

Curriculum Policy

The Aim of the School

At the British School of Amsterdam we aim to create a stimulating and caring environment which enables all individuals to realize their full potential and by doing so, develop skills and confidence for a fulfilling and responsible life in a changing society.

Curriculum Statement

The School prides itself in the high quality learning environments that it provides to its pupils and the high academic success they achieve. A high teacher: pupil ratio ensures every child receives individual attention and help. Committed classroom teaching alongside the provision for children with special educational needs and a programme for able and talented pupils ensures that the social and educational needs of every pupil are met.

Roles and Responsibilities

The Principal and the Heads of Schools are responsible for the curriculum. Subject leaders monitor their particular subject area to ensure that it is implemented consistently and effectively within each school and between schools.

Common Values and Purposes

- The curriculum reflects the five outcomes set out in Every Child matters – Stay Safe, Be Healthy, Enjoy and Achieve, Achieve economic well being, Make a positive contribution.
- To help children to develop lively, enquiring minds, the ability to questions and to argue rationally.
- The curriculum is carefully planned and structured to ensure that learning is uninterrupted and that pupils make progress.
- The curriculum captures the children’s interests, encourages them and motivates them to learn.
- To help children to acquire knowledge, skills and understanding relevant to adult life and to develop an understanding of the world.
- To instill respect for religious and moral values and tolerance of other races, religion and ways of life.

Guidelines

Nursery and Reception follow the EYFS document which includes six areas of learning:

- Personal, social and emotional development,
- Communication, language and literacy.
- Knowledge and understanding of the world,
- Physical development,
- Creative development.

Both the Nursery and Reception department follow SEAL - Social and Emotional Aspects of Learning.

Year 1 to Year 6 follow

- the National Curriculum
- The Primary Framework for Literacy and Numeracy
- SEAL - Social and Emotional Aspects of Learning.

The core subjects – English, mathematics, Science and ICT have the highest timetable weighting.

The School offers a broad curriculum. From Nursery through to Year 6, opportunities are sought to extend the curriculum through:

- Visiting speakers, including authors, artists, musicians and sportsmen and sportswomen.
- Educational visits and Residential trips,
- Assemblies and Productions,
- Extra Curricular Activities ,
- Parental involvement.

Delivery

The School week provides the following teaching hours for each department:-

Nursery	Full time	Part time am	Part time pm
	30 hours and 25 minutes	15 hours	15 hours and 25 minutes
Reception	25 hours and 25 minutes		
Year 1	25 hours and 50 minutes		
Year 2 - 3	25 hours and 50 minutes		
Year 4 - 6	28 hours and 20 minutes		

The curriculum is planned in 6 half termly units varying in length from 5 – 8 weeks. A thematic approach is adopted for some subject areas. Dutch is considered the second language at the British School of Amsterdam and is taught from Reception to children who

are fluent English speakers. Additional classes are offered to pupils who enter during the school year. An enrichment programme is available for more proficient speakers. Native Dutch lessons are available for native Dutch speakers.

French is introduced as a third language to some children in Year Three. Native French and Italian are provided for native speakers. Additional opportunities for native language lessons are provided through the extracurricular activity programme.

Assessment and Target Setting.

The School has an Assessment Policy. Each School has an age appropriate means of target setting.

Homework

The School has a homework policy which explains the rationale for setting homework and the time that pupils are expected to spend completing homework. Each pupil in Year 2 and upwards has a homework diary.

Reporting on Pupil Attainment.

Each pupil is given a full written report towards the end of the Summer term. The report is prepared by both class and specialist teachers and details each individual's work and achievement in every area of the curriculum.

Parent/Teacher Meetings

Autumn Term – This meeting is held as a year group and all parents are encouraged to attend. The meeting provides an opportunity for parents to meet all the teaching staff within a year group and an opportunity for teachers to explain their aims and objectives for the term and forthcoming academic year as well as to cover some very general issues.

Open Week – This week takes place towards the end of the first half term and provides an opportunity for parents to observe their child's class on a normal working day.

Autumn Term Parent Consultations (Reception only) - These individual consultations provide an opportunity for teachers to inform parents how their children have settled into the Reception class. It allows for parents the opportunity to raise issues, agree targets and to discuss the child's progress.

Spring Term Parent Consultations (excluding Reception)– These individual consultations provide an opportunity for both teachers and parents to raise issues, agree targets and to discuss the child's progress.

Summer Term Parent Consultations – These Parent consultations follow the end of year report. Teachers are available for individual consultations to discuss the progress that a child has made during the academic year.

Special Educational Needs.

The School is “non-selective” and wherever possible provides support to children who have mild to moderate educational needs. The School's philosophy is to include children with

special educational needs within a regular classroom setting and through a sometimes modified curriculum, aims to ensure that they are given every opportunity to achieve their potential. There is a large network of special educational support. The School has two learning support coordinators who are involved in identifying children who require learning support, providing relevant assessment, supporting members of staff, providing relevant assessment, supporting members of staff, liaising with parents and outside agencies and working directly with the pupils in small group or individual settings.

In some circumstances it may be recommended that a child enters a year group below his/her chronological age or that she/he may need 1;1 support which would require additional funding.

Gifted, Able and Talented Pupils

The Head or Deputy Head of each school is responsible for providing a withdrawal programme for those children who have been identified as able, gifted or talented. Children are either identified by members of the school staff using specific criteria or have been assessed externally by a psychologist. Occasionally a child may be placed in a year group higher than his/her chronological age. Before such a decision is made, the child is assessed using the WISC test (or similar) and a further report must be provided by a psychologist supporting the transition.

Extra-Curricular Activities

The British School of Amsterdam recognizes that it is not only responsible for the academic progress and achievements of its pupils, but also for the development of each pupil as a whole. The School offers a rich and varied programme of extra curricular activities which provide pupils with the opportunity to pursue and develop their own interests, to experience new ventures, to compete as individuals and members of a team in various settings etc.

Resources

Each Head of School is allocated a School Budget at the start of each academic year. The budget calculations reflect the number of pupils in each school and there is a different 'pupil weighting' in different areas of the school.

Conclusion

The aim of the British School of Amsterdam is to offer it's pupils a broad. A curriculum which allows for academic success and for the positive well being and social development of each child.