



CURRICULUM POLICY/MAP

As required by English law the **British School of Lanzarote** provides a broad and balanced curriculum for all pupils which:

- Promotes spiritual, moral, social, cultural, mental and physical development;
- Prepares them for the opportunities, responsibilities and experiences of adult life.
- The National Curriculum framework document 2014 is available for reference in the Headteacher's office and the Staff room.

The school has customised the basic entitlement to learning and requirements of the national curriculum, in the context of Government policies and initiatives, to create its own distinctive and unique curriculum.

The curriculum for all key stages includes the following national curriculum as specified in their programmes of study:

- English;
- Mathematics;
- Science;
- Art and design;
- Citizenship/PHSE
- Design and technology;
- Geography;
- History;
- Information and communication technology;
- Music;
- Physical education;
- Business studies.

In addition, the school provides a curriculum for Spanish Lengua from Foundation Stage to Year 11 (including Spanish as a second language), Conocimiento del Medio from Year 1 to Year 7 and Ciencias Sociales from Year 7 to 11.

Designing the curriculum

The **B.S.L.** has determined the curriculum from the starting point of its distinctive and unique character. When designing the curriculum (British and Spanish) staff have considered:

- The school aims;
- Curriculum priorities and emphases;
- Adapting and enhancing the curriculum;
- Organising the curriculum
- Distribution of the curriculum across key stages;
- Curriculum inclusion and differentiation;
- Curriculum continuity.

Timetabling the curriculum

At **B.S.L.** we have decided on the following points to best suit the needs of our pupils and the curriculum to be delivered:

- The number of teaching hours in the week;
- Lesson length;
- The time allocated to each subject;
- The timetable;
- The grouping of the pupils;
- The organisation of additional support;
- The effective use of resources.

DESIGNING THE CURRICULUM

The school aims

The aims of the school take into the distinctive character and ethos of **B.S.L.**

Curriculum priorities and emphases

We teach a broad and balanced curriculum, but have refined the programmes of study of the national curriculum to reflect our location and culture. English, mathematics and Spanish are priorities. Pupils need to become secure and confident learners in these subjects if they are to make good progress in their education.

English is a second language for the majority of pupils, Spanish being the first, and Spanish is a second language to others. This is taken into account when planning for both of these subjects and for all other subjects of the national curriculum.

Citizenship/PHSE links directly to our school aims. Specific time slots are allocated to educating the pupils to value the feelings, interests and views of all members of the school and wider community. Individual rights and responsibilities are promoted.

Spanish is taught to children in Foundation 2. This has proven to be successful and sensible for the children to be learning to read and write in their first language alongside their second (the case for the majority of pupils, but also for those with Spanish as a second language to learn it as early as possible).

Adapting and enhancing the curriculum

We are constantly striving to make the curriculum more relevant and accessible for the pupils at **B.S.L.** This may vary year on year or be different for each key stage. For example, introducing speaking and listening classes to improve pupils' language development and encourage lateral thinking. Additional opportunities and experiences are provided whenever possible, for example, local visits linked to topics, planning work to link with Manrique, writing competitions, buddy reading activities.

Extra-curricular activities are also included to enhance the curriculum. Clubs and activities based on interest and need, such as drawing, football, traditional games, music, are held in the lunch break or after school.

Organising the curriculum

At all times it is the aim of the school to offer a curriculum appropriate to our pupils needs.

Pupils' progress in literacy and numeracy is essential to their progress across the curriculum and these subjects are therefore taught separately, with opportunities for pupils to apply their skills in the other subjects.

In the primary school other subjects are organised and sequenced using The National Curriculum Framework (adapted to our needs). Whenever appropriate the coherence of the curriculum is strengthened by combining aspects of one subject with those of another. For example, limited resources for DT mean it is more appropriate to teach this through the design elements of A and D. In planning teachers combine related or complimentary aspects of the programmes of study from two or three subjects to plan a single unit of work/topic. Learning objectives for each individual subject continue to be covered over the course of sequenced work.

In Key Stage 3 the core subjects of English, mathematics and science are the key lessons. These, as with other subjects, are planned using national guidance. As in the primary department, combining subjects if appropriate strengthens the coherence of the curriculum. In Key Stage 4 all pupils begin the IGCSE syllabus in English, Mathematics, Science, Art and design, Geography, History and Business studies. Sufficient time is allocated to the core subjects.

The ICT curriculum is taught through an integrated approach in the primary and secondary departments. At KS4, ICT is taught as a discrete subject leading to IGCSE.

Throughout the school the Citizenship/PHSE curriculum is used to educate the pupils about issues such as sex education, drug education, rights and responsibilities etc. It is also used as a vehicle for promoting speaking and listening, role-play and drama.

The Spanish department organise the curriculum in line with the required levels in the Spanish system. This means that pupils cover the required curriculum for their chronological age. Pupils with limited Spanish may be taught Spanish as a second language.

Throughout the school, teachers make sure through their planning that pupils' progress in all of the subjects is secure. Whenever possible, particularly in the primary school, they make links between subjects where they deal with related skills and knowledge or when pupils can reinforce learning by applying it in a different context. Teachers work together to organise aspects of programmes of study for different subjects into blocks of work. They consider how coverage and progression can be built into the different key stages.

Distribution of the curriculum across key stages

The school has considered the distribution of the curriculum across each of the key stages taking into account the needs of the Spanish department.

We teach all subjects regularly. For example, English and mathematics are taught daily so that the pupils' progress in these subjects is continuous and sustained across the key stages. The Spanish curriculum is taught regularly. PE is taught each week to

develop children's physical skills and promote their health and fitness. Other subjects do not have to be taught each week in the primary school. For example geography and history are usually taught in blocks so that there are more lessons on one subject over a period of weeks, which helps to sustain the pupils' interest and helps that to achieve more in one lesson. In the secondary school each subject is taught on a daily or weekly basis.

See timetables for further detail.

Curriculum inclusion and differentiation

Our aim is to provide all pupils with relevant learning experiences and suitably challenging work and we strive to achieve this.

Teachers plan to cover the age-related programmes of study for each subject, but they decide on adaptations to the curriculum in order to meet particular needs and abilities. They do this through differentiation and through special timetabling arrangements for some pupils when children are withdrawn from class for additional support. The staff try to ensure, through close liaison with each other and careful planning, that pupils do not consistently miss out on one part of the curriculum.

Teachers adapt the required curriculum to meet the needs of pupils who are achieving below expected levels. They emphasise particularly important aspects and reinforcing these at a pace appropriate for the individual. Additional support programmes are implemented for those achieving well below the expected level.

For the most able pupils, we aim to increase the pace of learning so that they are motivated and challenged. This is achieved by differentiating lesson planning. Teachers extend the breadth and depth of pupils' learning by providing a wider variety of opportunities. For example, they focus on developing higher order skills and promoting greater independence and reflection. SEN and Gifted and Talented policies reflect this.

Curriculum continuity

We are in a unique position of having all five key stages in one school. This helps us to maintain continuity and build in progression through our curriculum planning and timetabling. We ensure that common threads are maintained throughout the school, for example, our aims and values, management of behaviour.

Transition from one key stage to another presents us with little difficulty. We are able to introduce different expectations of each key stage gradually and through joint planning and cross-phase teaching and liaison.

The primary/secondary transition is facilitated as we are based in the same building and the pupils are familiar with all the teachers. The move from primary to secondary is an important transition for pupils and not merely moving on to the next class. At the end of Year 6 pupils experienced a 'taster day', when they were taught in the secondary department by secondary teachers.

TIMETABLING THE CURRICULUM

The number of teaching hours in the week

Foundation Stage begins school at 8.55am and finish at 3.00pm. Five minutes is allocated for registration at the beginning of each session.

Key Stages 1, 2, 3, and 4 begin school at 8.55am and finish at 3.10pm. Five minutes is allocated for registration at the beginning of each session.

Lesson length

In order to facilitate lesson planning the day is broken down into 6 teaching sessions. This allows for suitable lesson length for literacy and numeracy and also for double lessons at secondary level. At primary level it allows for teaching science in lessons of longer length to incorporate practical work in order that the pupils can achieve something worthwhile in each lesson. In addition elements of the 'block' units of work, i.e. history or geography, can be taught for extended lessons if required in order to cover the required curriculum in one half-term or for lessons such as P.E when pupils may need time to change, set up equipment and put resources away.

The decisions about lesson length are made alongside decisions about the structure of the school day including the timings of breaks and lunch. Primary and secondary pupils have specific blocks of time on the patios separately. The purpose of this is to improve the use of resources, including staff and rooms, to improve dining room arrangements and to improve the quality of 'play' at break times. The range of daily timetables, showing different lesson lengths and approaches to structuring the school day, can be seen by examining individual timetables.

Teachers at the school are familiar with the demands of the curriculum and know that the optimum lesson length may vary from subject to subject and they use their discretion when planning individual timetables.

The time allocated to each subject

Good teaching and learning depend on sensible time allocations and the effective use of time. Too much time may produce too leisurely a pace of learning; too little makes it impossible for teachers to cover a programme of study. Different subjects require a different amount of time. At **B.S.L.** we customise the curriculum to support our aims and values and to meet the pupils' needs.

At the **B.S.L.** we expect that teachers prescribe a daily amount of time for literacy and numeracy. We also include the allocation of time dedicated to science before deciding how to best divide the remaining time to ensure that the pupils study a broad and balanced curriculum in sufficient depth and to the standard we expect. We also take into account the length of the summer term as this can require us to change our subject time allocations as the year progresses.

The timetable

The type and sequence of lessons across the school day and week are planned so that pupils' interest and motivation is sustained. We aim to ensure a balance between

activities with a practical or physical element and those that are mainly pencil-and paper based.

Timetabling also takes into account the time of day at which subjects are taught. This may be so that a pattern, i.e. teaching literacy and numeracy in the morning, gives a clear focus and pupils become accustomed to particular routines or to give flexibility for employing staff across the key stages.

Careful consideration is given to timetabling sessions like assemblies, tutor group times, buddy reading to ensure that they are purposeful and are not seen merely as a 'bolt on'.

The grouping of the pupils

At the **B.S.L.** pupils are grouped into classes depending on their birthdays. Individual teachers use their discretion to organise the pupils in their class in a way that 'best fits' the lesson. Pupils are at times taught as a whole class. At other times they may be ability grouped, organised in friendship groups, work in pairs or individually. Pupils who have individual needs and need additional or different lessons and activities because of their abilities or aptitudes are catered for within the class environment, except when they receive support from the learning support teacher.

The organisation of additional support

Daily literacy and numeracy lessons are planned for all year groups, but we recognise there are pupils who need help with English and mathematics beyond the curriculum planned for the majority of pupils. Support for pupils who show early signs of struggling is given through differentiation in the class, small group or individual work. As the majority pupils have English as a second language, pupils targeted for additional support are those struggling with literacy skills rather than numeracy.

The effective use of resources

The main consideration at **B.S.L.** is the deployment of staff to deliver a curriculum that covers five key stages. This has a significant impact on structuring the timetable, especially in the use of primary and part-time staff. Other considerations are the effective use of the ICT suite, patio areas and off-site sports facilities.