



British Junior Academy of Brussels

Curriculum Policy

August 2018



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This policy applies to the whole school including Early Years.

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## 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 and high-quality 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 calculate effectively, 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 through rigorous mathematical exercises, reasoning and solving a variety of problems.
- **Scientific:** To increase knowledge and understanding of nature, materials and physical processes and develop the skills associated with science as a process of discovering new knowledge.
- **Technological:** To include the use of a variety of technologies; 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.

Pupils receive a full-time and supervised education in the aforementioned areas, throughout which they develop their skills in:

- **Speaking and Listening** by interacting in different subject areas as a class, in groups and in pairs. The emphasis is on providing clarity of thought through well-chosen language and communication strategies.
- **Literacy** by promoting early reading effectively and ensuring that all subject areas provide ample opportunity for reading and understanding written and oral texts.
- **Numeracy** by dedicated Mathematics lessons and providing cross-curricular and extra-curricular contexts to develop the ability to understand number, shape and space.

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 education 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 Time allocation**

Provision is made for pupils to acquire skills in English, Mathematics and Personal Social Health and Economic Education (PSHEE), 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 and Design Technology, through themed topics, is adapted to meet the needs of our international pupils and focuses on the development of explicit knowledge and skills development in context, 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 four days a week for pupils from Reception to Year 6 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). In Kindergarten, children learn French through structured activities throughout the day, delivered by a native French speaker.

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 PSHEE studies (see Spiritual, Moral, Social and Cultural Development policy and PSHEE scheme of work).

The Early Years curriculum is based on the individual needs of the child and follows the Early Years 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 enables 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 Timetabling**

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.

Time allocated is suggested in terms of blocks of 45-60 minutes, to allow flexibility in timetabling across the curriculum. The exact time allocations, however, are negotiable between the class teacher and Head of Curriculum and Assessment on the basis of class needs.

	Year 1	Year 2	Year 3-4	Year 5-6
<b>English (including Spelling, Punctuation and Grammar)</b>	3	4	4	4
<b>Phonics</b>	5	2	0	0
<b>Mathematics</b>	4	4	5	5
<b>Science</b>	1	2	2	2
<b>Topic: His/Geo/D+T</b>	2	2	2	2
<b>Art</b>	1	1	1	1
<b>Music</b>	1	1	2	2
<b>Computing</b>	1	1	1	1
<b>P.S.H.E.E.</b>	1	1	1	1
<b>P.E.</b>	4	4	4	4
<b>Other</b>	1	2	2	2
<b>Total blocks</b>	24	24	24	24

### 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. This includes the explicit education in respecting for other people no matter what age, ability, beliefs and lifestyles. 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 Teaching and Learning

Details of the school's approach to teaching and learning can be found in the Teaching and Learning 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 Teaching and Learning 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 including 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 Homework 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 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. Challenge for All**

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 in and outside of lessons; teachers find ways to challenge pupils in an inclusive way (see Challenge for All 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 Keegan Moran, Head of Curriculum and Assessment; Sarah White, Headteacher and Patricia De Maertelaere, Proprietor.

**Head of Curriculum and Assessment:** ..... (Keegan Moran)

**Headteacher:** ..... (Sarah White)

**Proprietor:** ..... (Patricia De Maertelaere)

**Written:** August 2018

**To be reviewed:** August 2019