

Curriculum Policy

Document Name:	Curriculum Policy
Document Status:	Final
Document Owner:	Joint Head of School, Stéphane Kuhn
Next Review Date:	January 2025
Date Produced	Version
January 2024	V1

1. Curriculum aims

The Curriculum Policy at EIFA International School (“EIFA”, “we”, “our”, “us” or the “School”) outlines the background and content of our unique curriculum offer.

Our curriculum aims/intends to:

- Provide a broad, balanced, relevant curriculum taught bilingually which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical creative education to stimulate the imagination and the intellect, to foster creativity, independence and a love of learning;
- Support pupils’ spiritual, moral, social and cultural development;
- Encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests;
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills in French and in English;
- Offer the highest standards of teaching, that is thought-provoking and enjoyable, and challenges each pupil to reach his/her full academic potential;
- Complement the academic curriculum with an inclusive and stimulating and varied programme of extra-curricular learning and enrichment activities;
- Equip pupils with the knowledge and cultural capital they need to succeed in British Society or their next destination;
- Equip pupils with the skills necessary for their further/higher education and employment; and
- Promote our EIFA values which are made out of British and French values.

2. Legislation and guidance

This policy reflects the requirements of the French National Curriculum up to Year 7 and our EIFA Curriculum from Year 8 to Year 13 which is broadly influenced by Cambridge International, The IB Curriculum and the French Programme of the Education Nationale.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The Board of Directors

The Board of Directors will monitor the effectiveness of this policy and hold the Joint Head of School, Stéphane Kuhn, to account for its implementation.

The Board of Directors will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and/or disabilities (SEND);
- The School implements the relevant assessment arrangements for IGCSE and IB examinations, and the Diplôme National du Brevet, where appropriate;
- It participates actively in decision-making about the breadth and balance of the curriculum; and
- Pupil wellbeing is promoted and sustained across the School.

3.2 Joint Head of School

The Joint Head of School Stéphane Kuhn is responsible for ensuring that this policy is adhered to, and 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 pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate;
- Requests to withdraw children from curriculum subjects are managed, where appropriate;
- The School's procedures for assessment meet all requirements of our Examining Boards and the International Baccalaureate (IB);
- The Board of Directors is advised on whole-school targets in order to make informed decisions; and
- Proper provisions are in place for pupils with different abilities and needs, including children with SEN.

3.3 Other staff

Other staff will ensure that the School curriculum is implemented in accordance with this policy.

- The Directors of Studies are responsible for reviewing schemes of work and ensuring that the curriculum is applied to the highest possible standards;
- The Directors of Studies ensure that pupils are set ambitious targets through benchmark assessments at the start of the academic year. The Directors ensure that pupils reach their end of year targets through continuous and rigorous assessment across the year;
- The Directors of Studies monitor the progress of pupils in their own areas and set appropriate interventions depending on our pupils' needs;
- The SENCO is responsible for ensuring that SEND pupils are able to reach their full potential and that appropriate arrangements are made for SEND pupils to be assessed fairly in a way that does not disadvantage them;
- The Pastoral Lead is responsible for making sure that positive behaviour management is promoted and that excellent behaviour for learning promotes excellent learning;
- The Pastoral Lead and PSHE/RSE lead are responsible for promoting pupil wellbeing in all areas of the curriculum;
- Other Curriculum leaders are responsible for reviewing and maintaining schemes of work in their specific areas.

4. Organisation and planning

4.1 Curriculum Organisation

Overview	
Little EIFA to Reception	EIFA curriculum designed to meet French and UK learning goals, delivered in French and English
Year 1 to Year 7	French curriculum (except for English Literacy which follows UK curriculum) delivered in French and English
Year 7 to Year 9	Three main influences for our Lower Secondary Curriculum, Cambridge International, Pearson Edexcel and the French Programmes of the Education Nationale
Year 10 and Year 11	IGCSE programmes taken from Cambridge International delivered primarily in English. Option to study the Diplôme National du Brevet, where appropriate, with all subjects taught in French (This option is taken alongside our IGCSE Programme)
Year 12 and Year 13	IB Diploma programme language of instruction depends on the teacher. Option of achieving bilingual Diploma

4.2 Curriculum Approach

EIFA's aim is to provide a broad, balanced and ambitious programme of study delivered in two languages and is designed to be suitable both for pupils studying at EIFA for their whole school life, as well as for those pupils joining us for shorter periods.

Our aim is for pupils to be able to transfer seamlessly to British, French or International schools at any point in their schooling.

EIFA is not academically selective and therefore the programme takes account of the range of ability in each class. All pupils at EIFA should have opportunities to develop individual strengths and should make progress against their personal goals.

Where a pupil has an Education, Health and Care Plan (EHCP), his/her educational needs are fulfilled according to his/her requirements and every pupil is supported to reach his or her potential whatever their backgrounds or needs.

EIFA encourages learning opportunities outside the classroom as much as possible, through a robust programme of educational and residential visits.

4.3 Curriculum Implementation

EYFS

Children in Little EIFA and in the Nursery and Reception classes study a bespoke curriculum designed by the Director of Studies - Early Years, to meet the goals of both the French and UK Early Years curricula. The curriculum is delivered in French and English. Children are taught in English and French on alternate days so that half of the input is received in each language over a two-week period. In line with the French curriculum, children have afternoon naps/periods of quiet relaxation and after lunchtime, play in the park.

The curriculum in the Early Years focuses on the three prime areas of learning most essential for children's readiness for future learning and healthy development: Communication and Language, Physical Development and Personal Social and Emotional Development.

Four specific areas of learning which build on the prime areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Year 1

Year 1 is considered part of the Early Years (Maternelle) Stage in the French system. At EIFA, pupils follow the French curriculum from this year except for English Literacy, where pupils broadly follow the UK curriculum.

Each class has both an English-speaking and a French-speaking teacher who are responsible for teaching English and French literacy, Mathematics, Discovering the World (Science, History, Geography topics) and ICT. All subjects are taught in both French and English.

Teachers are supported by teaching assistants in every class. Subject specialist teachers deliver lessons in Art, Music and PE teaching in either English or French. Weekly outdoor learning sessions continue.

Positive relationships are promoted through our Personal and Social Health, Economic Education (PSHE) curriculum, pupils are taught how to show and treat others with respect and how to help themselves and others when they are upset.

Year 2 to Year 6

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects in either English or French or sometimes in both languages: English Literacy, French Literacy, Science, Maths, History, Geography, Religious Education, Art, Music, Dance, and Drama Clubs, PSHE , and PE.

The syllabus for each academic subject is planned in accordance with the French National Curriculum with the exception of English Literacy which is taught in line with the UK National Curriculum. Each class has both an English-speaking and a French-speaking teacher who are responsible for teaching most English and French literacy, Mathematics, Discovering the World (Science, History, Geography topics) and ICT.

The teachers take charge of the class for an equal amount of time over a two-week period meaning all subjects are taught in both French and English. In Year 2, teachers are supported by teaching assistants.

Religious Education (RE) is taught by the celebration of different cultural and religious feasts and festivals across the year. Children are encouraged to respect and show tolerance to those of different faiths and of no faith.

In Year 5 and Year 6, History, Science and Geography are taught as discrete subjects.

Subject specialist teachers deliver lessons in Art, Music and PE. Outdoor Learning continues in Year 2. Class sizes are capped at 20 and are usually closer to 15.

In the Junior School, subjects are often taught in cross-curricular manner with, for example, work in Art supporting topics studied in Science, Geography, History and Literacy.

The Junior School also participates in whole-school events such as: Semaine de la presse (Media Week), World Poetry Day, Genes for Jeans and the French Telethon, web-radio broadcasts, World Book Day and Tolerance Day.

There is a full programme of day trips for each class to support the curriculum and the older pupils also participate in residential trips.

Senior School (Year 7-Year 13)

The curriculum in the Senior School is designed to be a broad and balanced curriculum and to support the development of research and independent-learning skills, as well as learning how to be part of a global community. The academic content of the curriculum is also designed to ease potential transfers into the British, International and French education systems.

Subjects studied from Year 7 to Year 11 include: English and English Literature, French, Spanish, Maths, Chemistry, Physics, Biology, PSHE, History, Geography, Sports, Art, Music, Latin, French for French learners (FLE) and English as additional language (EAL), Sociology and Drama.

At IB, pupils may study: English 1st or 2nd , French 1st or 2nd, Spanish, Maths, Chemistry, Biology, Physics, Global Politics, History, Art.

EIFA focusses on tailoring the education offered to the individual pupil, therefore a pupil arriving with limited French, for example, might be offered additional language support instead of German or Spanish. Another example would be a pupil who is struggling with triple Science, might be offered the option of taking Combined Science (worth two IGCSEs) instead. Language Assistants can be deployed in lessons as well if a pupil's language skills are limited.

In Years 7 to 11, pupils are taught our EIFA Curriculum which mainly draws from Cambridge International, Pearson Edexcel and the French Programme of Education. Pupils continue to follow aspects of the French curriculum in History. Bilingual teaching continues, however, the language of instruction depends on the subject.

Bilingualism is still promoted in all year groups and teachers will draw on resources written in French or in English. We also harness the linguistic talents of our pupils, and we have language ambassadors preparing specific projects in English or in French.

From Year 12 to Year 13, EIFA School follows the International Baccalaureate Diploma Programme (IBDP). Through the Diploma Programme (DP), our pupils are able to develop excellent breadth and depth of knowledge and flourish physically, intellectually, emotionally and ethically. They are able to study at least two languages and excel in traditional academic subjects. They explore the nature of knowledge through the programme's unique Theory of Knowledge course and write a 4000 word piece of writing, referred to as the Extended Essay.

Through the Creativity, Action, Service (CAS), pupils are asked to engage in a range of activities alongside their studies. CAS enables pupils to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP.

At EIFA, our International Baccalaureate pupils have taken part in a range of community projects aimed at supporting others in our local area. Our pupils also took part in litter-picking initiatives on Brighton beach.

All pupils are required to bring a laptop to School (preferably a MacBook) and the use of technology is integrated into lessons.

4.4 Planning and Curriculum Maps

All subject areas produce annual and medium-term planning documentation which is reviewed regularly and overseen by the Directors of Studies. Planning documentation is expected to include information about the language of instruction, teaching methods and learning activities to ensure a coordinated approach to teaching throughout the School and to provide breadth, balance and logical sequencing of topics.

All pupils acquire speaking (otherwise called oracy), listening, literacy and numeracy skills.

4.5 Our EIFA Values

At EIFA, we reflect our international values in all that we do. We aim to nurture our pupils on their journey through life so they can grow into caring, responsible adults, who make a positive difference to British society and to the world. We encourage our pupils to be creative, unique, open minded and independent individuals, respectful of themselves and of others in our School, our local community and the wider world.

The School is committed to promoting British and French values and sees these as central to the School's mission of encouraging children to gain a global perspective on the world through the study of other cultures. Our aim is for our pupils to become true citizens of the world.

Our values, which encompass all aspects of British and French values, are not taught discreetly but are promoted through our Personal and Social Health Education (PSHE) teaching and during form time. Our teachers promote our values every time an opportunity presents itself.

The School aims to equip each pupil with the tools to achieve their best potential. We strive for pupils to be prepared for each stage of their lives, we promote pupil-led enquiry and personal growth.

4.6 Personal and Social Health, Economic Education, Wellbeing and Citizenship

PSHE and Citizenship is a compulsory element of the curriculum for all pupils at EIFA. It is taught by form tutors, in one dedicated lesson per week in the Senior School and by class teachers for younger year groups.

In the Junior School, pupils also study the French programme for moral and civic education which has a strong focus on democratic values, as well as a citizen's rights and responsibilities in a democracy. As well as these discrete sessions, teachers also discuss the key themes when appropriate in other lessons, for example equality and prejudice in History or relationships in Literature.

Teaching is complemented, occasionally, by presentations from outside speakers. EIFA uses the Jigsaw programme to allow the School to focus on key themes as a whole.

At EIFA, we aim to promote positive mental health and wellbeing for our whole School community; pupils, staff, parents and carers, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

We recognise that pupil's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

We take a whole-school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise. Pupils have access to a wellbeing session with the Pastoral Lead as well as a positive mental fitness coach, who visits the School on a weekly basis. Our Senior School and Sixth form pupils are given extra resilience and mental health support in the Spring term, in preparation for their IGCSE and IB exams.

We promote healthy lifestyles through teaching pupils about the value of regular exercise, eating a balanced diet and knowing the benefits of sleep. By the end of their schooling, we expect our pupils to be able to make the right choices when it comes to their own diet and avoiding the use of other substances.

Additionally, our PSHE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum.

The principles underpinning our PSHE curriculum development are to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

4.7 Relationships, Health Education and Relationships and Sex Education

Relationship Education (RE) and Relationship and Sex Education (RSE) is provided, appropriate, for the pupils' ages and stages of development and in line with statutory guidance effective September 2020 (and implemented from Summer 2021).

EIFA uses the Jigsaw programme to allow the School to focus on key themes as a whole. The relationships element focuses on developing the skills necessary to establish and manage key relationships, as well as giving the pupils the tools and confidence they need when they encounter unhealthy relationships. The pupils are also informed about the organisations and people they can contact should they ever need more information or support.

The relationships element also focuses on developing the skills necessary to establish and manage key relationships, as well as giving the pupils the tools and confidence they need when they encounter unhealthy relationships.

The biological side of sex education is covered as part of the science curriculum, while PSHE sessions focus on the relationships element.

For further details, please refer to our Relationships and Sex Education Policy, available on our website: www.eifaschool.com.

4.8 Careers and Higher Education

Our careers education aims to prepare pupils for professional life through making curriculum links with the wider professional world. Our provision was planned and prepared with the support of a qualified Academic Advisor who provides our pupils with impartial advice.

We ensure that we provide our pupils with key knowledge about careers and the labour market through a programme of industry speakers and workshops organised by professionals, many of whom stem from our parent body.

Careers education starts from Year 7 when pupils are taught to reflect on their strengths and weaknesses. They are encouraged to develop aspirations, set themselves ambitious goals and reflect on their own successes and areas where they need to develop further.

In Year 9 and Year 11, pupils receive support when choosing IGCSE and IB options from their Form Tutors. Pupils are encouraged to take part in work experience from Year 10 upwards, at times that will have least impact on their studies. Through our work experience programme, our pupils are able to gain key insights on the expectations of professional life and they are able to hone their skills in preparation for their future careers.

In Years 12 and Year 13, pupils have 1:1 regular access to our Academic Advisor who visits the School to support pupils with their Higher Education or Further Education choices and provides further education guidance. Our Advisor also provides our pupils with key advice by helping them draft their university or apprenticeships applications. Most of our Year 13 pupils decide to continue their studies at universities either in the UK or overseas. Currently all our sixth formers go on to university (both in the UK and abroad).

Our parents are given the opportunity to attend a yearly information session hosted by our Academic Advisor, where they are given key information about the UCAS application process and details of other further education options, such as apprenticeships or vocational university courses.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an additional language (EAL) or French as a second language (FLE)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

When a pupil has specific, measurable, achievable, relevant, and time-bound (SMART) targets, a Learning Support Plan and/or an Education, Health and Care Plan (EHCP) in place, teachers will ensure the strategies and recommendations listed in the plan are followed when planning lessons.

Teachers are also responsible for assessing the learning and progress of pupils with SEN. The Special Educational Needs Coordinator (SENCO) and SEN Teaching Assistants will support teachers in putting provision in place for SEND pupils. Teachers will communicate regularly and work in collaboration with the SEN Team.

Teachers will also take account of the needs of pupils whose first language is not English or French. Lessons will be planned so that teaching opportunities help pupils to develop their English or French, and to support pupils to take part in all subjects. Teachers will communicate and work in collaboration with the EAL and FLE teachers.

6. Monitoring arrangements

The Directors of Studies monitor the way each subject is taught throughout the School by completing Lesson Observations, Book looks, Learning walks and pupil voice interviews. This helps us identify any gaps in our curriculum. Any groups or pupils requiring support in a particular subject are offered remedial support through extra lessons or a targeted differentiation programme.

Directors of Studies and curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Joint Head of School, Stéphane Kuhn and the Senior Leadership Team. At every review, the policy will be shared with the Board of Directors.

7. Links with other policies and documents

This policy links to the following policies and procedures:

- Assessment Policy
- Examinations Policy
- Special Educational Needs and/or Disabilities (SEND) Policy
- Monitoring of Teaching and Learning Policy
- Curriculum Maps
- Safeguarding and Child Protection Policy