



British School  
of Bucharest

## Curriculum Policy

### Introduction

We believe that learning should be an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will challenge and support our students to do their very best by providing an extensive range of learning experiences.

### Aims and Objectives

The aim of the policy is to provide an overarching framework which translates the values and aims of the school into effective teaching and learning so that all children reach their full potential. To help achieve this, the key elements of teaching and learning are taught in a logical sequence and help promote continuity and progression in our pupils' learning. Giving our pupils equal opportunities is important for all learners including those classified as having additional learning needs, those with English as an additional language, and the more able, as well as high achievers and children with particular talents. It is important to recognise that we are an overseas National Curriculum school where our learners come from a wide range of backgrounds and bring with them a tremendous wealth of prior knowledge, skills, understanding, as well as interests. Although the N.C. is the foundation of our curriculum it is adapted and extended so that it relevant to students at BSB. The curriculum embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school day.

Our school curriculum is underpinned by the values and high expectations that we have for of all our pupils at BSB. The curriculum is the means through which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

As a result, in all areas of the curriculum, we endeavor to:

- value children's uniqueness
- listen to the views of individual children
- promote respect for diverse cultures
- value the spiritual and moral development of each person, as well as their intellectual and physical growth
- value the importance of each person in our community
- organise our curriculum to promote inclusion, cooperation and understanding among all members of our community
- value the rights enjoyed by each person in our society
- respect each child in our school for who they are, and we treat them with fairness and honesty
- want to enable each person to be successful, and we provide equal opportunities for all our pupils, striving to meet the needs of all our children, whether this involves giving additional support to those who require this, or offering extension work to our more able pupils.
- value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

The objectives of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to teach children the basic skills of English, Maths, Science and information and communication technology (ICT)/Computing;
- to enable children to be creative and to develop their own thinking;
- to provide students with the skills, knowledge and character attributes that will enable them to thrive both personally and professionally
- to teach children about the developing world;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem and to live and work cooperatively with others.



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## Organisation and Planning

Our planning is designed to outline clearly and specifically what it is that we want our pupils to learn; how we intend to achieve this; what the success criteria would be for different students and how this is to be assessed. To help facilitate this we plan our curriculum in three phases.

- We follow an agreed long-term plan for each year group. This indicates what topics are to be taught in each term.
- Medium-term plans give clear guidance on the framework of objectives and teaching strategies/proposed learning opportunities for each topic or unit.
- Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Short-term plans are expected to change in response to learning outcomes and the different progress different students make, as well as pursuing the students' interests.

## Key skills

As a school, we deem the following skills to be 'Key Skills':

- Verbal and written communication;
- application of number;
- information technology;
- working with others;
- improving one's own learning and performance; independent, academic enquiry
- problem-solving;
- independent enquiry.

In our curriculum planning we consider these skills carefully, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

The school places a strong emphasis on the teaching of Physical Education, Music, Science and Drama and the learning of Foreign Languages and as a result these subjects are taught – where applicable - by specialist teachers in both Key Stages 1 and 2.

Secondary specialist teachers, as well as non-teaching staff with valuable real-life experience, also contribute to the development of Primary students through the weekly 'University' sessions.

## Primary & Secondary Curriculum Commitments

### Primary

#### Early Years Foundation Stage

The Early Years Foundation Stage follows the Early Years Foundation Stage (EYFS) framework. Children learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development. There are 3 prime areas which are those most essential for a child's healthy development and future learning which children will mostly develop first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

We provide an interactive and stimulating environment where children have continuous access to a range of learning resources both



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inside and outside. Alongside guided activities, children are encouraged to access the continuous provision independently.

## Key Stage 1 and 2

We aim for our curriculum to adopt a cross-curricular, integrated thematic approach, taking advantage of creative links designed to engage learners and establish strong learning connections. To facilitate the transition between key stages, KS1 children also have access to continuous provision.

The curricular areas which are taught in Key Stage 1 are as follows:

English, Maths, Science, Computing, History, Geography, Art and Design, Design and Technology, PE, Music, PSCH and Mandarin (optional).

## Key Stage 2

The curricular areas which are taught in Key Stage 2 are as follows:

English, Maths, Science, ICT and Computing, History, Geography, Art and Design, Design and Technology, MFL, PE, Drama, Music and PSCH.

Although Religious Education is not taught as a discrete subject, PSCH and weekly assemblies are used as opportunities for widening our pupil's knowledge of different religious beliefs. Acceptance and awareness of others is also highlighted through charity events which are regularly held and committee meetings.

Regular class trips and outdoor activities relating to class work are undertaken and after school CCAs are also an important part of the development of pupil's skills and interests.

Children in Key Stage 1 and 2 are set age appropriate homework assignments. Details of these can be found in the relevant homework policies.

## BSB University

At BSB we encourage and allow our pupils the opportunities to take 'control' over their learning. Throughout the year our pupils will select courses of study which are of particular interest to them and gain skills, knowledge and understanding relating to these course. During the academic year our pupils will select a total of 3 courses, each of which lasts for seven t weeks. Courses undertaken by pupils are monitored to ensure that they are receiving a balance of learning opportunities and skills. The BSB University has close links with the concept of 'Every Child Matters – Change for Children', the former NC Primary review which 'encourages creativity and inspires a commitment to learning that will last a lifetime' and also 'offers schools greater flexibility to tailor teaching and learning for their pupils'.

The Secondary School is an international school in every sense. The school is proud to open its doors to students from around the world and we strive to create and deliver a broad-based curriculum, which is founded on the principles set out by the National Curriculum of England, Wales and Northern Ireland. The School aims to promote not only the academic development of every student, but also the moral, cultural, physical and spiritual aspects, to equip each young adult with the skills necessary to move into the global society beyond the school gates.

The Secondary School offers an educational framework to Key Stage 3, 4 and 5 students. The school is undergoing a period of growth, expansion and curriculum development, and changes are being designed and implemented to meet these aspects.

In Key Stage 3 students follow a range of subjects including: Mathematics, English, Science, Modern Foreign Languages (French, German, Spanish and/or Mandarin), Computer Science, History, Geography, Art, Drama, Music, Physical Education, Design Technology, World Religions and PSCH.

In Key Stage 4 students follow a programme of International General Certificates in Secondary Education (IGCSEs) and/or GCSEs. Currently there are 4 compulsory subjects taken by all students and these include: Mathematics, English (Language/Literature), a Modern Foreign Language (French, German, Spanish or Mandarin) and PE. To complement these, students choose a further 5 subjects from a range of option subjects (set in option blocks) which include: Business Studies, Biology, Physics, Chemistry, History, Geography, Music, Art, Design Technology, ICT, a second MFL and Drama. If the course is deemed necessary a small number of students may opt to take Combined Science instead of Biology, Physics or Chemistry.

In Key Stage 5 students follow a maximum of 4 GCE (Edexcel/CIE) AS/A2 examination courses (or in certain cases 2-year linear A level



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courses in line with recent UK changes to Key Stage 5 courses) consisting of Art, Music, Geography, History, Biology, Chemistry, Computer Science, Physics, Applied ICT, Business Studies, Economics, German, French, Spanish, Mandarin, English Literature, Sociology, Drama, DT, Maths and Further Maths. Further Maths is also offered for more able students and AS Drama is offered as an AS-only option.

Students in Key Stages 3 and 4 follow the Personal, Social and Health Education programme which aims to help develop confident, healthy responsible young adults. The programme is supported by the pastoral programme developed with the Secondary School. Students participate in an assembly held once a week.

In addition to academic subjects, all Year 12 students are offered the opportunity to choose from a range of 'enrichment' subjects. Currently, the options available for students are PE, Critical Thinking, CSLA, IELTS and IGCSE Maths and English. It is hoped that as the sixth form grows, we are able to offer a wider range of enrichment options to both Years 12 and 13.

The Secondary School looks at the needs of every student and designs a programme of study to suit each individual. Students who enter the school sit an English Proficiency test and a Mathematics paper based on the age of the student. This helps the school offer the most appropriate courses and, where necessary, offer support in English as a Second Language and Special Educational Needs or Accelerated Learning Support. Students in EAL are encouraged to take Cambridge English exams, typically KET and PET, for which they are offered preparation. PSHCE lessons enable students to explore career and progression choices.

Students are able to enter for certain examinations early, particularly in relation to MFL courses and Mathematics. Where provision there is also coaching, guidance and examination arrangements are made for mother tongue native speakers.

At BSB we strive to push students to achieve their full potential, both academically and within the broader co-curricular programme. Students are offered a range of activities after school which include, ICT, sports, music and art. The school facilitates the International Award (formerly known as the Duke of Edinburgh Award) and this is offered to Key Stage 4 students. Teachers also offer a number of subject booster clubs in all Key Stages.

BSB is one of the few schools in Romania that offer work experience placements. All Year 11 and 12 students complete at least one week of Work Experience, overseen by the school, during Term 3.

## Assessment & Evaluation

All pupils are assessed on a regular basis and through using a variety of assessment techniques. Further details regarding this can be found in the school's assessment policy

## Equal Opportunities

All pupils at BSB are given equal opportunities regardless of race, colour, background or ability. This includes pupils who have either been highlighted as having additional learning needs or who are regarded as being gifted and talented. Further details regarding this can be found in the 'Gifted and Talented' policy and also the 'Special Needs' policy.

## Health & Safety

Care and supervision of pupils is a concern above all others in BSB. The 'duty of care' is an obligation undertaken by all staff to ensure full supervision of all pupils throughout the school day. Further details regarding this can be found in the school's Care and Supervision policy.



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## Appendices

- 1) National Curriculum for England and Wales (<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>)
- 2) Every Child Matters – Change for Children
- 3) British School of Bucharest Assessment Policy
- 4) British School of Bucharest Able and Talented Policy
- 5) British School of Bucharest Special Needs Policy

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