



# **THE REGENT SECONDARY SCHOOL**

## **Curriculum Policy**

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Reviewed by the Assistant Principal (Academics): October 2024

Previous Review: August 2022

Next Review: October 2025

Approved by the Board: October 2024

**Aim:**

The Regent Secondary School follows a British-based curriculum within an international framework. Our curriculum is aligned with the National Curriculum for England and Wales, adapted as necessary to reflect the unique national context of Nigeria.

The curriculum is designed with the aim:

- To cultivate an atmosphere of academic curiosity and love of learning enabling them to acquire a solid base for lifelong learning.
- To equip our children with the necessary knowledge, skills, and desire to take responsibility for independent learning now, and in future years.
- To expose our children to challenges outside the classroom to help them build character, encourage teamwork, and foster initiative and risk-taking based on informed decisions.
- To provide a broad and balanced full-time education which offers a planned and monitored curriculum that engages, excites, and challenges our pupils. We focus on ensuring all pupils make good progress, providing them with experience in linguistic, mathematical, scientific, computer science, human and social, physical and aesthetic and creative education.
- To produce 'cultured' children who have an awareness of, and appreciation for, other civilisations as well as their own, and to instil in our children the values of tolerance, compassion, honesty, kindness, courtesy and consideration.

**Policy Statement:**

Our curriculum has been designed in line with the school's core values of *Respect, Responsibility, and Resourcefulness*. It is the most current version of the British National Curriculum delivered by skilled teachers, who aim to prepare our pupils for life, encouraging them to be enriched and inquisitive learners, who understand and become tolerant of difference and diversity, whilst ensuring that they thrive, feel valued and empowered. We place high value on our curriculum being balanced, stimulating, and fostering an academic culture that encourages learners to become independent enquirers and thinkers.

**Guidance:**

The curriculum is organised into key stages according to the English National Curriculum. It is delivered by subject specialists, that provide a clear progression and pathway from Key Stage Three to Key Stage Four, where IGCSE qualifications are pursued. Opportunities to acquire some

other professional qualifications in French (DELFL), drama (LAMDA), and music (ABRSM) are also available along the way.

### **A. KEY STAGE THREE**

Our curriculum is presented as a series of problems to be solved rather than a body of knowledge to be absorbed. Our “**Big Questions**” require pupils to acquire the background knowledge and skills related to these open-ended introductions that lead the learning journey. This allows our pupils to see a constant relevance to the wider world in their everyday learning and feel connected to a curriculum with a purpose beyond merely achieving excellent examination qualifications.

Pupils in years 7 to 9, aged 11 to 14 years, acquire various requisite skills such as speaking and listening, literacy and numeracy, through the study of the following subjects:

- English
- Mathematics
- Science (including Biology, Chemistry and Physics)
- \*\*Nigerian Studies
- Humanities
- PSHE
- Art
- Drama
- French
- Information Communication Technology
- Music
- Physical Education

The end of Key Stage 3 is evaluated with the diagnostic examination Checkpoint, which all Year 9 pupils are registered for.

\*\*Nigerian studies is taught to all pupils as a statutory requirement of the host country.

### **B. KEY STAGE FOUR**

In the later stages of Year 9, learners get the opportunity to choose IGCSE option subjects to study in Years 10 and 11, alongside English, mathematics, and one compulsory science subject.

All learners must study the following compulsory subjects:

- English Language (First Language)

English as a Second Language is an option for non-native English speakers if their proficiency level necessitates the choice.

- Mathematics (Core or Extended tier)
- Compulsory science: Choice of Biology, Chemistry, Physics, or Environmental management (Core or Extended tier available in the first three)

Other IGCSE option subjects not yet mentioned include:

- Accounting
- Additional Mathematics
- Art
- Business Studies
- Computer Science
- Drama
- Economic
- French
- Geography
- Global Perspectives
- History
- Information Communication Technology
- Literature
- Music
- Physical Education
- Sociology

### C. STRUCTURE

All pupils attend daily (Monday to Friday). The formal curriculum is enriched with day trips, residential visits, invited speakers, assemblies, curriculum days and productions. Except for core subjects, classes are organised in mixed-ability groups. Differentiated teaching caters for the variation in academic abilities. Setting takes place in English and mathematics depending on the needs of the pupils.

The allocation of lessons in the week to each KS3 subject is as follows:

Subject	Year Group and number of lessons for each subject		
	Year 7	Year 8	Year 9
English	4	4	4
Mathematics	4	4	4

<b>Science</b>	4	4	4
<b>PSHE</b>	1	1	1
<b>Humanities</b>	3	3	3
<b>ICT</b>	2	2	2
<b>Drama</b>	1	1	1
<b>Art</b>	2	2	2
<b>French</b>	2	2	2
<b>Physical Education</b>	2	2	2
<b>Music</b>	2	2	2
<b>Nigerian Studies</b>	1	1	1

Years 10 and 11 have 4 periods each for maths and English, 3 periods each for 6 other option subjects. PSHE and P.E. are compulsory non-examined subjects. Although the schedule allows for 8 IGCSE subjects, more can be studied outside the timetable allocation upon arrangement with the subject teachers responsible.

#### **D. ROLES AND RESPONSIBILITIES**

Teachers:

- are responsible for planning and delivering the curriculum daily, while making cross-curricular links where appropriate. Staff amend planning to optimise learning opportunities when they arise.
- implement the curriculum and monitor learners' progress through assessment.
- monitor and advise on any curriculum updates and syllabus changes.

Heads of Faculty:

- provide direction for the subject. Set clear expectations of teaching and learning.
- support and offer advice to colleagues on issues related to the subject.
- monitor the quality of teaching, learning and learner progress in that subject area as per the performance management calendar including the review of planning, learner bookwork, lesson observations, homework, classroom displays, and capture the learners' voice.
- provide efficient resource management for the subject. It is the role of each subject leader to keep up to date with developments in their subject. They review how the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Alongside subject leaders, review the

curriculum plans for their subject, ensuring full coverage of Cambridge IGCSE and the National Curriculum, and that progression is planned for.

Line Managers:

- work with the Heads of Faculty to ensure that the curriculum is planned and implemented to ensure outstanding progress and attainment.
- plan and implement Continuous Professional Development for all staff.
- monitor planning to ensure curriculum coverage.
- carry out work scrutinies alongside planning.
- observe teaching and learning to ensure progress is being made within the topics
- regularly review the curriculum.
- formulate an action plan to move the school forward in line with the SDP.
- arranging CPD to ensure creative teaching is shown and taking place.
- manage the resourcing budget.

Principal:

- provides overall direction and management of the quality of curriculum provision offered to all learners.
- ensures that finances are budgeted to purchase resources.
- monitors review and improvement of the curriculum.
- observe the teaching, learning and attainment/progress.
- focuses on continuous improvement through self-review, performance management and professional development of all teachers.
- facilitate CPD and support for the Vice Principal and Curriculum leaders.