



Baleares International College
Sant Agusti
an Orbital Education School



Curriculum Policy

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This Policy is to be reviewed **every two years** and updated as and when changes occur.



Mission, Vision and Values

Mission

In our Primary school, we seek to achieve our aims through the delivery of a broad and balanced programme of study, with an international dimension, based on the National Curriculum of England. Our students will be happy, safe, and challenged in their learning with a strong emphasis on pastoral care. We aim to grow and develop the students' enthusiasm for learning, skills, knowledge, self-esteem and resilience.

Students at Baleares International College, Sant Agusti develop good learning habits, a strong sense of responsibility, independence and respect for others.

They are encouraged to reach the highest levels of achievement in their studies and we celebrate and recognise their efforts and successes.

Our students are expected to be kind and respectful of others irrespective of gender, race, faith or nationality.

While respecting the importance of their own culture, we aim to empower and prepare our students with the skills needed to contribute to, and be successful in, a global society.

We believe that a partnership between students, teachers, administration and parents will enable all individuals to become valued members of the school and other communities.

Our students develop a strong sense of community and pride in their school and in their belonging to their school family.

Our students

- embrace the opportunities offered by Mallorca, Spain and celebrate its language, culture, traditions and history.
- celebrate and promote, British values, global internationalism and individual diversity.
- support local communities including charity projects.
- value the native language and cultural identity of all fellow students and their families.
- are provided with an holistic educational experience that celebrates the unique talents and passions of individuals, developed through a range of extracurricular activities;

Vision

Our vision is to provide an outstanding British education which will empower our international community of students to embrace learning, achieve their personal best, while focussing on their personal, social and emotional wellbeing in a positive and welcoming environment.

We prepare our students for all stages of their education as well as equipping them with high aspirations for their future lifelong learning.



Core Values

At BIC, our guiding statements are at the core of our purpose, direction and decision-making.

EXCELLENCE - We are ambitious, developing resilience, independence and a lifelong love of learning.

RESPECT - We celebrate diversity, encouraging a respect for the people and the world around us.

RESPONSIBILITY - We are engaged, promoting actions and behaviours that support a sustainable future.

INTEGRITY - We are transparent, honest and ethical in all our relationships.

COMPASSION - We are kind and caring, encouraging everyone to succeed.

Aims

We aim to be a vibrant and challenging school that opens the minds and hearts of our students. Our objective is to support students' development – academically, socially, and personally – enabling them to take their place in society as responsible global citizens.

We are committed to excellence in all areas of learning, including mathematics, languages, sciences, sports, and the performing and creative arts. We follow the Early Years Framework in Nursery and Reception classes and students follow the English National Curriculum at Key Stages 1 and 2.

Curriculum Structure

The curriculum provides students with experience in the following key areas of learning, following UK best practice (as outlined by Ofsted and the Independent Schools Inspectorate):

1. Linguistic

Developing communication skills and strengthening language command through listening, speaking, reading, and writing.

2. Mathematical

Enhancing students' ability to calculate, recognise patterns, and think logically through practical activities, exploration, and discussion.

3. Scientific

Increasing knowledge and understanding of natural phenomena, materials, and forces, while developing enquiry skills such as observation, forming hypotheses, experimentation, and recording findings.



4. Technological

Developing skills in information and communication technology (ICT), problem-solving.

5. Human and Social

Understanding people and their environments, and how human actions – past and present – have influenced events and conditions.

6. Physical

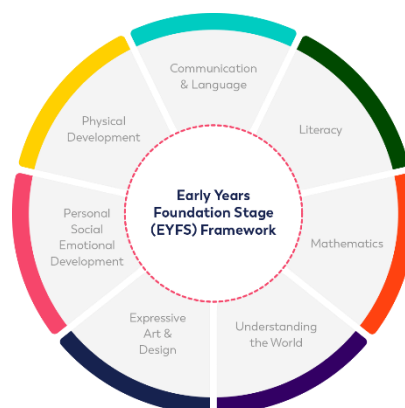
Building physical control, coordination, and tactical skills, while encouraging healthy lifestyles and improving performance through self-evaluation.

7. Aesthetic and Creative

Encouraging creativity and self-expression through art, music, dance, drama, and literature.

Underlying Principles of the Curriculum

EYFS (Early Years Foundation Stage)



The children in Early Years follow a broad and balanced curriculum following the British Early Years Foundation Stage. The emphasis is on learning through play-based activities, with adult-led, adult-initiated and child-initiated tasks. Children will not be sitting at a desk all day long - they will be engaged in activities which stimulate their interests as well as help their development in all areas of growth and development. There are constant opportunities to develop English speaking and listening skills, developing the beginnings of reading and writing and for working cooperatively. During the year the children will be looking at a variety of carefully planned units of work which will cover all the 7 areas of learning above.



Key Stage 1 and 2

In both KS1 and KS2 we follow the British National Curriculum, which includes Spanish and Catalan language and culture. The subjects taught from the British Curriculum are English, maths, science, humanities (history and geography), computer science, physical education (PE), music, personal social health and economic education (PSHE) and art. From Year 3 onwards students can select to study an additional language of German or French. This is optional and students can also continue with additional English and learning support during this time.

Each subject is taught through units of work to cover the curriculum throughout each Key Stage. Examples of these units are The Romans (history), Place Value (maths), Tourism (geography) and basketball (PE). At the beginning of each term, a termly overview will be sent to each class to inform parents what will be taught that term.

Our curriculum is broad, balanced, and sequenced to promote accessibility and progression. It reflects the school's mission and the needs of our student body.

- All students are entitled to a comparable range of educational opportunities.
- Teaching is adapted to address students' varying abilities, interests, and aptitudes.
- The learning environment and teaching methods are key to achieving curriculum aims.
- The curriculum supports students mastering both the language and the content of the curriculum, with particular attention to EAL (English as an Additional Language) needs.
- Global citizenship and intercultural understanding are integrated across the curriculum.
- Digital citizenship and responsible technology use are promoted.
- Co-curricular activities (such as school productions, fundraising events, and field trips) are central to the learning experience.

Learning Languages

The main language of instruction in BIC Sant Agustí is English, apart from Spanish, Catalan and German or French lessons. Children are expected to speak English in all necessary lessons, but teachers are sensitive to children who are at the early stages of their English speaking. All class teachers are trained in teaching English as an Additional Language and children become fluent in English very quickly - the speed at which they learn languages is outstanding. As we have over 20 different nationalities in the school, the common language is English, making the acquisition of the language very quick and the standard very good.

All our primary children have 4 Spanish lessons a week and those with no previous Spanish will be working and playing with Spanish children, enabling them to learn the language



comfortably. We teach Spanish in 3 different groups, Foundation, Intermediate and Advanced, enabling all children to be taught to their level of ability and experience, while improving their standard of Spanish.

From Year 2, Catalan is taught to all children and is a mandatory part of the curriculum and local legislation.

Curriculum Goals

Our curriculum encourages students to:

- Apply knowledge, skills, and understanding confidently.
- Approach problem-solving with creativity and confidence.
- Work independently and collaboratively.
- Develop oral and practical skills.
- Share and reflect on their intercultural experiences.

Inclusion and Support

Support is **offered** for pupils with identified needs where necessary and appropriate. This support is planned collaboratively by the SENDCO (Special Educational Needs and Disabilities), teachers, students, and parents/guardians. The SENDCO ensures that any learning difficulties or disabilities are considered during admissions, assessments, school trips, and examinations.

Personal, Social, Health and Economic Education (PSHE)

PSHE is delivered through dedicated awareness sessions and integrated into the curriculum. It covers key areas such as personal safety, online safety, grooming, and healthy relationships.

Careers Education in Primary

Careers education is woven through our curriculum. We introduce careers education in an age-appropriate way to help children understand the world of work and inspire future aspirations. Through topics like "People Who Help Us", children learn about community roles and the value of different jobs.



We enrich learning with guest speakers such as authors, artists, and local professionals, and celebrate ambition through events like “Future Me Day”, where children explore their dreams and talk about future careers.

Careers-related learning is woven into the curriculum to broaden horizons, challenge stereotypes, and help children connect learning with real-life opportunities.

Curriculum Planning

Long-Term Planning

- Curriculum overviews are shared with parents and updated termly.

Medium-Term Planning

Medium-term planning should align with the objectives of the English National Curriculum for Key Stages 1–2 and the EYFS Framework. Plans must clearly outline lesson objectives, links to overarching curriculum aims, and opportunities for assessment.

Curriculum Review and Transition

- The Senior Leadership Team (SLT) regularly reviews the curriculum.
- Work scrutiny and sharing of best practice are integrated into review cycles.

Adaptive Teaching

Teachers provide appropriately challenging tasks for students based on their abilities. Assessment outcomes are used to set individual targets and adapt teaching methods. Higher-achieving students are challenged appropriately, while additional support is provided for those who need it.

Community Links and Partnerships

Our school respects cultural exchange between British Values and traditions and Spanish life. We engage with the local and global community through arts, sports, and cultural events. The school actively seeks partnerships with other schools and organisations to broaden student opportunities and support leadership development.

Roles and Responsibilities

Teachers

- Deliver curriculum objectives aligned with students' individual needs.
- Maintain high standards of subject knowledge.
- Follow curriculum maps and adapt plans based on assessment outcomes.
- Ensure consistency of delivery in collaboration with Heads of Department.



Vice Principal and Assistant Vice Principal

- Oversee curriculum development and review schemes of learning.
- Ensure the curriculum is engaging, challenging, and appropriate for students.
- Liaise with staff to ensure consistency and quality of curriculum delivery.
- Arrange moderation and standardisation across subjects.
- Oversee the publication of curriculum overviews.
- Provide support for teaching staff.

Principal

- Lead the strategic development of the curriculum and co-curricular programme.
- Ensure the curriculum reflects the school's vision and mission.
- Monitor and evaluate the quality of teaching and learning through observation and assessment.
- Analyse student performance data and implement strategies for improvement.