

The curriculum is the formal means by which the Riverside School translates its aims and values into practice. It comprises all the planned activities and experiences which the school provides to help students to learn and facilitate the student's successful integration into Riverside School and into their future schooling.

## Curricular Aims

In keeping with its Aims and Objectives of Riverside School the Senior Management and staff of Riverside School aim to:

- provide high quality education in the English language;
- prepare students for higher education, the world of work and to become active citizens;
- provide a broad and balanced curriculum to nurture and strengthen each student's intellectual, spiritual, social and physical growth and development and lead to achievement for all students;
- provide students with internal and external accreditation, through internal assessment and external examinations.

Riverside School will aim to:

- provide a broad, balanced, relevant and differentiated curriculum;
- provide appropriate learning opportunities to include all students - regardless of gender, aptitude or cultural, ethnic or religious background;
- promote partnership between student, parent, teacher and community;
- ensure continuity and progression within the school and between phases of education;
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities;
- encourage a respect for the school and its environment so that learning is a positive and pleasurable experience for all;
- deal with all curriculum related complaints made by parents in line with agreed procedures.

## Curriculum Structure

Riverside provides full-time supervised education in the English language for students aged 3-18. There is continuity in the curriculum which serves students in four separate centres of excellence (Early Years, Primary School, Junior High School and High School)

The curriculum is planned in a coherent manner ensuring it meets legal requirements, including those of the National Curriculum of England and Wales, (International) General Certificates of Secondary Education ((I)GCSE's) and the International Baccalaureate (IB) Diploma Programme, and embraces cross-curricular themes (including careers education and guidance, citizenship, economic and industrial understanding, environmental, health and sex education) and cross-curricular skills, in particular those of literacy, numeracy and computing.

Reflecting the school's aims and ethos, the development of students' personal, social and health education and their spiritual and cultural development are addressed specifically through the Collective Worship and RE programmes, school assemblies, as well as permeating the whole curriculum, both formal and informal.

The importance of developing computing, literacy and numeracy is recognised by the allocation of discrete lesson time across the Key Stages and a continuing emphasis on the further development of these skills across the whole curriculum. Speaking and listening skills are planned for and assessed throughout the curriculum.

## **Early Years School (Nursery and Reception)**

### **Early Years Foundation Stage- Curriculum Overview**

At Riverside Early Years School we follow the national EYFS Framework. We follow the EYFS Curriculum which includes the four guiding themes and six areas of learning discussed below. The principles which underpin all provision are grouped into four guiding themes which form the context for the six areas of learning. These are carefully planned for by teachers and form our EYFS curriculum. While following the principles of the EYFS, our curriculum is developed to meet the needs of our international student body and is focused on half-term topics which engage and enrich the lives of the students.

### **Four Guiding Themes**

#### **1. A Unique Child**

At Riverside Early Years School we recognize that each child is an individual and competent learner. We encourage children to become capable, resilient, confident and self-assured by ensuring each individual is valued for their unique character, abilities, interests and cultural heritage. We believe that every area of children's development is equally important and provide an environment where children's needs and interests are central. We take into account children's range of life experiences when planning for their learning. By working closely with parents, we aim to provide a safe environment where children feel secure and are able to trust that an adult is available to meet their needs and support their development, whether at home or school. Children's health impacts enormously on their emotional, mental, social, environmental and spiritual well-being. We encourage children to develop healthy practices and support their independence.

#### **2. Positive Relationships**

Each child in the Early Years Foundation Stage at Riverside has a Key Person who respectfully acknowledges and supports their learning, needs and feelings, and those of their family. Usually, the key person for children is their class teacher. Where other staff members have key person responsibilities, these are overseen by the class teacher. This system helps us provide an environment which has a positive impact on children through the formation of secure, warm and trusting relationships with each unique child and their family.

#### **3. Enabling Environments**

At Riverside EYS we believe that stimulating and safe indoor and outdoor environments which encourage children's independence are central to their learning and development. We observe children in order to tune into their interests, needs and abilities and use these to underpin our planning. A rich and varied environment is carefully planned to ensure all children are engaged and making progress at their own pace. Children develop the confidence to explore in the safe, yet challenging environment that our school offers. We believe that working as a team with external agencies and professionals is essential and benefits the children significantly. We are committed to supporting children to progress towards the outcomes of the national children's agenda, 'Development Matters': i.e. being healthy, staying safe, enjoying and achieving, making a positive contribution and becoming prepared for future work and economic well being.

#### **4. Learning and Development**

The EYFS curriculum is made up of seven areas of learning and development. At Riverside Early Years School we plan for each of the seven areas and are committed to supporting each individual child to learn through play and exploration as well as by setting appropriate tasks to challenge each child in their learning journey. We encourage creative and critical thinking by making sure a wide range of resources

is available to the children and that links are made between the areas of learning so children are able to transfer and generalise their knowledge and skills.

**The Seven Areas of Learning are:**

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

- We welcome parents' involvement in their children's education, for example through frequent discussions (formal and informal), their contribution to the EYFS Profile, and by providing photographs and information about their children's home life, which we can build upon at school.
- The personal development of each child is very important to us and opportunities to help our children in this are threaded through our entire school programme, ethos and our everyday work. Examples include Harvest and Christmas celebrations, community fundraising, school plays and concerts, and the involvement of parents and the local community in the school.
- Our "Skills for Life" program is designed to promote a higher level of challenge for children and to introduce skills that they will use throughout their lifetime. In the Early Years we introduce the children to horse riding, swimming, rock climbing and the Eco-Schools program.
  
- Curriculum documents are shared within each year group (Nursery and Reception) and detailed plans and objectives held by each teacher.
  
- The curriculum is reviewed annually to ensure that it remains fresh and up-to-date

**Primary School (Years 1-6)**

The Primary School Curriculum is based on the British National Curriculum. It is adapted to provide a broad, balanced and relevant international curriculum for every child; to enrich their life, and to prepare them for the experiences, opportunities and responsibilities of the future.

The following curriculum areas are taught across the primary age range:

- **English**
- **Mathematics**
- **Science**
- **Geography**
- **History**
- **Computing**
- **Design & Technology**
- **Art**
- **Music**
- **Drama**
- **Physical Education**
- **Religious Education**
- **Personal, Social, Health and Economic Education**
- **Czech**
- **French and Spanish** (for children aged 7-11 years)

At the centre of our Primary curriculum is an emphasis on English, Mathematics and Inquiry skills as we seek to ensure that the foundations of literacy, numeracy, scientific investigation and computer literacy are instilled in our students.. All students should be equipped with a range of skills that will be necessary in their future lives. Curriculum planning takes into account how to best provide these opportunities for children’s skill development. Planning includes support for the less able child and extension work for the more able child. In addition, Individual Education Plans are written for children with specific difficulties. Records of Extension Provision are written for students identified as Gifted and Talented and extension programmes are in place to support those students and others who require additional differentiation.

### Curriculum Time

The table below outlines the number of hours per week allocated to each subject.

Subject	No of hours per week
English	5-6
Mathematics	5
Inquiry: Science, Geography and History	2-3
Computing	1
Religious Education and PSHE (including assemblies)	2
Physical Education	2
Music	1
Art	1
Performing Arts	1
Design & Technology-taught in week long units twice a year	
Foreign Languages (French/Spanish/Czech)	1.5

### Key Stage 1

Students are most frequently taught in mixed ability groups although they are set weekly through fluid groupings for mathematics and grouped according to need for phonics lessons. Practical activities are explored wherever appropriate. Teachers are encouraged to be multi-sensory in their approach to assist different learning styles. Subjects can be taught individually or by using an integrated approach through topic based work. Specialist staff teach Computing, P.E, Art, Music, Czech and Performing Arts.

### Key Stage 2

Teaching staff are able to demonstrate appropriate subject knowledge and an approach to teaching which motivates, encourages, and promotes learning. They are encouraged to be multi-sensory in their approach to assist different learning styles. Subjects can be taught individually or by using an integrated approach through topic based work. Students are set for modern foreign languages, guided reading groups, and spelling lessons. Key Stage 2 teachers also use fluid groupings for mathematics, ensuring that students are working on the specific skills they need for each topic. Specialist staff teach Computing, Foreign Languages, PE, Music, Art and Performing Arts.

*For further information on the Primary School Curriculum please refer to the Primary School Curriculum Booklet.*

**Personal, Social, Health and Economic Education (PSHE)** is taught discretely as well as emphasised through assemblies and classroom activities.

### Modern Languages:

Students who do not participate in the EAL programme from Years 3-6 are given the opportunity to study foreign languages. Each student chooses which language to pursue when they begin Year 3 or enter the programme and continues with the same language through their time in Primary School. Students can choose either French or Spanish classes. They receive 1 hour of instruction each week. Czech for Foreigners lessons are also offered throughout the school from Year 1-6. These differentiated lessons occur once weekly for a period of 30 minutes.

### Junior High School (Years 7-9)

The Junior High years are the foundation for secondary education. We build on the learning and skills acquired in Primary school and provide a broad curriculum to give students a wide range of knowledge, skills and opportunities for the future.

The Junior High Curriculum structure is based on the British National Curriculum model. The curriculum and resources meet the needs of an international student body.

It is important for students to begin thinking about their educational goals at this stage and planning what they might like to study in the future.

The following curriculum areas are taught across the Junior High School age range and contribute to student learning broadly in the following ways:

Years 7 through 9 A broad range of subjects are on offer	
Subjects	Aspect of Learning
Art, Creative Arts, Drama, Music	aesthetic, creative, expressive, physical
Design & Technology, Computing	mathematical, scientific, technological
English, English as a Second Language	linguistic, literacy, expressive, social, environmental
Modern Foreign Languages (French, Spanish, Latin, Czech and German), Czech for Czechs	linguistic, literacy, expressive, social, environmental
Science, Maths	mathematical, scientific, technological
Physical Education	physical, recreational
History, Religious Education, Geography	literacy, social, environmental, expressive
PSHE	social, environmental, expressive

**Personal, Social & Health Education** is integrated in curriculum themes, assemblies, tutor time, classroom activities including coaching sessions, enrichment and extra-curricular openings.

Form Teachers work closely with their Tutor Class to provide a relevant and comprehensive PSHE programme for the students.

## Curriculum Time

The Junior High timetable is based on a model of 8 lessons each day with each lesson lasting 40 minutes. This gives a total of 40 lessons each week. The subject allocation is made up in the following way and will include single and double periods so it is unlikely your child will have 8 subjects in one day.

Subject	No of lessons
English	4/5
Mathematics	5
Science	4/5
Geography	2
History	2
Computing	1
Religious Education	2
Physical Education	2
Outdoor Adventure	2
Music	2
Art	2
Drama	2
Design & Technology	2
Foreign Language 1	3
Foreign Language 2 or Creative Arts	3
Assembly	1

### Modern Foreign and Classical Languages (MFL):

The Junior High foreign language choices are:

- Spanish
- French
- Latin
- German
- Czech
- Czech for Czech students
- English as a Second Language

Students will generally choose two from these language options. Some students may not want to study two languages and so we offer a creative arts course in place of a second language.

*For further information on the Junior High School Curriculum please refer to the Junior High School Curriculum Booklet.*

### Senior High School (Years 10-13)

The High School Curriculum is based on IGCSE curricula and the IB Diploma Programme curricular models, adapted to an international student body and designed to prepare students for both high school experiences in the countries to which they will relocate and for Higher Education, at Universities or Colleges around the world.

Curriculum development is ongoing. High School Diploma credits are given for all courses studied to enable students to continue their studies in North America and external examinations are offered to enable students to continue their education in the United Kingdom and other areas of the world. Students sit IGCSE and IB examinations at the end of Year 11 and Year 13 respectively.

The following curriculum areas are taught across the High School age range and contribute to student learning broadly in the following ways:

<b>Years 10 and 11 - IGCSE</b>	
<b>A broad range of IGCSE subjects are on offer</b>	
<b>Core Subjects</b>	<b>Aspect of Learning</b>
English	aesthetic, creative, expressive linguistic, literacy social, environmental
Mathematics	mathematical, technological
Coordinated Science	mathematical, scientific, technological
Modern Foreign Languages (French, Spanish, German and Czech*), First Language Czech*	linguistic, literacy
Humanities <ul style="list-style-type: none"> <li>● Religious Education (RE)</li> <li>● History, RE, Psychology</li> <li>● History, RE</li> <li>● Geography, Business Studies, Economics</li> </ul>	<ul style="list-style-type: none"> <li>● aesthetic, creative, expressive</li> <li>● linguistic, literacy</li> <li>● social, environmental</li> <li>● mathematical, social, environmental</li> </ul>
Physical Education (PE)	physical, recreational aesthetic, creative, expressive
Personal, Social, Health and Economic education*	social, environmental, expressive
<b>In addition students are able to express a limited preference for further subjects to support their individual interests and aspirations.</b>	
<b>Elective Subjects</b>	<b>Aspect of Learning</b>
Art, Music, Music Technology*	aesthetic, creative, expressive, physical
IGCSE PE	physical, recreational aesthetic, creative, expressive
Computer Science	mathematical, scientific, technological

*IGCSE subject options are reviewed annually.*

*\*non-IGCSE subjects*

### **Curriculum Time (IGCSE)**

The taught school week comprises forty 40 minute periods. Teaching time for each subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made in particular for English, Maths and Coordinated Science (6 periods per week). This reflects the importance of these subjects for all students at IGCSE level as well as the development of basic skills essential for the IB. Elective subjects receive 3-4 x 40 minute periods per week.

Years 12 and 13 - IB Diploma		
Through a broad range of IB subjects, students are able to gain valuable experience in the following areas of learning: aesthetic, creative, expressive, linguistic, literacy, social, environmental, scientific, technological and mathematical		
Group	Subjects	
1	Language 1	English Literature A1, English Language and Literature A1, Czech Literature A1, School Supported Self-Taught Languages
2	Language 2	Spanish ab initio, German ab initio, French B, Spanish B, German B, English B
3	Individuals and Societies	History, Geography, Economics, Business and Management, Psychology, Sports, Exercise and Health Science
4	Experimental Sciences	Computer Science, Environmental Systems and Societies, Physics, Chemistry, Biology, Sports, Exercise and Health Science
5	Mathematics	Mathematics: analysis and approaches Mathematics: applications and interpretation
6	Arts	Fine Art, Music
Core	Theory of Knowledge (TOK)	
	Creative, Action, Service (CAS)	
	Extended Essay (EE)	

*IB Diploma subject options are reviewed annually.*

### Curriculum Time (International Baccalaureate)

The taught school week comprises forty 40 minute periods. Higher Level subjects are given 6 x 40 minute lessons per week. Standard Level subjects are allocated 4 x 40 minute lessons per week. TOK and CAS have time built into the timetable while specific EE time is given throughout the year.

*For further information on the High School Curriculum please refer to the High School Curriculum Booklet.*

### High Education and Careers Guidance

The high school Guidance Team is dedicated to give students guidance on careers higher education irrespective of their destination, including counsel on;

- choosing appropriate IGCSE and IB course,
- getting to 'know themselves' and how their strength, weakness and interests relate to the world of work,
- different careers and opportunities,
- available training, education and occupations beyond high school,
- how to complete application forms for universities,
- completing the UCAS forms,
- how to apply for scholarships, and
- preparation for and entering PSAT and SAT examinations.

The Guidance Team arranges visits from Universities and organisations providing Gap Year programmes. The students are also given the opportunity to attend Career and University Fairs. Where possible, work experience opportunities are arranged through the school.

Form Tutors work closely with the Guidance Team to provide a comprehensive PSHE programme for the students – which includes careers guidance.

### Schemes of Work

A scheme of work for each subject is essential in helping to plan teaching and learning within and across subjects, as well as documenting the curricular activities planned for groups of students and coverage of the

National Curriculum programmes of study and the IGCSE and IB Diploma Programme syllabuses. Schemes of work also provide a basis for monitoring and evaluating the curriculum.

Schemes of work are produced for each subject and for each year group and are reviewed and updated as necessary, each year. The standard school format for schemes of work will be used and uploaded on to Atlas (curriculum mapping software).

### **Differentiation**

Students need to work at a level and pace appropriate to their potential. Students are taught in classes grouped by broad ability and prior attainment or in classes of mixed ability. Whatever the form of grouping, the teaching process at Riverside is adjusted according to the learning needs of the students so that all students have the opportunity to reach the levels of attainment of which they are capable.

### **Special Educational Needs**

All students at Riverside School are special and all have special educational needs. Additional provision and/or modifications to the teaching and learning process are implemented where a student has been identified as having learning difficulties and/or disabilities, or as being exceptionally gifted or talented. We aim to enable each student to progress and be appropriately challenged. Further information about this can be found in the school Special Educational Needs Policy.

### **Teaching and Learning**

At Riverside School, we believe that learning should be a rewarding and an enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. Further information about this can be found in the school Teaching and Learning Policy.

### **Homework**

Regular and appropriate homework set according to the published schedule is an integral part of students' curricular entitlement. Homework enables students to consolidate and extend work covered in lessons, to carry out private study and research and to develop good study habits. Further information about this can be found in the school Homework Policy.

### **Transition**

Teaching programmes are carefully planned to take into account students' previous work and achievements at each Key Stage. This work will be supported by the use of agreed transfer and tracking documentation, including National Curriculum Level information (where appropriate) and other formal and informal contacts between teaching staff at Riverside and at schools where children are transferring from.

### **Skills For Life**

The aims of the skills for life programme are,

- to provide our students with specialist instruction
- to promote a higher level of challenge for each student
- to provide opportunities for students to participate in activities they may not otherwise choose, or be aware they have a skill in
- to provide opportunities for students to display skills through competition and performance
- to provide opportunities for children to be rewarded through the outcomes and achievement in their specialist activity
- to introduce skills that students will use and develop throughout their lifetime
- to provide opportunities for children to join sporting clubs and participate in local and international competitions
- to raise self esteem

### **Management, Monitoring and Evaluation**

Overall responsibility for the curriculum at Riverside School rests with the governing body in consultation with the Director and Senior Management of the school. The Co-Directors, in consultation with the

Principals of each school, are responsible for day-to-day decisions about the management of the curriculum of the school.

This policy is to be read in conjunction with these further policies:

- Assessment, Recording and Reporting
- Homework
- Equal Opportunities
- Higher Education and Career Guidance
- Personal, Social and Health Education
- Special Education Needs
- Transition
- Teaching and Learning
- Curriculum Booklets for each division of the school
- ESL Policy

**Review Process:**

Date of Review: August 2022

Date of Next Review: August 2023