



# WHOLE SCHOOL CURRICULUM, LEARNING AND TEACHING POLICY

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## CURRICULUM INTENT

At GES, we offer a coherent, purposeful and academically rich curriculum which leads to deep subject knowledge in a broad range of subjects. Our curriculum is bespoke for our international context providing our students access to a global breadth of voices and content. Our curriculum is strengthened by focusing on key skills in literacy, numeracy and languages.

Our curriculum promotes personal growth, development and personal wellbeing. We offer a wide range of enrichment activities such as an embedded careers programme, global trips and visits, external speakers and a comprehensive extracurricular clubs programme. Our priority is to foster self-confidence and self-belief in a climate of encouragement, growth and opportunity that will enable all to achieve the highest standards and become responsible members of society.

Our curriculum at GES:

- Is knowledge-rich, engaging and challenging.
- Offers a wealth of academic and enrichment opportunities.
- Leads to in depth knowledge and skill development in a wide range of subjects.
- Ensures students are confident and prepared for their future beyond GES.
- Develops social and emotional development and promotes personal wellbeing.
- Promotes our school values and celebrates the diverse world we live in.
- Is tailored to the individual needs of our students.

## OUR VISION, MISSION AND VALUES

Vision
GES empowers young people to unlock their fullest potential to thrive academically and socially. Our students are curious, moral and courageous, building on their opportunities to lead lives of purpose and contribute positively to the world.
Mission – ‘Excellence with a heart’
Everyone at GES strives for excellence and achieves this in a caring and compassionate way.
Values – ‘I CARE’
Integrity, Community, Achievement, Resilience, Excellence.

## LANGUAGES

Whilst our main language of instruction is English, in keeping with the location and context of the School, we give high status and importance to the teaching and learning of French and to a wider understanding and appreciation of languages around the world.

Our aim is to provide expert teaching and sufficient allocated time in the curriculum to allow children to become as confident and proficient as possible in both spoken and written French. By doing so, they are able to appreciate more fully the culture of the part of the world in which they live, to enjoy and benefit from the experience of communicating in another tongue, and to integrate into local society, making friends and joining local clubs.

Some of our children have French as their mother tongue, while others join the school as beginners in the language. In order to allow all students to learn at an appropriate level and pace, they are taught in groups according to their prior experience, knowledge and ability.

Whilst some schools promote 'bilingual learning', our unique and highly effective approach is to integrate French into all aspects of school life as well as giving significant curriculum time to the direct instruction of French (between 4 and 5 hours a week). In this way, languages (and French in particular) become an everyday and natural part of life at school for everyone, boosting the confidence and ability of students and their enjoyment of learning. As in all parts of the curriculum, we look for interconnection and links between subjects. Close links between English and Modern Foreign Languages teaching are particularly important.

As the children mature, our aim is for them to gain a deeper appreciation of global cultures and languages. At the end of primary, we widen the choices of language study available by offering German or Spanish. At secondary, students are able to sit early entry language exams for home languages and study French daily in year 7 in preparation to sit GCSE French at the end of year 10 (or when they are ready).

## PSHE and SRE

An education that prepares young people for life needs to develop students beyond the academic curriculum. Our Personal, Social, Health and Economic Education (PSHE) curriculum, to which we give high status and importance, ensures entitlement to all students and gives structure to the education we offer in the following areas:

- Health and wellbeing - including topics such as personal development, values, organisation and safety, self-esteem and self-image, diet, exercise, lifestyle, first aid, mental health
- Living in the wider world - including topics such as citizenship, rights and responsibilities, society and community, democracy, the law, careers, life choices, economic, including financial planning and understanding
- Sex and relationships - including topics such as friendships, relationships, bullying, sex education

Please see the PSHE and the SRE policies for further details.

## EDUCATIONAL TRIPS AND VISITS

Our academic curriculum is enriched and supported by a rich and varied educational trips and visits programme. We value our students getting out of the classroom in order to apply their

learning to a real world context. From EYFS to KS5, all our students have the opportunity to visit some fantastic museums, institutions, performances and places.

## OUTDOOR EDUCATION

As a school based in Switzerland we are committed to all students having experience of the outdoors. In the Early Years this involves being outside in the purpose built outdoors space and spending time in the grounds of the primary school. For older primary students trips and visits in the local area and use of the primary grounds allow them to experience the outdoors. The annual residentials and ski programme also use the mountains around us.

As students progress to secondary there are plenty of opportunities to experience the outdoors through outdoors club, the Junior D of E and the Bronze, Silver and Gold D of E as well as the trips and visits programme. The KS3 residential is always held in the mountains.

## SPORT AND PE

At GES, we value sport and PE and we want students to enjoy an active, healthy lifestyle during their time at GES and beyond. We expose students to a wide variety of activities and sports through the curriculum, extra-curricular clubs and trips. We support every student in finding a sport/physical activity they can love and pursue beyond GES. We use our natural environment as the foundation for sporting activities.

## EQUAL OPPORTUNITIES

The learning and teaching opportunities for the Early Years (under 5s) and for Key Stages 1 to 5 are broadly based on the Early Years Foundation Stage Framework, the English National Curriculum and the GCSE and A Level specifications. All children have equal access to the opportunities we provide. We plan teaching and learning that is appropriate for all individuals and we are committed to providing an environment that enables every student to achieve their potential.

As a school we are proud of our diversity and so will ensure that all members of our community are celebrated and treated with respect. In and out of lessons we will ensure that our environment is welcoming and accepting of all no matter their gender, race, sexual orientation, religion or if they have a disability or not.

## ASSEMBLIES

Assemblies are an important part of our community life. They represent a time when the whole school, or part of the school, comes together to reflect on important issues, to enjoy presentations or performances and to celebrate the achievements of individuals, groups and teams. They provide an opportunity for us to emphasise the importance of our core values, our international community, our social responsibilities, and our open-minded, global outlook.

Some of our assemblies are planned in order to fit in with whole-school themes such as the world's largest lesson (UN Global Goals), anti-bullying week, safer internet day, children's rights and human rights day.

## HEALTH AND SAFETY

The welfare, health and safety of children are our highest priorities. It is therefore imperative that all activities undertaken by children are planned with safety in mind and that, wherever appropriate, a risk assessment is undertaken.

When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, a risk assessment is completed, parents are informed, and appropriate permissions are obtained. See trips and visits policy.

## ICT ACROSS THE CURRICULUM

GES is an IT rich school with all staff having laptops and secondary students having either an ipad or computer. We work through google and a wealth of other platforms to develop learning in the classroom. Whilst IT skills are key to the development of our students we also value writing and reading and so students use a combination of skills across the school.

Students are taught computing throughout the curriculum. We promote ICT as a frequent and natural part of teaching and learning, encouraging students to make choices about when technology enhances learning and opportunities for creativity.

At Primary, ICT skills are taught through discrete Computing lessons. At Secondary, all students study computing until the end of year 9. They can also choose to follow GCSE and A level courses in computer science if they wish.

## PRIMARY CURRICULUM

### **Age 3 to 5 – The Early Years Foundation Stage**

Students in Nursery and Reception follow, in broad terms, the Early Years Foundation Stage Framework.

There are four guiding principles that underpin the Early Years Foundation Stage:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Importance of learning and development. Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

Through well-planned play, both indoors and outdoors, we believe that children can:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up ideas, concepts and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk or rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problems
- Express fears or relive anxious experiences in controlled and safe situations

### **Age 5 to 7 – Key Stage 1**

At Key Stage 1, students continue to consolidate and build upon their learning and experiences from the EYFS. We approach our teaching through carefully choosing curriculum connectors or topics that draw together different elements of school life to embed connections in thinking, and to give purpose and meaning to learning.

We plan for coherence and key coverage of the National Curriculum, ensuring that there is planned progression in all curriculum areas.

A variety of teaching strategies are employed ranging from whole class teaching, using open ended questions and/or visual stimuli with talk partners to periods of independent learning, where children may work in pairs or groups.

Through our creative, relevant and enquiring approach the children:

- Gain independence and ownership of their learning
- Ask questions and solve problems in a variety of situations
- Collaborate and cooperate with each other
- Are motivated to challenge themselves to learn more

### **Age 7 to 11 – Key Stage 2**

In Key Stage 2, the aim of the curriculum is to:

- Develop basic skills and build on previous knowledge
- Stimulate the child's capacity to think
- Draw out the full potential of the child in all aspects
- Cater for moral, social, emotional, aesthetic and physical development

To this end, a wide-ranging programme is followed, which includes English, Mathematics, French, Science, Computing, History, Geography, Music, Art and Design, Physical Education and PSHE (Personal, Social, Health and Economic Education).

In English, Mathematics and Science, the National Curriculum is followed closely, while in the other subjects it is followed more broadly.

In English, the programme of study is divided into three main areas: reading, writing, and speaking & listening. English teaching follows a text based approach where high quality, diverse books are used as a stimulus for writing.

In Mathematics, the areas taught are: number & calculation, geometry & measuring, fractions & decimals and data. Emphasis is placed on fluency and mathematical reasoning. The White Rose Mathematics scheme of work forms the basis of the Key Stage 1 and 2 curricula.

In Science, the programme of study is underpinned by scientific enquiry. Knowledge and scientific skills are taught discretely then applied, with increasing independence, during enquiry based lessons.

Subjects are taught discretely to develop children's understanding of the key skills and concepts in each subject discipline. Links between subject disciplines are made where meaningful connections can be drawn, broadening students' lens of understanding and enabling them to apply skills and strategies to deepen their overall understanding and make authentic, real-world connections.

## SECONDARY CURRICULUM

### Age 11 to 14 – Key Stage 3

In Key Stage 3, students have thirty, 55-minute lessons a week. The KS3 curriculum is an engaging, inspiring and knowledge-rich curriculum delivered by subject experts. The curriculum is in line with the English National Curriculum but adapted where appropriate for our international students. The chart below shows the number of periods per subject in our KS3 curriculum.

Year Group	7	8	9
English	4	4	4
Maths	4	4	4
Science	4	4	4
Geography	2	2	2
History	2	2	2
French	5	4	4
PE	2	2	2
Computing	1	1	1
Drama	1	2	1
Music	1	1	1
Art + Design	2	1	2
German/Spanish	2	3	3

Our aim is for our students to leave Key Stage 3 with the curiosity and confidence, as well as the subject knowledge, to start their Key Stage 4 studies with success.

### Age 14 to 16 – Key Stage 4

All students study English, Mathematics, Science, French, Geography and History. In addition, students choose two of the following subjects: German, Spanish, Computer Science, Art & Design, Music, Drama or Physical Education. Before entering KS4, students will have been given guidance on selecting their option subjects.

Key Stage 4 culminates in the sitting of GCSE/IGCSE examinations in the summer term of Year 11. Whilst focusing on success in these examinations, we continue to ensure that students continue to develop the key skills and attributes that underpin their learning and prepare them for life. Throughout KS4 students are given opportunities to pursue independent interests and gain exposure to ideas and experiences that will help them to shape their future.

We offer early entry French for those that are ready to take the GCSE exam early.

Year Group	10	11
Core Subjects		
English	5	5
Maths	4	4
Science	5	5
Geography	3	3
History	3	3
French	3	3
Non Examined PE	2	2
Option Subjects		
Computer Science	3	2
Drama	3	2
Music	3	2
Art + Design	3	2
German	3	2
Spanish	3	2
Physical Education	3	2

### Age 16 to 18 – Key Stage 5

Students choose from a range of A Level subjects. Each A Level has five, 55-minute lessons. A Levels offer a depth of study and they allow each individual to tailor the curriculum to suit their interests and talents. Students sit AS level qualifications at the end of the first year of study, ahead of terminal A level examinations at the end of year 13.

Our A Level Programme curriculum is composed of the following elements:

- A level qualifications
- University application support programme
- Personal, Social, Health and Economic education
- Recreational sports lesson
- Optional: French DELF qualification
- Optional: The Duke of Edinburgh International Award

We currently offer Art and Design, Biology, Chemistry, Computer Science, Economics, English Literature, French, Further Maths, Geography, German, History, Maths, Music, Physics, Sociology and Spanish. Subjects are reviewed on an annual basis to ensure that the curriculum is fit for purpose.

## MONITORING, EVALUATION AND DEVELOPMENT OF THE CURRICULUM

The curriculum is subject to continuous evaluation and review by the Headteachers, Deputy Heads, other members of the SLT, Phase leaders, Heads of Department and other committees or working groups as may from time to time be set up.

- In the Primary, the Primary Deputy Head and Phase leaders share overall responsibility for the academic life of the School in collaboration with the Heads of Department, including teaching and learning, assessment and monitoring, schemes of work, and support and line management of teaching staff.
- Secondary Heads of Department are responsible for their own curriculum areas, taking direction and advice from their line managers.
- The Head of Middle School (KS3) and Head of Senior School (KS4/KS5) monitor the delivery of the curriculum and ensure academic success for all.
- Heads of Department are responsible for maintaining and developing the curriculum resources for their areas via their departmental budgets.
- Heads of Department write and update (at least annually) a development plan that is linked to the School Development Plan and to their budgets.
- The responsibility of SLT includes monitoring and support through observations, work scrutiny, professional review meetings and heads of department/staff meetings. This culminates in an annual review of progress, which impacts on the School Development Plan.

## TEACHING AND LEARNING

At GES, we want academic success, personal development and a love of learning for all students. This will be underpinned by strong teaching and learning, embedded in theory and supported by coaching and shared observations.

*'Every teacher needs to improve not because they are not good enough. But because they can be even better'. Dylan William*

### Core Aspects of Teaching and Learning at GES

1. The teacher is a role model
2. All learning has purpose
3. Assessment and feedback are planned for and enhance learning
4. Learners respond to feedback

### Core Aspects

**1. The teacher is a role model for all learners in the classroom.** The teacher has an unwavering focus on progressing the learning of every student through effective planning and responsive teaching. In this way, every learner fully realises or exceeds their potential.

**2. All learning has a purpose.** Through planning and delivering rigorous and engaging lessons, the teacher enables effortful thinking in every learner, no matter their ability, to develop their subject understanding.

**3. Learners respond to feedback.** Learners act on and change in response to feedback, their subject understanding is developed over time, learners are self-aware (metacognitive) and able to articulate their learning progress in written and oral form.

**4. Assessment and feedback is planned for and enhances teaching.** The purpose of assessment is to collect valid information on a student's learning to inform future teaching. Lessons contain multiple examples of learner assessment and the teacher offers timely feedback. Feedback is only effective if it is used by the learner to demonstrate improvement to their existing knowledge and understanding.

### Components of effective Teaching and Learning at GES

Why do we do this and why is it important?	How do we do this? Some, but not all, of these components would be expected to take place in a lesson
One – Retrieval Practice	
<ul style="list-style-type: none"><li>• To build long-term memory and development of fluency</li></ul>	Review of previous learning: <ul style="list-style-type: none"><li>• Low-stakes quizzing</li></ul>

<ul style="list-style-type: none"> <li>• To reduce cognitive load</li> <li>• To develop metacognition</li> <li>• To model and embed revision strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Summarising</li> <li>• Demonstration or performance</li> <li>• Mind-mapping</li> </ul>
<p align="center"><b>Two – Instruction</b></p>	
<ul style="list-style-type: none"> <li>• To challenge all learners</li> <li>• To engage and enthuse all learners</li> <li>• To ensure learners have a clear understanding of new material and how it fits in with previous material</li> <li>• To elicit effortful thinking</li> <li>• To use and model advanced and subject specific vocabulary.</li> </ul>	<p>Sequencing:</p> <ul style="list-style-type: none"> <li>• Lesson outcomes, learning objectives or success criteria are clear, framed within the big picture and shared with students</li> <li>• Concepts and tasks are broken down into small steps</li> <li>• Anticipate errors and misconceptions</li> </ul> <p>Teacher Exposition:</p> <ul style="list-style-type: none"> <li>• The teacher is the expert in the room who, through careful explanation and exposition, introduces new material in small steps.</li> <li>• Regular checking for understanding occurs throughout this process and teaching is adapted in response.</li> </ul> <p>Modelling:</p> <ul style="list-style-type: none"> <li>• Explanations and expected outcomes are made clear through multiple models and worked examples</li> <li>• Teachers explicitly highlight the metacognition required through explanation and modelling (narrating the process)</li> <li>• Differentiated approach</li> </ul> <p>High level questioning is planned and targeted</p> <ul style="list-style-type: none"> <li>• Cold calling</li> <li>• No opt out</li> <li>• Say it again, better</li> <li>• Think, pair, share</li> </ul>

	<ul style="list-style-type: none"> <li>• Whole class response</li> <li>• Probing</li> </ul>
<b>Three – Practice</b>	
<ul style="list-style-type: none"> <li>• To build fluency in the task/ skill being taught</li> <li>• To enable students to succeed and to generate motivation</li> <li>• To build confidence to enable students to complete tasks independently and successfully</li> <li>• To implement and apply new learning in order to move it into long-term memory</li> <li>• To reinforce connections and make links between learning</li> <li>• To build independence and ability to self-assess</li> <li>• To address misconceptions</li> </ul>	<p>Guided practice (with a high success rate)</p> <ul style="list-style-type: none"> <li>• Modelling – teachers model and go through worked examples when it is clear that some students are still unclear – maybe just be for a small group of students</li> </ul> <p>Scaffolding:</p> <ul style="list-style-type: none"> <li>• Teachers pitch high for every lesson and scaffold down</li> <li>• Targeted and subject specific scaffolding is provided.</li> <li>• SEND and EAL profiles are used to adapt lessons to all SEND/EAL students’ needs</li> <li>• Reading and writing is guided and supported</li> <li>• Teachers adapt the lesson in response to students’ progress</li> <li>• Teachers think carefully when and how to gradually remove the scaffolding</li> <li>• Narrating the process</li> <li>• Teachers modelling excellent spoken English and subject specific vocabulary</li> <li>• Tasks relate directly to the learning objectives</li> <li>• Teachers circulate to support, question, challenge and give live feedback, targeting under-performing students</li> <li>• Misconceptions in subject-specific concepts, general knowledge and SPaG are identified and addressed</li> <li>• Teachers insist on high quality verbal responses and challenge students to re-phrase</li> </ul>

	<ul style="list-style-type: none"> <li>• Live feedback is focused and gives students specific action, and is acted upon by students</li> <li>• If the teacher has to give the same feedback to multiple students, they instead give whole-class feedback or re-teach the concept</li> </ul> <p>'I do it, we do it, you do it.' Rosenshine</p> <p>Independent practice</p> <ul style="list-style-type: none"> <li>• Self assessment against success criteria/a set of standards/mark schemes</li> <li>• Redrafting and editing</li> </ul>
<b>Four - Reflection, Feedback and Marking loop</b>	
<ul style="list-style-type: none"> <li>• To consolidate learning</li> <li>• To advance student progress and outcomes</li> <li>• To ensure that students, and their work, are valued</li> <li>• To ensure that learning is reflective and that students take responsibility for their work</li> <li>• To inform planning and modify subsequent teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Every sequence of instruction/lesson ends with a review of learning against the objectives and outcomes</li> <li>• Feedback should be responsive, with a clear next step for improvement</li> <li>• Students should be given time to act on feedback and improve in the lesson</li> </ul>

## MONITORING TEACHING AND LEARNING

Teachers and learning assistants reflect on their own practice and on their skills, strengths and areas for development through the annual professional review system and as a continuous process. Regular discussions take place with colleagues, line managers and members of the leadership team in order to plan professional development needs and initiatives. Classroom visits, learning walks and book looks are also regularly carried out.

We look for continuous improvement and development in the following areas:

- The core aspects of teaching and learning – the teacher is a role model, all learning has purpose, assessment and feedback are planned for and enhance learning, learners respond to feedback
- The components of effective teaching and learning – retrieval practice, instruction, practice and reflection, feedback and marking loop
- Appropriate use of ICT
- Implementation of school policies and procedures

The Head and other members of the senior leadership team coordinate and monitor the provision and practice of learning and teaching in the School. This includes:

- Monitoring year group and individual long, medium and short term planning to ensure suitable activities are in place in all curriculum areas
- Monitoring the progress of individual children
- Supporting members of staff and the Director of Inclusion in the identification of, and provision for, children with specific educational needs
- Providing advice to staff on learning and teaching strategies
- Organising parent-teacher meetings and report deadlines, in accordance with the assessment policies
- Liaising with parents and outside agencies on issues related to learning and teaching
- Reviewing all policies regularly to take into account current practice, new ideas and changes in the organisation of the School
- Ensuring that all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- Ensuring that the amount of time provided for teaching the required elements of the curriculum is adequate and reviewed
- Ensuring that the school's procedures for assessment meet any legal requirements
- Ensuring proper provision is in place for students with different abilities and needs, including children with SEN