

## Primary School Curriculum Policy

### Purpose

The purpose of this policy is to clearly and simply outline the framework for the provision of the Primary School Curriculum to students in EYFS- Year 6, including transition procedures into Year 7.

### Overview

At IBSB, our primary school curriculum is based on the 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2023 framework in Early Years. Our rigorous, well planned curriculum, combined with high quality teaching, supported by our HPL approach, ensures that children are supported, challenged and inspired to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The curriculum includes all the planned activities that we as a school organise in order to promote learning, personal growth, development, and wellbeing. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'soft curriculum', or what the children learn from the way they are treated and expected to behave.

Our curriculum is delivered using the High Performance Framework that has two central tenets:

- A community wide belief that all pupils at IBSB can become high performance learners
- Systematically develop the thinking skills, values, attitudes, and attributes needed for lifetime success

### Aims

In line with the Curriculum 2030 challenge, we aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their level of high performance learning. At IBSB, we aim to offer an enjoyable, balanced and broad based curriculum, which provides:

- **A Learning Mindset** - all pupils are encouraged to actively participate and to understand that making mistakes is an important part of the learning process, helping them to excel.
- **Accessibility** - the curriculum enables all pupils to become confident, successful, independent learners, with support programmes to enable each and every pupil an equal opportunity to succeed in their studies.
- **Enquiry Led Learning** - which is a learner-centred approach that emphasises higher-order thinking skills. It may take several forms, including analysis, problem solving, discovery, and creative activities, both in the classroom and within the community. Most importantly, in enquiry learning pupils are responsible for processing the data they are working with in order to reach their own conclusions.
- **Expertise Development** - not just covering the curriculum, but developing the habits and behaviours associated with expertise in a given domain.
- **Rigor** - which develops critical thinking skills, challenging each and every pupil to strive to be the best they can be each and every day
- **Practice and Training** - building persistence and resilience through deliberate practice and training.
- **Feedback** – which is formative, timely and appropriate. Live feedback has been identified as the single most influential factor in helping individuals to progress, developing an understanding of the desired goal, evidence about their present position in relation to that goal, and guidance on how to close the gap between the two (See Feedback Policy)
- **Pupils taking control of their own learning journey** - success is more likely if pupils are motivated to learn. Motivation is increased when pupils develop the skills to be autonomous learners – able to practice, train, and learn without the teacher.



- **Encouragement** - for pupils to set high goals, which can be broken down into a series of smaller achievable targets, and to motivate and inspire our pupils to work toward achieving their goals
- **Extracurricular Enrichment** - to enable them to discover and develop their special talents and abilities
- **A Pastoral Care System** - which ensures all pupils feel included and valued, including an exploration of their spiritual, moral, cultural, mental, and physical development
- **A Safe, Comfortable Learning Environment** - where pupils feel secure, happy, and cared for
- **Values Based Opportunities** - to reflect on British and International values, including IBSB’s Core Values
- **Skills Development** - building essential skills from an early age, through pupil engagement in deeper learning, with the appropriate level of challenge

## Organisation and Planning

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (For more details please refer to the separate subject policies).

Separate subject time allocation per week:

Core	Cross Curricular	Languages	Specialist
English - 5 hours	Science – 2 hours	MFL (French, German or Spanish) – 2 hours	PE – 2 hours
Maths - 5 hours	History – 1 hour	Romanian/Romanian for Non Natives – 2 hours	Music – 1 hour
Computing – 1 hour	Geography – 1 hour		
PSHE – 1 hour	Art & Design – 1 hour		

## Early Years

The Early Years Foundation Stage is a curriculum from birth to five years old. We follow the new statutory framework, which came into effect in September 2021 (Updated in 2024), concentrating the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are:

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

Children’s play reflects their wide ranging and varied interests and preoccupations. Playing with peers is important for children’s development. Through play and practical experiences, children learn at their highest level about the world and their place in it. They learn through first hand experiences, talk, books, and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups, and those from diverse linguistic backgrounds.

### EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress
- a secure foundation through learning and development opportunities, which are planned around the needs and interests of each individual child and assessed and reviewed regularly
- partnership, working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported

In planning and guiding children's activities, our practitioners reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

## Key Stages 1 & 2

The Primary School follows the 2014 National Curriculum for English, Maths, Music, PE, MFL (where pupils have an option of studying French, German or Spanish) and Computing, which are taught as discrete subjects. PSHE is also taught as a discrete subject each week by teachers.

The cross curricular subjects are taught using objectives from the National Curriculum for Science, History, Geography, and Art and Design, and are linked/cross referenced with the curricula for English and Maths and adapted for the international nature of our school. Terms are themed so that we can teach in a cross curricular manner to give the learning environment more relevance. These themes are based on historical periods and run chronologically from Year 1 to Year 6. Each term, all year groups will explore the same concepts/values which will be used to underpin the enquiry led learning.

In addition, all children in Primary School are expected to learn Romanian either as a native (following an adapted Romanian curriculum) or as a non-native (following the MFL curriculum).

## Assessment, Recording, and Monitoring

**Regular formative assessment** is carried out by all class teachers with objectives and key skills tracked in all subjects, recorded using Kinderpedia and released to parents in real time. Assessment is the responsibility of the class teacher and is in line with the Assessment Policy. Teachers use informal assessment and observation on a daily basis to determine what children can do independently and plan next steps for learning accordingly. Formative Assessment takes many different forms and is reflected in the pupil's books/work in the detailed marking and provision of constructive live feedback. Children are encouraged to take ownership of their learning and respond and reflect on their feedback in order to improve during the lesson.

**Summative Assessment** supports teacher assessment in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. **EYFS pupils are assessed using the Foundation Stage Profile, recorded using Kinderpedia.** Pupil profiles are established for each child in Early Years and assessments are made against the Foundation Stage Profile Statements.

In Key Stages 1 and 2, children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. This is recorded from Years 1 – 6 using Kinderpedia. Pupil progress is reported to parents at three points in the year in writing, plus twice a year during parent meetings. Additionally, appointments may be made by parent or teacher request, where parents and teachers discuss a child's progress.

**Baseline assessment** is carried out in Year 3 and 5 using GL CAT4 tests. **Summative assessment** takes place throughout the year for all children in the form of end of topic tests/tasks, and is carried out each year using the **GL Progression Tests from Year 3 to Year 6 in Literacy, Maths and Science**, at the end of Term 3. In addition, writing tasks are completed each term in Key Stage 1 & 2, which are moderated by the teaching team in the Primary School.

## The Role of Subject Coordinators

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject coordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

The Role of the Subject Coordinator is to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- support staff development and improve the quality of teaching and learning over time
- keep self and other staff up to date with developments in their subject by relevant reading, training and policy development and updates
- liaise with appropriate bodies e.g. other schools, secondary school colleagues, etc. about matters relating to their subjects
- give consideration to any relevant risks in their subject and complete Risk Assessments, if appropriate
- provide efficient resource management for the subject
- map coverage of the curriculum to long term plans to provide a curriculum overview

## High Performance Learning

High Performance Learning (HPL) provides young people with a powerful toolkit in the way they approach learning. We truly believe that through HPL our students quickly develop the cognitive and emotional skill-sets to grow in confidence and more fully exercise their intellect. In time, these skills empower them to achieve their dreams and make an informed and valuable contribution within a rapidly changing world.

High Performance Learning (HPL) enables students not only to achieve academic excellence, but to develop a way of thinking and learning that develops mental agility, reasoning skills, and an appreciation of the benefits of working hard. Rather than focusing on early signs of under achievement that, in other schools, might have resulted in a student receiving less demanding work with lower expectations, HPL helps each individual to develop a multitude of cognitive and emotional attributes that give them the skills and resources to break through learning barriers.

There is a gap between how success is defined within school systems and what society, the workplace and the individual require in the wider world. At IBSB, we look to increase our students' performance, to look beyond their own geography and embrace a world-wise education. We believe that High Performance Learning liberates our students as high achievers with the skill-set to operate and empathise as true global citizens.

Many of the ACPs and VAAs were being employed at IBSB, prior to our introduction of HPL. Our focus now is to embed HPL into the day-to-day life of the school and teach students to use these skills within the taught curriculum, during pastoral time, and within extra-curricular activities.

## Spiritual, Moral, Social, and Cultural (SMSC)

At IBSB, we strive to create a learning environment that promotes respect, diversity, and self-awareness, and equips all of our pupils with the knowledge, skills, attitudes, and values they will need to succeed in their future lives. The curriculum provides a wide range of artistic, sporting, community, and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points. In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social, and cultural needs. The vast majority will be delivered through cross curricular activities as well as specific PSHE activities.

The school works to maintain a climate and ethos within which all pupils can grow and flourish, respect others, and be respected, accommodating difference and respecting the integrity of individuals.

## English as Additional Language

Pupils whose first language is not English are assessed prior to entry if possible, or during their first week if not, to determine their English language capabilities and needs. Extra support is provided through timetabled EAL (English as an Additional Language) lessons. These lessons aim to develop the pupils' English language skills and communicative ability and to build the pupils' confidence to succeed in an English speaking environment.

The number of lessons of EAL a week will vary from between 1-10 lessons per week depending on the pupil's level. All pupils with EAL needs will be given a personalised timetable with EAL lessons scheduled during the week. Children on the EAL programme do not have MFL lessons or Romanian as a foreign language. If they need more EAL lessons they may be taken out of English lessons or Cross Curricular lessons, or supported by the EAL team during these lessons.

## Special Educational Needs and Disabilities, SEND

At IBSB, we strive to screen new pupils for learning difficulties and disabilities during the first half term after their entry to the school, as well as acting upon any information passed on by the pupil's previous school. The entry assessments carried out aim to highlight those pupils who are more able and those who may have specific learning difficulties. Teachers may also identify a pupil as being SEND or More Able and Talented and complete a referral form to send to Student Services in order for assessment to be carried out, and where relevant an IEP completed with extra support outlined and monitored on a half term basis through our intervention programme.

Pupils who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs will have their needs considered individually by qualified specialist staff. The provision for a pupil with a learning difficulty depends on a pupil's need having been formally diagnosed and may include such help as group support within the classroom. Teaching staff are well-informed, have up to date knowledge of effective learning and teaching strategies, and are skilled at teaching lessons catering to the needs of pupils with learning difficulties and/or disabilities and those with particular special educational needs.

## Extracurricular Programme

IBSB offers an extracurricular enrichment programme designed to help pupils develop their social, interpersonal skills by working in a team, organising and leading projects and events, and being part of the wider community. All of these will happen across the year through a variety of projects and programmes: weekly assemblies, interschool sport competitions, interschool and public speaking competitions, charity clubs, Ambassador and House Captain projects, educational visits, House Games, drama productions, interschool talent shows, and special days and events celebrating internationalism like the United Nations Day and European Day of Languages.

## Transition Programme

We recognise that moving onto Secondary School can be a difficult and stressful time for Year 6 pupils, and their parents, so we have devised a transition programme, which should contain the following provision:

- PSHE sessions during Term 3 with moving on and SRE themes
- A graduation / farewell assembly in the week before the transition week
- Presentation from some Year 7 pupils to Year 6 to offer guidance and advice
- A 3 day transition programme in the Secondary School during the penultimate week of the year in which Year 6 follow a typical Secondary School day meeting their form teachers and subject teachers for the following year, if possible. They will have taster lessons and become familiar with the classes and teachers.
- A parent information meeting with the Key Stage 3 Coordinator, Deputy Heads of Secondary, Head of Secondary, and Year 7 form teachers on the last day of the transition programme
- A graduation ceremony on the penultimate Friday of the year
- A residential visit in their final week as Year 6



In addition, the Key Stage 3 Coordinator is provided with handover information by the Upper Primary School Coordinator, which contains the following:

- GL Data and analysis from the Progression Tests in English, Maths, and Science
- Teacher Assessments from Kinderpedia detailing their progress against the objectives
- School report from the end of year
- Relevant pastoral details about each pupil, including strengths, areas for development, social skills, behaviour, familial circumstances, medical issues, SEND, etc.
- The Secondary School will provide feedback from the HoD in core subjects / KS3 Coordinator after the first half term, to the Upper Primary School Coordinator about how well students have transitioned, if the levels are good in core subjects, to allow the Primary School to reflect on their KS2 and transition programmes.

## Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are organised by subject coordinators and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

## Homework

Homework is given in line with our school policy in English, Maths, and Languages. All homework is given within set times to allow children sufficient time to complete. We also provide children with opportunities to work on projects each half term related to the year group theme, which they present to their classmates and the wider community, including parents.

## Parents as Partners

Parents are the primary caregivers and in line with recent are deemed to be the most important teacher in the lives of the children in both the Early Years programme and Primary School programme. Parental involvement, therefore, has a significant effect on progress rates and pupil achievement. The level of student progress and achievement increases when a parent is generally interested and increases more when the parent shows strong interest. Many parents want to be involved in their children's education and as a part of our curriculum development, and in line with our HPL World Class Schools programme, we endeavour to involve parents in their children's learning in line with our Parent as Partners programme.

## Related Policies

- Early Years Foundation Stage Policy
- Primary School Assessment and Reporting Policy
- Primary School Behaviour for Learning Policy
- Primary School Feedback Policy
- Primary School Homework Policy
- Primary School Subject Policies
- Whole School BYOD Policy
- Whole School Differentiation Policy
- Whole School Diversity, Equality, Equity, and Inclusion Policy
- Whole School English Language Support Policy
- Whole School SEND & Inclusion Policy
- Whole School More Able and Talented Policy
- Whole School Child Safeguarding Policy

### Document Control

**Draft Issued**

AUG 2025



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<b>Signed off by</b>	SLT	
<b>Review Date</b>	AUG 2027	
<b>Review cycle</b>	2 year	