Maria International School of Bucharest

Resilience Respect Compassion Integrity Responsibility

EYFS and Primary Curriculum Policy

Our Mission

We provide a learning experience and environment at Maria International that fosters creativity and excellence, whilst providing supportive, stimulating and relevant lessons and resources within the context of the British style international curriculum.

Our school will be a caring place where adults and children are valued equally. Our aim is to create an environment where children and the whole school community will be inspired to be resilient, respectful, compassionate and act with integrity.

Our children will learn to respect themselves and others in an atmosphere of high expectations where they are nurtured and dare to make mistakes.

We will strive to create opportunities for students to have a well-rounded school and learning experience, where they can develop critical thinking skills and work in collaboration with others.

Our Values

Resilience - We will handle adversity and problems with a mentality that enables us to keep going and do better.

Respect - We treat others with dignity, empathy and equality through our words and actions.

Compassion - We are kind, and caring and will help everyone to be the best they can be.

Integrity - We are open, honest and act with good morals and ethics in all situations.

Responsibility - We ensure our own work, learning and duties are completed in a timely manner and to a high standard.

Organisation and Planning

EYFS

At MISB, the Early Years Foundation Stage (EYFS) follows the Statutory Framework for the Early Years Foundation Stage, ensuring that children develop a strong foundation for learning through play, exploration, and active engagement. The curriculum is designed to support children's overall development, fostering independence, curiosity, and a love for learning in a safe and nurturing environment.

The EYFS curriculum is structured around seven areas of learning and development, which are divided into three prime areas and four specific areas. The prime areas include Communication and Language, which focuses on developing speaking, listening, and understanding skills through conversation, stories, and role-play. Physical Development is encouraged through outdoor play, movement activities, and early mark-making, helping to develop both gross and fine motor skills. Personal, Social, and Emotional Development supports children in building confidence, self-awareness, and positive relationships with peers and adults.

In addition to the prime areas, the specific areas of learning further enhance children's skills and knowledge. Literacy introduces early reading and writing through phonics, storytelling, and mark-making activities. Mathematics provides children with a strong foundation in numbers, shapes, patterns, and problem-solving through hands-on activities. Understanding the World encourages children to explore nature, technology, people, and communities, fostering curiosity about the world around them. Finally, Expressive Arts and Design allows children to develop creativity through music, dance, role-play, and various art forms.

Assessment in EYFS is ongoing, formative, and observation-based, ensuring that each child's progress is carefully monitored. A baseline assessment is conducted at the beginning of the academic year to establish each child's starting point. Teachers continuously track progress through ongoing observations, using the EYFS Profile to document learning through written notes, photographs, and work samples. Termly assessments are carried out to evaluate children's development against the Early Learning Goals (ELGs), helping teachers plan next steps and provide additional support where needed.

Parents are kept informed of their child's progress through daily communication at drop-off and pick-up times, as well as through more formal reporting. There are two parent-teacher meetings each year to discuss progress in detail, and two written reports are provided to summarise each child's achievements in all areas of learning. Additionally, we maintain an open-door policy, allowing parents to request meetings with teachers as needed to discuss their child's development.

KS1

The primary school follows the most up-to-date National Curriculum for English, Maths, Science, Topics (History and Geography), and Art & Design. PSHE is taught explicitly during homeroom and assembly times.

In addition, students are also enrolled in PE and Music.

Finally, students are expected to learn Romanian either as a native (following a modified version of the Romanian curriculum) or as a non-native speaker (a curriculum meeting the needs of the students).

Regular formative (informal) assessments are carried out on a regular basis in all subject areas to check for understanding. Teachers use this information to assess what students can do independently and plan the next steps in learning accordingly. Formative assessments can take many forms and students' work is marked by a teacher, peer-assessed or self-assessed to provide constructive feedback. Students are encouraged to take ownership of their own learning by reviewing feedback and correcting their work or their peers' as needed.

Formal summative assessments are carried out every six weeks in English (Reading, Writing and Grammar) and Mathematics. Results for formal summative assessments are recorded for each student. Students' progress and attainment in each subject will be assessed by the teacher against the learning outcomes and National Curriculum expectations for students in that year group. Pupils' progress is reported to parents twice throughout the school year in writing, in the form of formal school reports. It will also be reported to parents twice in the school year in the form of parent-teacher meetings. Additionally, parents and teachers are able to make appointment requests or discuss student progress via email throughout the school year.

Baseline assessments are given at the beginning of the school year in English and Mathematics. Baseline assessments are also given at the teacher's discretion at the beginning of individual units to assess students' understanding prior to any new teaching in any subject area.

KS2

The primary school follows the most up-to-date National Curriculum for English, Maths, Science, Topics (History and Geography), and Art & Design. PSHE is taught explicitly during homeroom and assembly times.

In addition, students are also enrolled in PE, Music, and German.

Finally, students are expected to learn Romanian either as a native (following a modified version of the Romanian curriculum) or as a non-native speaker (a curriculum meeting the needs of the students).

Assessment, Recording and Monitoring

Regular formative (informal) assessments are carried out on a regular basis in all subject areas to check for understanding. Teachers use this information to assess what students can do independently and plan the next steps in learning accordingly. Formative assessments can take many forms and students' work is marked by a teacher, peer-assessed or self-assessed to provide constructive feedback. Students are encouraged to take ownership of their own learning by reviewing feedback and correcting their work as needed.

Formal summative assessments are carried out every six weeks in English (Reading, Writing and Grammar) and Mathematics. Results for formal summative assessments are recorded for each student. Students' progress and attainment in each subject will be assessed by the teacher against the learning outcomes and National Curriculum expectations for students in that year group. Pupils' progress is reported to parents twice throughout the school year in writing, in the form of formal school reports. It will also be reported to parents twice in the school year in the form of parent-teacher meetings. Additionally, parents and teachers are able to make appointment requests or discuss student progress via email throughout the school year.

Baseline assessments are given at the beginning of the school year in English and Mathematics. Baseline assessments are also given at the teacher's discretion at the beginning of individual units to assess students' understanding prior to any new teaching in any subject area.

Homework

Primary

The students are assigned homework each night between Monday and Thursday, which focuses on different areas of learning. The work assigned for homework is based on work done during school times and should be completed independently. Homework should take approximately no more than 20-30 minutes daily.

In addition to subject-based homework, students are expected to read, or be read to, for 20 minutes every night. Reading skills are fundamental to all aspects of success at Maria International School of Bucharest, including but not limited to language development, vocabulary acquisition, comprehension skills and communication. After reading, students are to write a summary of what they have read in their own reading journals which are marked by teachers daily.

Finally, there are times throughout the year when students are asked to complete a larger project at home over a few weeks time period. Some examples include art competitions,

research projects, and science fair projects. Guidance is provided to students at school to begin each project and sufficient time is given to finish at home.

Review and Evaluation

This policy is to be renewed, evaluated and appropriately updated annually by the Maria International leadership team and Head Teacher.

Date of next review: 15/08/2025

Prepared/Updated by: Nicholette Vicol **Date:** 20/11/2024

Approved by: Alice Bleiu **Date**: 22/11/2024

This policy is to be reviewed **annually** and updated as and when relevant changes occur.