



**RAFFLES**  
INTERNATIONAL  
SCHOOL

Towards Excellence

**CURRICULUM POLICY**

**Drafted:** January, 2015

**Reviewed/Amended:** August 2015, August 2016, August 2017

**To be reviewed:** August 2018

|  |   |                             |
|--|---|-----------------------------|
|  |  |                             |
| <b>CEO/Board</b>   | <b>Principal</b>  |                             |
|  |   |                             |
| <b>Head of Primary School</b>  | <b>Head of Secondary School</b>   | <b>Other relevant staff</b> |

**Distribution List:**

CEO/ Board

Principal

Section Heads

Academic Staff

Parents





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## Curriculum Policy

### School Vision, Mission and Core Values

#### Our Vision

Providing world-class education

#### Our Mission

To empower students with a holistic, rigorous and international education for success in an ever changing world

#### Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

At the Raffles International School we aim to be a vibrant and challenging school which opens the minds and hearts of our students. Our objective is to guide and encourage our students to develop and progress, academically, pastorally and communally, enabling them to take their place in society as responsible citizens.

Every student is encouraged to strive for excellence whether that is in mathematics, languages, science, sport or the performing and creative Arts. Our students begin by following EYFS programmes using the methodology of Montessori, leading into a curriculum which is *based* on Cambridge Primary and Secondary 1 a British Programme at Key Stages 1, 2 and 3. Students in Grade 9 onwards follow the Cambridge IGCSE

The curriculum aims to provide all pupils with experience in the following areas of learning:

**Linguistic** This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing.

**Mathematics** This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

**Science** This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

**Technology:** Technological skills can include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.



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**Human and Social Studies:** This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.

**Physical** This area aims to develop the students' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Students should also acquire knowledge and understanding of the basic principles of fitness and health.

**Aesthetic and creative:** this area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

Individual Education Plans (IEPs) 'Target' sheets *may* be devised for selected students (as recommended by the SENDCO, Gifted and Talented Coordinator and/ or Heads of Section or outside agencies). They should have input from Homeroom teachers, Coordinators/ Subject Leaders, SENDCO/ or LS staff, the student and parents/guardians. The SENDCO will ensure with/ in admissions, discipline and other procedures (school trips, examinations etc) take account of students' learning difficulties or disabilities. These need to be reviewed on a regular basis.

Social Studies is embedded Years 2 - 6 and taught discretely as Global Citizenship in Secondary to non-Muslim students. Muslim students attend Islamic Studies. Speaking and listening is taught discretely at Secondary and embedded into English at IGCSE level. At IGCSE, the curriculum content for each syllabus is designed to meet the syllabus aims and objectives.

All lessons, with the exception of Arabic A and B and Islamic A lessons are delivered in English. Arabic B, French and Mandarin follow the Common European Framework for Languages. The Arabic A curriculum follows that of the Ministry of Education until students reach Grade 9. The curriculum is adapted to meet the needs of all Arabic speakers.

### **Moral Education**

Moral Education follows curriculum that of the Ministry of Education until students reach Year 10.

Moral Education programme is built around four pillars:

- Character and morality
- The individual and the community
- cultural studies
- civic studies



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### Curriculum Planning

Students are expected to have a common experience of a subject as it is delivered. Long term planning will be shared with parents in the form of curriculum maps and will be available on the school website and are to be reviewed regularly.

The medium term plans have the following information:

- lesson objectives
- links to specific curriculum
- assessment opportunities
- health and safety

### Planning

- Should use the RIS daily lesson plan and *broadly use* short and long term planning templates for Cambridge and National Curriculum objectives across Key Stages 1, 2 and 3 IGCSE learning outcomes should be included on plans for Key Stage 4 and 5
- Weekly chronicle informs parents of the following weeks learning objectives in the core subjects of English Mathematics and Science.
- Creativity and cross-curricular planning is encouraged

### Curriculum transition and collaboration

The SLMT meet regularly to discuss and review curriculum matters. In addition, termly Phase meetings as well as Coordinator/ Subject Leader meetings (Primary, Secondary and Whole School) allow for vertical articulation, work scrutiny and sharing of good practice.

### Role and Responsibilities

#### Teachers

- All teachers use learning objectives/outcomes from syllabus/curriculum being delivered to meet the individual needs of students
- All teachers are expected to have good subject and curriculum knowledge
- All teachers follow the curriculum maps for their subject(s) and perform systematic reviews with a view to continuous improvement of practice
- All teachers liaise with Team Leaders/ Vertical Subject Leaders to ensure equality of delivery of curriculum

#### Subject Leaders

- The Vertical Subject Leader is responsible for monitoring the delivery of curriculum subjects through observation, moderation and tracking of student progress in the subject area
- The Vertical Subject Leader is responsible for curriculum maps, schemes of work (long and medium term) and the monitoring of short term planning through lesson objectives (Appendix 3)



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- The Vertical Subject Leader is responsible for communication to parents regarding curriculum content
- The Vertical Subject Leader is responsible for vertical articulation in their subject area
- Other areas

### Team Leaders

- Team Leaders liaise with Subject Leaders
- Team Leaders are responsible for communication to parents regarding overall curriculum content
- Team Leaders provide intervention and support for staff and students
- Team Leaders are responsible for tracking student progress across subject areas
- Team Leaders arrange moderation and standardisation across subjects

### Section Heads

- The Section Head/ Deputy Head is responsible for ensuring appropriate curriculum coverage for all subjects
- The Section Head/ Deputy Head is responsible for the publication of curriculum maps and newsletters
- The Section Head/ Deputy Head provides support for Heads of Departments
- The Section Head/ Deputy Head provides support for Coordinators

### Principal

- The Principal has overall responsibility for the delivery of a broad, varied and challenging curriculum that is suitable for our students.

### **Differentiation**

Teachers and support staff plan to meet the needs of all students by ensuring learning is focused on individual students' needs and abilities. Outcomes from assessment of/for learning enable teachers to set targets which reflect individual students' skills, abilities and potential. Teachers liaise with SENDCO/ Learning Support and the Able, Gifted and Talented Coordinator for assistance with strategies and guidance in curriculum planning.

Intervention is provided where required to meet the needs of students. EAL intervention is in place for students across both Primary and Secondary in small groups and on individual basis.

### **Community links**

Our community celebrates the cultural interaction between the values and customs of the host nation and the rich variety of nationalities and ethnicities comprised in a truly international school/ community. Our teachers and students make a positive contribution to the local and wider community through involvement in the arts, sports and cultural activities.



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### **Review and Evaluation**

Team Leaders/Coordinators/ Vertical Subject Leaders in liaison with Section Heads will review this policy on a bi-annual basis. In addition, the Senior Leadership and Management Team will also review this policy. Recommendations will be presented to the Principal.

### **Policy Review**

This policy is to be reviewed annually, though; any deficiencies or weaknesses in Curriculum arrangements will be remedied without delay.

Drafted: January, 2015

CEO/ Board Approval:

Amended: September 2017

**To be reviewed:** September 2018