



**THE BRITISH
INTERNATIONAL SCHOOL
BUDAPEST**

A NORD ANGLIA EDUCATION SCHOOL

Curriculum Policy

Curriculum Policy 2023

Original Date: 1st August 2019

Current Version: Oct 2023 v. 02

Review period: 2 years

Next of review: Sept 2025

Responsibility: Principal, HoS

Related policies: Assessment; Teaching & Learning; Learning Support and Transition; GCSE and IB Options Booklets

1. The Curriculum and our Mission

1.1. Underpinning our curriculum is our school mission:

The British International School Budapest is a caring, multicultural community where the development of the intellect is complemented by the pursuit of personal and interpersonal growth.

We aspire to excellence. We pursue deep learning in all that we do, through disciplined inquiry, reflection and perseverance.

We act with integrity. We are true to ourselves, our values and our community.

We embrace diversity. **We believe that each child's individuality is defined through our differences and that together we can achieve more than we can alone.**

We cultivate responsibility. We foster personal responsibility and global citizenship for a sustainable, peaceful future.

We nurture each student's ambitions, through the development of the skills, resources and dispositions to thrive, in school, through university and throughout life.

1.2. The curriculum is organised to enable us to fulfil our mission of developing the skills, resources and dispositions to thrive, in school, through university and throughout life.

1.3. As we are an IB World School, our curriculum also serves the mission of the IBO:

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect."

The IB encourages "students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

2. Scope

- 2.1. The curriculum is defined for the purposes of this policy as the total planned experience of students in school, which includes lessons, registration, assemblies, homework, co-curricular activities, service-learning projects, competitions, expeditions, visits and residential trips, sporting fixtures, performances and concerts.
- 2.2. We provide a broad curriculum experience which allows students the opportunity to experience progressively more challenging linguistic, mathematical, scientific, technological, aesthetic, creative, physical, human and social educational experiences, and to build positively on their learning in those areas within a supportive environment.
- 2.3. We provide a varied and balanced academic curriculum, from Early Years to Sixth Form, which includes opportunities for students to participate in a wide range of co-curricular learning.

3. Aims

- 3.1. Our curriculum aims to:
 - Provide a broad and balanced education for all students through the medium of English language;
 - Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these effectively;
 - **Support students' spiritual, moral, social and cultural development;**
 - **Support the development of students' understanding of democracy, rule of law, individual liberty, and mutual respect;**
 - **Support students' physical development, responsibility for their own health, and enable them to be active;**
 - Promote a positive attitude towards learning and allow the acquisition of skills and dispositions for effective and efficient learning;
 - Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support;
 - Prepare students for subsequent stages of their education, at BISB and beyond;
 - **Develop students' independent learning skills and resilience, to equip them for tertiary education in English language medium institutions.**

4. Organisation

BISB provides an age-appropriate curriculum for students from age 3 to 18. The curriculum is based on, but not limited to, the National Curriculum for England from age 3 to 16 and the International Baccalaureate Diploma Programme for ages 16 to 18.

5. Inclusion

- 5.1. Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
 - 5.1.1. More able students
 - 5.1.2. Students with low prior attainment
 - 5.1.3. Students from less advantaged backgrounds
 - 5.1.4. Students with SEND
 - 5.1.5. Students with English as an additional language (EAL)
- 5.2. Teachers will take account of the needs of students whose first language is not English. Lessons will be planned so as to help students to further develop their English, and to support students to take part in all subjects.

6. Curriculum monitoring

- 6.1. The Deputy Heads (Primary and Secondary) are responsible for monitoring the organisation and provision of the curriculum, working with and through Primary and Secondary Leadership Teams and Middle Leaders.
- 6.2. Members of the Primary and Secondary Leadership Teams line manage Middle Leaders and ensure that they carry out their responsibilities with regard the curriculum.
- 6.3. People responsible for specific areas are:

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| • EYFS: | Head of Early Years Centre |
| • KS1: | KS1 Phase Leader |
| • KS2: | Phase leaders for Years 3&4 and 5&6 |
| • KS3: | Deputy Head Secondary; Heads of Department |
| • KS4: | Deputy Head Secondary; Heads of Department |
| • IBDP: | IB Diploma Programme Coordinator |
| • PHSE Primary: | Primary Personal learning and Wellbeing Leader |
| • Literacy, Primary: | KS1 and KS2 Literacy Leaders (2) |
| • Mathematics, Primary: | Mathematics Leader Primary |
| • PHSE/Guidance Secondary: | Assistant Head Secondary; Guidance Leaders (3) |
| • EAL Primary: | Deputy Head Primary |
| • EAL Secondary: | Head of EAL Secondary |
| • Service Learning Secondary: | Social Impact Lead & CAS Coordinator |
| • Co-curricular Learning: | Co-Curricular Learning Coordinator |
| • Careers and University Guidance: | Assistant Head Secondary; Careers and University Guidance Counsellor |
| • Learning Support: | Head of Student Support Services |