



British College La Cañada

Secondary Department

CURRICULUM POLICY

BCLC Curriculum Policy

Introduction and Philosophy

British education consists of six key stages:

- Foundation: Key Stage 1 (Year 1 and Year 2);
- Primary: Key Stage 2 (Year 3 to Year 6);
- Secondary (lower): Key Stage 3 (Year 7 to Year 9);
- Secondary (upper): Key Stage 4 (Year 10 to year 11);
- Sixth Form: Key Stage 5 (year 12 and year 13).

At British College La Cañada we offer a range of subjects across three learning phases (Key Stages 3 to 5), making up our broad, balanced and British curriculum.

In the Secondary department at British College La Cañada, we have a fundamental purpose: to grow, to believe and cultivate a high academic and personal performance. We want all our students to be enriched in a “British” teaching environment, with experts in their fields, in which students can reach their full potential. With this mission, we strive to get the best “outcomes”, results and experiences for students.

The curriculum motto is: *“learning to live and living to learn through a broad, balanced and British curriculum”*.

The school’s philosophy is one in which we try to create a warm, caring and creative environment for all children where they feel safe, valued and that both the rules of the school and their classmates are respected.

The British College underpins tolerance towards all groups of people in relation to race, religion, gender, culture, language, physical abilities and / or mental and sexual orientation. We want students to develop confidence and feel free to make the right decisions.

Aims

The secondary curriculum demands high standards in all aspects of school life, both academically and personally. The aim of the curriculum is to meet the needs of young people in our college community, preparing them for adult and working life in the 21st century. The vision and curriculum design for British College Baccalaureate aims to:

- Promote care, respect and tolerance;
- Give our young learners greater access to knowledge and learning experiences;

- Encourage social and economic participation with the need to know English fluently, and other languages to a competent level;
- Prepare students for lifelong learning and love of learning;
- Reflect broad, balanced and British programmes of study;
- Develop and nurture knowledge and talent across three different academic strands, including S.T.E.M. (science, technology, engineering and maths), languages and humanities, and the expressive and creative arts (including sport);
- Develop critical thinking skills and become independent learners;
- Allow students to reflect on their learning and set targets, whilst celebrating their successes.

The National Curriculum & planning

In Secondary, teachers continue to work with the objectives of the National Curriculum of England - which was last revised in 2014. The teacher undertakes ongoing assessments in class to see if the student has understood the topic and therefore if they have achieved the goals as set out in the National Curriculum. The National Curriculum of England and Wales is designed to ensure that the student has an evolution of progress across the academic cycle, and that long-term age-related objectives are achieved each year. The flexibility and rigor of the National Curriculum requires progress to be developed in steps, and that students have the opportunity to revisit the objectives to reach their potential.

Teachers use the objectives set out in the National Curriculum in order to plan the yearly topics (long-term planning) to be delivered. These topics and overall objectives are broken down into weekly learning objectives that form the base of the schemes of work. Lessons and resources are created and planned based on the weekly objectives.

Key Stage 3

This phase consists of Years 7, 8 and 9. This phase is the start of the students' journey towards academic and personal success.

As in the previous stage (Key Stage 2), students will have a Guidance Tutor, who is responsible for the academic progress and personal, moral and spiritual development of each group. The Guidance Tutor works with specialist teachers and the coordinators to share data and information on the progress, and at a pastoral level, in order to support students. The Guidance Tutor's main function is to "guide" students towards high performance both academically and personally.



Students also study core subjects from the Spanish curriculum as required here in Spain and to maintain students education in the context of the country and culture in which they live.

The subjects studied at Key Stage 3 in order to provide a board and balanced curriculum are:

- English Language and Literature
- Mathematics
- Coordinated Sciences (Biology, Chemistry, Physics)
- History
- Geography
- French
- Physical Education
- Art & Design
- Music
- Spanish Language
- Valencian Language
- Spanish History and Geography
- Health and Wellbeing (PSHE)

Key Stage 4

This phase of secondary education comprises Year 10 and Year 11 , whose equivalents in the Spanish system are the last two years of ESO. This phase is where students master the knowledge, skills and concept acquired during the previous phase in order to prepare for the IGCSE (International General Certificate of Secondary Education) examinations at the end of Year 11.

The Spanish and European law validates IGCSE results automatically. Students must achieve a grade 'C' or a grade '5' equivalent in these exams in at least 5 subjects, before proceeding to the next phase (Key Stage 5 - Sixth Form).

Students will take some compulsory IGCSE subjects in order to ensure that students a wide range of subjects disciples. However, there will also be some choice in subjects, allowing students to begin to focus on their own interests and areas of strength. All students will also have the opportunity to practise sports even if they do not chose to study IGCSE Physical Education. They will receive weekly core PE lessons, this is to ensure that students are still encouraged to lead a healthy and active lifestyle and allows them to be involved in school competitions and sporting events, though not examined in the subject.

Compulsory subjects:

- English Language

- English Literature
- Mathematics
- Coordinated Sciences (Biology, Chemistry and Physics)
- French
- Spanish Language (Second language for non-natives, First language for native speakers)
- Spanish History and Geography
- Valencian Language
- Health and Wellbeing (PSHE)

Optional subjects:

- History
- Geography
- Business Studies
- Art
- Physical Education
- Computer Science

Key Stage 5

This phase comprises of a two-year study program before entering university, valid for both Spanish and international universities. It includes Years 12 and 13. This key stage builds on the previous phase but at a much more advanced, complex level.

Students may take the Cambridge A-Level or Edexcel exams at the end of this stage, which will allow them to enter into Spanish or other international universities. Students specialise in subject areas and choose a minimum number of subjects taking into account their skills, potential, interests and what careers they wish to pursue in the future.

The usual number of A Levels studied in the UK is 4 in the first year and students may drop to 3 in the second year, completing the fourth subject to AS only.

A-Level subjects:

- English Language and Literature
- Maths
- Biology
- Chemistry
- Physics
- Psychology

- Art
- Physical Education
- French
- Computer Science
- History
- Geography

Students at Key Stage 5 also study two subjects from the Spanish bachiller “via” which is specialised to the career/ university course that they will go onto to study. The subjects are organised as such:

Sciences (Health / Technical):

- Biología
- Química
- Matemáticas I/I
- Dibujo Técnico

Social Sciences:

- Matemáticas CCS
- Economía

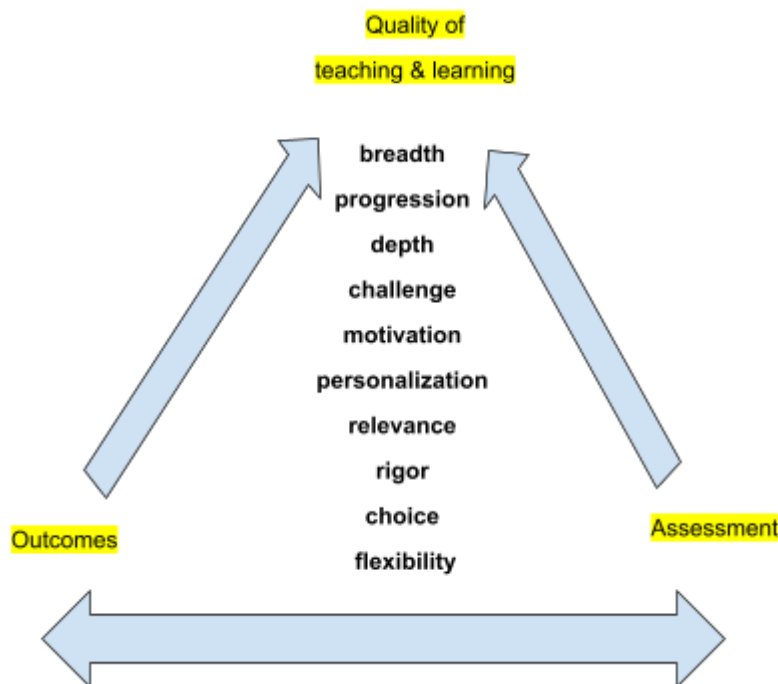
Humanities:

- Fundamentos del Arte
- Historia de Arte

Curriculum Vision

At the heart of the BCLC curriculum is the teaching and learning for life. It is about developing skills and knowledge, and raising standards for our students, get the best academic outcomes possible and to better the experiences of every young learner.

A coherent approach to planning the curriculum, learning, teaching and assessment is best illustrated in the diagram:



The British College Baccalaureate strives to deliver an outstanding curriculum based on:

- A high degree of consistency in approach and support from all staff;
- Contextualisation of learning - connections between the objectives, home and community;
- Students experiencing challenge and recovery of failures / errors;
- Structured group work and talk for learning to ensure the highest academic performance;
- Cumulative and ongoing assessments in which students are active participants after giving and receiving good feedback;
- Conceptual learning and transfer of knowledge across academic strands and subject disciplines;
- Preparing all students for the ever-changing technological and digital world.



BCLC Curriculum Added Values

Literacy and Numeracy

The BCLC curriculum recognises the importance of raising standards via working with students to raise their skills in literacy and numeracy - skills that reflect our mission to teach young learners to live in the world beyond school. The Literacy and Numeracy Framework in Secondary aims to develop the capacity of these skills effectively and consistently in all areas of the curriculum so that the education of our students is holistic as well as being “broad, balanced and British”.

The objectives ensure that our students learn to face the demands of everyday life and learning for life. Literacy and numeracy skills are absolutely essential for students to reach their potential, whether they are planning to go to university or enter the workforce directly upon graduation from high school (Key Stage 5).

Health and Wellbeing

The BCLC curriculum adopts the UK’s health and wellbeing outcomes to ensure that the learning of our students is holistic, and they have the opportunity of “learning to live and living to learn through a broad, balanced and British” curriculum. Learning about health and wellbeing ensures that students learn to develop knowledge and understanding of the skills, abilities and attributes needed for mental, emotional, social and physical well-being, now and in the future.

With the collaboration of the school psychologist, the Health and Wellbeing Curriculum takes into account the stage of growth, development and maturity of each individual and the social context and community.

Technology and ICT across The Curriculum

The Secondary department believes the benefits to be derived from using Information Communication Technology (ICT) across the curriculum are significant and that every student should have the opportunity to develop personal ICT competence and to use and extend personal ICT competence in a range of subjects across the curriculum. Teachers should plan sessions or projects whereby technology is used to enhance learning within the scheme of work.

Creativity across The Curriculum

At the heart of the BCLC curriculum is the development of creativity skills in all young learners in Secondary across all curriculum areas. In the British College La Cañada Baccalaureate, creativity focuses on the analysis and identification of problems and issues, the exploration of ideas and the processes by which these ideas are realised, implemented, evaluated and refined.

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