



Created: January 2013 | Reviewed & approved by Board: 2019/2020 by CB Larsen
Reviewed by: K Howard February 2023 | Next Review: February 2025

CURRICULUM POLICY

Vision

To create a unique and dedicated learning environment, seeking to expose children to the Scandinavian educational principles of creativity, independence, socialisation and community, within the context of a British multicultural society. The school aims to provide all children with a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be designed broadly to take account of the requirements of the English National Curriculum and beyond.

Mission Statement

We aim for the pupils to develop the Scandinavian sense of belonging, whilst remaining very much part of the integrated and multicultural London community. We wish to establish our school around Grundtvig's pedagogical methods, which are to promote a spirit of freedom and disciplined creativity within all branches of educational life, and to establish the students' active participation in society and later community life. The school believes in close teacher-based observational assessment in line with Scandinavian teaching ethos.

By providing the English National Curriculum with a deeply rooted Scandinavian approach, and with additional language support by native speakers, Dania School aims to enable all pupils of all backgrounds to seamlessly transition into alternative school systems which will allow them to progress into further education – whether abroad or in the UK.

Curriculum

- The curriculum will be based on the English National Curriculum
- The school will offer a specially designed curriculum with subjects taught primarily in English with additional language support given by Scandinavian and English native speaking trained teachers and teaching assistants

Dania School uses the EYFS online Tracking system (<https://www.eyfstracker.com/>)

The school should:

- cater for the needs of individual children of all genders and all social groups, including the most able and those who are experiencing learning difficulties;



- facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thoughtful, confident and considerate members of the community;
- create and maintain an exciting and stimulating learning environment;
- ensure that each child's education has continuity and progression;
- ensure that there is a match between the child and the tasks they are asked to perform;
- provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;
- recognise the crucial role which parents/carers play in their children's education and make every effort to encourage parental involvement in the educational process;
- treat children in a dignified way.

Children should:

- learn to be adaptable, solve problems in a variety of situations, and work independently or as members of a team
- be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- be happy, cheerful and well balanced and develop a love of learning
- be enthusiastic and eager to put their best into all activities with a high expectation for their capabilities
- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions ● care for and take pride in their school
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way ● be developing non-sexist and non-racist attitudes
- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- be developing an enquiring mind and scientific approach to problems
- have an opportunity to solve problems using technological skills
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- know about geographical, historical and social aspects of Scandinavia as well as the UK and the wider world



- develop knowledge of their local environment
- know about their Scandinavian and other heritages and be aware of other times and places and recognise links among family, local, national and Scandinavian events
- have some knowledge of the beliefs of the major world religions
- be developing agility, physical coordination and confidence in and through movement
- know how to apply the basic principles of health, hygiene and safety
- Promote British values of democracy, law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Equal Opportunities

At Dania School we also recognise the importance of the Equality Act 2010. This replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that all people (pupils/teachers/parents/family/visitors etc) have equality of opportunity in accessing and experiencing the life of the school. When carrying out our day to day work, we should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity
- foster good relations across all people, whatever their characteristics may be