



# The British School

## Curriculum Policy

We deliver a challenging, inclusive and innovative academic curriculum and co-curricular programme, with a focus on the effective learning of knowledge, skills and understanding so that every student can strive for excellence and be kind.

At the heart of our philosophy is that we are an inclusive school, where we welcome all students, regardless of race, religion or background, providing their level of English allows them to access our curriculum. Academic selection plays a very small part in our admissions process and we offer support, where possible, for children with additional needs. All students have the same right to receive an outstanding education and the opportunity to make academic progress. There are sometimes impediments to this being a reality and it is the responsibility of our teachers and the Additional Learning Needs Department to help identify the specific additional needs and do everything we can to support the child on their learning journey.

At the core of our educational thinking is a focus on challenge and creativity, with an emphasis on developing confident communicators, with a kind and compassionate moral compass, who will go on to have a positive impact on their local and global community. Our curriculum is appropriately challenging and personalised for each and every student, with a focus on differentiated teaching and learning. We continue to look at ways of broadening our curriculum to meet the needs of our students, but not to the detriment of the quality of our provision. Assessment is meaningful, but not overburdening to the detriment of innovative teaching or the learning of our students. Students are required by our teachers and the curriculum to think really, really hard and challenge themselves through being creative and inventive. The quality of our teachers and curriculum is matched by high academic expectations and aspirations for all of our students.

One of our primary roles is to ensure that we create an appropriately challenging learning journey for each and every child in our school, so that they understand the world around them and their place within it. Their learning journey does not end at TBS and we take our responsibility very seriously in helping every student find the next step in their learning journey after TBS, whether that be joining another school, going into work or into higher education. This education is intended to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects.

Outstanding schools recognise a responsibility to encourage personal excellence and development, both inside and outside of the classroom. It is our responsibility to provide a broad range of opportunities so that all students can pursue a variety of challenges and experiences, extend their horizons and discover their 'element', i.e. the point where their passions and skills meet. Co-curricular activities are embedded into the ethos and fabric of the school, with a focus on breadth and quality.

## **Early Years Curriculum**

In the Early Years (Foundation 1 and Foundation 2) we follow the UK's Early Years Foundation Stage Framework (EYFS). This framework sets out the learning and development stages for children to five years of age. The Early Learning Goals outline the level of learning and development that children are expected to have reached by the end of Foundation 2.

We promote a 'play-based' approach to learning. This means nurturing a love of learning through play. We achieve this through carefully planned opportunities which encompass our mission and vision. Through play children develop confidence and compassion, explore creativity, face challenge and risk while developing a sense of community.

The structure of the EYFS framework consists of:

### The Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

### The Specific Areas

- English
- Mathematics
- Understanding the World
- Expressive Arts and Design

## **Key Stage 1 and 2**

From Foundation 2 to Year 6 children receive a daily Maths and English lesson of between fifty minutes and one hour. In addition to this children have guided reading and spelling or phonics sessions outside of the English hour. The 2014 National Curriculum was fully implemented in August 2016 for Literacy and Numeracy.

In Key Stage 1 and 2, Science, History, Geography, Art, Design and Technology, and ICT are all taught in an integrated and cross disciplinary way through themes following the International Primary Curriculum (IPC) and are adapted to our context here in Nepal. PSHE is also taught through the IPC and English, but there are also some stand alone lessons on topics such as internet safety and sex education. IPC has between six to eight hours of curriculum time.

Assessment in Key Stage 1 and Key Stage 2 is both formative and summative. Each term class teachers make informed decisions on the level each child is attaining in English, Maths and IPC skills and record these on tracking grids. Pupil progress meetings are then held with the Head of Key Stages and, if necessary, the Head of Learning Support, to discuss individual children and possible interventions. Children from Year 4 and above take a CAT4 test and children Year 3 and below carry out a reading, writing and maths test on entry to the school. At the end of each academic year all children (Year 2-6) take the NGRT New Group Reading Test, complementing the ongoing formative reading assessments throughout the year. Writing is assessed and moderated annually at different

points for different year groups using the *No More Marking™* programme. Mathematics is assessed at the end of Term 2 and 3 and annually at the end of Term 4 using the White Rose Assessments.

We follow the UK guidance on the required number of hours to be allocated for each subject (as per the Qualifications and Curriculum Authority (QCA) published guidance on designing and timetabling the primary curriculum, 2002):

Subject	Periods allocated
English	7
Maths	5.5
IPC	5
PE	2
Music	1
Singing	1
World Languages	1
Nepali	1
Library	1
Assembly	0.5

### Key Stage 3

In Key Stages Three and Four, the curriculum of subjects provides the opportunity for pupils to acquire knowledge and skills across a wide range of subjects. Pupils are taught 29 periods per week (55 minute periods).

At Key Stage 3, all pupils study a curriculum of Mathematics, English, Science, Modern Languages (Mandarin Chinese, French, Spanish and Nepali), Geography, History, Art, Design Technology, Music, ICT, Physical Education and Personal Social and Health Education. The curricula within these subjects follows and ensures coverage of the English National Curriculum, although as we are not constrained by it, there is freedom for learning within a local context.

Assessment within Key Stage 3 is both formative and summative and includes the informal and formal. Formal assessments include CAT4 assessments at the start of the key stage (or on entry to the school), teacher-written end of unit and end of year tests and exams.

Subject	Periods allocated
English	4
Maths	4
Science	4

MFL	4
Geography	2
History	2
PE	2
Art	1
DT	1
ICT	1
Drama	1
Music	1
Performing Arts Workshop (PAWS)	1
Information Literacy	1

#### Key Stage 4

We predominantly offer Cambridge IGCSEs but also offer Edexcel IGCSEs in a few subjects.

Within Key Stage 4, the students follow a core curriculum of First Language English, English Literature, Mathematics, Coordinated Science (Dual Award), Physical Education and Personal Social and Health Education. Beyond the core curriculum, students opt for a number of additional subjects: Art and Design; Business Studies; Computer Science; Design Technology; Drama; Geography; History; MFL - French (Foreign Language), Mandarin Chinese (Foreign Language) or Spanish (Foreign Language); Music, Physical Education (examined); Psychology. With the exception of Coordinated Science, Design Technology, Music and Psychology (Edexcel), all subjects follow the Cambridge International Examinations syllabus.

Assessment within Key Stage 4 is both formative and summative and includes the informal and formal. Formal assessments include CAT4 assessments at the start of the key stage (or on entry to the school), teacher-written end of unit and end of year tests and mock exams, and culminate in the IGCSE examinations.

Subject	Periods allocated
English	5
Maths	4
Coordinated Science	6
MFL	3
Core PE	2

Option 1	3
Option 2	3
Option 3	3

### **Key Stage 5 (The Sixth Form)**

We predominantly offer Cambridge International A Levels but also offer Edexcel International A Levels

The Sixth Form at TBS has no core curriculum beyond PSHE, PE and University/Careers Guidance sessions so all other subjects are opted for. These include: Art & Design, Biology, Business Studies, Chemistry, Computer Science, Design Technology, Drama, Economics, French Language, Geography, History, Literature in English, Mandarin Chinese Language, Mathematics, Media Studies, Music, Physical Education, Physics, Psychology, Sociology, and Spanish Language. With the exception of Design Technology, Music and Physical Education (Edexcel), all subjects follow the Cambridge International Examinations syllabus.

Sixth Form students also have a number of non-contact periods during the week for use as study periods, to meet with teachers, or plan school events and community projects.

Assessment within the Sixth Form is both formative and summative and includes the informal and formal. Formal assessments include CAT4 assessments at the start of the key stage, teacher-written end of unit tests and mock examinations and culminate in the AS Level examinations at the end of Year 12 and the A Level examinations at the end of Year 13.

Option 1	5
Option 2	5
Option 3	5
Option 4	5
Work Experience and Voluntary Service	2
PE	2
Independent Study	5/9

NB: Please consider this policy in conjunction with the school's Mission and Vision Statement, Teaching and Learning Policy, Assessment and Reporting Policy and Learning Support Policy

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