



CURRICULUM POLICY

(To be read in conjunction with the School's Learning Support Policy and Aims and Objectives)

Aim

To provide an educational bridge equipping non-native English speakers from non-British education systems to enter and thrive in the British Independent Educational System.

Objectives

1. To provide a full-time, supervised, education which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative learning in relation to time available, timetable constraints, academic/linguistic ability and future academic need. (1,2,3,6)
2. To provide an educational programme, appropriate to age, aptitude and needs of all students, including those with a statement, or defined by the School as having special educational needs (usually following assessment by an educational psychologist), through which all students' academic potential can be maximised taking into account the following additional variables:
 - previous academic experience;
 - previous learning style;
 - linguistic capability;
 - cultural differences as they may affect the classroom situation;
 - individual pupil passports (equivalent to individual educational plans) created for students with academic need beyond that normally experienced by international students studying an additional language. (1,2,3,6)
3. To provide written policies, plans and schemes of work which do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. To take every opportunity to explain and share positive cultural traditions, differences and celebrations that our diverse student body bring to the classroom and boarding situation. (2)
4. To accelerate learning, particularly in regard to students' development of speaking, listening, literacy and numeracy skills, and to provide greater individual attention/differentiation by teaching in small classes (normal maximum of 8 students). (1,2,3,6)
5. To ensure that, where a student has a statement, or is defined by the School as having special educational needs (usually following assessment by an educational psychologist), the School provides an education which fulfils those requirements. See also point 2. (1,2,3,6)
6. To introduce and, as far as possible, familiarise students with conventional teaching and learning styles expected in school education in the United Kingdom, including independent learning, use

of ICT, group work and other styles felt to be appropriate to the individual students concerned. (1,2,3,6)

7. To ensure a curriculum is in place appropriate to the needs of international students and to keep abreast of latest national educational developments, the School will provide appropriate staff INSET training, extend teacher qualifications and monitor teacher progress through formal methods such as the Newly Appointed Teacher (NAT) programme, the Staff Review and Development Policy (managed through BlueSky Education) and the TKT+/TESOL qualifications programme. (1,2,3)
8. To review department aims and performance annually and to set targets for future development in relation to providing an ever more effective curriculum. (1,2,3)
9. To provide a range of English as an Additional Language (EAL) courses to meet the needs of students for whom English is not their first language. (1, 2 3,6)
10. To provide personal, social, health and economic education in line with the specific needs of international students, the School ethos, and which encourages respect for other people, paying particular regard to the protected characteristics as set out in the Equality Act 2010 - within the time and curriculum restraints imposed by teaching international students, of whom the majority normally stay at Sherborne International for one academic year, through formal PSHE and other avenues, both academic and pastoral. (2)
11. To provide help and impartial advice re future schooling and a broad range of careers in line with the needs of international students, appropriate to the given age-range and to enable students to make informed choices and encourage them to reach their full potential (6)
12. To provide extra subjects or subjects at a higher level where appropriate outside the normal curriculum (e.g. additional languages, music, specialist sports coaching) in order to extend and challenge the more able students or to provide further academic assistance for students in need of further support. (2,6)
13. To ensure that all students have the opportunity to learn and make progress, the School will:
 - continually assess student performance through a wide variety of formal/informal methods and to use such assessment to influence future learning targets, group changes and option choices (1,2,3,6)
 - provide additional academic feedback to students/staff via regular internal reports and at least twice-termly individual meetings between the Vice Principal and students (2,10)
 - seek further appropriate educational assessment for students in apparent need of particular additional support and to use the results of such assessment to help plan a more effective learning experience for that student. (2)
 - seek student feedback regarding differences between the education system of their homeland and that of the United Kingdom in order to help teachers understand difficulties and plan a more effective curriculum. (2)
 - seek student feedback regarding teaching styles and methods they have experienced at the School and to use such feedback to help facilitate more effective learning. (2)
14. To provide preparation of students for the opportunities, responsibilities and experiences of life in British society – to ensure a smooth transition to other British schools of these international

students, of whom the majority normally stay at Sherborne International for one academic year only. (2,6)

15. To ensure class contact time is being used effectively, senior members of staff (including the Principal) will make regular visits to classes whilst they are being taught (2).
16. To incorporate individualised differentiation into the curriculum in relation to the specific needs of international students (language simplification, material preparation, cultural strands etc) (1,2,3)
17. To place students in the “correct” chronological academic year, as far as possible, in order to allow them to continue through the British academic system in the right year group unless there are good reasons not to do so such as ones relating to language levels, previous academic experience etc. (2)
18. On the rare occasion when there is a student who is above compulsory school age, they are expected to follow the full school programme, including activities, which is appropriate to their needs. (2, 6)
19. To be sufficiently flexible academically to allow students to enter the School not only at the beginning of the Autumn Term but also at the beginning of the Spring/Summer Terms. (2)
20. To utilise the academic programmes provided by the School Intensive Summer and Easter courses to facilitate more effective learning. (1,2,3)
21. To encourage and facilitate the movement of students to British independent schools as soon as it is felt they are linguistically, emotionally, educationally, and culturally ready to do so and have become familiar with the basic curriculum offered at such schools. (2,6)

Note: The number(s) in brackets after each Curriculum Policy objective relates to the corresponding number of the School Aims and Objectives.

Reviewed by Mr I Elliott (ICSS Governor), Nov 2012

Revised by PAH, June 2013

Adapted for Sherborne International by SJB, January 2014

Reviewed by GJK and agreed by MA (Principal), May 2014; checked by PAH, June 2014

Reviewed by GJK and SJB, checked by PAH, September 2015

Reviewed by GPD and SJB, June 2016

Revised by AEH and GPD, September 2017

Reviewed AEH, December 2018