



Curriculum Policy

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Table of Contents

Curriculum Statement

1. Introduction	3-5
1.1 The Netherlands International School Ethos	3-4
1.2 Our Values	4-5
2. A Good School	5
3. Definitions	6-7

Curriculum Policy

1. The school curriculum is designed to give experience in the following areas	7-9
1.1 It will ensure that all students are enabled to achieve the 5 outcomes of Every Child Matters	8-9
1.2 It will support and enable the 4 keys of the national strategy for SEN	9
2. Standards	9-11
2.1 The Principal must ensure that the school has a culture that promotes the curriculum by	10
2.2 Teachers must ensure	10-11
2.3 All staff must ensure that they	11
3. Curriculum Model	11-13
3.1 Core Curriculum Components	12
3.1.1 English/Literacy	12
3.1.2 Mathematics/Numeracy	12
3.2 Embedded Curriculum	12-13
3.2.1 ICT	12
3.2.2 PSHE (Incl. Citizenship, SMSC, RE)	12

Curriculum Statement

'True education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself. Through these demands he is stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling, and to conceive of himself from the standpoint of the welfare of the group to which he belongs. Through the responses which others make to his own activities he comes to know what these mean in social terms.'

John Dewey 189

1. Introduction

The Netherlands International School (NISL) offers education and support to students from 2-12 years of age from a range of ethnic backgrounds. It is a unique school that offers the Dutch Curriculum and The National Curriculum of England to a wide variety of international and local students. We are working to be recognised and respected as one of the leading international schools in Nigeria.

The Netherlands International School is a non-profit Dutch and International School located in the embassy district of Victoria Island in Lagos, Nigeria. The school was established to offer Dutch education to the expatriate Dutch community in Lagos, but has evolved to include students from over 30 nationalities/backgrounds. NISL offers the National Curriculum of England as an alternative to the Dutch Curriculum.

1.1 The Netherlands International School Ethos

Our school ethos and values are informed and guided by the NISL Mission, Vision, and by the Every Child Matters agenda; in particular, the NISL Mission which states:

The NISL Mission is: To deliver two broad, balanced and relevant curriculums that will inspire children into lifelong love of learning, whilst preparing them to live in a globally, ever changing competitive world.

Our school is a learning community where we want everyone, students, staff, parents and visitors, to feel welcome and to be valued, safe and ready for the

work we share. We believe each individual is unique and has his/her own special talent which can be developed in a calm, thoughtful and ordered school where there is fairness, understanding, clear rules, and where the consequences of actions are accepted by all. With these elements in place we believe it is possible for every student to enjoy their education, to achieve their full potential and to prepare for a fulfilling future.

1.2 Our Values

- Our school is a collaborative learning community where we seek to use every members' creativity and resources and where everyone feels they belong.
- In our school pupils are held accountable for their actions and are given the social and emotional support necessary to make changes when needed. We enable pupils to take responsibility and make restoration when their behaviour has been unhelpful and to gain alternative strategies and actions for the future.
- No school is an island. We work in partnership with parents, professional colleagues and students in order to maximise the chances of helping every individual achieve to their potential. Together we are better.
- Teaching and learning is at the heart of all that we do. We aspire to ensure our teaching is well organised and planned, is inspiring and our lessons enjoyable and interesting in order that every pupil can become a confident learner and can progress and achieve.
- Our students are provided with opportunities and support to develop self- esteem, interpersonal and social skills as well as to make positive choices in respect of their behaviour both in and out of school because we believe they will become successful members of society through the knowledge, values, and thinking skills learned in the classroom.
- Everyone is encouraged when their achievements are publicly recognised. Our pupils will be regularly assessed and these results will be externally validated. We will ensure their achievements will be properly accredited and shared with their family and peers.
- Diversity of views, experiences, ideas and skills among pupils, staff, parents and in the curriculum is strength to be celebrated. We promote awareness of and respect for cultural, individual and role differences, including those due to age, gender, race ethnicity, national

origin, religion, sexual orientation, disability, language, philosophical orientation and socioeconomic status. We challenge views and actions that lack respect for others or promote notions of superiority and inferiority between people.

- Only through a system which encourages openness and transparency can we best safeguard children, young people and staff we encourage our pupils, parents, staff and stakeholders to complain about any aspect of our service that could be improved on. We are vigilant about keeping our pupils safe and we ensure they are aware of how to keep themselves safe.
- We want to improve and welcome all opportunities so to do. We are a learning community and seek to learn from our partners, internal colleagues and consultants and external inspectors and others with expertise to share. Our staff are committed to Continuing Professional Development (CPD)
- Finally, to reiterate: we are a learning community that has adopted a slogan “learning for life”. Mistakes may be made by all members of the community from time to time. These are our opportunities for learning and change. We work with hope for a better tomorrow when today has been hard.

2. A Good School

There is a developing literature around the features that successful schools share in common. See, for example, Making Great Progress, DFES 2007; Essential Pieces: the jigsaw of a successful school, Brighouse T., RM publishers, 2006; The Intelligent School, 2004, MacGilchrist B. et al, Sage, Making Great Progress, DFES, 2007. A key feature of the literature around successful schools is the focus on the ‘four essential core characteristics of an effective school’ as set out by MacGilchrist et al are where there is a commitment to:

- Pupils’ rights and responsibilities, i.e. their engagement in learning
- Professional high quality leadership and management
- A concentration on child centred pupil learning and teaching
- A learning organisation

3. Definitions

There are two aspects to the term curriculum: these can best be identified as the ‘formal’ curriculum and the ‘hidden’ or ‘informal’ curriculum. Simply, the

term formal curriculum 'refers to all the learning experiences put in place by a school to achieve determined and specified educational objectives' and, the 'hidden curriculum' which is best described as 'everything that happens once you walk through the door into school.' (Davies S., 2006, The Essential Guide to Teaching, Pearson Longman)

The curriculum in any school is always to some extent determined by the needs and circumstances of the pupils the school serves. The Netherlands International School is no exception. There are a number of aspects to the formal curriculum we offer:

- Our curriculum is determined by The Education (Independent School Standards) (England) Regs 2003/4 and 2006 and by our curriculum coverage indicators from the International Primary Curriculum (IPC)
- We aim to give pupils a broad and balanced curriculum that will enable them to meet the challenges awaiting them as they enter the adult world
- We aim to differentiate the curriculum in order to enable all pupils to progress and achieve
- We aim to enable our pupils to enjoy their education, to use their talents, to have experiences that challenge them and are fun, and to celebrate success with parents as our most important stakeholders

If a school values its staff and pupils, and teaches respect and moral responsibility overtly in its everyday dealings with one another and the community, then the hidden, informal, embedded curriculum will be a positive one.

We therefore seek to pay as much attention to the 'hidden' curriculum within our school as to the formal curriculum. In essence this means:

- i. We are developing a curriculum that will promote resilience, restorative justice, profile pupils in relation to relationships, classroom behaviour, acceptance of authority, emotional control and growth, self-esteem, self-responsibility and task orientation.
- ii. The school promotes values rather than rules for example by linking the IPC Personal Goals to learning and play.
- iii. Through individualised planning and with support from the school SEN Coordinator we work closely with identified pupils to address long-standing difficulties that act as barriers to learning and we seek to work in

partnership with parents to assist each pupil.

Curriculum Policy

It is the policy of The Netherlands International School that all pupils will have access to a broad, balanced and relevant curriculum that will inspire them into a lifelong love of learning, whilst preparing them to live in a globally, ever changing competitive world. Our curriculum also offers them opportunities and experiences that will enable them to meet the challenges of adult life and that promotes the values of caring for others, setting clear boundaries with explicit consequences and that operates in a fair and consistent manner.

The curriculum will be developed and implemented in line with 3 main considerations as guidance: these are independent school standards, Every Child Matters and Removing Barriers to Achievement – The UK Government’s Strategy for SEN.

The curriculum will give all pupils ‘experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education’ as required by The Education (Independent School Standards) (England) Regulations 2003.

1. The school curriculum is designed to give experience in the following areas:

- i. **Linguistic:** this area is concerned with **developing pupils’ communication skills and increasing their command of language through listening, speaking, reading and writing.** There must be **lessons in written and spoken English** with some timetabled **French.**
- ii. **Mathematical:** this area helps pupils **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.**
- iii. **Scientific:** this area is concerned with increasing pupils' **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.
 - iv. **Technological:** 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**. This is embedded into IPC and use of the ICT Learning Zone.
 - v. **Human and social:** this area is concerned with **people and with their environment and how human action, now and in the past, has influenced events and conditions**. In most schools the subjects of history and geography make a strong contribution to this area.
 - vi. **Physical:** this area aims to develop the pupils' **physical control and co-ordination** as well as their **tactical skills and imaginative responses**, and to help them to **evaluate and improve their performance**. Pupils should also acquire knowledge and **understanding of the basic principles of fitness and health**.
 - vii. **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.

Our core plans and schemes of work developed through the IPC illustrate how each area is to be woven into the school curriculum.

1.1 It will ensure that all pupils are enabled to achieve the 5 outcomes of Every Child Matters:

- ***Being Healthy*** - have access to regular exercise, know about and make healthy lifestyle choices.
- ***Staying Safe*** – display concern for others, feel safe from bullying and discrimination; feel confident to report bullying and racist incidents; act responsibly in high risk situations
- ***Enjoying and achieving*** – have positive attitudes to education,

behave well and have a good attendance record

- ***Making a positive contribution*** – understand their legal and civil rights and responsibilities; show social responsibility, and refrain from bullying and discrimination; express their views at school and are confident their views and ‘voice’ will be heard; initiate and manage a range of organized activities in school and community organisations
- ***Achieving economic and social well-being*** – develop basic skills in Literacy, Numeracy and ICT; develop their self-confidence and team working skills; become enterprising, able to handle change, take initiative and calculate risk when making decisions; become financially literate and gain an understanding of business and the economy and of their career options; develop knowledge and skills when they are older, related to workplace situations

1.2 Finally, it will support and enable the 4 keys of the national strategy for SEN:

- ***Early Intervention*** - ensuring every pupil is assessed within 15 days of admission and teaching and learning will be informed by the assessment
- ***Removing barriers to learning*** – ensuring every pupil identified has an IEP and is encouraged and enabled to progress and learn
- ***Raising expectations and achievement*** – by ensuring all teaching teams have access to appropriate and on-going CPD so they have the skills and strategies to personalise learning and measure progress through on-going assessment
- ***Delivering improvements in partnership working*** – we will work closely with parents, the Dutch Embassy and other stakeholder organisations to ensure the needs of all our pupils are addressed

2. Standards

The following standards set out clearly the responsibilities of managers and staff for the development of the curriculum in the school and for planning, implementing and evaluating all aspects of the curriculum as the heart of all that happens in the school.

2.1 The Principal must ensure that the school has a culture that promotes the curriculum by:

- 1) Ensuring the curriculum meets the requirements of The Education (Independent School Standards) (England) Regulations 2003/4 and 2006, ECM, and the Government strategy for SEN.
- 2) Ensuring that the school responds positively to national curriculum developments such as the changes from the new National Curriculum 2014
- 3) Ensuring all staff are fully aware of the school curriculum and work within it and that this is reflected in the plans, schemes of work, lesson plans and lesson evaluations that they use
- 4) Ensuring there is an annual audit and plan for the curriculum that covers all aspects of it as set out in the definition above, that promotes ECM outcomes for pupils and that demonstrates the added value of the curriculum to the pupils
- 5) Ensuring all new staff are aware of the curriculum
- 6) Ensuring that there are plans, such as the whole school plan, in place for the ongoing development of the curriculum and for individual subjects within the overall school curriculum
- 7) Ensuring that teachers with particular areas of responsibility for the curriculum are up-to-date in their knowledge and are able to advise their colleagues in an effective and productive manner
- 8) Ensuring that staff are kept up-to-date with regulations, research and legislation in relation to the curriculum
- 9) Ensuring the school has adequate resources for curriculum development and that systems are in place for measuring the Value for Money of curriculum development activities and processes
- 10)** Ensuring that all external consultants and trainers assisting in the development of the curriculum have clear guidelines regarding what is expected of them and requiring of them to set out how their input will improve outcomes for pupils.

2.2 Teachers must ensure:

- 1) They play a full and active part in the development of the curriculum
- 2) They deliver the curriculum in a manner that promotes the

learning of each pupil

- 3) They keep up-to-date, are aware of and incorporate as planned all relevant curricular developments i.e. the new National Curriculum for England 2014
- 4) They are clear about the relationship between the curriculum, schemes of work, lesson planning and outcomes for pupils and how each informs and supports the other
- 5) They incorporate both the formal and the 'hidden' curriculum in all that they do in the classroom
- 6) They ensure the TA's and LSA's they work with understand the whole curriculum and its importance in enabling students to learn

2.3 All staff must ensure that they:

- 1) Maintain an up to date knowledge and understanding of their professional duties and the statutory framework within which they work including the importance of the formal and 'hidden' curriculum
- 2) Must work within those aspects of the curriculum that impact on their role
- 3) Must contribute to the development of the curriculum as appropriate to their role
- 4) Work as a team member and identify opportunities for working with colleagues to promote the curriculum, managing their work where appropriate and sharing the development of effective practice with them

3. Curriculum Model

CORE	IPC	Embedded	Specialist
<ul style="list-style-type: none"> • English/Literacy • Mathematics/Numeracy 	<ul style="list-style-type: none"> • Art • Music • Geography • History • Technology • Science • Society • International 	<ul style="list-style-type: none"> • ICT • PSHE • SMSC • RE <p>(Via the IPC Personal Goals and other means)</p>	<ul style="list-style-type: none"> • French • Physical Education • Performing Arts • Music • Art

Individual Education Plans will address priority individual needs and adjust curriculum balance to meet individual needs.

3.1 Core Curriculum Components

3.1.1 English/Literacy

- Speaking and listening
- Reading
- Writing

3.1.2 Mathematics/Numeracy

- Number and algebra
- Shape, space and measures
- Handling data

3.2 Embedded Curriculum

3.2.1 ICT

- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work as it progresses

3.2.2 PHSE (Incl. Citizenship, SMSC, RE)

- Developing confidence and responsibility and making most of their abilities
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Knowledge and understanding about becoming informed citizens
- Developing skills of enquiry and communication
- Developing skills of participation and responsible action
- Learning about religion
- Learning from religion
- Exploring spiritual, moral, social and cultural differences

--- End of Curriculum Policy NISL ---