

**British International School of Stavanger**  
*'Creating the role models of the future'*  
**Curriculum Policy – Secondary School MYP & IB/IBCP**

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 International Baccalaureate MYP philosophy and programmes of study, which encourages students to fulfil their potential in the many different areas relevant to their abilities, skills and interests.
- acquire and develop knowledge, understanding and skills necessary
  - (i) to progress with confidence to the next stage of their education through a process which encourages them to engage in life long learning.
  - (ii) to participate as active citizens in a multi-ethnic global society.
  - (iii) 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:**

- (i) all students are entitled to, and should be offered, a comparable range of educational opportunities.
- (ii) there are differences in the abilities, aptitudes, interests and other characteristics of pupils which need to be catered for.
- (iii) the learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.
- (iv) extra curricular activities, such as school productions, fund raising activities, educational visits, residential all contribute to the total learning experience.
- (v) there is an obligation to meet the requirements of the curriculum laid down in Norwegian law.

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### Time Allocations & Cross Curricular approaches

The following is a guide to the amount of time teachers aim to allocate to each subject area in the MYP when planning the delivery of the curriculum. The MYP programmes of study are organised into units of inquiry and an interdisciplinary approach is used wherever possible to maximise learning opportunities. For instance, English and Mathematics time can be used to deliver Design & Technology or History and Geography (Social Studies/Individuals & Society) through trans-disciplinary units of work. In both the primary and secondary school, units of work centre on key questions, inquiry and the development of skills. The school's policy is to be innovative, creative and flexible.

#### Secondary School - MYP

Subject	BISS Hours <i>Directed teaching time</i>	% of directed teaching time	UK recommendations for comparison (h:min)
Language: English/Norwegian*	7:00	28	5:00 – 7:30
Language: Modern Foreign Lang.* (German/Norwegian)	2:00	8	1:30
Mathematics*	4:00	16	4:10 – 5:00
Science*	2:00	8	2:00
Technology: Design & Technology* & ICT*	2:00	8	1:40
Individuals and Society: History Geography & Ethics/RE*	3:00	12	2:40
Arts: Art & Design* & Performing Arts/Music*	2:00	8	1:40
Physical Education: PE	2:00	8	2:00
PSHE & Citizenship	1:00	4	0:50
<b>TOTAL</b>	<b>25:00</b>	<b>100</b>	<b>24:00</b>

### Curriculum Organisation

The International Baccalaureate (IBO) Programmes of study are taught throughout the school. A 'through school' plan has been designed to ensure that statutory requirements are covered; progression occurs throughout each school; that balance and creativity is achieved within and across each year of the schooling and that continuity occurs between phases of education. The PYP framework supports the core and foundation curriculum. Similarly, the MYP framework forms the basis of all studies in the secondary school leading to IB Diploma Studies.

### Student admissions

Students are admitted to the BISS Secondary School (MYP) at the commencement of the academic year in which they will attain their twelfth birthday. Students can be admitted throughout the programme, but from MYP 4 students must have a good command of the English language and, or prior experience in an MYP programme or equivalent courses. Admission into MYP 5 is granted in exceptional circumstances only.

### **Personal, Social & Health Education (PSHE) & Citizenship - MYP**

The need for students 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 Middle Years programme. The programme for PSHE & Citizenship is integrated into the Middle Years Programme through the prescribed areas of interaction.

### **Special Educational Needs, Learning Difficulties and/or Disability**

Teacher Assistants may be employed to support students where children have learning difficulties and/or disabilities. In respect of English as an Additional Language (EAL) additional support can be through small group withdrawal or in class. Learning Support Assistants are employed for 'one to one' support where a **significant special educational need is identified and private funds are made available to support the recommendations of an Educational Psychologist.** (Refer to SEND policy) Where a student has a recommendation for support issued in the UK, school will discuss with parents, during the application process, the capacity of the school and local agencies available in Norway to meet the needs of the child appropriately. In line with our policy to be fully inclusive school will undertake to meet the needs of students with individual education plans wherever practical.

### **Gifted, Able & Talented Provision**

All lessons are differentiated and teachers will extend and enrich a student's curriculum appropriately. Opportunities for gifted and talented students to participate in extra curricular activities such as competitions and performances are built into the curriculum and promoted extensively. Also refer to Educational Visits. (Refer to Gifted & 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, laptops, iPads and interactive whiteboard technology is widely available across the school.

### **\*Modern Foreign Languages**

The Norwegian Language is taught to all students. Students receive differentiated programmes according to whether Norwegian is their mother tongue, or a Modern Foreign Language. Norwegian A students are entered for local national tests – a requirement of the Norwegian government. Norwegian (Language B) is continued throughout the secondary school and German (Language B) is introduced when students enter the secondary school.

### **\*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, Philosophy and Ethics is taught across the whole school throughout the MYP programme with emphasis placed on the study of faiths and comparative

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religions through the Individuals and Society studies. Speakers from these religious groups **may** be invited into school to lead 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).

### **Careers Education**

The school makes provision for speakers to address students aged between eleven years and sixteen to discuss career choices and routes from school to the world of work. Students in MYP 4 undertake a one week work experience placement during the summer term. In MYP 5 students will complete Morrisby screening to assist them in considering career aspirations and to start guiding their choices of subject at IB Diploma/Vocational programme level linked to higher education requirements. Equally, educational visits to institutions and organisations are used to promote different working environments and the people who work there. Throughout the secondary curriculum students are encouraged to see the relevance of their studies in relation to their personal attributes and aspirations.

### **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 students across the secondary age range. Residential visits feature from MYP 1 are used to provide opportunities for outdoor pursuits and curriculum extension and enrichment. The school undertakes full risk assessments of all off site venues and activities.

### **Extra Curricular Activities**

Extra-curricular activities take place between 1510hrs and 1600hrs and are available at a small charge to cover costs and materials. The range of clubs available is dependant 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.

## IB Diploma/IB Careers Programme

During MYP 5 students will start to consider his/her post 16 studies. Counselling forms an important part of the decisions they make and both parents and students are involved in this process. The BISS College Annexe is where students will undertake their studies – an environment that allows them to make an appropriate transition to higher education and, or the world of work.

### Diploma Programme – Subject choices offered

Group	Subject	
Group 1	Language A: English	Standard & Higher Level
Group 2	Language B: Modern Foreign Lang. (German/Norwegian)	Standard & Higher Level
Group 3	Social Anthropology Information Technology Studies	Standard & Higher Level
Group 4	Science: Biology & Chemistry	Standard & Higher Level
Group 5	Mathematics: Maths Studies Mathematics	Standard & Higher Level
Group 6	Film Studies Psychology	Standard & Higher Level
Theory of Knowledge (TOK)		<i>Standard Level equates to three hours directed teaching per week</i>
Community Action (CAS)		<i>Higher Level equates to four hours directed teaching per week</i>

### IB Diploma Programme

Students wishing to complete an IB Diploma will select **six** subjects, one from each of the above groups. Students are required to study three of the subjects chosen at the higher level. In addition, all students study TOK and take part in CAS. Additional subject options may be available through IB Pomojo – Contact the Head of Secondary School for details.

### IB Careers Programme

Students wishing to complete an IB Diploma Careers Programme will select **three** subjects from the above list. There is no requirement for these subjects to be studied at the higher level. These studies are then combined with the vocational course on offer. Currently school is able, through its vocational provider (BTEC), to offer Sport Science. School is in a position to offer Business Studies and Creative Media depending on the number of applicants wishing to pursue this route.

This policy is reviewed every three years.

Policy reviewed May 2016