



# **Lüderitz Blue School**

## **Curriculum Policy**

### **1. INTRODUCTION**

This Curriculum Policy outlines the principles, aims, and structure of the curriculum at Lüderitz Blue School. We follow the UK International Curriculum, which is designed to provide a broad, balanced, and globally relevant education. This policy ensures that all students receive a high-quality education that prepares them for success in a rapidly changing world while respecting and incorporating local cultural contexts, particularly those of Namibia.

### **2. AIMS OF THE CURRICULUM**

The aims of our curriculum are to:

- offer a wide range of subjects and learning experiences that cover academic, creative, and physical development,
- equip students with the knowledge, skills, and attitudes needed to thrive in a globalised world,
- encourage students to think critically, solve problems independently, and take ownership of their learning journey,
- foster social, moral, cultural, and emotional development, ensuring students grow into well-rounded individuals, and
- instil a love for learning and the skills necessary for continuous self-improvement and adaptability.

### **3. CURRICULUM STRUCTURE**

The curriculum is structured into Key Stages, following the UK International Curriculum framework:

- **Early Years Foundation Stage (EYFS):** For students in Reception, this phase focuses on the development of core skills through play-based learning, with an emphasis on literacy, numeracy, and social skills.
- **Key Stage 1 (KS1):** For students in Year 1 and 2, this phase covers foundational subjects such as English, Mathematics, Science, and the Arts, with a focus on developing basic skills in reading, writing, and arithmetic.
- **Key Stage 2 (KS2):** For students from Year 3 to Year 6, offering a more in-depth study of core subjects, alongside broader subjects such as Humanities with an emphasis on critical thinking and problem-solving.
- **Key Stage 3 (KS3):** For students in Years 7, 8 and 9, this phase focuses on, introducing more complex concepts in core subjects and expanding the curriculum to include a wider range of subjects.
- **Key Stage 4 (KS4):** For students in Year 9 or Year 10 who are preparing for the International General Certificate of Secondary Education (IGCSE) or equivalent qualifications. Students have the opportunity to specialise in subjects of their choice while continuing core studies in English, Mathematics, and Science.
- **Key Stage 5 (KS5):** For students in Year 11 or 12, focusing on advanced studies in preparation for A-Levels or equivalent qualifications. This stage is aimed at preparing students for higher education or employment.

#### 4. SUBJECT OFFERINGS

- i) The school offers a diverse range of subjects, reflecting the UK International Curriculum and local context.
- ii) The subjects include: English Language and Literature, Mathematics, Science (Biology, Chemistry, Physics), History, Geography, RE, Afrikaans, Citizenship, Arts, Critical Thinking, P4C, Computing and PE.
- iii) The school also teaches Marine and Maritime Studies to students in Key Stage 2.

#### 5. TEACHING AND LEARNING APPROACHES

The school uses a range of teaching and learning approaches to cater to the diverse needs of our students. These include, but are not limited to:

- Differentiation: Lessons are designed to meet the varying abilities of students, ensuring that all students are challenged and supported.
- Active Learning: Students are encouraged to take an active role in their learning through discussions, projects, and hands-on activities. Students are allowed to take ownership of their education and pursue their interests.
- Inquiry-Based Learning: Promoting curiosity and investigation, where students explore topics and find answers through research and critical thinking.
- Technology Integration: Using modern technology to enhance learning, including digital tools and online resources.
- Formative and Summative Assessment: Regular assessments are conducted to monitor student progress and inform instruction. Feedback is given to help students improve continuously.
- Relevance to Namibian Context: As far as possible, teachers ensure that the content is relevant to Namibia and are encouraged to use material from Namibian textbooks as and when appropriate.

## **6. ASSESSMENT AND REPORTING**

i) The following assessment and reporting methods are used:

- Formative Assessments: Ongoing assessments during lessons, such as quizzes, classwork, and participation, to monitor student understanding and guide teaching.
- Summative Assessments: End-of-term or end-of-year exams, projects, and standardised tests, including IGCSE and A-Level exams.
- Progress Reports: Parents receive 2 reports per year detailing their child's academic progress, including strengths, areas for improvement, and next steps.
- Parent-Teacher Meetings: Scheduled meetings to discuss student progress, set goals, and address any concerns.

ii) For further information, please refer to the Assessment and Reporting Policy.

## **7. CURRICULUM REVIEW AND DEVELOPMENT**

- i) The curriculum is reviewed regularly by the Senior Management Team to ensure it remains relevant, challenging, and aligned with the UK International Curriculum standards.
- ii) Input from teachers, students, and parents is considered in the review process to ensure the curriculum meets the needs of the school community.
- iii) Teachers are provided with ongoing professional development opportunities to stay updated on curriculum changes and best practices in teaching and learning.

## **8. INCLUSION AND DIFFERENTIATION**

- i) As a school, we are committed to providing an inclusive education for all students, including those with special educational needs (SEN) and English as an Additional Language (EAL) students.
- ii) Lessons are adapted to meet the individual needs of students, ensuring that all students can access the curriculum and achieve their potential.

## **9. ROLES AND RESPONSIBILITIES**

- i) The Senior Leadership Team is responsible for overseeing the implementation of the curriculum and ensuring it meets the school's educational aims.
- ii) Teachers are responsible for planning and delivering lessons in accordance with the curriculum, differentiating instruction to meet the needs of all students, and ensuring relevance to the Namibian context.
- iii) Students are responsible for engaging actively in their learning, taking responsibility for their academic progress and participating fully in school life.
- iv) Parents/guardians are responsible for supporting their children's learning by maintaining communication with teachers, encouraging academic and extracurricular participation and ensuring children attend school regularly.

## **10. OCEAN EDUCATION**

- i) As a Blue School, we integrate ocean literacy into our academic lessons and make meaningful connections when possible.
- ii) Students in Key Stage 2 also have a weekly Marine and Maritime Studies lesson as a part of their timetable.
- iii) We warmly welcome individuals, schools or organisations for collaboration opportunities in regard to Ocean Education and Ocean Literacy.

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