

COGNITA

Curriculum Policy

ELIS Villamartín

2018- 19

Curriculum Policy

Introduction

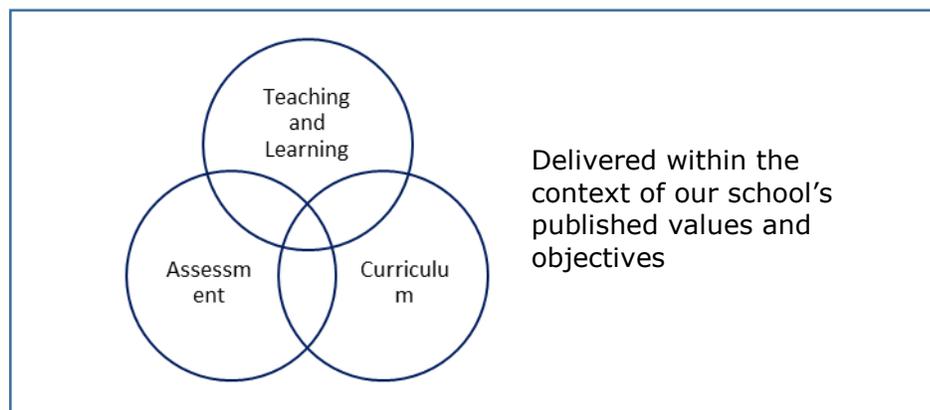
In order to ensure that El Limonar International School Villamartín is providing the highest quality education possible, our curriculum is designed not only to fulfill statutory requirements, but also to give our students a lasting love of learning and to grow in confidence so that they achieve more than they believed possible.

The curriculum at all Key stages (EYS to KS5) is planned to deliver relevant sections of the English and Welsh National Curriculum. It is of primary importance however that the curriculum operates in a way that ensures all students can complete the requirements of the Spanish Government and Valencian education authorities for 'Pre-escolar' and 'Primaria' (Nursery to Year 7), as well as achieve the Spanish ESO (Secundaria) and Bachillerato, if they complete the relevant courses and assessments throughout Years 8 -13.

All students who graduate from ELIS Villamartín should do so in both the Spanish and UK education systems. By combining both A-level and *Titulo de Bachillerato* students and their families can make decisions about the route to enter further education that best suits their individual needs, profile and aspirations.

Aims and Objectives

An effective curriculum is part of a whole school pedagogy informed by the effective implementation of:



At ELIS Villamartín the curriculum will help our children to:

- Develop lively and enquiring minds
- Communicate effectively, both orally and in writing
- Learn the essential skills of life, including number and information technology
- Explore and understand the world we live in, both in terms of their own and other cultures
- Develop an appreciation of the interdependence of individuals, groups and nations
- Express themselves creatively and enjoy the creativity of others
- Develop an appreciation of a wide range of human achievement
- Develop personal, moral and social values, including respect for others
- Be prepared for the opportunities and responsibilities of life in a changing world
- Learn how to learn and to regard learning as an enjoyable and lifelong activity
- Develop a wide range of interests and appreciate the need for a healthy lifestyle
- Set high personal standards of achievement and value excellence

To achieve these aims, the curriculum is planned to be:

- BROAD so that it provides a wide range of knowledge, skills and experiences
- BALANCED so that each subject has sufficient time to contribute effectively to learning
- RELEVANT so that learning can link to the pupil's experience to applications in the world at large
- COHERENT so that topics can be linked to make the whole learning experience more meaningful
- PROGRESSIVE so that what is taught builds in a systematic way upon what has already been learned
- DIFFERENTIATED so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil in line with the school's objective of providing increasingly individualized learning experiences for all students

Organisation and Planning

We plan our curriculums in three phases:

First, **we agree a long-term plan**, known as the 'curriculum map' for every subject area. This indicates what topics are to be taught each term and over the course of the academic year, to which groups of children. Subject Departments review the long-term plan annually with the review being the responsibility of the Head of School Section, School Section Coordinator or Subject Coordinator.

Secondly there are **medium-term plans, known as 'schemes of work'**: These give clear guidance on the learning objectives and teaching strategies, including ICT where appropriate and cross-curricular links, that we use when teaching each topic. Medium Term plans indicate the differentiation and Assessment for Learning (AfL) strategies which are being deployed and are reviewed annually by subject Coordinators and school section Heads. Increasingly, medium-term planning will be summarized through "umbrella plan" documents.

Thirdly, we have **short-term plans** that our teachers write on a weekly or daily basis in their teacher planners or in an agreed ICT format. We use these to set out the learning objectives for each session, and to identify how the work will be adapted to suit the needs of the children, including those with any specific learning needs. This planning can be reviewed by each teacher's line-manager as required as part of the performance management process.

We strive to provide a curriculum which has a variety of enrichment activities that are integrated into the curriculum plans for each year group throughout the school year, both in and out of the classroom environment.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Monitoring and Review

The Heads of the Lower School, Secondary School and Sixth Form/Bachillerato School are accountable for, and have responsibility for the overall organisation of the curriculum as well as for monitoring long, medium and short-term planning for all subject areas and year groups. The Heads ensure that all students are taught the relevant sections of the curriculum according to their age-group and ability.

The Key Stage and School Section Coordinators and Subject Coordinators are responsible for the day to day organisation of the curriculum and monitor the planning and delivery of lessons. This includes ensuring that all classes are taught the relevant sections of the curriculum, and that all lessons have appropriate learning objectives. Coordinators monitor the topics taught in all the subjects that form part of their Department or responsibility. Teacher planning is monitored and all line-managers ensure that appropriate teaching strategies are used through classroom observation. Key Stage, Section and Subject Coordinators, subject to instruction from their school Heads, also have responsibility for monitoring the way in which resources are stored and managed.

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Policy review: July 2019