



مدرسة جيه إس إس العالمية

JSS INTERNATIONAL SCHOOL

Curriculum Policy

Introduction

The curriculum embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day. The school has a clear focus on the personal development and wellbeing of each child, as well as on their academic progress.

At JSS School, we aim to teach our children how to grow into positive, responsible people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential.

Teaching for Learning

At JSS International School, we encourage children's enthusiasm for learning through high quality teaching in an environment where their achievements and excellence are valued and celebrated. The Teaching for Learning Policy is central to the creative teaching practice in the school. It aims to enhance children's learning by supporting teachers in their use of a whole range of strategies and key techniques – it is about how teachers teach effectively and how children learn best, with a clear focus on individual learning styles and problem-solving. This policy is the most important tool for our teachers.

Implementation

We follow the Indian Certificate Secondary Education (ICSE) curriculum. Our curriculum is broad and balanced, providing a wide range of knowledge, skills and experiences, giving each subject sufficient time to contribute to the child's learning.

Maximum learning takes place at the formative years of the child's life. We use various teaching learning methods to help the child adjust to the school

environment. For KG we follow a mix of EYFS and Canadian Curriculum to enhance the overall development of the child at the early learning stage of their life. In Grades 1 and 2 we use a blend of Ontario and the Indian curriculum. Grade 3 to Grade 8 follows the ICSE and international best practices. We use ICSE for Grade 9 and Grade 10. The Indian school Certificate (ISC) is followed in Grade 11 and Grade 12.

The planning process is central to the effective delivery of the curriculum. Our teachers start from the point of finding out what the children know and what they want to find out and use this information, together with the key skills required in each subject, to inform their planning. The main emphasis of planning in the school is to make the curriculum relevant to the child's learning by making explicit cross-curricular links.

Role and responsibilities of the teaching staff

The teaching staff will ensure that:

- The curriculum is delivered effectively, with reference to the Teaching for Learning policy
- The curriculum is delivered with due regard to the individual needs of each pupil, particularly those with special educational needs, and gifted and talented children, and differentiated as appropriate
- Planning is relevant to the needs of the children
- Subject Leaders provide a strategic lead, support and advise colleagues, and monitor progress in their area
- The procedures for assessment meet all legal requirements and results are published
- There is equality of access to the whole curriculum

Role and responsibilities of the Supervisor

The Supervisor will ensure that:

- The CEO and Principal is informed on daily basis of the activities happening in the section and all decision making happens with the consensus of the seniors.
- School policies are approved and/or reviewed at appropriate intervals
- A term report is given to Principal on curriculum and other developments

- Principal is informed about the nature of any parental complaints
- All school policies and procedures are checked against the principles set out in the curriculum policy
- All teaching staff fulfill their roles and responsibilities

Role and responsibilities of the Principal

The Principal, through the Curriculum and Progress Committee, will:

- Ensure that a broad and balanced curriculum is delivered which meets all statutory requirements and is in line with the curriculum policy
- Have a strategic input into the School Improvement Plan
- Consider the advice of the Supervisor when setting targets and monitor progress towards those targets
- Receive all relevant reports, performance and assessment data
- Ensure that curriculum tests and teacher assessment results are published
- Monitor progress towards curriculum and other objectives in the School Improvement Plan
- Appoint expert teachers for the following areas: literacy, numeracy, science, progress, SEN, Early Years and ICT.