

Curriculum Policy January 2025 – 2026

Policy reviewed by: Headteacher

Review date: November 2025

Next review date: November 2026

‘School’ refers to Cambridge International School; ‘parents’ refers to parents, guardians and carers. This is a whole school policy, which also applies to the Early Years Foundation Stage.

Principles and Values

Alongside the six CIS school values (Community, Resilience, Aspiration, Diversity, Happiness and Curiosity) in order for the school curriculum to provide opportunities for all pupils to learn, achieve and flourish it should:

- provide an unpressurised but challenging and engaging learning environment, based around a child’s readiness to learn
- be broad and enriching in its coverage and scope
- provide opportunities to experience the enjoyment and stimulation of learning and to make progress
- enable learners to see learning as an enjoyable lifelong process
- enable them to make constructive choices throughout their lives to achieve economically and personally, as responsible global citizens.

Curriculum Intent, Implementation and Impact

At Cambridge International School we view the design of the curriculum as an evolving process which takes into consideration: the needs and character of our children; the children’s prior learning; the children’s experiences and where they are from including their background, language and culture; the community in which school exists and educational research which is evaluated and relevant to our school. We are in the process of designing a curriculum which teaches what matters to our children and reflects the principles and values listed above.

Definitions

When thinking about Curriculum we have agreed the following definitions:

Intent – (What and Why) everything that happens in the curriculum up to the point of delivering it (before the teaching) including what we want the pupils to be able to know and be able to do at the different stages of their education and why.

Implementation – (How) everything that happens in the classroom and in school life as a

whole (the teaching)

Impact – The impact of the curriculum and how it is measured.

The Curriculum Intent

The intent of our school curriculum is to deliver a curriculum which is accessible to all and that will maximise every child's personal development as well as academic achievement. School has identified three key intentions that drive our curriculum. Cambridge International School curriculum intentions are as follows:

Intention 1: To develop children's communication and language skills so that they can access learning and make progress

Intention 2: To nurture children's positive learning behaviours and enable them to develop a curiosity towards the exploration of knowledge, skills and understanding

Intention 3: To ensure that children are respectful and responsible towards each other and the environment, celebrate diversity, and are equipped with key life skills

Curriculum Implementation

The school implements the 3 curriculum intentions in the following way:

Intention 1: To develop children's communication and language skills so that they can access learning and make progress

This area of the Curriculum is focused on developing children's communication skills and increasing their command of language through listening, speaking, reading and writing. All children study English as a First or Second Language (as appropriate to their situation) and also have access to Spanish during their journey through the school. In addition, they may study their own mother tongue language which emphasises the value of the child's home language and also enhances their learning in English.

From the Early Years to Year 6 children are exposed to language being used and modelled effectively in the environment by all adults working in school. This takes place throughout the school day through conversation (the importance of listening is also emphasised) as well as in lessons. Emphasis is also placed on ensuring that language development is supported through a range of resources including visuals, displays along with teaching approaches which deepen and broaden their understanding of language at higher levels for example Dialogic Literacy Gatherings.

A separate CIS English policy and Curriculum Intent, Implementation, Impact document details the way in which we implement this intention across the school in terms of speaking and listening, reading, phonics and writing. The way in which pupils with English as an Additional Language (EAL) are catered for is detailed in the EAL policy. The children also

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develop their language and communication skills throughout the other curriculum areas where a rich vocabulary is planned for. Curriculum Long-Term and Medium-Term Plans show when learning objectives and genres are covered throughout the year in each class and year group.

Intention 2: To nurture children’s positive learning behaviours and enable them to develop a curiosity towards the exploration of knowledge, skills and understanding.

This area of the curriculum is focused on the ways in which children are encouraged to develop a positive and resilient approach to learning including our school values and Golden Charter of Rights, how we encourage the children to reflect on their learning and become emotionally literate and then how we develop the children’s knowledge, skills and understanding through subject planning, teaching and enrichment.

CIS Values

This intention relates directly to our CIS Values – Curiosity, Happiness, Resilience and Aspiration. An emphasis is placed on learning about and ‘living’ the values through assemblies, a focus in class for example on mental well-being and knowing who a child can talk to if they are worried of feeling sad, learning techniques to build resilience and thinking about aspirational goals.

Golden Charter of Rights

At CIS we aim to create a learning environment where children develop a positive attitude towards acquiring new knowledge and skills. We encourage this through ensuring that the children are happy and relaxed in their learning and that the atmosphere is unpressurised. The promotion of our Golden Charter of Rights including ‘We have the Right to Learn’, ‘We have the Right to be Respected’, ‘We have the Right to be Heard’ and ‘We have the Right to be Happy and Safe in School’ ensures a framework for behaviour which leads to a positive atmosphere for learning and thus the freedom for children to express themselves and their curiosity. The Golden Charter is emphasised through assemblies, in lessons and through the children’s learning behaviours being recognised through the receipt of ‘Golden Tickets’ which are shared and discussed during Friday assemblies. We encourage children to be active participants in this process, by encouraging them to recognise others’ acts of kindness or other behaviour pertaining to the Golden Charter and writing a Golden Ticket for someone else.

Metacognition

Children are encouraged to develop metacognitive skills through developing their ability to plan, monitor and evaluate their own learning. This is taught through a range of techniques and strategies.

Positive learning behaviours and the right atmosphere for learning are also supported through an emphasis on the children and their teachers feeling proud of their learning and their achievements at their own level.

Emotional Literacy

We recognise the importance of children being in a calm and happy emotional state in order to access learning and therefore develop to their full potential. All children are taught to recognise and express their emotions and record this on a colour chart on the classroom walls. This starts in the Early Years' through reading 'The Colour Monster' and recognising the colours and vocabulary that correspond with a range of emotions. In Year 1-6 the children become familiar with the 'Zones of Regulation' where they are taught to recognise their emotions and begin to develop strategies for regulating them, if need be, thus creating a climate for positive behaviour and learning.

Curriculum Planning

Curriculum planning at CIS uses the UK National Curriculum and Development Matters in the Early Years as a guide. Subject leaders write Subject Curriculum, Intent, Implementation and Impact plans which include progression maps and long-term planning for each subject over a yearly/ two year cycle. These subjects include English, Mathematics, Science, History, Geography, Art and Design, Physical Education, Computing, Music, PSHE, RE, Outdoor Learning/ Forest School and Spanish. In the Early Years this planning will cover the 7 areas of learning and development.

Specific schemes of work support the teaching of Early Years, English (Reading and Writing), Phonics, Mathematics and PSHE. These include the following:

- Early Years – Curriculum with Unity Schools Partnership (CUSP)
- English (Reading and Writing) – Curriculum with Unity Schools Partnership (CUSP)
- Phonics – Twinkl Phonics
- Mathematics – White Rose Maths
- PSHE – Cambridgeshire PSHE Programme

Teachers then use these long-term plans, schemes of work and progression maps to plan units of work (Medium Term Plans) which detail the learning objectives and experiences planned within each subject on a termly basis. English, Mathematics, Science, Art and Design, PE, Computing, Music, RE, PSHE and Spanish are taught on a one year cycle. The one year cycle builds on the previous year's learning so that they retain and deepen knowledge and skills. For further details of the PSHE and RSE (Relationships and Sex Education) curriculum please see the CIS PSHE Policy and RSE Policy.

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A cross curricular approach is used where appropriate with Science, History and Geography topics being taught over a rolling programme which is in development. Throughout this process it is ensured that an international mindset is incorporated throughout.

Teaching

In all subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to develop their academic and personal skills. Our pedagogy is evidence based using Rosenshine's Principles of Instruction to ensure that teachers are reflective and have clear actions to support learners' progress. Teachers take care to adapt learning according to the individual needs of the children ensuring that support and extension are provided.

Where possible the curriculum is also adaptable to enable us to follow or incorporate the children's interests. This ensures that the children have a stake in own learning and links to the Golden Charter, 'We have the Right to be Heard'.

Opportunities are provided for children to apply this newly acquired knowledge to understand they know more about the concepts being taught. Trips and visits are built into the curriculum offering where possible to enrich learning, experience the curriculum in a range of contexts and present new opportunities and challenges for the children to rise to.

Each half term there is a focus on one the six CIS Values and subject planning is linked to the values where appropriate. The Values are focused on in the following order starting in September of each year: Community, Resilience, Aspiration, Diversity, Happiness, Curiosity.

Parents receive Curriculum Overviews at the start of each term which detail the key learning objectives to be covered in each subject during this period.

Developing Knowledge, Skills and Understanding

Developing knowledge, skills and understanding is embedded throughout learning in all curriculum areas and in a cross curricular sense where appropriate. This engages the children in problem solving, enquiry and creative thinking, enabling them to become adaptable, responsive and innovative. They are also encouraged to communicate effectively as well as work independently and collaboratively.

The curriculum focuses on knowledge creation as well as knowledge acquisition. By making connections between different bodies of knowledge, learners create new learning for themselves, so that they can be willing and able to learn new skills as well as think analytically and develop reasoning and enquiry skills.

Cultural Capital

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We plan that each term pupils will experience cultural capital enhancements in the form of a visitor to the school, a visit external to CIS, a project within the community of CIS and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning.

Positive mindsets to improve learning

In the recognition that children develop positive experiences of learning when they are happy and mentally well, we put an emphasis on mental health and well-being through developing positive and trusting relationships with the children. This is also emphasised through morning meetings, circle times, assemblies and PSHE lessons along with children having a clear understanding of who they can approach if they are feeling worried or sad. We also inculcate strategies to develop and maintain good mental health such as mindfulness practice and discussions around growth mindsets.

Goal setting and aspiration

Children work with their teachers and parents to set goals and targets for learning. This also includes the children in Early Years working on their 'Next Steps'.

Intention 3: To ensure that children are respectful and responsible towards each other and the environment, celebrate diversity, and are equipped with key life skills

This area of the curriculum is focused on the ways in which we encourage the children to develop respectful behaviours and a moral code which in turn builds skills for life at secondary school and beyond.

Values

We plan a character-based learning programme which focuses on key values that help children become effective learners and responsible citizens. School has agreed 6 key values (highlighted in Intention 2) which we feel are integral to the pupils at CIS being successful in acquiring a sense of responsibility and respect of our diverse and natural world.

This curriculum intention particularly relates directly to our CIS Values 'Diversity' and 'Community'.

School endeavours to develop these core values alongside the curriculum subjects through providing challenging learning which enables children to take risks to deepen their understanding and build their skills as self-regulating learners.

We understand that learning about our character make us better learners and so core value development threads through the school curriculum. Its development is rewarded in assemblies, communicated to pupils through feedback about their work and explained to parents also through actions such as the work of the CIS Eco Committee, celebration of

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language and culture days, visits to buildings of religious significance and our link with a local care home and charity that support the local homeless community.

British Values and the Golden Charter of Rights

We encourage the children to develop an understanding of morality and the wider world, including developing an understanding of what it means to be a British Citizen or, someone from another country who lives in Britain. We also encourage the children to consider what it means for them to have access to their democratic rights as detailed in the UN Convention on the Rights of the Child and our related Golden Charter of Rights.

School Council

The School Council is made of representatives of children from Reception to Year 6 and meets regularly with the headteacher. This gives the children a voice in school and enables them to develop an understanding of democracy and the chance to be involved in decision making within school.

Assembly programme

Weekly whole school assemblies for children in Y1 – Y6 focusing on a programme of themes such as mental health, anti-bullying, care for the environment and British Values are delivered by the Headteacher. Our Early Years classes cover these areas through circle times, focused activities and at opportunities in the child's play. Weekly celebration assemblies are also held where a reflection on the past week is held, children share their learning and also receive Golden Tickets for behaviour related to the Golden Charter of Rights which may have been placed in the Golden Ticket box across the week.

PSHE/ PSED

The PSHE curriculum provided by the Cambridgeshire PSHE Service includes planned weekly learning in PSHE including RSE, which help children question and make sense of their place in the world. (See PSHE and RSE Policies, Intent, Implementation and Impact statements and Long term planning)

Religious Education (RE)

The Religious Education curriculum along with Spiritual, Moral and Cultural links serve to ensure the children are given exposure to a range of beliefs and viewpoints. Children learn about the key beliefs and teachings of the 6 main world religions including visiting places of worship and learning about key religious and cultural festivals such as Diwali, Christmas, Eid and Easter.

Outdoor learning, Forest School and Outdoor and Adventurous Activities

Outdoor learning is a valued part of learning within school because it provides opportunity to develop children's curiosity of learning. Appropriate age-related opportunities are planned for children to apply their curriculum knowledge outside the classroom both in Outdoor Learning and through the Forest School Programme. Recognition is made in terms of how this related to learning in other curriculum areas (e.g Science) but also to the value of children being in nature and the recognised benefits to mental health that this brings. The key life skills of resilience and team working are also reinforced through Outdoor and

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Adventurous activities which form part of the PE curriculum and are also further developed during the annual school residential programme for children in Year 3-6 held at the Grafham Water Centre.

The Environment

Awareness of wider issues involving the environment, both local and global, are fostered through regular lessons, visits and events with an environmental or ecological theme. The school has an active Eco-Council comprised of children, parents and staff. In the academic years 2022-25 the school has been awarded Green Flag Eco Schools Award.

Whole school events celebrating diversity

A range of whole school events are planned which celebrate the diversity of our school community and lead to a greater understanding and awareness of people from different language and cultural groups. Examples include marking European Languages Day and International Mother Language Day as well activities to explore events such as Chinese New Year, Diwali and Eid.

Community

The curriculum is planned to enable children to work with local community groups such as visiting the local care home, working with local charities, collecting and raising money for charities, working with other schools in the local area and further afield. We aim to increase our pupils' engagement with activities that benefit other members of the community and beyond.

Inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. It also ensures that stereotypes are challenged and positive role models are identified for the children to learn about. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted. This happens only in very exceptional circumstances. The SEND Policy explains in greater detail schools approach to meeting the needs of this group of children.

Displays

Displays reinforce the intentions of the school and provide clear images related to our school values and Golden Charter of Rights as well as reinforcing concepts such as democracy and to ensure that children are equipped with strategies to help them develop positive mindsets and mental health.

Curriculum Impact

Intention 1 - To develop children's communication and language skills so that they can access learning and make progress

Intended Impact

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- Children will be able to communicate effectively in English in terms of speaking, listening and writing
- Children (including those with English as an Additional Language) will make good progress from their starting points (starting in Nursery, Reception or at non standard times throughout the year)
- Children are able to use their command of the English language to help them develop knowledge, skills and understanding in the other curriculum areas.

How will it be measured

- Progress from a child's starting point using a range of summative and formative assessments
- Children displaying a love of reading
- Children can converse well in English sharing their opinions and ideas as well as listening to others

Intention 2 - To nurture children's positive learning behaviours and enable them to develop a curiosity towards the exploration of knowledge, skills and understanding

Intended Impact

- Children have positive attitudes towards their learning which continues as they move to secondary school and adulthood
- Children develop an awareness of how they learn best and use this knowledge in their day to day work
- Children demonstrate resilience in their learning and do not give up when they find something difficult
- Children have high aspirations of themselves and as a result of this set themselves challenging next steps

How will it be measured

- The learning behaviour displayed by the children in the classroom and in the wider school environment
- The care children demonstrate to their learning through the presentation of their work
- The completion and return of homework and open-ended tasks
- Attendance at school – children are rarely absent

Intention 3 - To ensure that children are respectful and responsible towards each other and the environment, celebrate diversity, and are equipped with key life skills

Intended Impact

- Children demonstrate a positive attitude towards all aspects of school life. They demonstrate respectful behaviour to all, and this is transferable outside of school in the wider community and beyond.

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- Children are resilient to the beliefs of others and make the correct choices independently based on their understanding of the Golden Charter of Rights and democratic (British) values.

How will it be measured

- Throughout school positive attitudes prevail towards all children and staff. There are very few incidents of disrespectful behaviour and when there is a disagreement this is resolved through respectful discussion.
- Our children are ambassadors whenever they learn outside of the school environment
- Children stand up for what is right and positively speak out against inequalities.
- Children display respect towards the school and park environment through contributing towards recycling, litter picking and maintaining tidy classrooms and playground.

Monitoring

The Leadership team and the Proprietor are responsible for monitoring the impact of the school curriculum both in terms of social outcomes and academic progress.

The headteacher is responsible for the day-to-day organisation of the curriculum. The subject leaders monitor the impact of the part of the curriculum for which they are responsible. They monitor curriculum planning for their subject, ensuring that all classes are taught according to subject Intent, Implementation and Impact documents, have opportunities to enhance their curiosity and are challenged in order to apply and deepen their learning.

Subject leaders inspire learning in their subject and monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are used. Curriculum monitoring completed by subject leaders is forwarded to the headteacher along with strengths and actions for further development.

This policy is monitored by the Proprietor and will be reviewed annually, or before if necessary. The policy was last reviewed in January 2025 and will next be reviewed in January 2026.

The Curriculum and Equality

The curriculum in our school is designed to be accessed by all children who attend the school. School takes seriously its responsibility to promote equality and uphold the 9 protected characteristics of age, disability, race, gender, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity.

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If it is necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted and reasonable adjustments will be made.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need in partnership with the SENDCo. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for statutory assessment, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs. The SEN Policy explains in greater detail school's approach to meeting the needs of this group of children.

The school provides Pupil Page Profiles for each of the children who are on the special needs register and Support Plans for children who are undergoing statutory assessment. These documents set out the nature of the special need, outlines how the school will aim to address it and also sets targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.