



Byron College

Curriculum Policy

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Written by: SLT

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Introduction

At Byron College, we believe in an inclusive culture of care where everyone:

- Feels safe, healthy and happy
- Is a respectful and active participant in the school community
- Commits to continuous reflection and improvement

Our vision is:

- To be a dynamic learning community that inspires exploration and excellence in an innovative and inclusive environment
- To empower every student to take risks, to learn from failure and to experience success
- To nurture the growth of lifelong learners who will initiate change, drive innovation, and confidently shape a brighter global future

We are an inclusive learning community, with an engaging environment that stimulates curiosity, inquiry and active participation. We address each student's strengths and aspirations through personalised learning, adaptive teaching, and meaningful assessment and feedback. Our teachers enable students to make connections between prior knowledge and new concepts, and across subjects and areas of learning. By cultivating a belief in the potential for growth and continuous improvement, our students develop transferable competencies.

The Byron College Curriculum

We recognise that the school curriculum encompasses all experiences that we offer to the children.

Our curriculum:

- Covers the UK National Curriculum according to the statutory requirements
- Seeks to offer appropriate experiences beyond the statutory requirements
- Recognises our cultural diversity
- Utilises Greece's distinctive geography and rich history as a resource for learning
- Ensures that students acquire and develop skills in literacy, numeracy, and digital literacy
- Incorporates regular assessment and reporting
- Is broad and balanced, allowing students to have contact with different areas and elements of learning, and ensuring that each area of learning receives the appropriate level of attention
- Prepares students for their future

Digital Literacy

Digital literacy encompasses the knowledge and skills students need to: create, manage, communicate and investigate data, information and ideas; solve problems; and work collaboratively at school and in their lives beyond school.

Digital literacy involves students: critically identifying and appropriately selecting and using digital devices or systems; learning to make the most of the technologies available to them; adapting to new ways of doing things as technologies evolve; and protecting the safety of themselves and others in digital environments.

We use ICT across the curriculum in order to:

- Support educational progress
- Increase online safety and digital responsibility
- Help students develop transferable competencies

The curriculum is divided into Key Stages:

Key Stage	Age	Year Groups
Early Years Foundation Stage (EYFS)	3 - 5	EYFS 1 & EYFS 2
Key Stage One	5 - 7	Years 1 & 2
Key Stage Two	7 - 11	Years 3, 4, 5 & 6
Key Stage Three	11 - 14	Years 7, 8 & 9
Key Stage Four <i>Studies leading to International General Certificate of Secondary Education (IGCSE) qualifications</i>	14 - 16	Years 10 & 11
Key Stage Five <i>Studies leading to AS/A Level qualifications</i>	16 - 19	Years 12 & 13

The school day begins at 8.40am and concludes at 3.30 pm and is organised into 7 periods of learning throughout the day, with a morning break and lunch. In total there are 35 lessons during a school week.

Special Educational Needs/More Able students/ English as an Additional Language

Byron college set high expectations for all students. Teachers use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Students with Special educational needs (SEN) and disabilities
- More Able students
- Students with English as an additional language (EAL)

Teachers plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving. Teachers also take account of the needs of More Able students and of students whose first language is not English.

Lessons are planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

EYFS Overview

Our early years setting follows the curriculum as outlined in the 2023 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas: Literacy; Mathematics; Understanding the world; Expressive arts and design

Our teachers plan activities and experiences for children that enable children to develop and learn effectively, focusing strongly on the 3 prime areas.

Our teachers also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. In planning and guiding children's activities, our teachers reflect on the different ways that children learn and include these in their practice.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Our teachers respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

At Byron College, we recognise that children learn and develop well when there is a strong partnership between staff and parents.. Parents are kept up to date with their child's progress and development. The progress checks and EYFS profile helps to provide parents with a well-rounded picture of their child's knowledge, understanding and abilities.

At Byron College, ongoing assessment is an integral part of the learning and development processes. Our teachers observe and engage with students to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Teachers also consider observations shared by parents or guardians.

When a child is in EYFS, the teacher reviews their progress and provides parents with a written summary of the child's development 3 times per year which is followed up by a parental meeting.. These 'progress checks' highlight the areas in which a child is progressing well and the areas in which additional support is needed. The teacher is responsible for the observational and formative assessment as well as the differentiation a child might need to reach the next step.

There is a regular assessment of students' level of English to identify who may need EAL intervention.

Primary Curriculum Overview

At Byron College, we believe in creating a stimulating environment which allows all our children to learn in a way that motivates and interests them through inspirational learning activities and high-quality teaching.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year that require students to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Primary Maths Curriculum

We have adopted the White Rose Maths scheme at Byron College which is linked to the Cornerstones Curriculum (see below). All new concepts are introduced using the pedagogical approach of Concrete - Pictorial - Abstract.

Concrete – a child approaches a new idea by acting it out with real objects. In division for example a child may share 12 biscuits among 6 children.

Pictorial – after sufficient hands-on experiences a child can now relate these experiences to representations – such as a diagram or picture of the problem. In the case of division this could be the action of circling objects.

Abstract – A child is now capable of representing problems using mathematical notations. An example of this would be $12 \div 2 = 6$

Primary English Curriculum

Phonics and grammar are taught exclusively through EYFS and KS1 and we are transitioning from the Jolly Phonics scheme to the Twinkl Phonics scheme (DFE approved) which coincides with our spelling and grammar curriculum in KS2 which follows the Twinkl scheme as well. This will be embedded over the coming academic year. Phonics interventions happen in KS2 and form part of the EAL program.

Reading follows the Oxford Owl and soon the Twinkl scheme in EYFS/KS1 and the Accelerated Reading program in KS2.

Writing follows closely the talk for writing progression through the genres in KS1 and KS2: imitation to innovation to independent application.

- **Imitation - Story Mapping:** a story or text map is drawn showing the sequence in pictures, words and actions. Children internalise the structure.
- **Innovation - Story Plan:** involves using the original as a basis for creating something new. This is the collaborative planning/writing process.
- **Invention - Big Write:** shared writing is followed by the children attempting their own composition.

Primary Cornerstones Curriculum

Our creative curriculum at Byron revolves around the Cornerstones Curriculum. The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the Primary National Curriculum to ensure comprehensive coverage of national expectations. Our curriculum is delivered through Imaginative Learning Projects (ILPs) which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our students' learning.

Cornerstones curriculum provides a rigorous essential skills framework that outlines the end of year expectations in all subjects. The Cornerstones Curriculum includes a range of knowledge rich cross-curricular projects, which cover several subject areas, with a focus on the development and progression of subject specific knowledge and skills. These include:

- Science
- History
- Geography
- Art and Design

How it works - Students progress through four distinct stages of learning – Engage, Develop, Innovate and Express.

At the '**Engage**' stage, children:

- Gain memorable first-hand experiences, such as going on a visit or inviting a special visitor to school.
- Enjoy 'WOW' experiences
- Get an exciting introduction to a topic or theme
- Begin researching and setting enquiry questions
- Get lots of opportunities to make observations
- Develop spoken language skills
- Take part in sensory activities
- Have lots of fun to fully 'engage' with their new topic.

At the '**Develop**' stage, children:

- Improve their knowledge and understanding of the topic
- Develop and practice their new skills
- Compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- Research their own questions and those set by others
- Follow new pathways of enquiry based on their interests
- Complete homework activities that support their learning.

At the '**Innovate**' stage, children

- Apply skills, knowledge and understanding in real-life contexts
- Solve real or imagined problems using everything they've learnt
- Get inspired by imaginative and creative opportunities
- Revisit anything not fully grasped at the 'Develop' stage.

At the '**Express**' stage, children:

- Become the performers, experts and informers.
- Share their achievements with parents, classmates and the community
- Evaluate finished products and processes
- Link what they have learnt to where they started
- Celebrate their achievements!

Other Primary Subjects

Computing: We currently follow the Twinkl scheme of work. However, there are several opportunities to incorporate the computing curriculum into the Cornerstones Curriculum.

PSHE: We follow the Twinkl scheme of work, including the curriculum for Relationships Education.

Music: We follow the British National Curriculum Programme of Study from KS1 which is taught by our specialist music teacher.

PE: We follow the British National Curriculum Programme of Study. The Curriculum is taught by our PE department from EYFS all through primary.

Languages: Greek is a compulsory subject for all primary students from Year 1. Spanish is introduced as the third modern language in Year 5.

Primary Assessment

Informal assessments happen at the end of each project for cornerstones. We use tracking grids for core subjects (reading, writing, Maths and Science) to ensure coverage, progression and identifying gaps in individuals and groups within classes and year groups. Baseline GL assessments happen upon entry to our KS2 and then there are summative GL assessments for core subjects and the end of each year in KS2.

Phonics screening: baseline phonics screening happens when students join a year group. Assessment then takes place mid and end of year to monitor progress and identify where differentiated groupings may be appropriate.

Primary middle leaders monitor the quality of provision and the progress being made by students in each year group. Primary leaders report directly to the Head of Primary.

The table below indicates which subjects will be taught during the week, depending on age of student.

Primary School (KS1 & 2) Subjects	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	*	*	*	*	*	*
Maths	*	*	*	*	*	*
Science	*	*	*	*	*	*
Computing	*	*	*	*	*	*
Art & Design	*	*	*	*	*	*
Physical Education	*	*	*	*	*	*
Geography	*	*	*	*	*	*
History	*	*	*	*	*	*
Music	*	*	*	*	*	*
Greek	*	*	*	*	*	*
Philosophy for Children			*	*	*	*
Spanish					*	*

Secondary Curriculum Overview

The curriculum in Secondary closely follows the English National Curriculum. It is broad, balanced and takes into account our international context. There are opportunities for thematic days and for creative learning, including STEAM. In addition, SMSC and British Values education are embedded in the curriculum as well as being taught through PSHRE lessons each week.

Secondary School (KS 3) Subjects	Lessons per week (45 mins)
English Language	3
English Literature	3
Maths	5
Science	4
ICT	2
Geography	2
History	2
Global Perspectives	2
LAMDA	1
Greek/ Arabic	3
Spanish	2
Physical Education	2
Drama	2
Music	2
Art & Design	2
Personal, Social, Health, Religious Education (PSHRE)	1

Key Stage 4 (Year 10 and Year 11)

Students in Year 10 and Year 11 follow IGCSE examination courses (accredited by UK examination boards in line with the GCSE qualifications framework at level 1 and 2) in core and optional subjects, as well as having core lessons in Physical Education and PSHRE. Full and specific information regarding the pathways, core subjects and optional subjects offered at Byron College are available in Appendix 1. Students receive information and guidance on the 'Options' process during Year 9 and indicate their choices in February of Year 9, to commence their studies in Year 10. The below timetable summarises the range of courses offered.

Subject	Lessons per week (45 mins)	Core/ Option
English as a first language	4	Core
English Literature	3	Core (for first language students)
English as a second language	7	Core
Maths	5	Core
Additional Math	4	Option
Computer Science	4	Option
Business Studies	4	Option
Science (Combined Science and separate Sciences offered)	4	Option
Global Perspectives	3	Option
Geography	4	Option
History	4	Option
Greek	3	Core
Spanish	3	Option
Physical Education	1	Core
Physical Education (IGCSE)	4	Option
Drama	4	Option
Art & Design	4	Option
Personal, Social, Health, Religious Education (PSHRE)	1	Core

Sixth Form provision (Year 12 & Year 13)

Students in Year 12 and Year 13 attend Byron College full time and have a timetable which includes lessons and planned onsite study periods to support their learning and preparation for examinations.

Only 'A' level courses are offered at Sixth Form. Students are expected to have achieved a **minimum** of 5 IGCSES (or equivalent) at grade B or higher which include English and Mathematics. All qualifications offered by Byron College are accredited by UK examination boards and are recognised and highly respected by world-leading universities, both in the UK and overseas.

In Year 12 students are expected to choose four subjects to study at 'AS' (Advanced Subsidiary) level. Following public examination results at the end of Year 12, students will usually choose three from the four in Year 12 to continue to study at A2 level in Year 13. The conclusion of the studies in Year 13 and successful examination performance will result in students being accredited full 'A' levels in three subjects. These results are used to gain entry to university study.

Available subjects at AS and A2 ('A' levels):

- English Literature
- Mathematics
- Further Mathematics
- Biology
- Physics
- Chemistry
- Business
- Sociology
- Economics
- Art and Design
- Geography
- History
- Computer Science
- Spanish
- Greek

Please note that there needs to be a minimum number of participants for a course to run.

All lessons are 45 minutes in duration and there are 6 lessons per subject allocated on the timetable in both Year 12 and Year 13.

In addition: Physical Education, A Level Mindset, Theory of Knowledge, Transition to University, PSHRE and IELTS preparation (assessed by the British Council) are core for all students.

Secondary Assessment

Assessment happens in various forms including day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment. Teachers use grade descriptors in Key Stage 3 and Specification points in Key Stage 4 and 5 together with progress trackers to ensure coverage, progression and identifying gaps in individuals and groups within classes and year groups. In this way timely interventions take place. In all the assessments, great emphasis is given on student self-reflection. Summative GL assessments take place at the end of each year in Key Stage 3 for Mathematics, Science and English. Year 11, 12 and 13 do their official exams at the end of the year and in-school mock exams during the winter term.

Heads of Department quality assure the standards of education and the progress and attainment of students in their subject areas. Heads of Key Stage monitor the student progress and attainment across all subject areas. Heads of Department and Heads of Key Stage report directly to the Head of Secondary.

British Values - as a British International School accredited by British Schools Overseas and the Council of British International Schools, we promote fundamental British values in our Curriculum. These relate closely to our own Ethos and Vision of an inclusive, tolerant, and respectful place of learning.

Democracy	<ul style="list-style-type: none"> • Student council • Class representatives • PSHRE • Assemblies/ Form period • Geography/ History • English
Equality	<ul style="list-style-type: none"> • PSHRE • Assemblies/Form period • Behaviour Policy • Units of learning in Humanities • Assemblies
The rule of the law	<ul style="list-style-type: none"> • Behaviour policy • PSHRE • Assemblies/ Form period • Units of learning in Humanities
Individual Liberty	<ul style="list-style-type: none"> • PSHRE • Assemblies/ Form period • National Days celebrations • UK Remembrance Day Service
Tolerance and mutual respect of different faiths and beliefs	<ul style="list-style-type: none"> • PSHRE • Assemblies/Form period • Cultural day <ul style="list-style-type: none"> • Embedded in day to day life in Byron College

Work-related learning

We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Byron College has a critical role to play in preparing our young people for the next stage of their education or training and beyond. Our expectations are high for all our students, irrespective of background, so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning and that employers value. This will help every young person to realise their academic potential and enhance their employability. There is a comprehensive framework of planned opportunities for students to acquire this ranging from lessons and extended learning activities, employer engagement, guest speakers (from industry and academia), careers profiling assessments and external visits.

Roles and responsibilities

The Headteacher, Senior Leadership Team (SLT), the Board and other Staff will ensure that:

- All statutory elements of the curriculum and those subjects which the school chooses to offer have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening) and the use of information and communications technology
- The amount of time provided for teaching the curriculum is adequate
- The procedures for assessment meet all DfE requirements and students and their parents/guardians receive regular information to show how much progress the students are making, how they compare with school or national expectations and what is required to help them improve
- The Board is consulted in decision making processes that relate to the breadth and balance of the curriculum and will consider UK curriculum models in outstanding schools and DfE guidelines and the requirements of the local setting.
- Where appropriate the individual needs of some students are met by permanent or temporary disapplication from the school curriculum, relevant to the key stage

Appendix 1.

IGCSE - GCSE Curriculum and Options

The curriculum for IGCSE -GCSE September 2023 has been designed to provide students with different pathways in support of their learning and first language.

- Primarily it is divided into two main pathways to reflect whether the student has English as a first or second language but remains flexible in providing choices.
- The number in each cell indicates the number of lessons provided in that element each week.
- It is expected that students will have the opportunity to take a minimum of 8 IGCSES- GCSES from their studies.

Pathway	Maths	English Language	English Literature	English as a Second Language	Modern Greek	PE	Spanish/ Global perspectives/ EAL	Options (x4)
<i>English as 1st language</i>	5	4	3	0	3	1	3	16
<i>English as 2nd language</i>			0	3				

Block 1*	Tick	Block 2*	Tick	Block 3*	Tick	Block 4*	Tick
Physics 1		PE GCSE		Biology		Chemistry	
Business 1		Additional Maths		Physics 2		Computer Science	
Combined Science		Art and Design		Business 2		Geography	
EAL		History		EAL		Drama	
		EAL				EAL	

Students who do not wish to study any of the individual Sciences, will have to study Combined Science. However, students who wish to study any of the individual Sciences will not be able to study Combined Science as well.

All students need to do one Humanities subject unless they are EAL students. Humanities subjects are: Global Perspectives, History, Business and Geography.

Please note that there needs to be a minimum number of participants for a course to run.