

TITLE OF POLICY	Curriculum Intent and Impact
COVERAGE	Employees
FIRST RELEASE DATE	31/08/2021
LAST RATIFIED DATE	04/02/2022
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OWNER	Head of Secondary School
REVIEWER	Head of Primary School

Curriculum Intent and Impact Policy

Aim

As a British international school, we are proud to root our curriculum firmly in the English National Curriculum for England, but equally excited to be able to draw upon, and hybridise, the best elements of different curricula worldwide. We also aim to ensure that everything retains, where appropriate, a local 'flavour' of our host nation and region, and enables our local students, where necessary, to achieve Jordanian, Tawjihi 'equivalency'. We are determined to strike the optimal balance between a written curriculum that is articulated horizontally and vertically, but is flexible enough to allow each child to follow their own pathway in line with their individual aptitude, interests and talents. In this way, we aim to maintain a formal curriculum and skills map that is reviewed regularly, but also ensure it retains a student-centred flexibility in all year groups.

Statement of Intent

To work hard to ensure that all children, whatever their background, receive the education they deserve and to enable all of our children to thrive. To provide a broad, exciting and challenging curriculum that embraces the following outcomes:

- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution;
- Achieve economic, social and mental well-being;
- Afford opportunities for our values of integrity, determination, respect, compassion, equity, happiness and challenge to be fully embedded.

We will provide an environment that is fun, stimulating and challenging to all pupils and promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities. We will equip children with a range of skills, values and attitudes, and a desire for lifelong learning.

We will regularly evaluate the school curriculum by focusing on curriculum intent, long term planning, implementation and impact and ensure compliance with all relevant legislation connected to this policy. We will also work with other schools and the local authorities to share good practice in order to improve this policy.

Scope

Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge, skills and cultural capital they need to succeed in life. It will be implemented by ensuring teachers create an environment that allows the learner to focus on learning and by ensuring assessment is used well in order to help learners

embed and use knowledge fluently or to check understanding and inform teaching. Medium term curriculum planning will be shared with the school's SENco and short term curriculum planning should take account of information provided by the SENco. Ultimately we will ensure all our students are ready for the next stage of education, employment or training.

Unique Definitions

Long Term Curriculum Planning:

- Details what is to be taught over the year;
- Provides teaching guidelines and overall objectives for each year group for the whole year.

Medium Term Curriculum Planning:

- Organises the subject into termly or half-termly sections;
- Is more detailed and the objectives are more specific in nature;
- Is developed by the teachers, who respond to the needs of their pupils;
- Ensures a balanced distribution of work is undertaken across each term.

Short Term Curriculum Planning:

- Details the subject curriculum over the week;
- Plans lessons in detail with specific class objectives;
- Sets individual learning goals for each pupil.

Processes and Practice

The curriculum for each key stage will be planned with reference to the age appropriate requirements detailed in the National Curriculum for England (2014). However in our curriculum review and long term planning processes, we will endeavour to reflect the changing landscape of our local and global context and our own Mission and Vision statements.

All processes and practices relevant to the curriculum will be updated annually in the associated Curriculum Handbook.

Associated Forms and Documentation

ICS Curriculum Handbook

[National Curriculum for England](#)

Individual Learning Plans (SEND students)

Key Stage Planning Documents:

- Long Term Curriculum Plans
- Medium term Curriculum Plans
- Short term Curriculum Plans

Roles and Responsibilities

The Governing Body

- Delegate powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Responsibility for ensuring compliance with the legal requirements of the Jordanian Ministry of Education, in consultation with the Senior Leadership Team and the school legal team (where necessary);
- Will handle all incidents which are a breach of this policy;
- Responsibility for ensuring that financial planning is led by the curriculum;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- Nominate a link governor, in this case, the Chair of the Education Sub-committee, to visit the school regularly, work closely with the Headteacher and the Curriculum coordinators, ensure this policy and other linked policies are up to date, ensure that everyone connected with the school is aware of this policy, attend training related to this policy, report to the Governing Body every term and annually report to the Governing Body on the success and development of this policy.

The Headteacher

- Work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Ensure risk assessments are in place and cover all aspects of this policy, are accurate and suitable, are reviewed annually and are easily available for all school personnel;
- Ensure compliance with the legal requirements of the Jordanian Ministry of Education;
- Provide an environment that is fun, stimulating and challenging to all pupils;
- Promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- The responsibility of involving the students in determining this policy with the Governing Body, discussing improvements to this policy during the school year;
- Organising surveys to gauge the thoughts of all students and reviewing the effectiveness of this policy with the Governing Body;
- Equip children with a range of skills and a desire for lifelong learning;
- Consider disapplying a pupil from all or part of the curriculum for a period of time if this will benefit the child;
- Encourage parents and students to take an active role in curriculum development;
- Have in place risk assessments for Art, Cookery, STEM, Drama, IT, Music, Physical Education, Science and Swimming; ensure they are accurate and suitable, are reviewed annually and are easily available for all school personnel;
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

- Work in conjunction with the Senior Leadership Team, the Curriculum Leader, Subject Leaders, teaching and support personnel to provide (as part of the Curriculum Handbook) statements on each of the following:

Curriculum Intent
Curriculum Implementation
Curriculum Impact

- Work closely with the link governor;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by observing teaching and learning, planning work scrutinies and discussions with pupils and members of the school parliament as part of the PRD process;
- Annually report to the Governing Body on the success and development of this policy.

The Curriculum Leaders

- Provide strategic leadership and direction;
- Provide an environment that is fun, stimulating and challenging to all pupils;
- Promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- Equip children with a range of skills and a desire for lifelong learning;
- Ensure appropriate coverage of the curriculum;
- Provide support and advice;
- Monitor pupil progress;
- Ensure sufficient and up to date resources are in place
- Lead the development of their subject area throughout the school;
- Review progress of their curriculum subject and reports this to the Headteacher and other members of staff;
- Have in place a subject action plan;
- Monitor medium and short term planning;
- Ensure full coverage of the ICS Curriculum;
- Monitor teaching and learning;
- Undertake an annual audit of resources;
- Work closely with the Headteacher and the nominated governor;
- Provide guidance and support to all staff;
- Provide training for all staff on induction and when the need arises regarding;
- Make effective use of relevant research and information to improve this policy;
- Keep up to date with new developments and resources;
- Undertake risk assessments when required;
- Review and monitor;
- Annually report to the Governing Body on the success and development of this policy

Teachers

- Comply with all aspects of this policy;
- Undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to the individual needs of each child;
- Collaborate on the planning of all areas of the curriculum to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning
Medium Term Planning
Short Term Planning

- Develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- Develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- Develop computer literacy skills in all subjects;
- Be encouraged to develop the curriculum by using the range of cultures that we have within the school;
- Maximise learning opportunities by encouraging and developing parental involvement;
- Plan differentiated lessons which are interactive, engaging, of a good pace;
- Use multi modal processes in teaching to address the needs of all children;
- Have high expectations for all children and will provide work that will extend them;
- Assess, record and report on the development, progress and attainment of pupils;
- Report and deal with all CP and safeguarding issues;
- Attend all appropriate training sessions;
- Report any concerns they have on any aspect of the school community.

Pupils

- Be aware of and comply with this policy;
- Learn to take pride in their work;
- Produce work of a high standard;
- Be encouraged to bring in their own items and information in order to enhance and to take ownership of a topic;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Participate fully in all lessons;
- Participate in discussions concerning progress and attainment;
- Treat others, their work and equipment with respect;
- Support the school Behaviour and Relationships Policy
- Talk to others without shouting and will use language which is neither abusive or offensive;
- Hand in homework properly completed and on time whenever possible;
- Wear correct uniform

- Liaise with representatives of the school parliament;
- Take part in questionnaires and surveys

Parents/carers

- Be aware of and comply with this policy;
- Be encouraged to become involved in curriculum development by helping in school, taking part in curriculum focus weeks and by maximizing learning opportunities between home and school;
- Be informed via termly reports and curriculum maps of their child's topics;
- Be encouraged to take an active role in the life of the school by attending parent workshops, FTC consultations, year group assemblies, school concerts and performances and fundraising and social events;
- Be encouraged to work in school as volunteers;
- Be encouraged to organise after school clubs or groups;
- Take part in periodic surveys conducted by the school on curriculum development;
- Ensure regular and punctual attendance of students;
- Notify school on the first day of pupil absence;
- Have holidays in term time and authorised by school;
- Encourage effort and achievement;
- Encourage completion of homework and return it to school;
- Provide the right conditions for homework to take place;
- Support the school Behaviour and Relationships Policy ensure the correct school uniform is worn.

Related Information

- [An investigation into how to assess the quality of education through curriculum intent, implementation and impact \(Ofsted 2018\)](#)
- [Equality Act 2010: Advice for Schools \(DfE\)](#)
- [The National Curriculum in England Framework Document \(DfE\) 2014](#)