

CURRICULUM SUPPORT POLICY

At RAKAAG, the ethos of the school includes discipline and also the highest possible expectations for the maximum physical, spiritual, moral and academic development of every child in the school.

Each child within our care is highly regarded as a unique and priceless individual. Because of this uniqueness, each has his/her own special opportunities to enter fully into the life of the school.

We believe that all students, including those with special needs, have the right to full and proper access to the school Curriculum in line with their abilities. This belief underpins this policy and will be reflected in the application of the policy across the school.

The uniqueness of the individual means that each child has his/her own special personality and intellect, and that he/she progresses in the academic realm at different rates. Each child will be offered the same standard of care and education regardless of his/her academic standing. Each individual need will be catered for lovingly and sensitively and a suitable programme of work will be tailored directly to individual needs whatever they are.

Concerns may vary and may include physical, sensory, emotional, behavioural, learning, and social or attendance issues. It is our duty as members of staff to note the concern and act positively to help the child. Each child as a result should feel accepted and valued.

Objectives of the Policy

This policy has the following aims:

- ✚ To ensure access to a broad, balanced and appropriate curriculum
- ✚ To help each child to realize his/her full potential
- ✚ To identify those students failing to reach their potential and develop plans to overcome this through consultation and the implementation of individual learning programmes
- ✚ To encourage children and boost their confidence

Student Academic Support

All students will receive one-one support when identified as needing extra help with their academic progress. After they have been identified by the class teacher, she will draw up an intervention plan to help the support team to tailor-make their support according to individual needs. The support team comprises the Head of Teaching and Learning, The Head of Student Support and the Head of Section- KG and Elementary.

Student Psychological Support (Emotional, Behavioral and Social Concern)

Aside from academic support, students will likewise receive a one-on-one support if they have emotional, behavioral or social problems from the Head of Student Support wherein an individual counseling maybe given immediately or counseling session will be arranged with the consent of the parent/guardian. Students can go voluntarily to the Head of Student Support or can be referred by their class teachers/ adviser.

English as an Additional Language Support

Students whose first language is not English will receive additional support from an ESL specialist. They will be identified by the teacher and referred to the specialist who will tailor-make the support as per individual student needs.

Academic conduct

- ✚ Students must always give the best they can give and carry-out with integrity all academic work assigned to them
- ✚ Students must acknowledge sources and other authors used in their work
- ✚ Students must acknowledge all sources used to complete their work; copying someone's work or ideas without acknowledging them is a serious academic offense called "Plagiarism"
- ✚ Students resorting to Plagiarism will receive a zero grade and will be asked to resubmit their work
- ✚ Students' resubmitted work will be capped at 50% grade or below
- ✚ Students' cheating on an formative assessment results in a zero grade for the respective assessment
- ✚ Students' cheating on an summative assessment /exam results in a zero grade for the respective assessment and an academic committee meeting to decide on the course of actions

Assessment

- ✚ Assessment must be fair, valid and reliable
- ✚ Assessment strategies follow periodical reviews by the school

- ✚ Assessment results are communicated to stakeholders via Report Cards 3 times a year , at the end of each term
- ✚ Students are assessed through two methods: formative and summative
- ✚ Middle and High School students sit for two Term Exams: at the end of Term 1 and at the end of the year.
- ✚ Elementary students from Grade 1-3 do NOT sit for Term Exams
- ✚ Assessment results are reported in numerical format and also alphabetical(A, B, C, D, E), showing the band the student is achieving at across all subjects
- ✚ The passing grade in all subjects is 60% in High School (grade 9 to 12) and 50% in Elementary and Middle School
- ✚ In the final Report Card, all subjects' results need to be above average for a student to pass
- ✚ The final results are reported according to the general point average (GPA)
- ✚ To pass a subject, a student must score 50% and above in Elementary and Middle School and, 60% and above in High School
- ✚ A student failing a subject will need to re-sit for a make-up exam at the beginning of the next academic year
- ✚ Students can re-sit for a maximum of 3 subjects provided that the GPA of each subject is 30% and above
- ✚ A student who fails more than 3 subjects will repeat the grade level.