

THE BRITISH INTERNATIONAL SCHOOL OF STAVANGER

'Creating the role models of the future'

Curriculum Policy – Primary School

This policy has been drawn up following full consultation with the BISS Senior Management Team, the teaching staff and members of the School Board.

The aims and underlying principles of the Curriculum

The curriculum is designed to provide for all students, in a safe and secure environment conducive to learning, the opportunities to:

- experience a broad and balanced curriculum based on the National Curriculum (England & Wales) and the IBO Primary Years Programme, which encourages them to fulfil their potential in the many different areas relevant to their abilities, skills and interests.
- acquire and develop knowledge, understanding and skills necessary
- to progress with confidence to the next stage of their education through a process which encourages them to engage in lifelong learning.
- to participate as active citizens in a multi-ethnic society.
- to develop for themselves an active healthy lifestyle.
- enable them to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
- develop the key skills of literacy, numeracy and ICT.
- develop co-operative and interpersonal skills.
- acquire the study skills necessary to realise their learning potential.
- become receptive to new ideas and to make independent and informed decisions which affect themselves and others.
- acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations.
- appreciate the complex human interaction with, and dependence upon the local and global environment and to develop a caring and responsible attitude to the environment.
- appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits; and to experience a sense of personal achievement in some of these fields.

In the curriculum models that follow there is an understanding that:

- all students are entitled to, and should be offered, a comparable range of educational opportunities.
- there are differences in the abilities, aptitudes, interests and other characteristics of pupils which need to be catered for.
- the learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.
- Extra-curricular activities, such as school productions, fund raising activities, educational visits, residential all contribute to the total learning experience.
- there is an obligation to meet the full requirements of the IB Primary Years Programme and the National Curriculum (England & Wales) coupled with local requirements laid down in Norwegian law.

Curriculum Policy Primary School (PYP) 2016 - 2017

Time Allocations & Cross Curricular approaches

The following is a guide to the amount of time teachers aim to allocate to each subject area when planning the delivery of the curriculum. The IBO Primary Years Programme is organised into trans-disciplinary units of enquiry and a cross curricular approach is used to maximise learning opportunities. For instance, English and Mathematics time can be used to deliver Design & Technology or History and Geography (Social Studies). The school's policy is to be innovative, creative and flexible.

Lower PYP

| Subject | BISS Hours | % of directed teaching time | UK recommendations for comparison (h:min) |
|-------------------------|--------------|-----------------------------|---|
| English | 5:00 | 23 | 5:00 – 7:30 |
| Mathematics | 5:00 | 23 | 3:45 |
| Science | 1:15 | 7 | 1:30 |
| *Design & Technology | 1:00 | 5 | 0:50 |
| ICT | 1:00 | 5 | 0:50 |
| *History Geography & RE | 2:00 | 10 | 2:40 |
| Modern Foreign Lang. | 0:45 | 5 | 0:00 |
| *Art & Design | 1:00 | 5 | 0:50 |
| *Music | 1:00 | 5 | 0:50 |
| PE | 2:00 | 10 | 2:00 |
| *PSHE & Citizenship | 1:00 | 5 | 1:00 |
| TOTAL | 21:00 | 100 | 21:00 |

Upper PYP

| Subject | BISS Hours | % of directed teaching time | UK recommendations for comparison (h:min) |
|-------------------------|--------------|-----------------------------|---|
| English | 5:00 | 21 | 5:00 – 7:30 |
| Mathematics | 5:00 | 21 | 4:10 – 5:00 |
| Science | 2:00 | 9 | 2:00 |
| *Design & Technology | 1:00 | 4 | 0:50 |
| ICT | 1:00 | 4 | 0:50 |
| *History Geography & RE | 4:30 | 13 | 2:40 |
| Modern Foreign Lang. | 1:30 | 7 | 1:00 |
| *Art & Design | 1:00 | 4 | 0:50 |
| *Music | 1:00 | 4 | 0:50 |
| PE | 2:00 | 9 | 2:00 |
| *PSHE & Citizenship | 1:00 | 4 | 0:50 |
| TOTAL | 25:00 | 100 | 23:30 |

**Foundation subjects are taught as trans-disciplinary units*

Curriculum Policy Primary School (PYP) 2016 - 2017

Curriculum Organisation

The IBO Primary Years Programme (PYP) and the England & Wales (UK) National Curriculum is taught throughout the primary school. A 'through school' plan has been designed to ensure that statutory requirements are covered; progression occurs throughout each department; that balance and creativity is achieved within and across each year of the PYP and that continuity occurs between departments.

Children of five years of age and under

Children are admitted to the BISS Primary School at the commencement of the academic year in which they will attain their fifth birthday. In this respect the school follows the requirements of the Early Years Foundation Stage (EYFS) for the reception year. Close links are forged with the Pre School department which also follows EYFS guidelines, but operates independently as a private Norwegian Barnehave in accordance with locally agreed kommune regulations.

Personal, Social & Health Education (PSHE) & Citizenship

The need for children to 'Be Healthy; to Stay Safe; to Enjoy & Achieve; To achieve Economic Well-Being and to make a Positive Contribution to the Community lies at the heart of the primary and secondary curriculum. The programme for PSHE & Citizenship is integrated into the Primary Years Programme and Middle Years Programme through the prescribed areas of interaction. The SEAL programme is used to support the PSHE & Citizenship curriculum.

Special Educational Needs, Learning Difficulties and/or Disability

Teacher Assistants are employed to support class teachers where children have learning difficulties and/or disabilities and English as an Additional Language (EAL). Learning Support Assistants are employed for 'one to one' support where a **significant special educational need is identified (School Action plus) and private funds** are made available to support the recommendations of an Educational Psychologist. (Refer to SEND policy) Where a child has a statement issued in the UK, school will discuss with parents, during the application process, the capacity of the school and local agencies in Norway to meet the needs of the child appropriately. Where possible, school will undertake to meet the needs of children with statements of special need.

Gifted & Talented Provision

All lessons are differentiated and teachers will extend and enrich a child's curriculum appropriately. Opportunities for gifted and talented pupils to participate in extra-curricular activities such as competitions and performances are built into the curriculum and promoted whenever possible. (Refer to Gifted, Able & Talented policy)

Information, Communication Technology (ICT)

ICT is taught both as a separate subject to ensure that skills are developed appropriately and throughout the whole curriculum to support and enhance learning opportunities in all subject areas. Computers, iPads and interactive whiteboard technology is available in all teaching areas.

Curriculum Policy Primary School (PYP) 2016 - 2017

Foreign Languages

The Norwegian Language is taught to all age groups commencing in Reception. Children receive differentiated programmes according to whether Norwegian is their mother tongue, or a Modern Foreign Language. Norwegian students are entered for Norwegian national tests where appropriate.

Spiritual, Moral, Social and Cultural Education (Religious Education)

The teaching of religious education is compulsory in Norway. Given the International background of students Religious Education is taught across the whole school and emphasis is placed on the study of comparative religions. The school integrates studies about the Christian, Islam, Hindu, Sikh, Jewish, and Buddhist faiths through PYP Social Study interdisciplinary units of work. Speakers from these religious groups **may** be invited into school to lead whole school assemblies.

Sex and Relationship Education

Sex and Relationships Education is taught within the Personal Social Health Education (PSHE) and Science curriculum. (Refer to separate policy).

Educational Visits

Educational Visits are used wherever possible to enrich and enhance the curriculum. A wide range of venues in the Stavanger/Sandnes area are available for pupils across the whole age range. Residential visits feature from Upper Primary upwards and are used to provide opportunities for outdoor pursuits. One residential visit is offered each year, usually during the summer term. The school undertakes full risk assessments of all off site venues.

Extra-Curricular Activities

Extra-curricular clubs take place between 1510 and 1600 hours and are available free of charge. The range of clubs available is dependent on the skills and interests of teachers and other staff employed at the school at any one given point in time. Similarly, clubs will be aimed at a particular age group. Parent volunteers and outside agencies are also welcomed into school to run activities. In addition to clubs run by teaching staff, the school also welcomes uniformed organisations which use the school's facilities free of charge.

Policy reviewed May 2016