

Ambassadors High School (London)
Curriculum Policy

The Ambassadors High School is committed to providing a rigorous personal, academic, religious and intellectual education which will inspire, challenge and engage pupil, offer continuity and progression of learning and developing to foster a life-long love of learning. The vision of AHS is to empower every child in their care and to help them reach their full potential. We aim to use education as a tool to help young people progress and develop in all areas of life

AHS is not a SEN specialist school but will try for all pupils, including those with Additional Educational Needs and Disabilities (AEN), on Education, Health and Care (EHC) plans, with English as an Additional Language (EAL) and those who are on the Able, Gifted and Talented (AGT) register, are provided the opportunities to learn and make progress according to their age, needs and aptitudes.

We are a Montessori pedagogy inspired school, believing in every child. We believe that every child has the potential to learn but their learning style maybe different therefore we try our best to help meet the child's personal and academic needs professionally by observing and assessing the child's progress on every level.

The School's curriculum endeavors to fulfil the DfE requirements for the Quality of Education provided, i.e.

- full-time(*AHS is a Flexi School*), supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;
- pupils to acquire skills in speaking and listening, literacy and numeracy;
- personal, social, health and economic education (PSHE) which reflects the school's aims and ethos;
- appropriate careers guidance;
- where the school has pupils above or below compulsory school age, a programme of activities which is appropriate to their needs;
- all pupils to have the opportunity to learn and make progress;
- adequate preparation of pupils for the opportunities, responsibilities and experiences of life in British Society

Throughout the curriculum there are opportunities for the children to learn about the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. AHS is an Islamic faith base school and follows the fundamental principles of Islam which teach us to respect all religions and to respect the law of the country. We implement this through our Islamic studies, PSHE SMSC, community work, life skills and project base learning, teaching of this is not limited to the subjects mentioned but is a crucial part of all subjects taught.

Curriculum structure

Key Stage 1:

At this stage, we focus on the child's personal as well as intellectual development. We believe that for a child to reach their full potential in any area of life they need to be content and happy within themselves, at AHS we try our best to help a child recognise their abilities and teach them using effective tools in order for them to achieve this.

At this stage Pupils are largely involved in classroom based working under the care and guidance of a teacher. In Key Stage 1, English, Mathematics and sciences are taught twice a week for two consecutive hours on each day. We use the national curriculum objectives but devise work plans for each child, this is based on the Montessori pedagogy. Other subjects taught include Art, Topic, PE, Design Technology, French, Arabic, Computing, Science, Specialist sports, RE, Community work, life skills, Islamic studies, Project base learning and PSHE.

Art, Goeg, History, Dt are taught a part of a topic.

In Lower Key Stage 2 (year 3 and 4):

At this stage, children gradually become more independent, they are more involved in their learning and they take an active part in planning the work plans with their teacher. We work with the child and the parent to help discover the interests and plan accordingly. Math, English and science lessons are carried out twice a week for two consecutive hours. Pupil also receive weekly lessons in, History, Geography, Computing, RS, Computing, PSHE, French, Art, Arabic, community work, project base learning, Islamic studies and Technology (Design, Textiles and Cookery carousel). Pupils participate in specialist sports sessions every week.

In Upper Key Stage 2 (year 5 and 6):

At this stage, we continue with the same method of teaching as previous years but allow children to plan projects and execute them. We work with each child and help them develop in areas of interest. We follow the Montessori approach, which is formulated with us combing the national curriculum objectives with the Montessori pedagogy. At this stage, the children are fully involved in their planning. They are made aware of their targets and weekly meetings are set with the class teacher. This stage is important as the children are preparing for SATs so therefore we do include in their work plans SATs practice questions from year 5. The children take part in specialist sports once a week. Pupils also receive weekly lessons in Science, History, Geography, Computing, RS, Computing, PSHE, French, Art, Arabic, community work, project base learning, Islamic Studies and Technology (Design, Textiles and Cookery carousel). Pupils participate in specialist sports sessions once a week.

The Middle School

Years 7 and 8

All pupils study Maths, English, Geography, History and Religious Studies, Islamic Studies, Computing, Arabic, French, Drama, Project base learning, community work, PE, Art, and Design and Technology. Science is taught over three hours, with one hour being based on practical science and the other two on theory and tests.

Years 9, 10 and 11

For Years 9-11 whilst virtually all pupils study a core curriculum of Mathematics, English, Science and a Modern Language until the end of Key Stage 4, there is also the opportunity for them to build around that a combination of other optional subjects. Quite deliberately, the school chooses each year to construct Years 9, 10 and 11's timetables around pupils' choices, and not the other way around; thus, there are no predetermined "Option Bands". The school aims to run any course in which there is sufficient demand. Specific details of the subjects studied follow.

Year 9

In Year 9 all pupils continue to study the core curriculum of Maths, English and Religious Studies, PE, Geography, History, and two Modern Foreign Language (Arabic and French). Science is taught separately as Biology, Chemistry, and Physics, compulsory for all.

Years 10 and 11

Pupils continue with the core subjects of Mathematics, English, Biology, Chemistry, Physics, and Modern Foreign Language. There is a further option available, to choose three of: Geography, History, Classical Civilisation, Drama, Computing, Art, Design and Technology,

Food and Nutrition, Business Studies, a second Modern Foreign Language, and Philosophy and Religious Studies. All pupils continue with specialist sports lessons.

The Pastoral Curriculum/PSHE/ Islamic Studies

The Pastoral Curriculum constitutes the personal, social, health and economic education delivered to all pupils and reflects the school's aims and ethos. At its core, it encourages respect for other people and a culture of tolerance with particular regard to the protected characteristics established in the Equality Act 2010, as such it actively prepares pupils for life in British society and the wider international community, this is also taught through the Islamic studies curriculum.

In the Junior School, PSHE is delivered by Class Teachers on a weekly basis or through assemblies/circle times or carpet sessions. The PSHE coordinators liaise with other subject teachers such as Science, RS/Philosophy, Islamic Studies and PE to ensure a full programme is delivered. All teachers are involved in planning the Assembly programme which links in to the PSHE lessons. Visitors and special days, such as Road Safety Day, People who help us week, community work, life skills complement the schemes of work.

In Years 7-11, the Pastoral Curriculum is delivered, as part of the teaching timetable, in one 30-minute period every week. Teachers with a particular skill or interest in the field are part of the teaching team and these lessons are supplemented by Class Group discussion, bespoke sessions delivered by specialists and special events with outside speakers.

Preparation for future life Life skills/ project base learning and community work.

The school has a clear target to encourage pupils to think not only about where they will be at 18 but where they aspire to be at 25. As a result, the curriculum aims to support the development of skills and character attributes such as independence and resilience for later life. Development of these skills occurs both within the curriculum and through co-curricular activities. For example, pupils are taught thinking skills during the community work, life skills as well as during PSHE, all years attend at least one seminar addressing skills such as time management at key points in the curriculum; pupils in all year groups are encouraged to take part in planning a project and delivering it. In junior school the children do this with the help of their parent and the class teacher.

Specialist Sports and Outdoor learning

Ambassadors High School does not have a large out door facility but has made good links with Streatham leisure centre and the Streatham park, we use these to facilitate the specialist sports we choose for the term or the year. We take the children out on field trips and are looking into collaborating with Forest School **(is not part of school hours included in the Flexi-School)** so that the younger years can benefit from outdoor learning. We want the children to feel fulfilled in their learning therefore we try our best to take the learning outside the classroom and make it interactive and fun.

Co-Curricular

Activities beyond the classroom regularly contribute to the broad and balanced curriculum that is on offer by enhancing and developing pupils' experience. These activities include participating in internal, local and national competitions, challenge days, visits, lectures and other events.

We aim to look for competitions and lectures that will help the children progress in the areas they are interested in. We aim to look at other avenues in which children at AHS can

contribute their knowledge and skills to the wider community. We help our children plan breakfast for the people who help us eg: the cleaners, bin men and others.

Careers

AHS has a careers policy. We throughout the academic years make sure children meet and get to know professionals from different back grounds. In the junior school, we aim to run career weeks in which we follow a theme of a profession the children plan and we invite professionals to speak to our children.

Learning Support

Ambassadors High School aims to work with all children from all backgrounds, our aim is to help children become fulfilled and empowered. We do not have a set criteria to accept children as we aim to help children of all abilities reach their full potential by us guiding them and helping them in the best way possible, to get to know the child we do carry out an initial assessment and an interview with the Head Teacher, there is an induction or a taster day set for the child to get to know their teacher. AHS is not a specialist school and does not at present have the resources to support children with severe disabilities, we are constantly reflecting and looking into avenues in which can extend our help and expertise in order to help all pupils.

Ambassadors High School supports the general principles set out in the Equality Act 2010. It has its own Admissions Policy and Additional Educational Needs (AEN) and Disabilities Policy which are available on the website.

We aim to enable all pupils who are accepted into the school to have access to the full curriculum, to achieve their academic potential and to ensure that no pupil's progress is held back by any kind of learning difficulty.

We aim to integrate our learning support systems with the curriculum, to aid learning and the acquisition of skills in all subject areas that involve literacy and numeracy.

In practical terms, support is provided by both internal staff and external professionals. Pupils with learning difficulties or disabilities are provided with individual education plans.

Children with an EHC plan will follow an educational and welfare programme of support devised by the Head Teacher. Support lessons may be provided within the academic timetable or outside it. The need and allocation of support lessons for each pupil are regularly reviewed.

Some provision is provided free of extra charge, some at parental expense and this, too, is kept under review.

Guidance and Support

AHS Junior School is committed to providing a broad and balanced curriculum that enables each pupil to achieve their highest potential in academic, sporting, cultural, spiritual and personal development. Pupils' progress is monitored and assessed formally each term by using data from class assessments in Mathematics and English the beginning of each academic year. Staff are expected to ensure that they teach their subject(s) with commitment and enthusiasm and maintain the highest standards at all times. Teaching styles must be appropriate to the ability, age and nature of the pupils implementing the Montessori method of teaching. It is the responsibility of each subject teacher to ensure that under-achieving pupils are identified at an early stage. Class Teachers should be notified and swift action taken which may include monitoring, referral to Head Teacher or meetings with parents. AHS believe in helping the children progress in all areas and believes that if a child is ready to progress in a subject we accommodate for that by allowing to take lessons in that particular subjects in a higher class. During the class, we differentiate through the work plans. We make sure that every child is progressing in all areas and reaching their full potential.

Monitoring

All pupils are graded on their academic attainment and effort every half term. Teachers discuss these grades with all pupils before targets are set during grades review at the end of every grading period. Average attainment and effort grades are discussed by teachers and the head teacher during half termly meetings and specific action plans are created for pupils who are deemed not to be making suitable progress and for the ones who have excelled in their learning. Every class has a class file and all pupil assessment and records are kept in that file. All teachers are expected to provide evidence of progress for pupils in their classes. We use classroom monitor to help us track the progress each child has made. Termly reports and targets are shared with parents.

Vision

Our curriculum is designed to be true to our vision that the Ambassadors High School is a school in which young people are inspired to learn and develop the confidence to believe in their ability to make a positive difference to the world. By giving pupils sufficient breadth and choice while still promoting academic depth, we aim to ignite curiosity, imagination and passion for learning.

Above all our curriculum is designed to ensure that our pupils are happy and successful, we aim to empower the minds of young children and people to make them all-rounder's.

Policy date: January 2018

Review date: January 2019