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The British School of Gran Canaria

Curriculum

Policy Document



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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 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 18 months to 11 years old.

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 that will challenge and stretch all pupils across the school. The policy ensures curricular continuity, progression and alignment across all sectors of the school.

4. Aims

This policy guides BSGC curricular developments and implementation, with the curriculum itself aspiring to the stated 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, within the Annual Report and during monitoring visits to the school.
- Monitor and review standards reached at key curricular junctures within the school year.

Head

- To ensure 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 Assistant Head for Teaching and Learning for curricular development and innovation.
- To ensure Governors are 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 curricular progression and development across the school.
- Monitor schemes of work to ensure they are rigorous, stimulating and challenging, and 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 National Curriculum.

Primary – Pre-Nursery to Year 6

- Early Years and Foundation Stage (EYFS) – Pre-Nursery, Nursery and Reception.

- Key Stage 1 – Year 1 and Year 2
- Key Stage 2 – Year 3 to Year 6

Secondary – Year 7 to Year 13

- Key Stage 3 –Year 7 to Year 9
- Key Stage 4 – Year 10 and Year 11
- Key Stage 5 – Year 12 and Year 13

a) Primary

Early Years & Foundation Stage (EYFS) Curriculum

The Early years Curriculum sets standards for learning for all children from birth to the age of five.

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

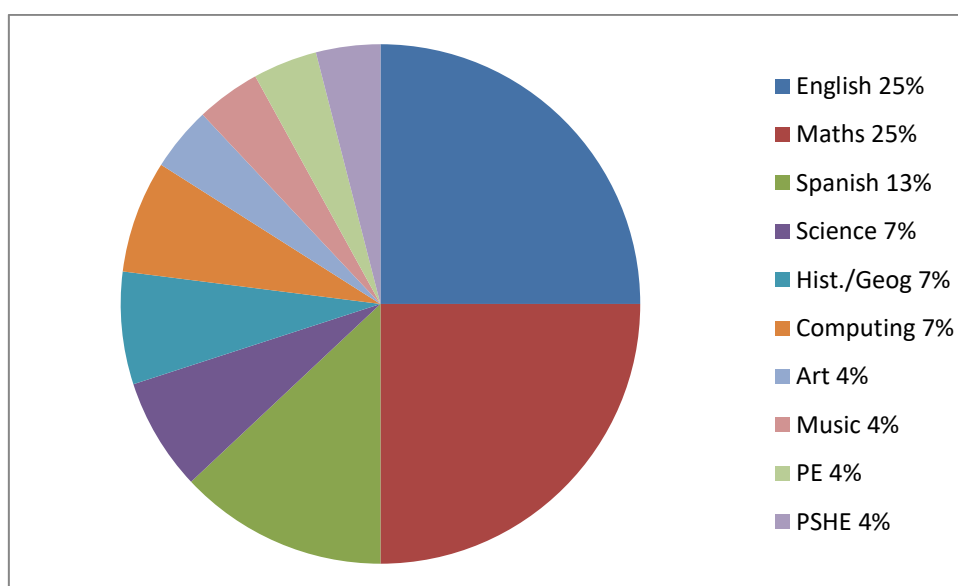
Key Stages 1 and 2

The British School of Gran Canaria broadly follows the English National Curriculum 2014, with amendments to accommodate local curricular requirements e.g., the requirement to teach specified minimum hours of Spanish language.

The amount of time allocated to each curricular area is outlined below. The curriculum is adapted slightly to ensure it meets the needs of the students and provides a well-rounded and balanced coverage of all subjects over the academic year.

The BSGC curriculum encourages students to:

- Apply skills, knowledge and understanding;
- Use an exploratory approach to problem-solving;
- Have confidence in their ability to solve problems;
- Undertake individual projects and work as part of a team;
- Develop oral and practical skills;
- Share specific examples of their intercultural learning.



Language of Instruction

All subjects are delivered in English with the exception of Spanish which is taught following the Spanish National Curriculum for Spanish (lengua Española y literatura).

Subject Programmes of Study

The Curriculum is divided into two sections. The Core subjects, have specific learning objectives that are considered imperative to the development of all pupils, and the Foundation subjects, the Foundation subjects are adapted to ensure they are relevant to local setting whilst still using the English National Curriculum objectives as a basis. Core subjects are assigned approximately 50% of the curriculum time. (See Appendix One for Objectives)

b) Secondary

Key Stages 3-5

The Secondary curriculum broadly follows the English National Curriculum whilst complying local educational requirements of 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 and across the curriculum. ICT is used throughout the curriculum to support and enhance learning, as well as ensuring ICT and online skills are taught and used in all 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 desired outcome is the formation of rounded, knowledgeable and responsible citizens.

The school's ethos, supported by the curriculum, promotes spiritual, moral, social and cultural development of the pupil's, encourages positive attitudes towards health and wellbeing, and helps students develop the ability to make informed and appropriate choices. Pupils are encouraged to think creatively, show respect to every other member of the community, and work both independently and collaboratively.

The BSGC curriculum seeks to provide frequent opportunities for the children to participate in educational visits and residential trips, so as to enhance and reinforce classroom-based learning. Additionally, workshops and wider learning opportunities are constantly sought, in order to provide first-hand and additional experiences. Learning 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 (45 periods per week). 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.

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	Computer Science	Art	Music	P.E.	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 Computer Science	Music Business P.E.	MFL History	Games	Sociales
10	1	6	5	9	6	5	5	5	2	1

	Tutor	English	Maths	Science	Spanish	Geography Art Computer Science	Music Business P.E. History	MFL History	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	Service	Tutor	Games
	Physics English Chemistry	French Maths PE Geography	German Art Chemistry History	Maths Biology Business	Spanish Comp. Sci. Music				
12	8	8	8	8	5	1	2	1	2
	<p align="center">A level option pools</p> <p>The school's recommendation is that students will take three subjects, max, one from each Pool 1-4 plus Spanish.</p>					<p align="center">Step Ahead de BSGC Curriculum</p>			

	Pool 1 Chemistry Geography French Comp. Sci.	Pool 2 Art Biology Business	Pool 3 English Physics PE	Pool 4 Maths History Business	Vocational Guidance	Cambridge Advanced English C1	Service	Tutor	Games
13	8	8	8	8	1	3	2	1	2
A level option pools All Y13 students attend vocational guidance lessons. Cambridge Advanced English is an optional subject that may be required by universities. Students applying to Spanish universities study EBAU subjects alongside their A levels					BSGC Step Ahead Curriculum				

Personal, Social and Health Education

Primary

Within Primary, 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** – understanding one’s place in the class, school and global community as well as devising Learning Charters.
- **Celebrating Difference** – anti-bullying (including cyber and gender-identity) and diversity work.
- **Dreams and Goals** – goal-setting, aspirations for yourself and the world, and working together.
- **Healthy Me** – drugs and alcohol education, self-esteem and confidence as well as healthy-lifestyle choices.
- **Relationships** – understanding friendship, family and other relationships, conflict resolution and communication skills.
- **Changing Me** – 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.

Secondary

In Secondary, Personal, Social and Health Education (PSHE) is an integral part of the curricular experience. At Key Stage 3, PSHCE is delivered through assemblies, dedicated PSHCE lessons and supplemented by visiting speakers and offsite opportunities (See PSHCE Policy).

The units of study are an extension from Primary:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

The programme comprises PSHE (Personal, Social, Health Education), resilience, mental health, emotional literacy, social and employability skills, British and Spanish values, and SMSC (spiritual, moral, social, cultural development), with mindfulness philosophy and practice.

At Key Stage 4 and 5 PSHE is delivered through assemblies, dedicated tutor time sessions and supplemented by visiting speakers and offsite opportunities.

Students also have access to information and resources on Google Classroom.

The Secondary PSHCE programme is aligned with the PSHE Association Programme of Study (2017) and covering all the expectations and outcomes, ensuring all statutory DfE requirements are met, including those for Relationships, Sex and Health Education in England, 2018.