

British School of Gran Canaria
Curriculum
Policy Document



THE BRITISH SCHOOL OF GRAN CANARIA

CURRICULUM POLICY

1. Scope

The policy applies from Nursery to Year 13, and within the South School, Tafira Primary and the Secondary School. The school's curriculum is based on the English and Welsh National Curriculum, with minor adjustments to ensure recognition by the Spanish education authorities.

2. Definitions

Throughout this document the following words, terms and phrases have the following meanings:

South School – the sector of the school situated in Maspalomas. This school accommodates students from the age of 3-11.

Tafira – school site in north of the island, approximately 7km from Las Palmas.

Governors – elected and co-opted custodians of the school.

Annual Report – a summary report produced for the Governors by the Head at the end of each academic year.

Heads of Sector – senior staff of the school that include the Heads of Primary and three Senior Teachers in Secondary.

Heads of Departments/Subject Coordinators – middle managers in Primary and Secondary who are responsible for particular subject areas and assigned staff.

Assistant Teachers – staff assigned for working alongside teachers and students who assist with aspects of teaching, learning, and specific support for identified students.

CPD – Continuous Professional Development.

SEAL – Social and emotional aspects of learning (SEAL) is an approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being.

NC Programmes – National Curriculum programmes of study which guide teaching and learning.

3. Rationale

To provide the base from which a well-planned curriculum and high quality teaching can be implemented to challenge and stretch all pupils across the school. The policy ensures continuity, progression and alignment within the curriculum across all sectors of The British School of Gran Canaria.

4. Aims

This policy guides BSGC curricular developments and implementation, with the curriculum itself aspiring to the following aims:

- To instil a joy of learning that develops into a commitment to life-long learning;
- To ensure suitable and appropriate challenge and stretch for all;
- To provide a rich, encompassing and diverse learning environment through a range of subjects and opportunities;
- To ensure that critical, creative and independent thinking is at the centre of learning;
- To facilitate the explicit inclusion and teaching of key 21st Century skills;
- To place the school's Core Values at the centre of learning and student development;
- To develop high-level English users who are confident, capable and articulate in a range of settings;
- To ensure that Spanish is a central and fundamental component of learning and student development;
- To support the school's drive to achieve, and then exceed, national and international standards in achievement, attainment and progress;
- To support and encourage teaching that is rigorous, innovative and inspiring.

5. Roles and Responsibilities

Governors

- Review and monitor curricular changes and developments through the Head's Report at the monthly Governors' Meeting and within the Annual Report.
- Monitor and review standards reached at key curricular junctures within the school.

Head

- To ensure all statutory curricular requirements and expectations are implemented and met.
- To guide the school towards meeting the stated curricular aims.
- To ensure sufficient time and resources are provided to teach the curriculum.
- To monitor and lead key improvement objectives or attainment targets within the curriculum.
- To work with Heads of Primary and the Secondary Academic Coordinator on improvement and innovation.
- To ensure Governing body is fully informed of curricular issues, developments and challenges.

Heads of Sector

- Maintain an oversight of the Key Stages within their brief.
- Ensure an understanding of other Key Stage curricula to ensure suitable and appropriate progression and development across the school.
- Monitor schemes of work to ensure they are rigorous, stimulating and challenging, and that they are regularly updated.
- Identify necessary CPD related to curriculum design, planning and delivery, including the sharing of good practice.

Heads of Departments/Subject Coordinators

- Develop and maintain of Schemes of Work that include school requirements and mandated expectations.
- Ensure assessment is appropriate to the course and for the students undertaking the course, and that assessment is consistent year-on-year.
- Ensure that student performance data is regularly reviewed and necessary changes to curriculum design, content or planning are implemented in a timely fashion.

Teachers and Assistant Teachers

- To implement the curriculum policy and the curriculum appropriately.
- Keep up-to-date with developments in their subject area.
- Use and interpret student performance data to manage and amend the curriculum appropriately to meet the needs of individuals or cohorts of students
- Look to share and understand best practice in curricular design and planning.
- Seek opportunities to extend and enhance the curriculum and learning opportunities for the students.

6. Curriculum Overview

The school's curriculum is divided within different age related bands in accordance to the English and Welsh National Curriculum.

Primary – Nursery to Year 6

Early Years and Foundation Stage – Nursery and Reception classes

Key Stage 1 – Years 1 and 2

Key Stage 2 – Years 3 to Year 6

Secondary – Year 7 to Year 13

Key Stage 3 – Years 7 to 9

Key Stage 4 – Years 10 and 11

Key Stage 5 – Years 12 and 13

a. **Primary**

Early Years & Foundation Stage (EYFS) Curriculum

The Learning and Development Requirements

The EYFS learning and development requirements provide for:

- the seven areas of learning and development and the educational programmes (described below);
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and
- the assessment requirements

The 7 Areas of Learning and Development

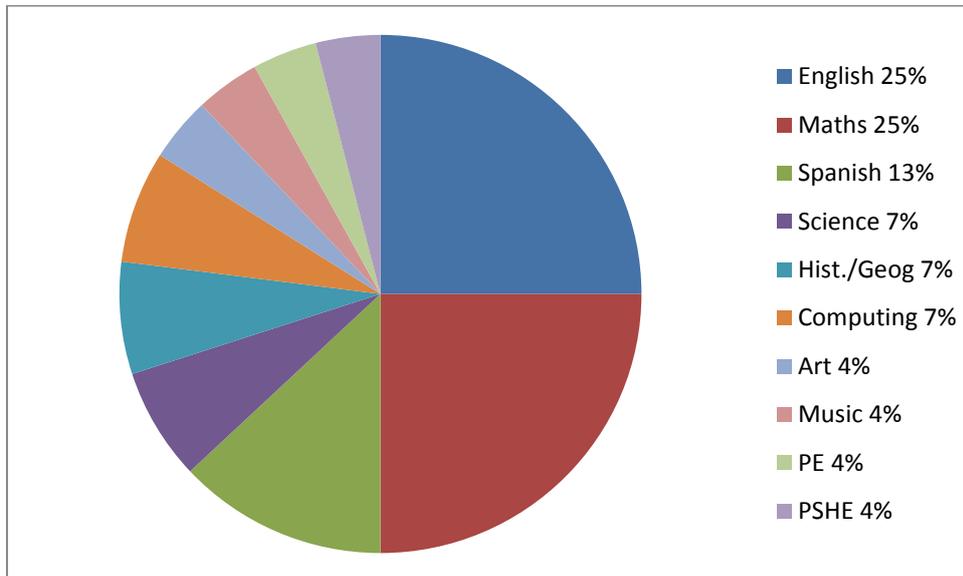
The Curriculum for EYFS in our school involves activities and experiences for children in the following areas:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Key Stages 1 and 2

The British School of Gran Canaria broadly follows the National Curriculum of England and Wales 2014 within the limitations of local curricular requirements e.g. the requirement to teach specified minimum hours of Spanish language.

The amount of time spent on each area of the curriculum is outlined below. This is a rough guide for work covered over the year. Many areas of the curriculum overlap in primary school; topic work one term may place greater emphasis on history but the following term the bias may be towards geography.



Subjects Taught in English

Subjects taught in English follow the English National Curriculum 2014, adapted wherever appropriate to our geographical location and the needs of our children.

As all subjects with the exception of Spanish are taught through the target language of English, they are all English reinforcement lessons.

Subjects Taught in Spanish

All students follow the Spanish National Curriculum for Spanish language (lengua española).

Subject Programmes of Study

The Curriculum is divided into two sections. The Core subjects, which have specific learning objectives that are considered imperative to the learning development of all pupils, and the Foundation subjects, which have a more general objectives and which are optional. Core subjects take 50% of the Curriculum time allocation.

b. Secondary

Key Stages 3 - 5

The Secondary curriculum broadly follows the National Curriculum of England and Wales within the limitations of local educational requirements e.g. teaching a specified minimum number of hours of Spanish Language and Spanish Humanities.

There is a strong focus on the development of the core skills of reading, writing, communication and mathematics, both within the specific English and Mathematics lessons as well as across the curriculum. ICT is used throughout the curriculum to enhance learning as well as to embed the teaching of ICT skills in other curriculum subjects.

The development of skills, knowledge and understanding are central to the curriculum, as are the teaching and inculcation of attitudes and values; the combined effect is the formation and development of rounded, knowledgeable and responsible citizens.

The school's curriculum and its ethos promote pupils' spiritual, moral, social and cultural development, encourage a positive attitude towards health and physical fitness, and support them in developing principles for distinguishing appropriate choices. Pupils are encouraged to think creatively, to show respect, and to be able to work both independently and collaboratively. Our curriculum enables pupils to develop their physical skills and promotes personal and social well-being.

Our rich and encompassing curriculum provides opportunities for the children to participate in numerous educational visits and residential trips, as well as welcoming specialists into the school in order to gain first hand experiences. The learning experience is further enhanced and extended by homework, and enrichment activities that include debating club, community service and performance opportunities in music, sport and drama.

The school follows a two-week timetable that contains nine periods per day. Each period lasts thirty-five minutes, although the majority of single periods are combined to make double lessons, where possible. There are normally thirty-nine weeks in each annual teaching cycle.

c. Primary Curricular Content

Core Curriculum:

English - Aims

The overarching aim for English in the curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; are able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Mathematics - Aims

The curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- can reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Foundation Curriculum:

Science - Aims

The curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- develop an understanding of nature, processes and methods of science through different types of science enquiries that help to answer scientific questions about the world around us;
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Art and Design - Aims

The curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- can evaluate and analyse creative works using the language of art, craft and design
- are informed about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Computing - Aims

The curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;

- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- are responsible, competent, confident and creative users of information and communication technology.

Geography - Aims

The curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

History - Aims

The curriculum for history aims to ensure that all pupils:

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales;

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped Britain and how Britain has influenced and been influenced by the wider world;
- know and understand significant aspects of the history of the wider world including that of the Canary Islands and Spain: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of humankind;
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Music - Aims

The curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical achievement.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Physical Education - Aims

The curriculum for physical education aims to ensure that all pupils:

- develop competence in a broad range of physical activities;
- are physically active for sustained periods of time;
- engage in competitive sports and activities;
- lead healthy, active lives.

d. Secondary Curriculum Time Allocation Key Stage 3 to 5

Key Stage 3 – Y7/ Y8 / Y9

Time allocation to each subject – the number of teaching periods per week.

	Tutor	PSHCE	English	Drama	Maths	Science	Spanish	History	Geog.	MFL	ICT	Art	Music	PE	Games	Sociales
7	1	1	8	1	6	6	6	2	2	3	2	2	2	2	1	0
8	1	1	8	0	6	5	6	2	2	3	2	2	2	2	1	2
9	1	1	8	0	6	5	6	2	2	3	2	2	2	2	1	2

Key Stage 4 – Y10 / Y11

Time allocation to each subject

	Tutor	English	Maths	Science	Spanish	Geography Art ICT	Music P E ICT History	MFL	Games	Sociales
10	1	6	5	9	6	5	5	5	2	1

	Tutor	English	Maths	Science	Spanish	History Art ICT	Music P E ICT Geography	MFL	Games	Sociales
11	1	6	5	9	6	5	5	5	2	1

Key Stage 5 – Y12 / Y13

Time allocation to each subject

	Pool 1	Pool 2	Pool 3	Pool 4	Pool 5	Vocational Guidance	Study Skills	Current Affairs	Service	Tutor	Games	
	History ICT Chemistry Music Art	Geography PE Maths	French German Physics	English Biology Business	Spanish (1 year only)							
12	8	8	8	8	5	1	1	1	2	1	2	
	A level option pools The school's recommendation is that students will take three subjects from Pools 1 – 4 plus Spanish.					BSGC Step Ahead Curriculum						

	Pool 1	Pool 2	Pool 3	Pool 4	Vocational Guidance	Academic English (Optional)	Academic Spanish (Optional)	English as a Second Language – Advanced English C1	Service	Tutor	Games
	Art Biology English	Physics Business PE Maths	History Geography ICT	Chemistry French German Maths							
13	8	8	8	8	1	1	3	3	2	1	2
	A level option pools				BSGC Step Ahead Curriculum						
	The school's recommendation is that students who studied Spanish in Y12 can complement their timetable with options from the Step Ahead curriculum. Students who did not take Spanish are advised to drop a subject on entering Y13.										

7. Personal, Social and Health Education (PSHE)

Within the primary schools, EYFS – Year 6, PSHE has six main themes that permeate all age ranges and are visited and revisited as the students move through primary:

- **Being me in my world** – includes understanding my place in the class, school and global community as well as devising Learning Charters.
- **Celebrating Difference** – includes anti-bullying (cyber and gender-identity bullying included) and diversity work.
- **Dreams and Goals** – includes goal-setting, aspirations for yourself and the world and working together.
- **Healthy Me** – includes drugs and alcohol education, self-esteem and confidence as well as healthy-lifestyle choices.
- **Relationships** – includes understanding friendship, family and other relationships, conflict resolution and communication skills.
- **Changing Me** – includes sex and relationship education in the context of coping positively with change.

Content covers both the non-statutory national framework for PSHE education enhanced to address children's needs and covers SEAL learning intentions of emotional literacy and social skills.

Personal, Social, Health and Citizenship Education (PSHCE) is an integral part of the curricular experience. At Key Stage 3 PSHCE is delivered as part of subject programmes of study, through assemblies, dedicated PSHCE lessons and is supplemented by visiting speakers and offsite opportunities (See PSHCE Policy). At Key Stage 4 and 5 PSHCE is delivered through assemblies, dedicated PSHCE lessons and is supplemented by visiting speakers and offsite opportunities. Sex education is taught through NC programmes of study in Science and through the PSHCE programme. Careers information and guidance is delivered through the PSHCE programme.