



3. Curriculum Policy

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Policy Statement

Our curriculum is based on the English National Curriculum. Our pupils are offered a wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare our pupils for the next stage of learning and enable them to be successful in the community. The curriculum underpins our school vision and mission:

Vision

To be the leading international school in Tunisia through a unique blend of strong values and innovative approaches to education.

Mission

To support all our pupils, regardless of their starting points, to gain the knowledge, skills and personal qualities needed to understand who they are and what they are capable of.

We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively and expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in a global society. We also provide opportunities for our pupils to learn about the wider world and our influence on it.

Aims

Our curriculum aims underpin our values and motto:

Values

Brave

Imaginative

Self-Disciplined

Tolerant

Motto

‘Work Hard, Dream Big.’

- All pupils are provided with outstanding learning experiences that lead to consistently outstanding levels of progress and achievement.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- All teachers and teaching assistants possess expert levels of knowledge in the subjects they teach.
- A positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.

- All pupils from the earliest opportunity are encouraged to develop independence, resilience, self-discipline, self-regulation, 21st Century skills (such as correct use of AI), responsibility and the ability to build resilience.
- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social, and cultural development.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

Key Skills

Key skills taught across school in all subject areas are also underpinned by our values and motto:

Values

Brave

Imaginative

Self- Disciplined

Tolerant

Motto

'Work Hard, Dream Big.'

BIST highlights the following as key skills underpinning our curriculum:

- Speaking and listening.
- Verbal and written communication.
- Application of number skills.
- Information technology.
- Working with others.
- Self-assessment, responsibility for self-improvement and performance.
- Problem solving and enquiry.
- Self-regulation and resilience.

Legislation and Guidance

As an independent, international school, we are not required to follow the National Curriculum for England. We recognise, however, the excellence of the National Curriculum of England in many areas, and we use appropriate resources when we believe them to be in line with our curriculum aims. Furthermore, as a Cambridge school we follow the guidance for the Cambridge School (Lower Secondary) at Key Stage 3, which follows the National Curriculum of England.

Roles and Responsibilities

Governance

The Governing Board/Britus will monitor the effectiveness of this policy and hold the Executive Principal to account for its implementation.

The Governing Board/Britus will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN, EAL and G&T.)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as IGCSEs and International A-levels, are approved by the secretary of state for England.
- The school implements the relevant statutory assessment arrangements.
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Executive Principal

Responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and approved by the governing board.
- Manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN, EAL and G&T.

Teaching Colleagues

The Vice and Assistant Principals work alongside the Executive Principal, taking responsibility for the daily implementation of the curriculum policy; ensuring all teaching staff are aware of their responsibilities and duties in regards to the policy.

Organisation and Planning

Subject areas follow the schemes of work for Development Matters (EYFS,) the English National Curriculum (KS1 & 2,) Cambridge Schools at Key Stage 3 and the programmes of study for Key Stages 4 and 5. We take great care to plan our curriculum carefully, in order that there is coherence and progression at every stage. Our curriculum maps demonstrate what is being taught each term for all subjects, as appropriate to year groups. Long-term plans are reviewed on an annual basis.

Through the curriculum, we aim to equip children with the knowledge, skills and attitudes which will enable them to:

- Be brave, imaginative, self-disciplined and tolerant.
- Be creative, imaginative thinkers.
- Be problem solvers.
- Be unafraid of making mistakes.
- Challenge themselves to do even better.
- Be enquiring and inquisitive.
- Understand their own and others' emotions and feelings.
- Form their own views and be able to articulate them.
- Be respectful towards others who are different and/or have different views.

- Become avid readers.
- Have a sound knowledge of what it means to be British and how British values relate to living in Tunisia and their own culture.
- Avoid being taken in by spurious arguments.
- Be able to act appropriately in a range of “risky” situations.
- Develop confidence.
- Develop a good sense of humour and a sense of perspective.
- Work as part of a team where necessary.
- Be aware of how to live a healthy lifestyle.
- Enjoy positive relationships with others.
- Know the difference between right and wrong.
- Know how to care for the environment.
- Know how to use AI to support and develop their work.

The above is not an exhaustive checklist but sets out our priorities for our children’s academic, personal, social and emotional development.

The Community

Pupils and their families can provide and share a wealth of knowledge about themselves. We will consider inviting family members or parents into our classrooms as community experts. We will encourage them to talk to the pupils, read a book or show a short film about an issue that is relevant to their culture or a topic about which they are passionate.

We will invite members of the wider school community to visit school as guest speakers and talk openly about a topic that explores: Equality; Diversity; Local and Global issues. The more students are exposed to diverse people and groups, the more prepared they will be for life beyond the classroom.

Enrichment

We are committed to the broadest educational offering, that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of skills is offered through our enrichment programme, events, school trips, visiting specialists, cultural projects and themed days/weeks.

Inclusion

We believe all pupils can succeed when given the appropriate support and challenges. Pupils are offered a personalised learning approach, appropriate to their age, need and level. Further information can be referred to in our EAL, SEND and G&T policies.

Assessment, Monitoring and Evaluation

All pupils are assessed regularly throughout the academic year using a variety of assessment techniques. Further details are referenced in our ‘Assessment and Reporting’ Policy. The Executive Principal and SLT will continuously monitor the effectiveness of the curriculum. Parent and pupil surveys, from follow on schools and pupil progress data will all be taken into consideration. Action points will be agreed and discussed with staff. The Executive Principal will include curriculum developments in the board reports.

References

Legislation:

- The English National Curriculum 2014.
- Cambridge School.
- The Early Years Statutory Framework 2021.
- Every Child Matters,

It is linked to the following policies and procedures:

- Teaching & Learning.
- Gifted and Talented.
- SEND.
- EAL.
- Marking & Feedback.
- Assessment & Reporting.
- PSHE & SMSC.
- British Values.