

Secondary Curriculum Policy

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Introduction

The BSA is an independent school, providing education for students aged from 3.5 to 18 years. The school is firmly committed to the principle of providing a broad and balanced curriculum for all students. The school aims to reinforce the commitment to provide the highest quality of learning and teaching.

Aims

The aim of the Curriculum Policy Statement is to detail how the curriculum serves the needs of all students.

To this end, the school aims:

- To recognise the individual needs and talents of each student and to facilitate development of their intellectual, moral, physical, social, spiritual, cultural and creative capacities;
- To ensure that the curriculum incorporates statutory requirements, yet is flexible and relevant to students' needs;
- To prepare for the world of work and lifelong learning.

Rationale

A major aim of our curriculum is to support the school's Mission Statement.

The curriculum is designed to be broad, balanced, relevant and meeting the needs of individual learners. It needs to be constantly reviewed to ensure that we are giving our students the best possible outcome.

We work towards our aim through providing a challenging and stimulating programme of study, based on the National Curriculum of England and Wales and Common Entrance syllabus, with some modifications to take into account our international setting and international body of children. Our creative approach to curriculum development is designed to enable all children reach the highest possible standard of personal achievement.

In the Infants department students are taught within carefully constructed mixed-ability classes in order to assist students attainment. Phonics sessions from Reception to Year 2 are streamed according to ability.

At KS2 students are placed in mixed ability sets in all classes, with the exception of Year 5 & 6 Maths (Maths Eng.) where they are set by ability in two bands.

At KS3-5 students are also taught within carefully constructed mixed-ability classes in order to assist students attainment.

Timetabling

The structure of each timetable differs in each section of the school. In all sections of the school time must be allocated to Arabic, as dictated by the Ministry of Private Education.

In the Primary department we offer a modified EYFS curriculum that includes Arabic.

EYFS

- We follow a thematic approach that is flexible and will adapt according to the interests of the students.
- Core sessions are adult led, the remainder of school day is implemented through continuous provision. These sessions are directed and enhanced by our teaching staff.
- All seven areas of the EYFS curriculum are met through engaging child centred activities.
- The early teaching of reading, writing and maths begins in KG and continues through to Reception.
- Students work towards meeting the Early Learning Goals.

KS1

- We follow a thematic approach, making cross curricular links wherever possible to allow for better use of teaching time.
- We have literacy, phonics, guided reading, spelling tests and handwriting sessions to support the development of our students' English skills.
- We have both mathematics and number sense sessions to help our students develop their efficiency and confidence in maths.
- Topic, Computing and Art & Design are embedded to ensure a broad and balanced curriculum.
- Our students also have 1 x 40 minute music lesson, 1 x 60 minute P.E lesson each week with a specialist teacher.
- Dedicated time is given to PSHE style activities.
- There are 5 x 1 hour Arabic lessons and 3 x 40 minute Islamic lessons.
- ASL and Islamic for Foreigners children attend specialised lessons in a smaller group.

KS2

- ASL for Foreigners children attend specialised lessons in a smaller group.
- Guided Reading is timetabled for 20 minutes per day
- One designated slot of "Drop Everything & Read" per week
- One designated Library slot per week
- Maths and Literacy are taught, on average, for 1 hour per day.
- Science 80 minutes per week.
- Humanities 60 minutes per week.
- ICT is on a carousel with Music for 1 hour per week with Art, French, Music and PE being taught by specialist teachers
- In Years 5 & 6, Kuwait Social Studies is taught for 40 minutes per week.

- STEAM lessons are taught every second week
- PSHE lessons are delivered every second week

SECONDARY SCHOOL

The Secondary School follows a 40 period week timetable with each period lasting 40 minutes. The majority of lessons are double periods and last 80 minutes. Prior to 2022 the Secondary School offered the Accelerated Programme in which a selected group of students were allowed to begin IGCSE programmes of study upon entry to Year 9. This was in response to a request by a large number of parents. At the end of the 2021/22 academic year the decision was taken to replace the Accelerated Programme to enable more students to undertake IGCSE programmes of study in Year 9. In effect the Secondary School now operates a two year Key Stage 3 programme - Years 7 & 8. All students entering Year 9 can opt to undertake a two year or three IGCSE programme in the core subjects - English, Maths, Biology, Chemistry & Physics, with all other IGCSE programmes of study being completed over three years.

Key Stage 3

The curriculum in KS3 (Years 7 to 8) meets U.K requirements of the new National Curriculum. All students in KS3 study English, Maths, Science, PE and Humanities. The curriculum is further enhanced by the provision of Art, Enterprise, Kuwait Social Studies, Arabic and Islamic studies, for muslim students. Students also have the choice to study French or Food & Nutrition. Lessons are taught within carefully constructed mixed-ability classes in order to assist students' attainment. There is a personal development programme, PSHE.

Key Stage 4

BSA! offers an extended KS4 programme that enables a high degree of flexibility for our students in Key Stage 4. The curriculum is based around the content outlined in the Cambridge International Examinations (CIE) and Edexcel examination boards syllabi. There is a core of English (a choice of First or Second Language is available), Mathematics, PE, Arabic (a choice of Government, First or Second Language is available), Islamic Studies (for muslim students), and a personal development Programme, PSHE, which includes, Careers, Enterprise, Personal, Social and Health Education.

All students begin the IGCSE programmes of study in year 9. Students can choose up to a maximum of 8 IGCSE subjects from the following :

- Arabic
- Biology
- Chemistry
- Physics
- Human Biology
- ICT
- Computer Science
- Business Studies
- Accounting
- PE
- Art
- History
- Geography
- Environmental Management
- Additional Mathematics
- Nutrition
- English Literature
- PE

Pathways

Two Year Programme

Those students who have opted for the two year IGCSE programme of study in the core subjects will begin to study two AS Level subjects at the start of Year 11.

Three Year Programme

Students in this programme take the 3 full academic years to complete all of their IGCSE studies. There is flexibility within this pathway for students to complete Maths &/or English in Year 10, providing their progress has been sustained to meet the demands of the syllabus.

Key Stage 5

The curriculum in KS5 (Years 12 and 13) is based around the content outlined in the Edexcel examination board syllabi. Students must study a minimum of 3 AS subjects, in Year 12, and a combination of AS and A2 subjects in Year 13. The choice of subjects are as follows:

- English Literature
- Maths (Pure/Statistics/Mechanics)
- Biology
- Chemistry
- Physics
- ICT
- Computer Science
- Business Studies
- History
- Travel & Tourism
- BH Foundation

EXTERNAL EXAMINATION ENTRY

Students will be entered for external examinations after discussions with their subject teachers and the Examinations Officer. Where subjects offer Core and Extended tiers, students are advised by their subject teachers, however the entry remains the decision of the student.

EXTRA CURRICULAR ACTIVITIES

A wide variety of sporting, artistic and non-academic activities complement the school's formal curriculum.

MONITORING

Constituent elements of the Curriculum Policy Statement are monitored throughout an academic year in concurrence with the Secondary Department Action Plan. Heads of Department and Subject Coordinators monitor all aspects of the curriculum primarily by analysis of curriculum reports and school performance data.

EVALUATION

The Curriculum Policy Statement is evaluated annually.