



ASPIRE ACHIEVE ADVANCE

Curriculum Planning Policy

1. Introduction:

International British School Curriculum policy provides a framework that translates the values and aims of the school into effective teaching and learning.

International British School delivers an adapted form of the English National Curriculum and our curriculum long term plans are based upon the learning objectives outlined in the National Curriculum for all subjects taught in English from KG to Y9. For Y10 to Y13, teachers will plan according to the Exam Board's syllabus. It is the responsibility of teachers in years 1 – 13 to use the IBS template and produce Long Term Plans (overviews/ LTP), Medium Term Plans (MTP) and Short Term Plans (STP) for each subject they teach. The IBS planning template must be used. In the planning, they should refer to the resources used, the learning objective of each lesson, main teaching points of the lesson, the activities that the pupils will undertake to practise the relevant skills and how the teacher will differentiate.

International British School aims to be a caring community dedicated to enhancing individual development, founded on high professional standards across all areas of the curriculum.

The school and the governing body are committed to providing a broad, balanced and accessible curriculum that is relevant to the age, needs and aspirations of pupils and their families.

- **Broad:** so that it introduces each pupil to a wide range of concepts, experiences, knowledge, skills and understanding, and promotes moral, cultural, academic, aesthetic and physical development;
- recognises the importance of upholding and where appropriate, promoting fundamental British values of democracy, the rule of law and individual liberty;
- It should also incorporate the School Values of Empathy, Integrity, Respect, Confidence and Positivity to promote (but not restricted to) mutual respect and tolerance of those with different faiths and beliefs.
- **Balanced:** so that each area of the curriculum is allowed sufficient time for its contribution to be effective
- **Relevant:** so that all subjects take into account the ages and aptitude of all pupils, and contribute to a sound general education which prepares pupils for opportunities, responsibilities and experiences of adult life in a rapidly changing world;



- the emphasis is on providing the pupils with the very best education that will stand in comparison to the top schools in their home countries (including Britain), as well as prepare pupils for the responsibilities, opportunities and experiences of life in that society.
- **Differentiated:** so that what is taught, and how it is taught, is matched to individual pupils, including those pupils with special educational needs; and develops their abilities and aptitudes.
- **Continuous:** so pupils experience a logical progression in their learning and are well supported to make progress.

2. The content of our curriculum encompassing the English National Curriculum, promotes the school's aim and values and

- places considerable emphasis on achieving competence in English; reading, understanding, writing, speaking, listening and interpreting;
- places substantial emphasis on achieving confidence and competence in and enjoyment of mathematics;
- enables pupils to use the scientific process to develop their observation and understanding of the world around them;
- lays the foundation for understanding the world (and the culture and society in which we are resident) through the application of historical, geographical and linguistic perspectives;
- engenders a tolerance and understanding of other cultures and societies (including groups of people with protected characteristics such as disability), through a universal, accessible and appropriate personal, social, health, economic and cultural education;
- impartially introduces older pupils to the concept of career; nurturing their aptitude and natural talents whilst promoting the importance of fulfilling personal potential in order to maximise autonomy later in life.
- provides opportunities throughout the curriculum to experience the design and technology process;
- provides opportunities for learning through experiences with art materials in order to encourage experimentation and appreciation;
- enables pupils, as a natural part of their working day, to use information technology as a cross-curricular tool for the manipulation and presentation of information, for measurement and control and to explore computer models;
- provides pupils with an exposure to modern foreign languages, enabling them to understand and communicate effectively in specific situations;
- provides opportunities for creative and expressive activities in the performing arts including music, dance and drama;
- encourages a healthy understanding of the value of exercise, and helps to develop a sense of enjoyment that comes from learning both social and physical skills through a varied range of activities.



- Develop the school Vision statement "Aspire, Achieve, Advance" through all aspects of teaching and learning.
- Finally, it is underpinned by our core STEAM learning pillars: critical thinking; creative thinking; collaboration and communication.
- **Supporting Documents**

The following related information is referred to in this policy: Careers Education and Information Guidance Policy :

- Equality Act 2010
- Fundamental British Values and the Curriculum – EYFS and Primary School
- Fundamental British Values and Curriculum – Secondary School
- Individual Needs and SEND Policy
- Most Able Policy
- Provision of English as an Additional Language Policy
- PSHE/ SEAL Policy
- DEI Policy
- International British School provides curriculum opportunities for pupils from the Early-Years Foundation Stage through to A Level.

3. The school is committed to:

- promote a safe, secure and happy environment where the students can learn effectively, build up their self-esteem and develop their independence.
- Provide a purposeful and stable environment conducive to high standards of achievement and behaviour.
- Promote respect for the religion and culture of others, regardless of ethnicity, gender, disability and aptitude.
- Enable students to take an increasing responsibility for their own learning whenever possible.
- Provide support, to enable each student to access their curriculum entitlement.
- Actively seek ways of helping and involving parents in the care, development and education of their son/daughter.
- Fundamental British Values

Our curriculum supports the Fundamental British Values of the rule of law, individual liberty, democracy, and mutual respect for and tolerance of those with different faiths and none, and those with different beliefs in a variety of ways including:



- Elected leadership roles (e.g. class representatives, Head Boy/ Girl)
- A teaching methodology that supports debate and discussion
- PSHE/ SEAL modules specifically focusing on “current affairs” and “British Values” within the PSHE/ SEAL curriculum, in addition to references to British values, respect, tolerance, ethics and embracing difference, embedded throughout the various PSHE/ SEAL modules covered within the curriculum

Students access a range of learning experiences that inspire pupils to Aspire, Achieve and Advance in their thinking and learning.

4. The aims and objectives of the curriculum for the students are summarised as:

- To promote high standards in communication and literacy skills for a variety of purposes
- To allow students to develop knowledge of themselves in time and space
- To enable students to acquire knowledge and cognitive skills in science and mathematics
- To enable students to be confident in the use of technology
- To promote spiritual development and moral sensibility
- To promote physical and mental development and an awareness of healthy lifestyles
- To enable students to appreciate the importance of participating in arts and cultural experiences
- To develop personal independence and social skills, including reference to personal health and hygiene
- To provide equality of access and opportunity for all students to make progress
- To prepare students for the opportunities, responsibilities and challenges of adult life
- To treat students with dignity and respect
- To develop tolerance and respect for others and their possessions

The curriculum is planned effectively, providing continuity and progression. It intends to for the students to aspire, achieve and advance and promote an enjoyment of learning, and a commitment to learn and achieve. The school and staff endeavour to provide rich and varied educational experiences, which aim to:



- Encourage students to make the best possible progress, along with high levels of achievements and appropriate accreditation
- Enable students to make connections and transfer skills across different areas of learning
- Enable students to make choices and decisions within their learning
- Help students think creatively and solve problems
- Develop students' capacity to learn and work both independently and collaboratively
- Enable students to respond positively to opportunities, challenge and responsibility
- Enable students to acquire and develop a broad range of knowledge skills and understanding
- Enable students to use technology to enhance their learning
- Promote happy and enthusiastic individuals who enjoy their learning
- Promote a set of moral values such as honesty and personal responsibility
- Ensure continuity and progression by clear information sharing as students transition through school.

5. Organisation of curriculum provision:

Students are taught in mixed ability groups all through the school years. Classes will be set when the number of classes allows to do so. Teachers will use differentiation in all classes.

International British School will aim to deliver the highest quality of teaching and learning through investing in its staff and facilities by:

- Recruiting, training and developing a range of expertise in teachers, assistants and support staff who work continuously to improve their skill levels and understanding of how students learn most effectively
- Ensuring that the learning environment is equipped, resourced and maintained in a manner conducive to good teaching and learning.

When teaching, the focus is on providing a range of high quality learning opportunities for our students to aspire, achieve and advance.

6. To enable this, staff:



- Prepare lessons thoroughly
- Build upon student's prior knowledge
- Deliver lessons where understanding is developed through active, practical and first hand experiences, where possible;
- Pace lessons appropriately so that students have time to consolidate skills and understanding, but also move on rapidly;
- Share learning objectives and ensure that these are understood by the students;
- Give clear indicators of expectations through the use of success criteria. Asking open-ended, thought provoking questions;
- Provide opportunities for students to review and reflect on their learning and give feedback and targets
- Implicit use of technology across the curriculum
- Ensure that all tasks set are appropriate to each student's level of ability with differentiation being built into our provision
- Deploy teaching assistants and other adult helpers as effectively as possible.

Staff are provided with INSET. They are encouraged to develop areas of interest, implement new areas of interest, implement new initiatives and share expertise. All staff are encouraged to share skills, ideas and resources, participate in peer lesson observation and learn from one another

7. Curriculum Management:

It is explicitly defined in each job description:

8. The principal:

- Lead the establishment of a fulfilling curriculum, timetabling, and extra-curricular programme, which supports the vision and mission of the School
- Create an environment and set expectations that promote excellent teaching, effective learning, high standards of achievement and good behaviour
- Monitor and evaluate the quality of teaching and learning to improve student achievement, using assessment data to drive standards upwards British International School
- Provide extra-curricular activities and additional educational support programmes that support the vision, mission and commercial objectives of the School
- promote the use of the Virtual Learning Environment, School Management System and other technologies to enhance teaching and learning



- Maintain an effective partnership with parents, key stakeholders and wider community to support and improve student achievement and personal development.

9. The Head of Secondary:

- Promote an inspiring vision, which is shared by all members of the Secondary School.
- Communicate a clear view of the Secondary School's aims so that all staff know what is required of them and are competent and committed to achieving the school's goals.
- Ensure that the Secondary School curriculum approach is articulated in a coherent educational framework, which is outlined in policies for effective teaching and learning.
- Ensuring individual learning needs are met and that monitoring and recording of achievements includes both oral and written reports.
- Overseeing appropriate assessment implementation, exam schedules for both internal and external examinations.
- Ensuring that every student is monitored academically and pastorally in a consistent and ongoing manner.
- Initiate, prioritise and lead the Secondary School improvement activities through effective strategic leadership and planning.
- Provides regular feedback and motivation to others to successfully achieve their targets by making recommendations for areas of development and growth and providing recognition for areas of strength
- Encourage others to contribute, creating a spirit of teamwork and opportunities of cooperation and collaboration between departments.
- Ensuring the highest level of classroom teaching by encouraging, monitoring and supporting the career development of staff. Involving all Secondary staff in rigorous self-evaluation to improve the quality of the students' experience and their standards of attainment.
- Keeping track of current educational trends particularly in curriculum, teaching and learning as it applies to the Secondary School.
- Work closely with the Principal and other Heads of School to ensure that all policies, procedures and routines across the school are effective and efficient.

The Heads of Primary and Early-Years:



- Responsible for the policies and procedures for the Early Years and Primary department curriculum, teaching and learning, assessment, recording and reporting.
- Oversee the development, Organisation and implementation of the Early Years and Primary department's curriculum.
- Ensure that the learning and teaching provided by different teaching teams form a co-ordinated, coherent curriculum entitlement for individual pupils.
- Ensure that information on pupils' progress is used to improve teaching and learning, to inform and motivate pupils and to inform parents.
- Ensure that the individual pupil's continuity of learning and effective progression of achievement are provided for in this all-through school by liaison with fellow school leaders, teachers and support staff.
- Oversee the planning and allocation of resources designed to facilitate the planned curriculum, including advising the Principal on current/anticipated needs for staff and other resources.
- Oversee the planning and co-ordination of a Primary department homework policy.
- Oversee pupil assessment and the monitoring of academic standards.
- Provide guidance and support to Early Years and Primary Staff in implementing schemes of work and ensure that school policies are being met.
- Ensure that arrangements are in place for the identification and support of children of all abilities including both SEN and Gifted and Talented students.

Subject coordinators:

- Liaise with the school's other leaders and departments as a point of reference for KS1/2.
- Keep abreast of current developments in Primary practice and advise the school as appropriate.
- Participate in the formulation of Primary department development plans and policies as a member of the MLT.
- Identify good practice and areas for improvement in KS1/KS2.
- Be the first point of contact and provide pastoral support for KS1/KS2 staff.
- Lead and oversee key stage meetings and report back to the Head of Primary.
- Ensure effective communication between all teachers in KS1/ KS2 (and TAs in KS1) and monitor the implementation of agreed policies and developments.



- Act as a mentor to new teachers and assist them in their orientation to a new working environment.
- Lead, monitor planning, and the carrying out of assessment procedures in KS1 / KS2.
- Lead the moderation of assessment data and the tracking of student progress in KS1/2
- Audit KS1/2 resources to establish need and advise the Primary Head Teacher of new resource requirements
- Oversee the organisation of KS1/ KS2 events, productions and assemblies.
- Oversee the organisation of trips within KS1/ KS2.
- Monitor the quality of home learning tasks in KS1/ KS2.
- Lead the transition process at the end of the year for all pupils progressing from one year to the next, including secondary transition arrangements.
- Ensure all KS1/ KS2 members are aware of and work effectively within the policies and procedures of IBS, carrying out any duties that the Primary Head Teacher or Principal considers reasonable.
- Participate fully in the school's Performance Management procedures.
- Participate in learning walks, observations and coaching as appropriate.
- Play a role in the preparing and reviewing of policy for the teaching of subject; organise the curriculum throughout the school, establish good standards, continuity and progression achieved and sustained.
- Monitor and evaluate the implementation of policy.
- Provide, regularly and systematically, guidance to colleagues in content, methodology and resources.

Head of Department (Secondary):

- Leading the department in developing and improving teaching and learning.
- Establishing priorities and goals for the department.
- Planning curriculum including developing and maintaining schemes of work in consultation with colleagues within the department and across the whole school (vertical and horizontal planning).
- Maintaining and developing assessment practices (summative and formative) including oral assessment, standardization and moderation strategies.



- Analysing and evaluating examination and other student performance data and reporting results to the Secondary School Leadership Team (SSLT).
- Monitoring and evaluating teaching and learning within the department in line with school policy.
- Liaising with colleagues in the relevant curriculum group and in partner schools and representing the department at curriculum committee meetings and other groups as necessary.
- Recommending appropriate professional development for department teachers within the subject area.

Primary and Early-Years class teachers:

- Teach all areas of the early years or primary curriculum.
- Responsible for the progress of a class of Early Years or primary-aged pupils.
- Organise the classroom and learning resources and creating displays to encourage positive learning environment.
- Plan, prepare and present lessons that cater for the needs of the whole ability range within the class.
- Motivate pupils with enthusiastic, imaginative presentations.
- Maintain discipline and class rules.
- Prepare and mark work to facilitate positive pupil development.
- Meet proper requirements for the assessment and recording of pupils' development.
- Provide feedback to parents and carers on each pupil's progress at parents' evenings and other parents' meetings.
- Work with others colleagues to plan and coordinate work.
- Keep up to date with changes and developments in the structure of the curriculum.
- Organise and take part in school's events, outings and activities.
- Liaise with colleagues and work flexibly.

Secondary teachers:

- Develop and deliver engaging lessons and creating teaching resources that are in line with national curriculum / exam-board, up-to-date with changes and developments in the curriculum.
- Provide regular feedback and feedforward to pupils verbally and in writing through the pupils' work using the school's marking policy.



- Develop pupils' life skills and their independence as a learner.
- Undertaking regular observations and participating in in-service training as part of continuing professional development.
- Getting involved in whole school and extracurricular activities including departmental meetings, parents' evenings, training events and school outings.
- Taking responsibility for the progress and tracking the development of all of their pupils in regards to their subject area and feeding this information back to parents and the Head of department.
- Design special event(s) to increase pupils' interest in their subject. Those events may range from a 1-day event to a whole week event.

Assessment:

Assessment is an integral part of teaching and learning. Assessments provide formative, summative and diagnostic feedback. Formative assessment takes place in daily teaching and informs short-term planning. Summative assessment takes place at intervals throughout the year.

All results are reviewed and used to track students' progress, inform planning and to be used to allocate setting when setting takes place.

AFL strategies are used to promote effective learning. Students are encouraged to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn-what helps them learn and what makes it difficult for them to learn.

Reviewed: 14th March 2023

Reviewed by: **Principal**

