests and talents and discover new one
- educate students on the importance of a healthy lifestyles.



3 Purpose

3.1 To ensure that all members of the community understand the intentions of our curriculum.

3.2 To provide an outline of the aims of the curriculum.

4 Scope

4.1 This document applies to all members of the school community.

5 Organisation and Planning

Every member of staff has access to the entire curriculum so they are aware of it as a whole. Those who teach a particular stage or subject are able to see where their objectives fit into a pupil's learning and development and how this fits into the span of progression. Teachers can then plan, with colleagues, their contributions to each pupil's education and also support pupils in making connections in their learning. By doing this successfully, they will ensure that each pupil experiences a coherent curriculum and achieves the highest possible standards. Curriculum Working Groups, Professional Learning Communities (PLCs) and Subject and Year Group Leaders, alongside the Senior Leadership Team ensure that the curriculum is adaptive, relevant, cohesive, progressive and fit for purpose. These are outlined in Appendix 2, Planning Expectations.

6 Inclusion

6.1 Nord Anglia International School Hong Kong is committed to developing the strengths of all learners. Our dedicated team of Additional Support Needs and English as an Additional Language teachers ensure that pupils are taught strategies to help overcome any barriers to learning.



6.2 We aim for all learners to have equal access to the curriculum and lessons are appropriately differentiated to achieve this.

7 Monitoring

7.1 The Assistant Principals and the Head of Curriculum are responsible for the organisation of the curriculum. They are supported by Year Group and Subject Leaders, House Captains, Curriculum Working Party Member and PLC Members.

7.2 The curriculum policy will be continually monitored and updated as our curriculum evolves.

Appendices:

Appendix 1 – Structure of the School

Appendix 2 – Planning Expectations

Linked Policies and Documents

Assessment Policy

Teaching and Learning Policy

1. Appendix 1 – PCLT
2. Appendix 2 – Marking
3. Appendix 3 – Quality Assurance Calendar

Homework Policy

Departmental Development Plans

ASN policy

Marking and Feedback Policy

Information can be found on the shared area and on firefly.

Good Practice/School Improvement Planning/Department Development Plans

Teachers and TLAs/Primary/ Planning

Teachers and TLAs/Specialists/ Subject Area/Planning

Teachers and TLAs/Secondary/ Subject Area/Planning



NORD ANGLIA
INTERNATIONAL SCHOOL
HONG KONG

Created by K. Byrne 2014

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Appendix 1 Structure of the School

1.1 EYFS (Early Years Foundation Stage)

EYFS consists of two year-groups, Nursery and Reception. During EYFS the children follow the EYFS Framework (2012). Pupils are provided with a range of opportunities allowing them to achieve 'school readiness' through acquiring a broad range of knowledge and skills that will ensure their future success as learners. In order to achieve this at NAISHK, we follow the **four guiding principles** and **seven areas of learning**, as discussed below. At NAISHK we follow the principles of the EYFS curriculum while enriching this with our NAISHK philosophy of 'being ambitious' for our children.

The four guiding principals of the EYFS Curriculum are to treat each child as a **unique child**, ensure they build **positive relationships**, create **enabling environments** that ensure children thrive and **develop learning** through a holistic and extended approach to the seven areas of learning.

There are **seven areas** of learning and development in the EYFS curriculum and each area is important and inter-related. There are **three prime areas** of learning that are crucial in building a child's capacity to be an effective learner, form relationships and thrive. These are:

- Communication and Language (CL)
- Physical Development (PD)
- Personal Social and Emotional Development (PSE)

There are also **four specific areas** where children need to be supported in order to develop the prime areas of learning. These are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design



1.2 Key Stage One

Key Stage One consists of two year-groups, Year One and Year Two. During Year 1 we build on pupils' previous learning in the seven areas of the EYFS Curriculum. Pupils experience more formal English and Maths lessons, which are taught daily alongside other key areas such as Guided Reading, Phonics and Mental Maths. We place a strong emphasis on the development of core skills in Maths and English. Teachers ensure that fundamental building blocks are embedded and reinforced regularly.

Computing, Science, History, Geography, Art and Design, Drama, Design Technology, PSHCE*, Music, Mandarin and PE are taught. Teachers' plan themes that reflect the interests of the pupils in each class and a balance is provided between creative and physical activities, ensuring that the curriculum develops the whole pupil. Learning

outside of the classroom is an important part of our pupils' development and this is supported and enhanced through trips, visits, whole school events and theme days.

1.3 Key Stage Two

Key Stage Two consists of Years Three, Four, Five and Six. Pupils are supported to reach their full potential by an individualised approach to their learning and progress continues to be closely monitored. High academic standards are maintained through National Curriculum key objectives. Pupils follow the renewed framework for Maths and English and receive instruction in these subjects daily.

We incorporate the best practices of the British education system to teach Computing, Science, History, Geography, Art and Design, Design Technology, PSHCE*, Music, Drama, Mandarin, PE and Spanish (from Year Five) through a topic based approach where learning is integrated into pupil centred activities. Teachers ensure that topic themes are broad and balanced so as to provide continuity and progression across the year groups.

Teaching through inspiring and exciting topics allows teachers to present an inquiry-based approach to the curriculum. We



encourage pupils to become independent learners and allow them to take ownership over their learning and progress.

1.4 Key Stage Three

Key Stage 3 consists of Years 7, 8 and 9. In Year 7 pupils transfer to our Secondary school where they continue to follow a broad and balanced curriculum based on the National Curriculum for England, taught by subject specialists.

In Key Stage 3 the pupils study the following subjects:

- Mathematics
- English
- History
- Science
- Geography
- PSHCE (Personal, social, health, citizenship and economics education)*
- Music
- Drama
- PE
- Spanish
- Mandarin
- Computing
- Art and Design

All areas of the curriculum are underpinned by our individual learning philosophy. This allows teachers to focus on each pupil as an individual and put their needs at the centre of our approach. We ensure pupil success by identifying an individual's strengths and removing the barriers that may stop them doing well. Through our curriculum and

teaching we inspire pupils to go beyond just absorbing knowledge. We teach them how to apply and challenge it, to think creatively and entrepreneurially.

In Year 9 pupils prepare for the transition to Year 10 and are introduced to the options available for study at Key Stage 4.



1.5 Key Stage 4

Key Stage 4 comprises of two year-groups, Years 10 and 11. Students are given a choice in Year 9 of which subjects to follow at IGCSE level. The curriculum is made up of 6 core subjects including English (IGCSE), Math (IGCSE)s, Science (IGCSE), PE, PSHCE and a Language (IGCSE). Students choose a further 5 subjects to study as IGCSEs.

	Subject	Periods
CORE	FIRST LANGUAGE ENGLISH	5
	MATHS	5
	DOUBLE AWARD SCIENCE	6
	PE	2
	PSHCE*	1
	Global Campus**	1
CORE (1 LANGUAGE)	SPANISH	4
	OR	
	CHINESE AS A SECOND LANGUAGE	4
	OR	
	FIRST LANGUAGE CHINESE	4
AND OPTIONS (ANY 5 OF THE BELOW)		
OPTIONS	ART AND DESIGN	3
	MUSIC	3
	DRAMA	3
	HISTORY	3
	GEOGRAPHY	3
	GLOBAL PERSPECTIVES	3



	COMPUTER SCIENCE	3
	BUSINESS STUDIES	3
	ECONOMICS	3
	PE	3
	LANGUAGE	3

**PSHCE is taught in conjunction with yearly work on SRE (Sex and Relationship Education) which has a strong emphasis on relationships. SRE teaching begins in Year 1 and is built on yearly.*

***Global Campus is a subject unique to Nord Anglia schools. It allows students opportunities to benefit from the interconnected learning possible on the GC platform.*



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Appendix 2 Planning Expectations

1.1 Planning

Teaching at NAIS HK is 'Learning Centred', meaning that each element of classroom practice is designed with an understanding of how pupils learn best at its heart.

We believe that pupils learn best when activities are well planned and reflected on, ensuring progress in the short, medium and long term.

There is a high expectation of the quality and depth of planning. While pre-written schemes of work may be used as a starting point, and parts taken for resources, we do not follow them as a whole. Topics that are unique and original are positively encouraged. If teachers are motivated and enthusiastic about the term's work, then the children will be too. Year teams and subject areas will work within this framework to ensure coherence, consistency and shared standards.

1.2 EYFS Expectations

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated. In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (DFE Statutory Framework, 2012)

Teachers ensure that all seven areas of learning are planned for to support children to meet the early learning goals at the end of Reception.

1.3 Primary Expectations

Primary teachers are expected to complete and follow short, medium and long term plans. Weekly planning is required for English, Maths and Theme work. Teachers plan in Year Groups and share the development of exciting resources to support the learning objectives for each area of the curriculum. Where possible, cross curricular links are made and learning takes place thematically.



1.4 Specialist Expectations

Specialist teachers plan Schemes of work to deliver curriculum content across the whole school. They are responsible for ensuring progression of learning is coherent for their subject. Specialist teachers work in conjunction with Primary Class teachers to ensure their subject is integrated within the context of the pupils' day.

1.5 Secondary Expectations

Secondary teachers are required to produce detailed Schemes of Work, which set out a clear progression of skills and knowledge. Schemes of work can be created over a period time but teachers have a clear view of the progress and pace of learning over the short, medium and long term.

Schemes of work are regularly reviewed and adapted to suit the needs of our students as well as ensuring that they make full use of any up-to-date changes in resourcing or content.