



ATLANTIC HALL

Curriculum Policy

2025/2026

1. INTRODUCTION

The curriculum at Atlantic Hall is all the planned activities that we organize in order to promote learning, and personal growth and development. It includes not only the formal requirements of the Nigerian and British National Curricular, but also the various co-curricular activities that the school organizes in order to enrich the children's experience. It also includes the 'hidden curriculum' on what the children learn from the way they are treated and expected to behave. We want to develop children who are positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge, skill and understanding in order to achieve their true potential.

We are a dual-curriculum school but with values which do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is also with conscious integration of the goals of Education in Nigeria which are the:

- a. Development of the individual into a morally sound, patriotic and effective citizen;
- b. Total integration of the individual into the immediate community, the Nigerian society and the world;
- c. Inculcation of national consciousness, values and national unity; and
- d. Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society.

Our written curriculum policy, plans and schemes of work take into account the ages, aptitudes and needs of all students, and prospectively including those with special educational needs (see SEN policy).

We seek the highest standards of achievement for all our children. We offer full-time supervised education, which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

We aim to foster creativity and thinking dispositions in our children, and to help them become independent learners. Above all we believe in making learning fun. To achieve these aims, we use the combination of the Nigerian and British Curriculum to develop global citizens who are able to adapt to any school or country.

The school provides a personal, social, health and economic education as part of the curriculum which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation. We ensure that all students have the opportunity to learn and make progress and effective preparation of students for the opportunities, responsibilities and experiences of life in the global society.

2. VALUES

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, linguistic skills and understanding that they need in order to lead fulfilling lives. The staff and Board of Management of Atlantic Hall are in full arrangement with the values statement included in The National Policy on Education (NPE) which include respect for the dignity and worth of the individuals; faith in man's ability to make

rational decisions; moral and spiritual values in interpersonal and human relations; shared responsibility for the common good of society; respect of the dignity of labour and promotion of the emotional, physical and psychological health of children.

These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures and respect for different faiths and beliefs.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organize our curriculum to promote inclusion, cooperation and understanding among all members of our community taking into account the ages and needs of all our students.
- We value the rights enjoyed by each person in our society. We respect each child in our school for whoever they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our students.
- We encourage mutual respect and tolerance for others and appreciate both the British values and Nigerian values within our school.
- We value independent learning as a life skill and our curriculum reflects and provides opportunities for this. We generally provide additional help for children underperforming in core subjects and effort is being geared towards establishing special educational needs department to attract students with special needs to our school.
- We value our environment, and we want to teach our students, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3. AIMS

The aims of our school curriculum are:

- To promote the development of each student regardless of gender, race or social class so that all the children achieve their maximum potential. We wish to recognize the potential and to maximize the achievements of the school community.
- To develop strong links with parents, families and the wider community to enable them to enhance their educational experiences and to make them feel part of the school family. To achieve this, we will: Develop a positive ethos within which we will promote high standards for raising achievement. Have high expectations of students, encouraging them to have enquiring, imaginative and creative minds, to enable them to become 'independent learners'.
- To have a clear direction and purpose for each individual and always strive to improve on prior achievement. Develop an understanding of the need for good behaviour and courtesy and teach them to take responsibility for their own actions.
- To develop an appreciation of their own and other cultures, teaching tolerance, understanding and respect.
- To provide an enriching and stimulating curriculum through creative and high quality teaching and learning experiences.
- To ensure a safe and secure learning environment for all.

- To prepare children for a smooth transition for the next step in their education and help to lay the foundations for lifelong learning.
- To enable children to recognize and utilize their best learning style.
- To teach children about the developing world.

4. CURRICULUM PRINCIPLES

A. STUDENTS ENTITLEMENT

As an 11 - 18 school we are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure:

- breadth and balance for all
- appropriate levels of expectation and genuine challenge
- relevance, continuity and progression in learning

This is achieved by providing subjects of study and teaching methods that are tailored to the wide range of needs, interests and aspirations of our students. It also means that many features of the curriculum are common to all students. No student is denied access to any part of the curriculum on grounds of ability.

B. ACCESS

We are committed to ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that students who may be having difficulties or becoming demotivated are identified early and provided with appropriate support, encouragement and guidance.

C. EXPECTATIONS OF STAFF

Staff are expected to:

- have high expectations of students;
- employ a range of teaching and learning methods in lessons (appropriate to the group)
- ensure that students can access the curriculum and given opportunities to succeed;
- deliver programmes of study that build upon students' prior knowledge and experiences, provide subject progression and continuity, and that conform to the requirements of the national curriculum or relevant examination board.
- provide work which meets their students' needs and offers a depth and challenge that motivates and inspires them;
- involve learners in the process of learning, through discussion and feedback
- set termly target and encourage students to evaluate their own performance and that of others.
- develop students' skills in order that they can become independent learners;
- encourage, reward and value achievement and effort, both formally and informally; and to
- keep parents/carers fully informed about the progress and achievements of their sons and daughters (Post 16).

5. CURRICULUM MATTERS

A. MIXED ABILITY TEACHING, SETTING AND DIFFERENTIATION

On arrival in JSS1, all students are placed in tutor groups and teaching groups. In most subjects, this is the normal pattern throughout the School. Some subjects however, choose to place students into ability sets, in order to target work more precisely. These departments include Mathematics, English and Science (SS2).

To take account of the different skills, experiences and abilities in any given class, all staff are expected to plan work that meets the needs of all students. This will involve, the adaption of tasks, providing differentiated resources, providing and developing extension work, addressing a variety of learning styles and environments, setting individual goals, providing different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

B. CLASS SIZES

The teaching group size is approximately 25 students. In SSS 1 - 3 subjects are taught in option groups that vary in size from 10-28 except in Mathematics, English, Biology, Civic Education and Trade Subjects. Some practical subjects, however, have smaller class sizes in order to support the health and safety of the learner (such as Design and Technology/Technical Drawing, Food and Nutrition). Where 'setting' exists, the norm is to operate smaller groups for the lower ability groups, so that more individual support can be provided.

C. THE LEARNING ENVIRONMENT

We are aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All subject areas are expected to emphasize high quality displays for learning in their teaching areas and also to contribute to displays in the public areas of the school. The organization of a classroom is also an important factor in developing effective working methods and positive ethos. It is expected that classrooms are kept orderly and students are provided with environments that are conducive to learning effectively. Students should treat classrooms, workshops, study rooms and the Library with respect.

D. CURRICULUM GUIDE AND LESSON PLANNING

Each subject area is required to have curriculum guides for all year groups. (Where appropriate, to the national curriculum and/ or examination board requirements). These curriculum guides are consistently followed by all teachers in their subject areas and its delivery is monitored by the Heads of departments. Curriculum guides provide the content of the subject and how it should be structured, so that students' skills, knowledge and understanding are developed progressively and consistently. These curriculum guides are supported by assessment opportunities and methods for ensuring standardisation of the students' achievements. Subject areas have marking policies that all staff who teach that subject follow. These strongly link to the whole school assessment processes and principles. Teachers plan individual lessons, or

sequences of lessons, in different ways in order to match the needs of the students using the learning preferences of the learners as recommended by CAT4.

E. HOMEWORK

We recognize the importance and value of homework. This operates as an extension of classwork, and are a vehicle to practice skills, acquire new skills, develop good study habits and more independent learning. Atlantic Hall has a separate homework policy that is provided to all students and staff.

F. MORE ABLE AND GIFTED AND TALENTED LEARNERS

Students may be identified as belonging to higher, middle or lower learning bands by their prior attainment and ability. Students may also demonstrate particular talents and aptitudes in individual subject disciplines and in activities beyond the curriculum (such as sporting prowess or musical excellence). It is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them. Such provision will include planning classroom-based work that genuinely stretches the more able and provides additional challenges and experiences that may be offered through clubs, discussion groups, interest and support groups, attendance at lectures and conferences, and opportunities to participate in external groups, societies, teams and organizations. Many of our students are already involved in such activities and their excellence is acknowledged publicly in celebration and year assemblies, and at prize giving.

G. PERSONALISATION

As part of our mission to deliver 21st Century premium education, the combined dual curriculum is constantly being redesigned and refined to create in delivery personalized curriculum pathways for each child. This is used to set individual targets and create self-driven students who are ready to take control of their learning. Great emphasis is placed on learning, as the teachers have high expectations whilst allowing students to learn at their own pace, in their preferred learning style using offline and online learning resources. There is a growing effort to standardize the project-centered approach to learning that we are currently undertaking.

H. SUPPORT

Our students are supported through carefully designed and targeted intervention strategies. Atlantic Hall students take an assessment and diagnostic tests regularly to determine academic potential and attainment. The analyzed data from these tests helps refine the child's profile and is also used to inform learner groupings and methods of instruction. The information from these tests is also shared with the students and their parents using appropriate reporting procedures. Should the need arise and when deemed appropriate, weekend intervention lessons are also organized to cater for those students who require extra support to enhance their performance.

To allow for holistic intervention process in the schools, students are grouped according to the nominal values of their value-added as follows:

RELAUNCH GROUP: This is the group with -1 or more value-added. Concepts are going to be relearned with special consideration for their learning preferences. They will be challenged with activities that see them conceptualising concepts.

EXTENSION GROUP: This group with 0 (zero) value-added will be challenged through extended content beyond their CAT4 predicted ability.

MASTER GROUP: This is the group with +1 and above value-added. Apart from classroom experiences that will be used to accelerate their learning, they will be exposed to external competition and be given mentoring responsibilities.

6. ASSESSMENTS

The school has two broad assessments: Internal and external

1. INTERNAL

The quality and degree of learning of our students are continuously assessed by teachers through various formative techniques. These assessments are used to inform further learning by both the teachers and their students. However, for reporting purposes, classwork, prep assignments, projects and tests are computed to generate Form Order scores.

These scores are used to produce midterm report cards for parents. At the end of each term, examinations are conducted to assess and report to parents how much learning took place in that term.

2. EXTERNAL

The school uses assessment tests from GL Education of UK. These tests include CAT4 (a test of the Cognitive Ability of the child), Progress Tests in Mathematics, English and in Science are also undertaken, PASS (a test of child's attitude to self and school) and NGRT (a test of reading ability with respect to the child's age). Other external examinations include West African Senior Secondary School Certificate Examination (WASSCE), Cambridge International General Certificate of Secondary Education (IGCSE) examination Basic Education Certificate Examination (BECE) and Checkpoint.

Apart from accurately detecting the learning preferences of the child, CAT4 reveals the developed cognitive ability and academic potential of the child. The Progress Tests measure attainment in core subjects. The PASS is however used to establish learning gaps created consequent of student's attitude to self and school.

These help to set realistic targets as future attainments can be predicted. These assessments are taken by each child and separate reports for students, parents and teachers are produced and distributed accordingly.

7. KEY SKILLS

The following skills have been deemed 'key skills' in the revised British National Curriculum (2014).

- Communicating
- Critical and creative thinking
- Information processing
- Working with others
- Being personally effective

In our curriculum planning we emphasize these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

8. AREAS OF EXPERTISE

Our curriculum gives experience in the following areas. Details are given in plans and schemes of work:

A. INFORMATION AND COMMUNICATION TECHNOLOGY

We believe that the development of capability in the use of ICT is an essential requirement of students' education and that they have an entitlement to ICT resources and teaching of the highest possible quality. The development of ICT at Atlantic Hall is guided by the following principles:

- all students have an entitlement to the use of ICT, as detailed in the national curriculum, throughout their junior and senior secondary school. They are expected to develop both understanding and practical expertise. Students develop their skills through specific teaching in computing lessons, and as a result of the use of ICT in subject areas;
- ICT resources are planned and deployed within the context of Atlantic Hall as a community school. We seek to ensure that resources of the highest quality, and of an appropriate type are provided to meet the needs of both the school and community users;
- staff are strongly encouraged to make full use of opportunities for professional development in ICT. Practical workshops are held on a regular basis as part of the school-based in-service training programme, and there are also many opportunities to attend external courses.
- as part of the school curriculum students take part in various cross curricular activities which are linked to the 'Atlantic Hall Learner Profile'.

B. MORAL AND RELIGION EDUCATION

As a school, we seek to meet the requirements of the Kingston Locally Agreed Syllabus. The aim of religious education at Atlantic Hall is to enable students to understand the nature of religion, its beliefs

and practices and how these affect the way people live their lives. In JSS 1, 2 and 3, one – two periods per week is allocated to religious education (CRK and IRK). In SS 1, 2 and 3 students study a IGCSE subject in Christian and Islamic Religions.

C. CITIZENSHIP EDUCATION

Atlantic Hall seeks to meet the statutory requirements for Citizenship education. This enables students to make considered decisions and to take responsibility for their own lives and their communities. In JSS1-SS3, Citizenship is delivered through Humanity subjects like Social Studies, Civic Education, Security Education and History.

D. LINGUISTIC

This area is concerned with developing student's communication skills and increasing their command of language through listening, speaking, reading and writing. Lessons are in written and spoken English although French, Yoruba and Igbo languages are also taught.

E. MATHEMATICAL

This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

F. SCIENTIFIC

This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

G. HUMAN AND SOCIAL

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of history, civic education, economics and geography make a strong contribution to this area.

H. PHYSICAL EDUCATION

This area aims to develop the students' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Students also acquire knowledge and understanding of the basic principles of fitness and health. Swimming lessons are compulsory for all students in the junior school to undertake.

I. AESTHETIC AND CREATIVE

This area is concerned with the process of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative and often practical responses.

9. MONITORING AND REVIEW

The heads of departments through subjects' teachers are responsible for the day-to-day organization of the curriculum. The CLT monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the Curriculum, and that all lessons have appropriate learning objectives.

Heads of departments and subject teachers monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. HOD's have responsibility for monitoring the way in which resources are stored and managed. The Director of Studies, together with all CLT members meet termly to scrutinize children's progress. This is to ensure high quality teaching and learning. Constructive feedback is given based on findings.

Policy review cycle:	Every 2 years
Policy reviewed:	October 2023
Date of next review:	October 2025
Member of staff responsible for the policy:	VP Academic and Principal

CURRICULUM GRID
Lessons: 50 minutes

Subjects	JSS1	JSS2	JSS3	SS1	SS2	SS3
Maths	4	4	4	4	4	4
Additional Maths				3	3	3
English	4	4	4	4	4	4
Literature				3	3	3
F&N				3	3	3
Science (Phy, Chem, Biology)	1	1	1	3	3	3
Igbo & Yoruba Languages	2	2	2			
French & Spanish	2	2	2	3	3	3
History, Geography	1	1	1	3	3	3
Civic, Social Studies	2	2	2			
ICT	1	1	1	3	3	3
PHE	1	1	1			
Swimming	1	1	1			
Drama	1	1	1			
Art	1	1	1	3	3	3
Music	1	1	1	3	3	3
PSHE	1	1	1	1	1	1
Reading for leisure	1	1	1	1	1	1
Religious Studies	1	1	1	3	3	3
Technology	2	2	2			
BS, Economics	2	2	2	3	3	3
Trade Subjects				2	2	2
Home Econs, Agric	1	1	1			
Total	30	30	30	45	45	45