

## KOHANA'S CURRICULUM POLICY

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At Kohana International School we value determination, responsibility, respect, caring and cooperation.

Together with parents, pupils and staff we developed the following set of aims:

- We aim to be a healthy, happy and sustainable school.
- Through experiences and outcomes of Curriculum for Excellence, we will provide opportunities that will enable our learners to become responsible citizens, confident individuals, effective contributors and successful learners.
- We will help pupils to learn in an exciting way, using resources inside and outside, and that nurture life skills.
- We will teach in an environment that increases interest levels and challenges our learners.
- We will support every learner with all aspects of school life.
- We will keep parents informed and involved.
- We will ensure that all pupils feel safe and respected.

Through our curriculum our pupils

- Contribute to our school ethos.
- Are given a broad general education through delivery of the curriculum for excellence experiences and outcomes.
- Celebrate and share their personal achievements.
- Develop skills required for learning, life and work.
- Are supported during their progression through the experiences and outcomes.

We aim to achieve this through the six principles of curriculum design.

- Personal, Social and Emotional Development.
- Communication, Language and Literacy.
- Creative Development.
- Problem Solving, Reasoning and Numeracy.
- Physical Development.
- Knowledge and Understanding of the World.

“The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It includes the ethos and life of the school:

- Curriculum areas and subjects.
- Interdisciplinary learning.

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- Opportunities for personal achievement.

### Curriculum areas and subjects

The Curriculum for Excellence provides Kohana International School with a set of experiences and outcomes from which staff can plan activities that meet the needs of all learners and support them in making connections in their learning.

The curricular areas are organised under the following subject headings:

- Literacy and English
- Numeracy and Mathematics
- Health and Wellbeing
- Science
- Social Studies
- Expressive Arts
- Modern Languages
- Technologies
- Moral education

Literacy, Numeracy and Technology experiences and outcomes develop critical, logical and creative thinking skills which can then be applied to and permeate the whole of our curriculum.

Moral values are being shared during the assembly time in the form of skit, quiz or discussion.

### Interdisciplinary Learning (IDL)

Interdisciplinary Learning is about providing pupils with opportunities to make connections across various areas of the curriculum and apply their learning in new and different ways.

For example:

- While watching Harry Potter and the sorcerer's stone, pupils were asked what the science was behind the magic at Hogwarts. Pupils then had to identify experiments that they could demonstrate as a magic trick and present, to an audience, the science that was involved in making the trick look like real magic.
- While learning about the purpose of the network, pupils were explained to know the structure in data centres and how the database is stored along with its connections.

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### Personal Achievements:

Personal achievements are discussed in the class and in the assembly.

### Meeting learner's needs

At Kohana International School, we understand that each of our pupils are individuals and as such will learn at their own pace and using their own learning style.

We support our pupils to do the best that they can and where there are barriers to their progress we believe in putting in the “right support, in the right place, at the right time”.

There are ranges of ways in which we support a child:

- Effectively allocating support for learning time where it will make the most impact.
- Extra support after the school hours.
- Differentiating work to meet the needs of individuals.
- Identifying environmental factors that could have an impact on learners with specific needs.
- Working in tandem with parents.
- Learning with practical exposure and models.

Through this we believe we can get it right for every child.