



Curriculum Policy

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



Curriculum Policy

AIMS

At Baleares International College, Sant Agusti, we aim to ensure our students are happy, safe and challenged in their learning while opening their minds and hearts. Our objective is to guide and encourage our students to develop and progress academically, pastorally and communally, enabling them to take their place in society as responsible global citizens. Every student is encouraged to strive for excellence whether that is in mathematics, languages, science, sport or the performing and creative arts. Our students begin by following the Early Years Foundation Stage, leading into a curriculum which is based on the English National Curriculum at Key Stages 1 and 2.

The curriculum aims to provide all students with experience in the following areas of learning:

- **Linguistic**
This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing.
- **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 should be developed in a variety of ways, including practical activity, exploration and discussion.
- **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.
- **Technological**
Technological skills can include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.
- **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.
- **Physical**
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 should also acquire knowledge and understanding of the basic principles of fitness and health.
- **Aesthetic and creative**
This area is concerned with the processes 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.

Our curriculum is adapted to our local environment. It:

- provides students with a challenge and a sense of achievement;
- provides continuity, progression of learning and differentiation;
- builds confidence and gives satisfaction and enjoyment, giving students a positive attitude to learning so they acquire a solid basis for lifelong learning;
- provides opportunities for students to develop their independent thinking and learning;
- enables the students to develop knowledge, understand concepts, acquire skills and develop the ability to apply these in relevant situations;
- uses an exploratory approach to problem-solving;
- enables students to work individually and as part of a team;
- encourages students to share specific examples of their intercultural learning;
- develops oral and practical skills; and
- develops personal, social, health, moral and spiritual values, including respect for others.

Through our curriculum, students' knowledge and experience will be broadened, with an increased ability for students to learn for themselves and self-esteem and positive relationships will be developed.

The curriculum includes not only that which is taught in classes, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes what the children learn from the way they are treated and expected to behave.

We aim to provide a broad, balanced and enriched curriculum, with access for all. All students are entitled to and should be offered a comparable range of educational opportunities. There are differences in the abilities, aptitudes, interests and other characteristics of students which need to be considered. The learning environment and teaching methodology are important factors in determining whether some of the aims are achievable. Most students are mastering the English language medium of the curriculum as well as its content. Assessment, support, and awareness of EAL needs are addressed throughout the phases. Teaching is in English, except the Spanish and Catalan curriculum subjects which are delivered in Spanish and Catalan.

COMMUNITY / PARTNERSHIP LINKS

Our community celebrates the cultural interaction between traditional British educational values and modern Mallorcan life, regularly celebrating festivals in Mallorca. Our teachers make a positive contribution to the local and wider community through involvement in the Arts, sports and cultural activities. The school actively seeks to establish partnerships and networks with other schools, locally and beyond the country, to enrich the learning opportunities available to the students.



TEACHING AND LEARNING

Baleares International College, Sant Agusti is for children aged from 3 to 11 years' old. Our Primary education covers the Early Years Foundation Stage and Key Stages 1 and 2 of the National Curriculum.

In Early Years, the children are placed in classes of no more than 20 and learn within the 7 areas of learning, which are carefully planned around a common theme to allow for progression. We adopt a child-centred approach to the curriculum based around themes. There is a coherent and broad range of activities

planned to ensure full coverage of all aspects of the curriculum which allow each student to work towards achieving the Early Learning Goals.

In Key Stages 1 and 2, each student has the opportunity to experience the full range of National Curriculum subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, Computer Science and PSHE as well as Spanish and Catalan (from Year 2). German and French are introduced in Key Stage 2.

In KS1 and KS2, students are usually placed in mixed-ability classes of no more than 20 with children of the same age and work in these groups for most subjects. In Years 5 and 6, the students are taught by different teachers for maths, science, humanities and English to begin their transition to Secondary education.

Throughout the school, Spanish is taught in a combined classes across two year groups, to allow for differentiation between native and beginner Spanish students. Catalan is taught from Year 2 onwards to students with a Spanish passport or whose parents wish them to study Catalan.

The school day starts at 8.45 am and ends at 3.45 pm. It consists of 6 or 7 lessons or sessions of approximately 50 minutes, split by breaks and lunchtime.

CURRICULUM PLANNING

Students are expected to have a common experience of a subject as it is delivered. Long-term planning is shared with parents in the form of termly overviews and are reviewed regularly. Planning makes use of the English National Curriculum learning objectives and the Early Years Learning Goals. All teachers are expected to share their short-term planning on the drive at least the week before it is taught.

ASSESSMENT

At Baleares International College, Sant Agusti we use a combination of formative and summative assessment which gives a detailed picture of the learning of individual children. Assessment data is used to track progress for individual children, subjects and year groups. For more information, see the Assessment Policy.



PERSONAL, SOCIAL AND HEALTH EDUCATION

PSHE is taught within the broader curriculum as well as in discrete lessons.

There is a whole-school approach towards PSHE with assemblies being held weekly, to showcase the children's work as well as delivering or celebrating values, morals and themes.

School events take place regularly including day trips, residential visits, special activities and specific themed days such as World Book Day.

The School Council provides links with year groups, parents and the wider community.

PSHE is also developed and fostered through the pastoral care and guidance of our staff towards the children.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION

Spiritual, Moral, Social and Cultural Education is promoted not only through the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values. It supports all areas of learning and can contribute to the child's motivation to learn. The staff are expected to provide a role model for the behaviour of the children through their recognition of values and attitudes.

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT is incorporated into all subjects as much as possible while Computer Science is taught as a separate subject. This may take various forms such as word processing, research, multimedia presentations, IWB and graphical presentation of data. All classes have access to our set of Chromebooks.

SPECIAL EDUCATIONAL NEEDS

The curriculum is designed to provide access and opportunity for all children who attend the school, although it is recognised that there is still a range of abilities within each year group.

Teachers create learning opportunities which challenge students to achieve their potential. Teachers and support staff plan to meet the needs of all students by ensuring learning is focused on individual students' needs and abilities. Outcomes from assessment of / for learning enable teachers to set targets which reflect individual students' skills, abilities and potential.

Students are given tasks which are appropriate to their level of ability, including higher attaining students. In order to encourage all students to demonstrate what they can do, understand and achieve, teachers shall differentiate the curriculum according to individual needs.

Teachers liaise with the SENDCO for assistance with strategies and guidance in curriculum planning. Intervention is provided where required to meet the needs of students.

English as an Additional Language (EAL) intervention is in place for students in small groups or on an individual basis as necessary to best support their learning and access to the curriculum.



PRIMARY / SECONDARY SCHOOL LIAISON

Transition between all Key Stages is important and it is essential that the transition between Primary and Secondary education is as smooth as possible. Knowledge of the curriculum, teaching strategies and knowledge of individual children at any transition phase is important and can maximise the benefits to learning in a school.

While the expectation is that the students in Baleares International College, Sant Agusti will automatically transfer to Baleares International College, Sa Porrassa at the end of Year 6, some students do choose to transfer to other Secondary schools, usually based on geographical location.

For all students moving to Secondary schools, the results of end of KS2 tests and teacher assessments, along with any other relevant information, are made available to the Secondary school.

ROLES AND RESPONSIBILITIES

Teaching staff and learning support staff will:

- ensure that the curriculum is implemented in accordance with this policy;
- have good subject and curriculum knowledge and keep up-to-date with developments in their subjects;
- have access to, and be able to interpret, data on each student to inform the design and implementation of the curriculum in order that it best meets the needs of each cohort of students;
- use learning objectives from curriculum being delivered to meet the individual needs of students;
- share and exchange information about best practice amongst their colleagues and through external networks, resulting in a dynamic and relevant curriculum;
- participate in professional development, working with other teachers to develop their skills in understanding the learning needs of the students and how best to address those needs and engage them;
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge;
- be given additional support if necessary;
- receive co-ordinated support to enable them to make the appropriate curriculum choices.

Parents will:

- be consulted about their children's learning and in planning their future education;
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives;
- be informed about the curriculum on offer and understand the rationale behind it.



The Principal will ensure that:

- they have an oversight of curriculum structure and delivery within their school;
- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subjects will be taught and assessed;
- the amount of time provided for teaching the curriculum is adequate and is reviewed annually;
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum;
- the procedures for assessment meet all legal requirements and that students and their parents/ carers receive information to show how much progress the students are making and what is required to help them improve;
- detailed and up-to-date schemes of learning are in place for the delivery of courses;
- schemes of learning are monitored and reviewed on a regular basis;
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these;
- oversee CPD needs with regard to curriculum planning and delivery;
- monitor and evaluate the quality of teaching and learning through varied observation, activities, leading teaching and learning planning, assessment and evaluation;
- analyse student performance data, including benchmarks, and implement action to ensure all students are making good to outstanding progress