

5. Curriculum Policy

“Being a Cambridge Learning Centre, our curriculum policy focuses primarily on enhancing the processes of effective teaching and learning by incorporating high standards of education and value-based learning in our curriculum. Our curriculum offers a holistic approach that lays its attention on the whole child and connects their development with the people and environment around them.”

Motto

Duty and Discipline

5.1 Aims and Objectives

The curriculum of the school is planned effectively, providing continuity and progression. It aims to inspire, challenge and encourage the students by promoting an enjoyment of learning, and a commitment to learn and achieve. The school and staff look forward to providing rich and varied educational experiences.

- a) to encourage high standards in communication, and literacy skills for a range of challenges and activities
- b) to give students the space to develop knowledge of themselves in time and space
- c) to help students acquire knowledge in enhancing their cognitive skills in science and maths
- d) to enable students to be confident in the use of technology
- e) to instil morality development and spirituality among students
- f) to promote physical and mental development and an awareness of healthy lifestyles
- g) to enable students to appreciate the importance of participating in arts and cultural experiences
- h) to develop personal independence and social skills, including reference to personal health and hygiene
- i) to provide equality of access and opportunity for all students to make progress
- j) to prepare students for the opportunities, responsibilities and challenges of adult life
- k) to treat students with dignity and respect
- l) to develop tolerance and respect for others and their possessions
- m) encourage students to make the best possible progress, along with high levels of achievement and appropriate accreditation
- n) enable students to make connections and transfer skills across different areas of learning
- o) enable students to make choices and decisions within their learning

5.2 Key Points

Our teachers in the primary section ensure to provide all-round education and social development among young kids. To enhance this, Cambridge Education Society has put forward a well-framed curriculum for the kids which will be discussed below.

- a) To emphasize on all-round development
- b) To offer a purposeful and stable environment that will advantage the high standards of achievement and behaviour.
- c) Promote equal respect for the religion and culture of others, regardless of ethnicity, gender, disability and aptitude.
- d) Allowing students to take responsibility of their own learning.
- e) Provide support, to enable each student to access their curriculum entitlement.

- f) Actively seek ways of helping and involving parents in the care, development and education of their son/daughter.
- g) As per the Cambridge Early Years Education under CISCE, the curriculum is divided in the following way:

| CISCE Curriculum for Preschool | Curriculum under Cambridge Early Learning |
|--|--|
| Personal, Social and Emotional Development | <p>Like in CISCE’s ‘Curriculum for Preschool’, the ‘Personal, Social and Emotional Development’ curriculum area supports self-regulation of feelings and behaviour, building relationships and developing self-confidence.</p> <p>It also supports children in beginning to develop a sense of identity.</p> |
| Physical Well-being and Motor Development | <p>Like in CISCE’s ‘Curriculum for Preschool’, the ‘Physical Development’ and Creative Expression: Music and Dance’ curriculum areas support development of spatial awareness, control and coordination in gross and fine motor movements, and creative and rhythmic movement.</p> <p>Physical wellbeing is covered in the ‘Personal, Social and Emotional Development’ curriculum area.</p> |
| Cognitive Development: Mathematics | <p>Like in CISCE’s ‘Curriculum for Preschool’, the ‘Mathematics’ curriculum area covers numbers to 20, sorting, shape, space and measures. However, the Cambridge Early Years Curriculum focuses on developing a secure sense of number that takes children further beyond saying numbers in order and counting objects.</p> |
| Cognitive Development: Environmental Studies | <p>The Cambridge Early Years Curriculum integrates elements of cognitive development into several of its curriculum areas. It provides guidance on themes through long-term plans rather than in the curriculum document, but it does cover many of the concepts and skills covered in the Environmental Studies themes.</p> <p>As well as scientific thinking, the ‘Understanding the World’ curriculum area also includes learning about people, time and places to help develop children’s sense of identity.</p> |

| | |
|--|---|
| <p>Language and Literacy Development</p> | <p>Like in CISCE’s ‘Curriculum for Preschool’, the ‘Communication, Language and Literacy’ curriculum area supports children in developing speaking and listening skills in English, by engaging them in conversations, discussions, stories, rhymes and songs.</p> <p>The Cambridge Early Years Curriculum goes beyond pre-literacy skills, developing children’s basic reading and writing skills, particularly through phonics understanding.</p> |
| <p>Arts and Creative Development</p> | <p>Like in CISCE’s ‘Curriculum for Preschool’, the ‘Creative Expression’ curriculum area supports children in exploring art and design, music and dance.</p> <p>It also includes drama.</p> |
| <p>Technology (Computer Play)</p> | <p>The Cambridge Early Years Curriculum includes digital technology in the ‘Understanding the World’ curriculum area. Like in CISCE’s ‘Curriculum for Preschool’, this supports children in beginning to become digitally literate.</p> |

- h) As for the Secondary and Senior Secondary sections, the curriculum will be based on the syllabus provided by the Council of Indian School Certificate. All students should adhere to the postulates of the council, maintaining their regular works as well as attendance.
- i) The curriculum for Secondary and senior secondary also includes elements for their entire personality development, which consists of,
 - i. Social Work
 - ii. Connecting with the Global Youth through UN’s Sustainable Development Goals
 - iii. Art and Craft
 - iv. Dance, drama and Music
 - v. Technological depth in spheres of editing, copywriting, proofreading, Excel, website development, proper use of PowerPoint and many more.
- j) Enhance online mode of learning, incorporate audio-visual learning in classrooms, and overall focussing on the agenda of “Learning to Understand” rather than “Learning to score marks”

5.3 Roles and Responsibilities

A. Role of the Teachers

- a. Teachers are to abide by the curriculum policy and follow comprehensive methods of teaching.
- b. Teachers are encouraged to make their classes interesting by various means, including interactions, debates, movies, plays, and explore other creative ends.
- c. Teachers must also focus on value-based learning alongside academia to ensure all-round development of the child

- d. Teachers should see that their classes are attended and enjoyed by all students
- e. Teachers are to complete the entire syllabus 2 to 3 weeks before exam and conduct class tests and revisions to prepare the children for the final exam
- f. Teachers are requested not to give any derogatory remarks regarding the performance any student. They have to be encouraging and empathetic towards them.
- g. Teachers are to follow the curriculum prescribed by the Council
- h. Teachers are highly encouraged to discuss with the students even the out-of-syllabus portions solely to enhance the knowledge of the students

B. Role of Students

- a. Students must regularly attend all classes without fail
- b. Students must not do anything to disrupt the flow of the class. Not adhering to this rule is a punishable offence
- c. Students must be interactive in class, curious, and ask questions about their doubts
- d. Students must maintain proper class-notes and copies
- e. Students are encouraged to ask questions to the teachers repeatedly until their doubts are cleared completely

5.4 Procedure

The curriculum policy will be carried out through the Council For Indian School Certificate Examination and National Education Policy (NEP)

- i. To perform play-based, activity-based and discovery-based teaching and learning among students of all classes
- ii. Engaging in competency-based teaching, learning and assessment to enhance the creative skills and ability of the child in rationalization, problem solving and other various aspects
- iii. Encouraging critical thinking in the children through various learning methods so they can learn to analyse a wider picture from a small age
- iv. Promoting Social responsibility and health and fitness among the students.

5.5 Disciplinary Action

Education as a whole is a holistic experience. The school takes pride in educating the children not only in academia but in the larger picture, developing their skills and techniques to handle problems. To ensure this continues and advances to become even better, students must not create any nuisance in the class, obstructing the teaching-learning process