



The British International
School of Brussels

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Curriculum Policy

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Introduction

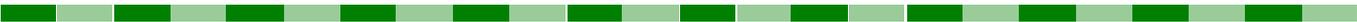
The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development and is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. It includes the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

Relevant School Aims

- sustain a friendly, safe and interesting environment that stimulates and encourages the fascination of learning.
- treat everyone in our school community as an individual, valuing their contributions and accomplishments.
- develop good home-school interaction and together improve the quality of learning.
- ensure that our children follow a well planned and stimulating programme of study, with a wide variety of learning opportunities, that increases knowledge and promotes understanding.
- determine and improve the capabilities, proficiencies and talents of each child in all sections of the curriculum.
- work with the children to attain the high standards that we expect from them in all aspects of life in school.
- help the children develop a sense of right and wrong as the foundation for relationships, alongside consideration of the rights, feelings and well-being of all others.
- enable the children to make a positive contribution to our multicultural society and to enjoy life, appreciating and coping with its disappointments and triumphs.

Appendices

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The school's curriculum documentation is intended to answer four basic questions both within individual curriculum areas and across the curriculum.

1. Why? – articulated in the school philosophy, aims and this curriculum policy.
2. What? – described in long and medium term planning, schemes of work, and individual curriculum area documentation.
3. How? – methods and processes outlined in the Teaching and Learning policy,.
4. Whether? – An analysis of how well the school is performing expressed in the Appraisal and Assessment policies.

The general principle governing the curriculum of the school is that every child shall be entitled to and shall follow a curriculum which is balanced and broadly based. The curriculum will promote the spiritual, moral, cultural, mental and physical development of children at the school as well as prepare the children for the opportunities, responsibilities and experiences, to allow them to achieve their full potential.

Aims and objectives

The aims of our school curriculum are to:

sustain a friendly, safe and interesting environment that stimulates and encourages the fascination of learning.

treat everyone in our school community as an individual, valuing their contributions and accomplishments.

develop good home-school interaction and together improve the quality of learning.

ensure that our children follow a well planned and stimulating programme of study, with a wide variety of learning opportunities, that increases knowledge and promotes understanding.

determine and improve the capabilities, proficiencies and talents of each child in all sections of the curriculum.

work with the children to attain the high standards that we expect from them in all aspects of life in school.

help the children develop a sense of right and wrong as the foundation for relationships, alongside consideration of the rights, feelings and well-being of all others.

enable the children to make a positive contribution to our multicultural society and to enjoy life, appreciating and coping with its disappointments and triumphs.

Organisation and planning

We plan our curriculum in three phases. Each year group has a long-term curriculum plan that indicates what topics are to be taught in each term. We review our long-term curriculum plans on an annual basis. Overall we operate on a 2 year cycle of topics which provides both some consistency and some variety. These can be viewed via the school's website.

With our medium term plans, we give clear guidance on the objectives within each topic making use of Discovery Education Espresso, Ros Wilson's Big Writing series and Abacus Evolve and CIMT for maths. For other subjects we also use TES curriculum resources and the QCA standards site. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to outline learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the Foundation Stage (Reception and Nursery) we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of the early learning goals within the seven areas of Learning and Development. These areas are:-

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Expressive Arts and Design

Our curriculum planning focuses on developing children's sociability, enjoyment, skills and experiences. Our school supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Reception class builds on the experiences of the children in their Nursery learning.

At Key Stage 1 and 2 the curriculum at our school places a greater emphasis on the core and foundation subjects. Frequently, activities from the core subjects are linked to topics within the foundation subjects. Over the three terms of the academic year, each child has the opportunity to experience the full range of UK National Curriculum subjects thereby providing opportunities to enhance their speaking and listening skills in all areas of the curriculum and develop their literacy and numeracy abilities and understanding.

Spiritual, Moral, Social and Cultural development

All curriculum areas have potential to make a contribution to each child's spiritual, moral, social and cultural development and opportunities for this should be considered in each area of the curriculum. The PSHE scheme that ensures the coverage of SMSC aims is reviewed at the start of each academic year. For further information see the SMSC policy.

Assessment

Assessment is an integral part of teaching and learning. Our assessments are rigorous and robust and provide formative, summative and diagnostic feedback. Formative (F) assessment takes place in our daily teaching and on a termly basis. The principles and practice of AfL are firmly embedded in the School. Summative (S) assessment takes place at the end of the academic year. Results are analysed carefully and used to track pupils' progress and inform planning. We use the following assessment schemes:

Subject		Scheme	Frequency
Literacy – reading	(F)	PIRA	Termly
Literacy – writing	(F)	Ros Wilson	Termly
Literacy	(S)	GL Assessment	Annually
Literacy (Year 6)	(S)	SATs	Annually
Maths	(F)	Abacus/CIMT	Termly
Maths	(S)	GL Assessment	Annually
Maths(Year 6)	(S)	SATs	Annually

Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If a child has a special need, our school does all it can to meet that child's individual needs. If a child displays signs of having special needs, his/her teacher will inform the parent of the need for an assessment to be made by an appropriate external specialist. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

It is also the responsibility of each subject leader to keep up to date with developments in their subject. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Monitoring and review

The headteacher is responsible for the day to day teaching of the curriculum. The headteacher and senior staff monitor the lesson plans for all teachers.