



BUDAPEST BRITISH INTERNATIONAL ACADEMY

Address: 1025Budapest,Berkenye utca 13-15. Phone: +36305635528Homepage:www.bbiacademy.net E-mail: office@bbiacademy.net

CURRICULUM POLICY

Introduction

The curriculum comprises all the planned activities organised by the school in order to promote learning, personal growth and development; it is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The school curriculum includes a range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

Relevant School Aims

- Sustain a friendly, safe and interesting environment that stimulates and encourages the love of, and motivation for, learning.
- Treat everyone in our school community as an individual, valuing their contributions and accomplishments.
- Develop good home-school interaction and together improve the quality of learning.
- Ensure that our children follow a well-planned and stimulating programme of study, with a wide variety of learning opportunities that increases knowledge and promotes understanding.
- Determine and improve the capabilities, proficiencies and talents of each child in all sections of the curriculum.
- Work with the children to attain the high standards that we expect from them in all aspects of school life.



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- Help the children develop a sense of right and wrong as the foundation for relationships, alongside consideration of the rights, feelings and well-being of all others.
- Enable the children to make a positive contribution to our multicultural society and enjoy life, appreciating and coping with both its triumphs and challenges.

- **Curriculum Policy**

The school's curriculum documentation is intended to answer three basic questions both within individual curriculum areas and across the curriculum.

- Why? – articulated in the school philosophy, aims, and this curriculum policy.
- What? – described in long and medium term planning, schemes of work, and individual curriculum area documentation.
- How? – methods and processes outlined in the Teaching and Learning policy.

The general principle governing the curriculum of the school is that every child shall be entitled to and shall follow a curriculum which is balanced and broadly based. The curriculum will promote the spiritual, moral, cultural, mental and physical development of children at the school as well as prepare the children for the opportunities, responsibilities and experiences, allowing them to achieve their full potential.

Organisation and planning

We plan our curriculum in three phases. Each year group has a long-term curriculum plan that indicates what topics are to be taught in each term. We review our long-term curriculum plans on an annual basis. Overall we operate on a cycle of topics which provides both consistency and variety.

With our medium term plans, we give clear guidance on the objectives within each topic making use of Hamilton Trust for KS1, KS2 and KS3. Twinkle and Education City and My Maths for homework as we aim to become more environmentally friendly as well as keep up with the growing demand of IT skills. For other subjects we also use TES curriculum resources. Our short-term plans are written on a weekly or daily basis by our teachers,



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and used to outline learning objectives for each session and identify the resources and activities to be used in the lesson.

In the Foundation Stage (Reception) we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of the early learning goals within the seven areas of Learning and Development. These areas are as follows:

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

Expressive Arts and Design

Our curriculum planning focuses on developing children's sociability, enjoyment, skills and experiences. Our school supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Reception class builds on the experiences of the children in their Nursery learning.

At Key Stage 1 and 2, the curriculum at our school places a greater emphasis on the core and foundation subjects. Frequently, activities from the core subjects are linked to topics within the foundation subjects. Over the three terms of the academic year, each child has the opportunity to experience the full range of the UK National Curriculum subjects thereby providing opportunities to enhance their speaking and listening skills in all areas of the curriculum and develop their literacy and numeracy abilities as well as comprehension. In addition, at Key Stage 1 and Key Stage 2, we offer a choice of two world languages - Spanish or German. Furthermore, all Hungarian pupils have three hours of Hungarian per week. We also offer a Hungarian for Beginners course and have specialist teachers for Music, Drama, Dance and Art.



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Spiritual, Moral, Social and Cultural development

All curriculum areas have potential to make a contribution to each child's spiritual, moral, social and cultural development and opportunities for this should be considered in each area of the curriculum. The Competences scheme that ensures the coverage of SMSC aims is reviewed at the start of each academic year. For further information see the Competences Policy.

Assessment

Assessment is an integral part of teaching and learning. Our assessments are rigorous and robust and provide formative, summative and diagnostic feedback. Formative (F) assessment takes place in our daily teaching and on a term basis. The principles and practice of AfL are firmly embedded in the School. Summative (S) assessment takes place at the end of the academic year. Results are analysed carefully and used to track pupils' progress and inform planning.

Students with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If a child has a special need, our school does everything in its ability to meet that child's individual needs. If a child displays signs of having special needs, his/her teacher will inform the SEND coordinator who will liaise with the parents about the need for an assessment to be made by an appropriate external specialist. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the regular class organisation.

The school will make provision for pupils with SEND to match the nature of their individual needs, as specified in the SEND Policy; the class teacher and SENCO will maintain regular records of the pupils' SEND, the action taken, and the outcomes. Furthermore, there will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class context. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND. Curriculum



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tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Monitoring and review

The Principal is responsible for the day-to-day teaching of the curriculum.

The Principal and senior staff monitor the lesson plans for all teachers.

Budapest 2018/2019

Date to be reviewed: June 2020 or as required