



British Junior Academy of Brussels
Curriculum Policy
Revised October 2015



The British Junior Academy of Brussels

Curriculum Policy

This policy is for the whole school including the Early Years Foundation Stage

1.0 AIMS AND OBJECTIVES

In line with the school's overall ethos and aims, the British Junior Academy of Brussels (BJAB) aims to provide a broad and stimulating curriculum which challenges every pupil, encourages intellectual curiosity and independence and prepares the way for lifelong learning in a dynamic and caring environment.

We aim to create a rich and stimulating environment where pupils feel confident, have a love of learning and achieve high standards.

We aim to provide pupils with a relevant curriculum and endeavour to foster independent learners who are confident in the use of new technology, have the skills to access knowledge and develop their practical and problem solving skills.

We aim to provide wide-ranging experiences in the following areas:

Linguistic: To develop skills in communication, command of language through listening, speaking, reading and writing; this aspect will be evident in all of the subject areas listed below. There are also specific lessons in written and spoken English.

Mathematical: To develop the ability to make calculations, to understand and appreciate relationships and patterns in number and space and to develop the capacity to think logically and express opinions clearly. This is achieved in a variety of ways including practical activity, exploration and discussion.

Scientific: To increase knowledge and understanding of nature, materials and forces and develop the skills associated with science as a process of enquiry.

Technological: To include the use of a variety of technology; developing, planning and communicating ideas, working with tools, equipment, materials and components to produce good quality products and evaluate processes and products.

Human and Social: To increase knowledge and understanding of people, environments and how human action influences events and conditions.

Physical: To develop physical control and co-ordination, tactical skills and imaginative responses and an ability to evaluate and improve personal performances. Pupils also gain a knowledge and understanding of the basic principles of fitness and health.

Aesthetic and Creative: To develop knowledge, skills and understanding of the processes of making, composing and inventing.

Curriculum content is provided through the teaching of individual subjects, as outlined in section 3.0. Subject matter and teaching activities are designed to be appropriate for the ages and aptitudes of all pupils, including those pupils with additional educational needs (AEN), while

extending and challenging their ideas and experiences. All pupils have the opportunity to learn and make progress, and are prepared for their experiences beyond their time at BJAB.

2.0 PURPOSE

To guide the setting, implementation and review of the curriculum to fulfil the school's mission and aims.

3.0 CURRICULUM PROVISION AND TIME ALLOCATION

3.1 Provision

Provision is made for pupils to acquire skills in English, Mathematics and Personal, Social and Health Education (PSHE), which reflect the aims and ethos of the school. With some adaptations to reflect the international nature of the school, the educational programme is based on the National Curriculum in England 2014 for the discrete teaching of English, Mathematics, Science and Computing (see individual subject policies).

The integrated teaching of History, Geography, Art and Design Technology, through themed topics, is adapted to meet the needs of our international pupils and focuses on the development of enquiry-based skills, while linking to the requirements of the National Curriculum in England where appropriate. BJAB provides a programme of visual arts, music and drama in addition to a physical education programme with gymnastics, swimming and dance (see individual subject policies).

French is taught daily for pupils of all ages and is differentiated to meet the needs of those new to learning the language, for those whose mother-tongue is French and those who are advanced learners aiming to become bi-lingual (see French policy). For those children who do not have a secure use of spoken and written English, English as an additional language (EAL) lessons are provided and run alongside the French programme of teaching (see EAL policy).

Religious Education is not formally taught at BJAB. However, pupils gain an awareness of spiritual, moral, social and cultural development throughout their daily school life, individual lessons, assemblies and dedicated PSHE studies (see Spiritual, Moral, Social and Cultural Development policy and PSHE scheme of work).

The Early Years curriculum is based on the individual needs of the child and follows the Early Year's Foundation Stage Framework. It endeavours to give all children the best start in life and to support them in fulfilling their potential. The curriculum aims to ensure that all children learn and develop well and are kept healthy and safe. It provides them with a foundation for their future school career and gives them a broad range of knowledge and skills that enable progress through school and life. There are seven areas of learning and development: the prime areas of learning develop the children's curiosity, enthusiasm and capacity for learning and forming relationships through Communication and Language, Physical Development and Personal, Social and Emotional Development. These are supported by four specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design (see EYFS policy).

3.2 Time allocation

The table below lists the subjects taught in Years 1 to 6 and the optimal time allocated to each subject. In addition, there is a certain amount of 'discretionary time' available on each timetable,

which may be used to add to given subject times. Adaptations are also made to allow for the individual needs of children in each class.

Subject (some subjects may be integrated within the same lesson)	Weekly Timetable allocation	
	Years 1 & 2	Years 3,4,5 & 6
English (to include lessons, guided reading, phonics and spelling)	6 hours	7 hours
Mathematics	4 hours	5 hours
French (differentiated ability groups)	2 hours	3-4 hours
Computing	1 hour + integrated use	1 hour + integrated use
Topic (to include History, Geography, DT, Art & Science, when appropriate)	2 hours	2 hours
Science (as a discrete subject)	1 ½ hours	2 hours
Art (as a discrete subject)	1 hour	1 hour
Music	30 minutes	30 minutes
PE (including swimming and use of local Sports Centre)	1 hour	1 hour
Personal, Social & Health Education (PSHE)/ Spiritual, Moral, Social and Cultural Development (SMSC)/Values	30 minutes	30 minutes
Golden time	½ hour	N/A

3.3 Personal, Social, Health and Economic Education

Personal, Social, Health and Economic Education (PSHEE) plays an important part in the development of the pupils as well-rounded and happy individuals. Although PSHEE lessons are allocated a specific time slot on the time-table, we recognise that it is very much a cross-curricular subject and valued in all areas of school life.

During PSHEE time, we encourage pupils to discuss issues that not only relate to themselves but also wider issues that will develop their knowledge and understanding of the world in which they live. Our programme is designed to prepare our pupils for the opportunities, responsibilities and experiences of adult life (see Spiritual, Moral, Social and Cultural Development policy and PSHEE scheme of work).

3.4 Learning and Teaching styles

Details of the school's learning and teaching styles can be found in the Learning and Teaching policy.

3.5 Differentiation

A variety of teaching and learning methods and materials are used in all subjects to suit pupils' differing needs and ensure that all pupils have the opportunity to learn and make progress (see Learning and Teaching policy).

3.6 Enrichment and extension of the curriculum

The curriculum is enriched and extended through a diverse programme of curricular and cross-curricular activities which includes intellectual, creative and sporting activities. These are viewed as an essential aspect of the school's curriculum.

3.7 Field trips

We provide pupils with a wealth of first hand experiences, placing a strong emphasis on educational visits and residential trips. We aim for each year group to experience at least one educational visit per term, as we believe that day trips for all year groups enhance the curriculum and enable us to make the most of our culturally rich local environment. The school has a residential visit for pupils in Years 4 to 6, with the aim of increasing the pupils' educational experiences and developing independence.

3.8 Homework

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. It encourages pupils to develop the habit of independent study and promotes application and self-discipline. It also presents a regular opportunity to reinforce skills that have been learnt in the classroom. Homework has a valuable role to play in involving parents in their children's learning, allowing them to show interest and give support where necessary (see Home Learning policy).

3.9 PE and sport

Pupils are required to participate in all physical education programmes. A child who is not considered fit enough to take part in PE or swimming is not normally considered fit to be in school. A note from parents exempting their child from such activities is not acceptable and, without a medical note, pupils are expected to take part in the activity. Parents will be advised if the regulatory requirements are not met.

3.10 Equal opportunities and disabilities

In accordance with the statutory requirements, the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has a policy regarding access for pupils with additional educational needs, which is available to parents on request.

The school maintains a register of children with additional needs and seeks to make all staff aware of the differing needs of such pupils.

3.10.1 Special educational needs and Disability (SEND)

The school aims to ensure that children who have special educational needs receive an education which fulfils the requirements of the curriculum with the necessary support being provided (see SEND policy).

3.10.2 English as an Additional Language (EAL)

Those children for whom English is an additional language receive support as necessary to access the curriculum (see EAL policy).

3.10.3 Able, Gifted and Talented (A, G and T)

The school makes all staff aware of the differing needs of all pupils, including those who are considered to be able, gifted or talented. We believe that the needs of pupils can be successfully catered for by differentiation of the curriculum and teachers find ways to challenge pupils in an inclusive way (see Able, Gifted and Talented policy).

4.0 CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should normally discuss these in the first instance with the class teacher (see Complaints policy).

This policy is the responsibility of Gareth Evans, Headteacher	
Headteacher:	
Date written: January 2015	To be reviewed: September 2016