



مدرسة البحث العلمي
School of Research Science

DETAILED BREAKDOWN OF THE NATIONAL CURRICULUM IN ENGLAND

TEACHING AND LEARNING PRINCIPALS

At SRS teaching and learning are built upon our six core values of Excellence, Independent Learning, Uniqueness and Diversity, Creativity, Life Skills and Partnerships. These values are underpinned by our Student Learner Profile which maps out the key skills we consider to be critical for successful learning. These two key aspects ensure that at SRS we are committed to shaping the future generation who will be creative independent thinkers, able to adapt their knowledge and skills to the ever changing needs of the technological age and the demands of the 21st century.

We provide challenge and choice for all our children and students through a personalised programme of study that is inspired by expert, passionate and engaging teaching. We are acutely aware of the global community in which your sons and daughters will live and work when they leave the security of the SRS community, and we endeavour to prepare them very well for this.

Through our Learner Profile, we seek to stimulate debate, to encourage innovation and creativity and to establish the conditions in which learning - for its own sake and enjoyment - takes place. At SRS we work hard to instil in our students an enduring sense of curiosity and to develop our learner profile skills set which includes being reflective learners, team workers, self-managers, effective participators and successful communicators. This will equip them with the life skills they need to question and think critically, and to learn independently.

FOUNDATION STAGE

EYFS CURRICULUM

As in the UK, during your child's first few years (aged 3-5) at SRS we offer the Early Years Foundation Stage (EYFS) curriculum. Key to our success in the early years is a bilingual approach where British and Arabic teachers work side by side to facilitate the best learning for your child.

The Early Years Foundation Stage has 7 pillars of learning and development:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

There is an emphasis on learning through active play, with children encouraged to build on their individual needs and interests. We all learn best when we are motivated, interested and happy, engaged in experiences that both fascinate and challenge us. We provide the children in our care with a safe, secure and happy environment where they can play and develop their natural skills of enquiry, creativity and critical thinking, thus laying the foundation for success in their future education.

As a parent, you can feel assured that our Early Years staff recognise your child's needs and are committed to meeting these and ensure that your child's time with us is safe and happy.

More about (EYFS) Foundation stage curriculum:

Link

Here at The School of Research Science children within the Foundation Stage (FS1 and FS2) are taught through the British Early Years Foundation Stage curriculum (EYFS). Within the EYFS, there are seven areas of learning and development.

All areas of learning and development are important and interconnected. Underpinning these areas are the Characteristics of Effective Learning which are the ways in which the child engages with other people and their environment: playing and exploring, active learning, and creating and thinking critically. These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, referred to as the prime areas, are:

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

Literacy involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials including books, poems, and other written materials to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding The World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, role-play, and design and technology.

PLAYING & EXPLORING

Child initiated play is a very important part of an early learner's development. That is why PDR is given so much emphasis at SRS. PDR is also part of Active Learning; as the children are given the opportunity to enjoy achieving what they set out to do and creating and thinking critically.

“Children are creative because they're not afraid to make mistakes. They're born creative, but we educate them out of it with systems that make them afraid of making mistakes.”

Sir Ken Robinson

At SRS we want to be “supportive of the children's own efforts and independence”. We want to foster creative children and so every classroom must foster a “have a go” environment where every effort is valued. The children must be allowed to make mistakes, every mistake made is a learning opportunity.

What is PDR?

PDR stands for Plan-Do-Review and comes from the Highscope Early Childhood Curriculum. PDR is about children making plans, carrying them out and then reflecting upon what they have done. These sessions should last for around an hour or more. The first part of the session is the planning part where you find out what the children want to do, where they want to do it, what they might need and who they are going to work with. The second part of the session is the 'Do' part where the children

actually carry out their plans. During this time adults observe. The third part is where the children reflect on what they did; did they complete what they set out to do?

Plan

The children sit in a circle (whole class or small group) and the teacher asks the children what they want to do today. Some teachers find having a picture board really helps young children to plan what they want to do.

Do

The children go to carry out what they have planned. Sometimes the children decide to do something completely different and this is ok. The adults scaffold learning where appropriate and take photos and write observations during this time.

Review

The children come back together and talk about what they did. The teacher prompts using questions such as; What did you do today? Who did you work with?

Creating and thinking critically

We should give all early learners the opportunity to express themselves, as they wish.

All work at SRS must be created by the child. It must demonstrate the individuality of each child's creative ideas and imagination. Children must always be provided with blank canvases. During child initiated play, children who are less confident, may opt to 'colour in' as this is an easy option. As part of our commitment to these children we must be challenging their thinking by only giving them challenging opportunities.

We believe there are strong links between children's motivation, self-esteem and independence which lead to high achievement.

Play is a very important part of all children's development and we offer a safe and stimulating environment where children can build their skills, knowledge and understanding by having access to a wide range of equipment and materials.

For our children we focus on four aspects of the young child's development:

- Positive relationships
- Learning and development
- Enabling environments
- A unique child

Foundation Stage Assessment

In Foundation Stage, all assessment is captured using observations, photographs, videos, voice recordings and work in books (FS2). The role of observation is essential to understanding what children are able to do independently and what their next steps are. In FS1, where necessary, all assessments are carried out in both Arabic and English to ensure that we gain a fully rounded picture of each child. This information is used to ensure that future planning meets the needs of our pupils. This evidence is collated in a child's individual 'Learning Journey' as well as their Literacy and Maths books in FS2 and then used to track their progress at various points during the academic year. Each child's level of development in the seven areas of learning, outlined in the Early Years Foundation Stage policy document, is recorded and reported on at the end of Foundation Stage 2. Throughout the year there are planned opportunities for children, teachers and parents to come together to celebrate every child's achievements.

Primary:

KEY STAGE 1: Years 1 and 2

In Years 1 and 2 children follow an enriched and tailored British National Curriculum alongside an innovative Arabic and Islamic curriculum.

Guided by our SRS Student Profile, children study English, Arabic, Islamic, Maths, Science, IT, IPC, STEM (Science, Technology, Engineering, Maths – an applied approach), the Arts and PE. Following seamlessly on from the Foundation Stage we have a holistic, cross-curricular and enquiry-based approach to learning where each individual builds the skills and knowledge relevant for the 21st century. We place great emphasis on the skills of collaboration. Our integrated approach is supported by the International Primary Curriculum, a thematic framework that enhances a child's natural curiosity thus developing an enthusiasm for lifelong learning. In Key Stage 1 all science concepts are fully taught through the context of the IPC. Children also study personal, social, health and citizenship education. These areas are woven into our topics, subjects, assemblies, monthly themes and extra-curricular activities. A focus on these areas is key in developing independent, confident, tolerant and responsible young people who have a deep understanding of the world in which they live. Student's progress and attainment are tracked closely during their time in KS1 through

formal tests (SATs in Year 2) and, more importantly, through on-going teacher assessment. These processes allow both the teachers and the students to know where they are in their learning, where they need to go and how best to get there.

Learn more about IPC – <http://www.greatlearning.com/ipc/>

IPC Curriculum

The International Primary Curriculum (IPC) is a comprehensive, thematic, creative curriculum for Primary schools with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning. Worldwide, over 1800 schools use the IPC in over 90 countries.

Why do we use it?

We adopted the IPC at SRS to give our students a more relevant and enriched educational experience. Each year group in Primary has identified four or five topics that will challenge, motivate and inspire our students throughout the year. The journey of learning is carefully planned and the balance between knowledge and skills is achieved.

How does it work?

Each topic starts with an entry point – this is the hook that gets students excited about their learning. These events often include members of the community, parents and entertainment agencies as guest speakers to name a few. Our teachers go to great lengths to ensure that these are memorable events. Students then complete the ‘knowledge harvest’ which involves the recording of key questions students want to investigate during the topic. The topic then progresses through its course and concludes with the exit point, a summing up or grand finale to celebrate the work that has been covered.

In addition to this we hold two very popular open afternoons per year for parents to come into the classrooms and see their children present their learning in an engaging way. Parents get the opportunity to see the impact of the thematic approach to education in action, when students demonstrate the interconnectedness and links between different areas of the curriculum under one overarching topic or theme.

KEY STAGE 2: Year 3-6

In Key Stage 2 we build on the excellent work that has gone before to further develop skills of collaboration and enquiry through creative schemes of work. Similarly in KS2 we study English, Arabic, Islamic, Maths, Science, IT, IPC, STEM, Social Studies, the Arts and PE. Science continues to be linked to the IPC but there are times when it is taught discreetly to ensure full curriculum coverage is achieved. As students progress towards the end of the Key Stage the focus moves towards our end of phase examinations, namely SATs where students revise concepts they have developed a deep understanding of through their time in primary.

In KS2 our pupils continue to learn vital and sophisticated life skills that will stand them in good stead for life in secondary school and beyond. SRS aims to develop the leaders of the future by having consistently high expectations of their attitudes and behaviours. The focus remains on developing independent, confident, tolerant and responsible young people who have a deep understanding of the world in which they live.

ASSESSMENT IN PRIMARY

At SRS, we believe that assessment is at the heart of high quality learning as it allows our teachers to identify with precision the stage of development that a child is at and carefully plan their next steps. Coupled with a 'growth mindset', this enables our pupils to make outstanding progress.

Key stage One Assessment – Years 1 and 2

In Year 1 and 2, pupils' learning in all subjects is captured in a variety of ways enabling all children to demonstrate their knowledge, skills and understanding through written work, oral discussions and practical activities.

On-going assessments against the key age related expectations allow our teachers to make judgments about a pupils' current level of attainment throughout the year as well as identifying strengths and key areas for development. At regular intervals throughout the year, we carry out more formal assessments to show the teachers what pupils have retained and can apply independently. The information taken from both the formative and more formal assessments is then used to plan next steps for the children and forms an integral part of the planning, teaching and learning process. At the end of Year 2, pupils take the SATs which allows the school to benchmark its performance against other UK curriculum schools.

Key Stage Two Assessment - Years 3 to 6

As in Key Stage 1, assessment at Key Stage 2 is mostly formative, which means that it is on-going and informs the teachers' planning for pupils' learning. We assess our pupils against the key objectives in English, Maths and Science. Every day, in every lesson, our pupils demonstrate their learning through answering questions, written work and focused discussion. As a school we believe that on-going teacher assessment is the most accurate way of making secure judgements about our children's learning. More formal assessments take place at various points throughout the year which are used to validate teacher assessment and allow us to benchmark ourselves against other schools which follow the English National Curriculum. At the end of Key Stage 2, our Year 6 pupils take SATs, which are the standardised national tests from the UK. Our results are moderated externally to ensure the validity and accuracy of our data.

TECHNOLOGY IN PRIMARY

All of our Primary classrooms boast a state of the art, interactive Samsung screen. This is utilised in a purposeful way in the majority of lessons we teach and provides an excellent platform for engaging students in a variety of media.

Our break out areas also contain a base of Samsung laptops and desktop computers which are used to develop the core skills required to become proficient users of IT resources, often in small groups of approximately 15 students. The key purpose is to provide our students with the tools they need to become confident independent learners and creative thinkers – core values that the school espouses. Our IT curriculum has a focus on coding and we use popular tools for this such as 'Scratch' and 'Hopscotch'.

In addition to this we have an increasing bank of iPads, available for all of our classes through a booking system, which provide students with the opportunity to record their learning in a more flexible and innovative way. At SRS we have an agreed range of Apps which present children with easy to use solutions for creating books, posters and videos on a variety of topics linked to their current learning.

As new Apps are developed we are always keen to pilot these with our students and integrate them into our lessons.