



CURRICULUM POLICY

Purpose and Scope

The British School of Tenerife is committed to providing an ambitious, inclusive and high-quality British education within an international context. The curriculum is designed to meet the needs of all learners from the Early Years Foundation Stage (EYFS) to Sixth Form and supports academic excellence, personal development, wellbeing and preparation for future education, employment and life.

This policy establishes the principles, responsibilities and procedures that govern curriculum design, implementation, assessment, monitoring and review across the school.

Mission and Curriculum Aims

The curriculum reflects the school's vision and values and aims to develop learners who are:

- Academically successful and aspirational
- Confident, resilient and independent
- Respectful and responsible citizens
- Effective communicators
- Digitally competent
- Globally aware and culturally sensitive
- Prepared for further education, employment and lifelong learning

The curriculum promotes:

- Excellence in literacy and numeracy
- Intellectual curiosity
- Critical thinking
- Creativity and innovation
- Personal wellbeing
- Leadership and service
- Global citizenship

BSO Framework Alignment

Curriculum provision is designed to meet the expectations of British Schools Overseas standards through a broad, balanced and ambitious curriculum which enables students to make sustained progress and achieve well.

Leaders maintain evidence of implementation and impact through:

- Curriculum reviews
- Learning walks
- Lesson observations

- Book scrutinies
- Attainment and progress analysis
- Student voice
- Parent feedback
- School improvement planning

Curriculum Design Principles

The curriculum is:

Ambitious

All students are challenged to achieve highly regardless of starting point.

Inclusive

All students have access to a broad and balanced curriculum through appropriate support, adaptations and interventions.

Knowledge Rich

Students develop secure substantive and disciplinary knowledge across all subject areas.

Sequential

Learning is carefully planned so knowledge, concepts and skills build progressively over time.

Future Focused

Students are prepared for success in examinations, university pathways, employment and life within an international context.

Curriculum maps identify progression in:

- Knowledge
- Skills
- Vocabulary
- Concepts
- Personal development outcomes

Curriculum Intent

All subjects articulate clear curriculum intent statements which identify:

- Essential knowledge
- Subject-specific skills
- Key vocabulary
- Personal development opportunities
- Assessment expectations

Curriculum intent is reviewed annually to ensure continued relevance and effectiveness.

Curriculum Implementation

Schemes of learning are carefully sequenced to support progression.

Teaching is characterised by:

- High expectations

- Adaptive teaching
- Effective questioning
- Retrieval practice
- Explicit instruction
- Meaningful feedback
- Assessment for learning

Subject leaders monitor implementation to ensure consistency, challenge and progression across all phases.

Curriculum Impact

Curriculum impact is evaluated through:

- Student attainment
- Student progress
- Internal assessments
- Public examination outcomes
- Lesson observations
- Work scrutiny
- Learning walks
- Student voice
- Parent feedback
- Attendance and behavioural information
- Destination data

International Context

As a British international school located in Spain, the curriculum combines the strengths of the National Curriculum for England with an appreciation of Spanish culture, language and heritage.

Students develop:

- International mindedness
- Cultural understanding
- Respect for diversity
- Awareness of global issues
- Appreciation of both British and Spanish traditions

Equality, Diversity and Inclusion

The curriculum promotes equality of opportunity and seeks to eliminate discrimination.

The school ensures that curriculum content:

- Reflects diverse cultures and perspectives
- Promotes tolerance and understanding
- Challenges stereotypes
- Celebrates diversity

- Supports inclusion for all learners

The curriculum is regularly reviewed to ensure accessibility and representation for all students.

Early Years Foundation Stage

Children follow the EYFS Framework. Learning focuses on:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Assessment is ongoing and shared regularly with parents.

Primary Curriculum

Students follow the National Curriculum for England. The curriculum includes:

- English
- Mathematics
- Science
- Computing
- History
- Geography
- Art and Design
- Music
- Spanish
- Physical Education
- PSHEE

Strong emphasis is placed upon literacy, numeracy and personal development.

Secondary Curriculum

Students follow a broad and balanced curriculum at Key Stage 3 leading to internationally recognised qualifications.

Programmes include:

Key Stage 3

National Curriculum aligned provision.

- English
- Science
- Maths
- History

- Geography
- Foreign Language French/German
- PE
- Art
- Music
- Drama
- PSHEE
- Tutorial

Key Stage 4

Cambridge International and Pearson Edexcel IGCSE pathways.

- Coordinated & Combined Science
- English Language
- English Literature
- Mathematics
- PSHEE
- Tutorial
- Option 1: PE, History, French, German
- Option 2: Travel & Tourism, Business, Drama
- Option 3: Geography, Computer Science, Art

Key Stage 5

A Level programmes supporting progression to higher education and employment.

- Option 1: Art, Biology, Computer Science, English Literature
- Option 2: PE, History, Physics
- Option 3: Chemistry, Business, Drama
- Option 4: Maths, Psycholo

Assessment, Recording and Reporting

Assessment supports effective teaching and learning.

The school uses:

- Formative assessment
- Summative assessment
- CAT4 assessments
- GL assessments
- Internal examinations
- Public examinations
- Teacher assessment

Assessment information is used to:

- Monitor attainment and progress
- Identify intervention needs
- Inform planning

- Evaluate curriculum effectiveness
- Support school improvement

Moderation and standardisation activities are undertaken to ensure consistency and reliability.

Parents receive information through:

- Progress reports
- Full academic reports
- Parent consultation evenings
- Review meetings

The school uses assessment information to monitor individual, group and whole-school performance.

SEND Provision

The school is committed to ensuring equal access for students with SEND.

Provision may include:

- Provision maps
- SMART targets
- Individual support plans
- Reasonable adjustments
- Specialist interventions
- Review meetings

Progress is monitored regularly to ensure appropriate support and challenge.

English as an Additional Language

Students with EAL receive:

- Baseline assessment
- Language support
- Classroom adaptations
- Intervention programmes
- Ongoing progress monitoring
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The aim is to promote rapid language acquisition while maintaining access to the full curriculum.

More Able and High Prior Attainers

The school identifies high prior attainers through:

- CAT4 outcomes
- Assessment information
- Teacher judgement
- Examination performance

Provision includes:

- Stretch and challenge
- Enrichment opportunities
- Academic competitions
- Leadership responsibilities
- Independent learning opportunities

Provision is reviewed termly.

Provision for Vulnerable Learners

The school supports students who may experience barriers to learning.

This may include:

- Students requiring pastoral support
- Students experiencing social or emotional difficulties
- Students at risk of underachievement
- Students with attendance concerns
- Students requiring additional academic intervention

Appropriate support and monitoring arrangements are implemented to ensure positive outcomes.

Literacy

Literacy is promoted across all subjects. The strategy includes:

- Reading development
- Phonics
- Vocabulary instruction
- Writing development
- Disciplinary literacy
- Oracy
- Handwriting and presentation

All staff share responsibility for improving literacy outcomes.

British Values, SMSC and Personal Development

The curriculum is delivered in a balanced and objective manner and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The curriculum prepares pupils for the opportunities, responsibilities and experiences of life in British society through the promotion of British Values, citizenship education, PSHEE, community participation, leadership opportunities and understanding of democratic processes.

The curriculum actively promotes:

- Democracy
- Rule of Law
- Individual Liberty

- Mutual Respect
 - Tolerance
- Students develop spiritual, moral, social and cultural understanding through:
- Curriculum subjects
 - Assemblies
 - Tutor programmes
 - Community projects
 - Educational visits
 - Enrichment opportunities

Safeguarding Through the Curriculum

Safeguarding education is embedded across all phases of the school. Students receive age-appropriate education relating to:

- Online safety
- Healthy relationships
- Anti-bullying
- Mental health and wellbeing
- Personal safety
- Equality and inclusion
- Risk awareness
- Responsible decision-making

Curriculum leaders work closely with safeguarding staff to ensure progression and consistency throughout the school.

PSHEE and RSHE

The school delivers a planned programme that supports students' wellbeing and personal development. Topics include:

- Relationships
- Health and wellbeing
- Online safety
- Citizenship
- Diversity
- Equality
- Financial education
- Future pathways

The programme is age-appropriate and responsive to student needs.

PSHEE and RSHE encourage respect for other people and promote understanding of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation as defined by the Equality Act 2010.

Careers Education

Students receive impartial careers education and guidance. Provision includes:

- Careers events
- Employer encounters
- University guidance
- Work-related learning opportunities
- Individual guidance interviews
- Careers guidance is impartial, accurate and up to date.

The programme supports informed decision-making regarding future education and career pathways.

Student Voice

Student views are gathered through:

- School Council
- Focus groups
- Surveys
- Leadership opportunities

Student feedback informs curriculum review and school improvement processes.

Enrichment and Personal Development

Students participate in a wide range of activities including:

- Sports
- Music
- Drama
- Educational visits
- Service projects
- Leadership opportunities
- Clubs and competitions

Participation and impact are reviewed annually.

Roles and Responsibilities

Governors

Governors are responsible for:

- Monitoring curriculum effectiveness
- Ensuring compliance with BSO standards
- Providing support and challenge
- Holding leaders accountable

Principal and Academic Director

Responsible for:

- Strategic curriculum leadership
- Compliance and quality assurance

- Monitoring outcomes
- Resource allocation

Phase Leaders

Responsible for:

- Curriculum implementation
- Monitoring standards
- Supporting staff development

Subject Leaders

Responsible for:

- Curriculum development
- Assessment analysis
- Quality assurance
- Subject improvement planning

Teachers

Responsible for:

- Delivering the curriculum effectively
- Assessing learning
- Meeting individual needs
- Maintaining high expectations

Quality Assurance

The school operates a comprehensive quality assurance programme including:

- Lesson observations
- Learning walks
- Book scrutiny
- Assessment analysis
- Curriculum reviews
- Stakeholder feedback
- Student voice

Findings inform professional development and school improvement priorities.

Curriculum Review and Evaluation Cycle

Each subject undertakes an annual review considering:

- Curriculum intent
- Implementation
- Impact
- Assessment outcomes
- Inclusion
- Resource effectiveness

Findings contribute to departmental and whole-school development planning.

Information for Parents

The school provides curriculum information through:

- The school website
- Curriculum overviews
- Parent information events
- Newsletters
- Academic reports
- Parent consultation meetings

Parents are encouraged to engage actively in their child's education.

Governance and Leadership

Governors receive regular reports covering:

- Curriculum implementation
- Student attainment and progress
- SEND provision
- EAL provision
- Safeguarding
- Personal development
- Examination outcomes
- Destination data

Governors use this information to support strategic planning and accountability.

Policy Review

This policy will be reviewed every two years or sooner in response to:

- Legislative changes
- BSO requirements
- Inspection findings
- School improvement priorities

Written by:	Samantha Horsley-Lloyd		
Agreed Date:	June 2024		
Board of Governors			
	Print Name:	Signed:	Date:
Academic Director:			
	Print Name:	Signed:	Date:
Review Date:	September 2026		