

## The British International School Istanbul Curriculum policy

BISI aims to provide a curriculum for all its students, offering breadth, balance, coherence, differentiation and progression. The curriculum is designed to help all students fulfil their individual academic potential, exploit their talents to the full, and appreciate through study the wealth of human achievement. This policy at BISI is under-pinned by the School's Guiding Statements.

*The British International School Istanbul provides a caring international environment, fostering cultural diversity. Individual students achieve their full academic potential, inspired to become lifelong learners and responsible citizens of the global community.*

### The BISI Curriculum

The BISI curriculum will:

- Cover the National Curriculum for England from EYFS to the end of Key Stage Three.
- Follow Cambridge International Examinations IGCSE in Key Stage Four.
- Follow the International Baccalaureate Diploma Programme in Key Stage Five.
- Seek to offer appropriate experiences beyond the statutory requirement that reflect the broader curriculum.
- Allow students to acquire and develop skills in speaking, listening, literacy and numeracy
- Recognise our cultural diversity and utilise Turkey's distinctive geography and rich history as a resource for learning.
- Encourage creativity, fitness and health, personal and emotional wellbeing.
- Encourage students to be global citizens and be aware of environmental and social issues.
- Incorporate regular assessment and reporting as detailed separately in the school policy.
- Allow senior students to apply to join universities of their choosing in a wide range of countries and to provide guidance to assist the process.
- Be reviewed by Middle and Senior Leaders annually to ensure that it continues to provide for the need of our students.

The curriculum is divided into key stages.

| Key Stage   | Age     | Year Groups         |
|---|---------|---------------------|
| Early Years Foundation Stage  | 2½ - 5  | EYFS 1 and EYFS 2   |
| Key Stage One   | 5 – 7   | Years 1 and 2       |
| Key Stage Two   | 7 – 11  | Years 3, 4, 5 and 6 |
| Key Stage Three   | 11 – 14 | Years 7, 8 and 9    |
| Key Stage Four <i>(Studies leading to a International General Certificate of Secondary Education (IGCSE))</i> | 14 – 16 | Years 10 and 11     |
| Key Stage Five <i>(Studies leading to The International Baccalaureate Diploma (IB))</i>                       | 16 – 18 | Years 12 and 13     |

#### Breadth

Breadth will allow students to have contact with different elements of learning – knowledge, concepts, skills and attitudes – and the different areas of learning – aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.

#### Balance

Balance will allow each area of learning and experience appropriate attention. Local, regional and international comparisons will be made in discussions concerning the best balance across the curriculum.

#### Coherence

Coherence will be achieved through planning and discussion, with schemes of work for all courses at all levels documented in advance. Monitoring activities aims to consider individual student progress over their whole curriculum.

Relevance will be achieved

- Through recognition of previous learning, with clear records maintained of work completed and standards achieved;
- Through planned progression;
- Through careful counselling in selection of subject options and ability groups, where maximum freedom of choice for the individual (within the inevitable constraints) will be a high priority.

Differentiation will be achieved

- Through setting (not in all areas) and grouping policies;
- Through teaching style and method;
- Through teacher response to individuals' work triggered by regular assessment of aural and written contributions.

Curriculum planning will take place throughout the year. Every effort will be made to match the resources of the school to the needs of its students, though it is accepted as inevitable that issues relating to viability may compromise curriculum ideals.

### **ICT/Computing across the Curriculum**

Students have access to appropriate ICT/Computing resources in all year groups/subject areas. They develop their skills in the use of ICT/Computing, both through the ICT/Computing curriculum, and through the appropriate use of ICT/Computing in all subjects.

### **Special Educational Needs/Gifted and Talented Students**

BISI recognises that every student has specific learning needs. The School is developing provision for students with specific learning needs. When necessary, an educational review is carried out by the SENCo, to determine the nature and extent of the special needs, to inform school practice. A register is kept of students who receive SEN support. BISI is developing a register of Gifted and Talented students, which will inform teaching and learning.

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

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 Primary and Secondary curriculum. The programme for PSHE & Citizenship is integrated into the Primary and Secondary Curriculum through the prescribed areas of interaction. The SEAL-GD programme in Primary is used to support the PSHE & Citizenship Curriculum.

### **Foreign Languages**

A range of foreign languages are taught at BISI:

|                |                                      |
|----------------|--------------------------------------|
| <u>Turkish</u> | – EYFS2 (Reception) to Year Thirteen |
| <u>French</u>  | – Year Three to Year Thirteen        |
| <u>German</u>  | – Year Seven to Year Thirteen        |
| <u>Spanish</u> | – Year Seven to Year Thirteen        |

Turkish as a Foreign Language is compulsory for all students in Years Seven to Nine who are not taking Turkish First Language.

Mother Tongue Teaching is encouraged in the school and currently Dutch, French, German, Hungarian, Korean and Russian and are taught by private teachers or parents.

### **Extension and Enrichment**

Educational visits, field trips, extra-curricular activities (clubs) and performance opportunities play an important role in extending and enriching the curriculum and developing our students.

### **Beyond BISI**

BISI provides appropriate careers guidance for students receiving Secondary education. The school prepares of students for the opportunities, responsibilities and experiences of adult life.