Curriculum Policy 2026

Approved by:	Alison Colwell, Principal	**Last reviewed on:**	September 2026
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This policy applies to Baleares International College at both sites, Sa Porrassa and Sant Agustí.

Contents

Contents 1
Scope 2
Legislation and Guidance 2
Roles & Responsibilities 3
Definitions 4
Monitoring and Review 7
Related Policies 7

Purpose

The curriculum is aligned to the school's and the group's guiding statements. It:

- promotes a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning.
- identifies, nurtures and harnesses every child's unique talent and potential so that they develop as confident, resilient and enquiring learners who have respect for themselves and others;
- provides students with the knowledge and skills required to keep themselves safe at school and in the wider world;
- ensures continuity and progression within the school and between phases of education, to prepare them to make informed and appropriate choices post 16 and post 18;
- ensures that students acquire linguistic, mathematical, scientific, technological, human/social, physical, aesthetic, creative knowledge and skills relevant to adult life in a world of rapid and continuous technological change; so that they can take their place in society as informed, confident and responsible citizens;
- helps students to develop lively, enquiring minds, and an ability to question and argue rationally. It also helps them develop an ability to apply themselves to tasks, and understand the need for positive physical and mental health;
- offers a wide range of enrichment opportunities for students to excel beyond the classroom;
- develops social skills and encourages students to become more active citizens within the school community and beyond;
- promotes the development of global citizenship and intercultural learning.

Scope

- This policy applies to all phases of the school, from Early Years Foundation Stage through to Key Stage 5. It governs the design, implementation, and evaluation of the curriculum, including all taught subjects, cross-curricular provision, and enrichment opportunities.
- The policy sets out expectations for curriculum intent, sequencing, pedagogy, and assessment as they relate to teaching and learning. It applies to all teaching and support staff involved in curriculum delivery, as well as to middle and senior leaders responsible for curriculum oversight.
- This policy is aligned with the requirements of the English National Curriculum, BSO standards, and relevant local regulatory frameworks.
- Specific procedures relating to assessment, reporting, safeguarding, and behaviour are detailed in separate policies and are not covered within this document.

Legislation and Guidance

Baleares International College is a British school in Mallorca, authorised as a foreign school (centro docente extranjero) under Real Decreto 806/1993, de 28 de mayo, and inspected against the Standards for British Schools Overseas (BSO). Spanish and Balearic law applies to the school in full. UK legislation and Department for Education guidance are used as a benchmark of good practice. Where they conflict, Spanish and Balearic law takes precedence. The school follows the National Curriculum for England (2014) and the Statutory Framework for the Early Years Foundation Stage, with IGCSE/GCSE and A Level qualifications from Pearson Edexcel and Cambridge International. As an authorised foreign school it also meets the

requirements of the Conselleria d'Educació i Universitats for Spanish language and culture: from age 5 to 16, students have three lessons a week of Lengua Castellana and three of Catalan, together with one lesson a week of Coneixement del Medi (ages 5 to 12) or Ciencias Sociales (ages 13 to 16).

Roles & Responsibilities

Teachers

- to have good subject and curriculum knowledge and to undertake professional development if required.
- to use learning objectives/outcomes from syllabus/curriculum being delivered to meet the individual needs of students.
- to follow the curriculum maps for their subject(s) and perform systematic reviews with a view to continuous improvement of practice.
- to liaise with Subject Leaders to ensure quality and equality of delivery of curriculum.

Subject Leaders / Heads of Department

- to be responsible for curriculum maps, schemes of work (long and medium term) and the monitoring of short-term planning through lesson objectives.
- to monitor the delivery of curriculum subjects through observation, moderation and tracking of student progress in the subject area.
- to provide communication to parents regarding curriculum content.

Deputy Heads of Primary and Secondary, and the Head of Sixth Form

- to liaise with Subject Leaders.
- to provide intervention and support for staff and students.
- to be responsible for tracking student progress across subject areas.
- to arrange moderation and standardisation across subjects.

Head of Primary/Secondary (HoP/HoS)

At Sa Porrassa these are Adam Fairless (Head of Primary) and Phil Brown (Head of Secondary). At Sant Agustí, primary curriculum leadership sits with the Principal and Vice Principal.

- to ensure appropriate curriculum coverage for all subjects.
- to be responsible for publication of curriculum maps and newsletters.
- to provide support for Subject Leaders and Deputy Heads.

Principal

The Principals are Alison Colwell (Sa Porrassa) and Andrew Beavon (Sant Agustí).

- to lead the establishment of a fulfilling curricular and co-curricular programme, which supports the vision and mission of the school.
- to take overall responsibility for the timetabling and delivery of a broad, varied, and challenging curriculum that is suitable for our students;
- to monitor and evaluate the quality of teaching and learning through varied observation activities, leading teaching and learning planning, assessment and evaluation.

- to strategically act on analysis of student performance data, including benchmarks, and to implement action to ensure all students are making good to outstanding progress.

Definitions

At Baleares International College, we see the curriculum as:

The Academic Programme

- the knowledge and skills students are expected to learn, and the learning objectives or standards they are expected to meet.
- the units and lessons that teachers are expected to teach, the resources they use, and the assessments and other methods used to evaluate the students' learning.

The Enrichment Programme

- co-curricular activities that complement, and are linked to, the academic curriculum, but take place outside of the formal lessons;
- extra-curricular activities (ECAs) that offer optional experiences outside of the normal curriculum;
- out-of-class learning through educational visits, trips and fieldwork.

Academic Programme

Early Years Foundation Stage (Nursery and Reception, Sant Agustí)

At Sant Agustí, children aged 3 to 5 in Nursery and Reception follow the Statutory Framework for the Early Years Foundation Stage (England): the prime areas of communication and language, physical development, and personal, social and emotional development, and the specific areas of literacy, mathematics, understanding the world, and expressive arts and design. Each child has a key person, and Spanish is taught from the Early Years.

Primary (Key Stages 1 and 2, Years 1 to 6)

Both sites follow the National Curriculum for England: English (including phonics), mathematics, science, humanities (history and geography), computing, music, art and design, physical education and PSHE. All pupils have four Spanish lessons a week, taught in Foundation, Intermediate and Advanced groups, and three lessons of Catalan and one of Coneixement del Medi a week, in line with the Conselleria requirements. At Sant Agustí, pupils may study German or French from Year 3, or continue with additional English and learning support. At Sa Porrassa, pupils study German or receive English support from Year 3, and French or German from Year 6.

Secondary (Key Stage 3, Years 7 to 9, Sa Porrassa)

Students follow a broad curriculum based on the National Curriculum for England: English, mathematics, science, Spanish, Catalan, French and German, computing, history, geography, Global Citizenship, drama, music, art, physical education and PSHE. Students are tutored in vertical House tutor groups in Years 7 to 9, and every student takes part in DEAR (Drop Everything And Read), a weekly 15 minutes of reading in a timetabled lesson.

Secondary (Key Stages 4 and 5): IGCSE/GCSE and Sixth Form

In Years 10 and 11 students take IGCSE and GCSE courses with Pearson Edexcel and Cambridge International. The core is English Language and Literature, mathematics, science, Spanish, Global Citizenship and physical education; Spanish nationals also study Catalan. Options include art and design, biology, chemistry, physics, history, geography, computer science, drama, music, business, psychology, GCSE PE, German and French. In Year 11, subject leaders lead intervention sessions in English, mathematics, science and languages during morning registration four days a week.

In the Sixth Form (Years 12 and 13) students take three or four A Level or career-based courses with Pearson Edexcel and Cambridge International, and may take the Extended Project Qualification (EPQ). Subjects on the 2026-27 timetable include art and design, biology, business, chemistry, drama and theatre, economics, English literature, mathematics, further mathematics, geography, German, history, physical education, physics, politics, psychology, sociology and Spanish, together with travel and tourism and IDTA dance qualifications. PSHE, careers and university guidance are delivered through timetabled PSHE lessons and the tutorial programme.

Pastoral Education and Keeping Safe

PSHE is timetabled in every year group from Year 2 to Year 13 at Sa Porrassa and is part of the primary curriculum at Sant Agustí. It is reinforced through the tutor programme, House and year-group assemblies and Global Citizenship. The programme is planned against the PSHE Association Programme of Study.

Relationships and Sex Education is taught through PSHE and science, in line with the school's RSE Policy and RSE Statement, which set out what is taught in each year group and the parental right to request withdrawal from sex education.

In each Key Stage there are adapted, and formal learning programmes related to child protection including areas such as personal safety, grooming, online safety, and healthy sexual behaviour.

Curriculum Planning

Students are expected to have a common experience of a subject as it is delivered.

Long-term planning

- maps the provision to ensure content coverage, skills development and continuity throughout the school programme.
- is available to parents on request.
- is reviewed regularly.

Medium-term planning

- sets out objectives, learning outcomes and opportunities for assessment for topic blocks and individual lessons.
- identifies links to specific curricula, and to internationalism, inter-culturalism and global citizenship.
- enables consideration of health and safety factors to minimise risk.
- creativity and cross-curricular planning are encouraged.

Short-term planning

- ensures successful delivery to meet objectives.

- enables personalisation of learning in order to meet the needs of individual students in the class.

Meeting the needs of all learners

Special Educational Needs and Disabilities (SEND)

Students with special educational needs and disabilities are supported in line with the SEND Policy for each site, led by the SENDCo at Sa Porrassa and the Vice Principal and SENDCo at Sant Agustí. At Sant Agustí, the Principal, Andrew Beavon, leads the curriculum. Support is planned collaboratively by the SEND team, teachers, students and parents, and may include adaptive teaching in class, small-group or individual intervention, and access arrangements for internal and external examinations in line with the Exam Access Arrangements Guidance.

English as an Additional Language

The school community includes more than 40 nationalities, and many students learn English as an additional language. The school runs an EAL programme in small groups or one to one, alongside support in class, and holds the Bell Foundation “Language for Results” accreditation. Class teachers at Sant Agustí receive training in teaching English as an additional language.

Personalisation of Learning

Teachers create learning opportunities which stretch and challenge all 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 will be offered a range of scaffolds to enable almost all to meet the age-appropriate objective.

Enrichment Programme

Co-curricular activities include:

- academic clinics, subject intervention sessions (including Year 11 morning intervention) and study skills
- careers and university guidance, including the Sixth Form tutorial programme
- charity, community and volunteering activities, including House events
- debating and Model United Nations, including conferences with other Ariston schools
- reading for pleasure, including DEAR and the school’s “currently reading” culture
- leadership, including House captains, the School Council, the Sixth Form Student Leadership Board and the Duke of Edinburgh’s International Award
- STEM activities, including robotics
- performing and visual arts, including drama, music and dance (IDTA)

Extra-curricular activities in 2026-27 include:

- at Sa Porrassa: sailing, football, athletics, volleyball, tennis, basketball, jiu jitsu, drama, ballet and ballroom dance, music, chess, robotics and debating, and the Activities Afternoon programme
- at Sant Agustí: Art Club, Drama Club, Bookworms, Music Through Play, sailing and Forest School

Trip and Residential Visit Programme

Educational visits are planned and approved under the Risk Assessment Policy, with the Educational Visits Coordinator (Laura Hodgson at Sa Porrassa; Andrew Beavon at Sant Agustí). They include the Year 7 residential at the start of Year 7, day visits around Mallorca linked to the curriculum, fieldwork, Duke of Edinburgh's International Award expeditions and Model United Nations conferences.

Performance Opportunities

Students perform in school productions, concerts, assemblies and House events, and in dance examinations. Dates are published in the school calendar.

Community links/ partnerships

Our community celebrates the cultural interaction between traditional British educational values and modern Spanish and Mallorcan life. 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, including, for example, service, mentoring, internships and the development of students' leadership.

Accreditations

Baleares International College is inspected under the Standards for British Schools Overseas (most recently in 2025) and is a member of COBIS and a founding member of NABSS. The school is authorised by the Spanish Ministry of Education and the Conselleria d'Educació i Universitats as a foreign school. It is an examination centre for Pearson Edexcel and Cambridge International, and offers the Duke of Edinburgh's International Award and IDTA dance examinations.

Monitoring and Review

The Senior Leadership Team will receive regular reports through line management processes about:

- the standards reached by individuals, groups and cohorts in all curriculum areas;
- students for whom the curriculum was misapplied or working significantly below expected standards. This will include adaptation arrangements, how students and parents were informed, how progress was monitored, and the progress made by those students;
- the evidence of the impact of the curriculum on achievement and enjoyment;
- the views of staff about actions required to improve achievement;
- the nature of any parental and student feedback through annual questionnaires or complaints.
- lesson observations/learning walks/book looks.
- external feedback (e.g. inspection or accreditation report).

Related Policies

This policy should be read in conjunction with the following documents:

- SEND Policy (Sa Porrassa and Sant Agustí)
- RSE Policy and RSE Statement
- Careers Policy
- Exam Access Arrangements Guidance

- Behaviour Policy
- Equality, Diversity and Inclusion Policy
- Accessibility Statement
- Risk Assessment Policy (including educational visits)
- Online Safety Policy