



Baleares International College
Sa Porrassa
an Orbital Education School



CURRICULUM POLICY

BIC Sa Porrassa

Approved by: Alison Colwell, Principal

Last reviewed on: September 2025

Next review due by: September 2028



Mission, Vision and Values

Mission

At BIC Sa Porrassa, we deliver the best of British education through high-quality, innovative teaching within an intercultural community. Our students experience a broad range of opportunities and make excellent progress, regardless of their starting points. We are committed to ensuring that every child feels safe, supported, and challenged, empowering them to become confident, resilient global citizens.

Vision

To provide an outstanding British education in an international setting, ensuring that all students feel happy, safe, and challenged in their learning.

Core Values

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

EXCELLENCE - We are ambitious, developing resilience, independence and a life long 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. Students follow the English National Curriculum at Key Stages 1 to 5.

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

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, eSafety and responsible technology use are promoted.



- Co-curricular activities (such as school productions, fundraising events, and field trips) are central to the learning experience.
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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.
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Inclusion and Support

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

Personal, Social, Health and Economic Education (PSHE)

PSHE is delivered through dedicated awareness sessions and integrated into the curriculum through a sequenced progression from Years 1 to 13. It covers key areas such as personal safety, online safety, grooming, and healthy relationships.

Careers Guidance

Careers education is woven through our curriculum and taught explicitly at every year level. It features prominently in the tutorial programme in Key Stage 5 and during awareness sessions in Key Stages 4 and 5.

Curriculum Planning

Long-Term Planning

- The curriculum is mapped out in a series of long-term curriculum plans.
- Curriculum overviews are shared with parents via the school website and updated regularly.



Medium-Term Planning

Medium-term planning should align with the objectives of the English National Curriculum for Key Stages 1–3 and the outcomes of IGCSE/A-Level courses for Key Stages 4–5. 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.
 - Heads of Department meet termly to ensure consistency and progression across key stages.
 - Work scrutiny and sharing of best practice are integrated into review cycles.
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Differentiation

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.

Subject Leaders

- Oversee curriculum development and review schemes of learning.
- Ensure the curriculum is engaging, challenging, and appropriate for students.

Curriculum Leader/HOS/HOP/HOSF

- Liaise with Heads of Department to ensure consistency and quality of curriculum delivery.



- Arrange moderation and standardisation across subjects.
- Oversee the publication of curriculum maps and newsletters.
- Provide support for Subject Leaders.

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.

Policy Review

This policy will be reviewed every three years by the Principal and approved by Orbital Education.