

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 underpinned by the School's Guiding Statements, our definition of Interculturalism, Internationalism, and our definition of High Quality Learning:

Vision and Mission

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.

Definition of Internationalism/Interculturalism

We aim to develop understanding and mutual respect within our community, allowing us to explore the beliefs, circumstances and values of all members; nationalities and cultures. We believe our internationalism provides better learning, acceptance, and a holistic acknowledgement that wonder and greatness comes from the diversity of difference.

Definition of High Quality Learning

Students can articulate their learning journey, accurately reflect upon their progress within an engaging enrichment programme, and successfully manage, synthesize and interpret new concepts at a high standard.

The BISI Curriculum

The BISI curriculum will:

- Follow a modified version of the National Curriculum for England from EYFS to the end of Key Stage Three.
- Follow Cambridge Assessment International Education 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 all areas of learning
- 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.
- Enable students to be global citizens and be aware of environmental and social issues.
- Develop students' technology skills and responsibilities as citizens of an increasingly digital world through the depth of our computing and ICT curricula, the inclusion of explicit digital safety/citizenship teaching when appropriate, as well as offering opportunities in many subjects and topics to use technology to support and further their learning.
- 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 variety of countries and provide guidance to assist the process.
- Be reviewed by Middle and Senior Leaders annually to ensure that it continues to provide for the needs of our students.
- Be available to the community via the school website as well as platforms such as Google Docs, Class Websites, Show My Homework and ManageBac

The curriculum is divided into key stages:

Key Stage	Ages	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 an 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 (IBDP))</i>	16 – 18	Years 12 and 13

In **Early Years Foundation Stage (EYFS), Key Stage 1 and 2**, students will receive the following lessons per week:

Subject	EYFS Per Week (30 min Lessons)	KS1 Lessons Per Week (35 x 40 min lessons)	KS2 Lessons Per Week (35 x 40 min lessons)
English (including library and reading)		9	7
Mathematics		6	6
Science		3	3
Computing		2	2
Art and DT		3	3
Humanities		3	3
Languages	1 (EYFS2)	1	3
Music	3	2	2
PE	3	2	2
Assembly	1	1	1
Enrichment Activities		2	2

- Students are able to take Mother Tongue lessons upon request of the parents. These lessons usually replace French for KS2 and are upon consultation with the classroom teacher in KS1.
- Turkish in KS2 is differentiated for Mother Tongue Turkish and Turkish as a Foreign Language.
- Year groups decide whether to stream students for subjects such as English and Mathematics.
- PSHCE is explicitly taught in all subjects (see EYFS/Primary PSHCE Policy) as well as in several stand alone lessons each term.

In **Key Stage 3** students take a wide range of subjects:

Periods per fortnight		
	Years 7 & 8	Year 9
Maths	6	7
English	8	7
Science	7	7
PSHE	2	2
Art	3	3
Music	3	3
Drama	3	3
Geography	4	4
History	4	4
Languages & ESL	6	6
Sport	4	4
ICT	3	3
Turkish	3	3
Activities	4	4

- In Y7 Maths 2 of the 6 lessons are taught at the same time with an additional teacher extracting the more mathematically gifted students for extension work
- In KS3 English, an additional teacher takes lower ability students for extra support for 2 lessons in the fortnight
- In Years 8 & 9 English and Maths classes are streamed
- Across KS3 Turkish is offered at 1st language and 2nd language levels.

In **Key Stage 4** all students study IGCSE English (either 2nd language or 1st language and/or Literature) and Maths (International Maths, Additional Maths is taken in Y11 by students who took extended International Maths in Y10) and normally six additional IGCSE subjects taken from the following selection:

Arts/PE	Sciences	Languages	Humanities	Other
Drama	Biology	French	Business	Comp. Science
Music	Chemistry	German	Economics	
Visual Art	Physics	Spanish	Geography	
Phys Ed		Turkish 1st lang	History	
		ESL	Sociology	

To maintain curriculum breadth & balance, students must select at least one subject from each of Arts/PE, Sciences, Languages and Humanities and have a further two free choices (allowing, for example, students to take 3 sciences or 3 arts) In Year 9 students are given information about IGCSE subject choices available and meet with the University Counsellor to discuss future plans and choices. Students submit a list of subjects they would like to study at IGCSE level - including two back-up choices - and this information is used to plan the option groups for the next Year 10 class such that as many students get their first choice as possible. Both English and Maths have 8 lessons per fortnight. All other IGCSE subjects have 6 lessons per fortnight. There are 2 lessons of PE per fortnight, 4 lessons of activities and 2 of PSHE.

In **Key Stage 5** Students do either the full IB Diploma Programme or courses from the IBDP. Subjects available are:

Arts	Sciences	Humanities	Language Acquisition	Maths	First Language
Music	Biology	Business	French B	HL	English Literature
Theater	Chemistry	Economics	<i>French AbIn</i>	<i>SL</i>	English Lang & Lit
Visual Art	Comp. Science	Geography	German B	<i>Studies</i>	Turkish
	Physics	History	Spanish B		
	Sport Science	Psychology	<i>Spanish AbIn</i>		
	<i>Environmental S & S</i>		English B		

Standard level subjects (italics) have a minimum of 7 lessons per fortnight, Higher level 9 lessons per fortnight, ToK 4 lessons and PSHE 2 lessons.

The curriculum is designed to have breadth, balance, coherence and relevance as well as being accessible to students with a wide range of abilities.

Breadth

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

Balance

Balance will allow each area of learning a proportion of the timetable appropriate for each year group. Determining the best balance across the curriculum will take into account the views of the stakeholders as well as requirements from external examination and accreditation bodies.

Coherence

Coherence will be achieved through planning and discussion, with schemes of work for all courses at all levels documented in advance and regularly updated whether produced within BISI or provided by external examination organizations. Regular collaborative planning meetings will ensure that:

- the curriculum meets the requirements of the courses
- the curriculum is articulated both vertically & horizontally
- curriculum documentation includes expected outcomes
- schemes of work include reference to approaches to learning (ATL) and the use of ICT where appropriate
- differentiation, assessment and language are all considered and detailed in the curriculum documentation
- opportunities to explore internationalism, interculturalism and aspects of digital citizenship are detailed in the curriculum documentation
- for IBDP the schemes of work include reference to ToK and the IB Learner Profile
- opportunities for high quality learning are explicitly referenced in the curriculum

Relevance

Relevance will be achieved

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

Accessibility

- Differentiation will be achieved
- Through setting (not in all areas) and grouping policies;
- Through planned differentiation for individual lessons within schemes of work;
- Through providing specific support for ESL and LS students;
- Through teaching style and method;
- Through teacher response to individuals' work triggered by regular formative and summative assessment for learning 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.

ICT/Computing and Digital Citizenship 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. Aspects of digital citizenship are an integral part of the Primary Computing programme of study and Secondary PSHE programme and are explored, as appropriate, within the broader curriculum.

Learning Support

The School does its best to cater for students with specific learning needs. When necessary, an educational review is facilitated by the Head of Learning Support to determine the nature and extent of the special needs and to inform school practice. A register is kept of students who receive LS.

Personal, Social & Health Education (PSHE) & Citizenship

The need for students to be healthy, to stay safe; to enjoy and achieve, to achieve economic well-being and to make a positive contribution to the community lies at the heart of the whole school curriculum. In EYFS 5 PSED values run through the setting that the children, parents and staff believe in. These are displayed on the walls of the outdoor learning areas and in each individual classrooms. The programme for PSHE & Citizenship is integrated into the Primary and Secondary Curriculum through the prescribed areas of interaction. The I-SUCCEED PSHCE programme in Primary is used to support the PSHE & Citizenship Curriculum. Aspects of digital citizenship are an integral part of the Primary computing curriculum and the PSHE programme in Secondary. Citizenship does not imply the values of any particular country but rather aims to produce responsible citizens of the global community.

Languages

A range of languages, other than English, are taught at BISI:

Turkish	– EYFS2 (Reception) to Year Thirteen
French	– Year Three to Year Thirteen
German	– Year Seven to Year Thirteen
Spanish	– Year Seven to Year Thirteen

All Students in Primary from EYFS 2 (Reception) take Turkish classes with the exception of those withdrawn for ESL support. Turkish as a Foreign Language is compulsory for all students in Years 7 to 9 who are not taking Turkish First Language or ESL.

Mother Tongue Teaching is encouraged in the school and currently Bulgarian, Chinese, Dutch, French, Japanese, Korean, Russian and Turkish are taught by private teachers or parents.

Extension and Enrichment

Educational visits, field trips, extracurricular activities (clubs), sports teams, recreational sports and performance opportunities play an important role in extending and enriching the curriculum and developing our students.

Beyond BISI

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