



LAUDE

SAN PEDRO
INTERNATIONAL COLLEGE

Curriculum Policy

August 2020

Laude San Pedro International College

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1.0 Introduction

At Laude San Pedro we want all members of our community to have a shared understanding of our vision, values, standards, policies and procedures so that we can all work towards creating a positive and ambitious learning environment for the students in our care.

2.0 Rationale

In order to implement our commitment to “excellence at all levels”, our curriculum is designed not only to fulfil statutory requirements, but also to enthuse our students with a love of learning. The curriculum of our British School is planned to deliver relevant sections of the English National Curriculum, so all students can transfer to UK school and universities with ease. However, the curriculum operates in a way that ensures all students can complete the requirements of the Spanish and Catalan Governments so that they can achieve the Spanish ESO and Bachillerato, if they complete the relevant courses and assessments throughout Years 7- 13.

The Curriculum for the Spanish School is completely based upon the requirements of the Junta de Andalucia and enables the students to attain the ESO and Bachillerato

3.0 Aims and Objectives

The curriculum aims to help our students to:

- Learn how to learn and to regard learning as an enjoyable and lifelong activity.
- Develop lively and enquiring minds.
- Communicate effectively, both orally and in writing.
- Learn the essential skills of life, including number and information technology.
- Explore and understand the world we live in.
- Develop an appreciation of the interdependence of individuals, groups and nations.
- Express themselves creatively and enjoy the creativity of others.
- Develop an appreciation of a wide range of human achievement.

- Develop personal, moral and spiritual values, including respect for others.
- Be prepared for the opportunities and responsibilities of life in an ever changing world.
- Develop a wide range of interests and appreciate the need for a healthy lifestyle.
- Set personal standards of achievement and value excellence.

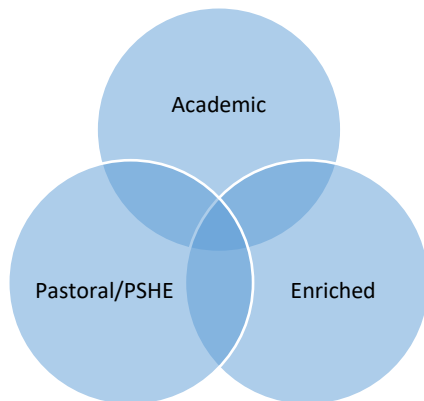
4.0 Curriculum Areas

The curriculum has three broad sections.

Academic: this includes all of the theoretical subjects that students are taught. We frame our planning around the National Curriculum for England/Junta de Andalucia, but teachers will frame the learning around topics that relate to an international setting.

Pastoral/PSHE: This includes the broad topics for the National Curriculum for England/Junta de Andalucia and how we teach our students about British and International Values.

Enriched: This includes learning outside the classroom, at break and lunchtimes, after school. The skills learning that they receive to allow them to become good citizens who make a positive contribution to society and enable them to move onto independent living with time.



4.1 Scope of the Curriculum

To achieve these aims, the curriculum is planned to be:

- Broad: so that it provides a wide range of knowledge, skills and experiences.
- Balanced: so that each subject has sufficient time to contribute effectively to learning.
- Relevant: so that learning can link the student's experience to applications in the world at large.
- Coherent: so that topics can be linked to make the whole learning experience more meaningful.
- Progressive so that what is taught builds in a systematic way upon what has already been learned.

- Differentiated: so that what is taught and the tasks that are set are matched to the aptitude and ability for each student
- Accessible: so that there is equality of opportunity for all.

5.0 Organisation and Planning

The curriculum is dynamic and will change according to global and national trends, constraints and demands. Planning is also adapted to reflect benchmark and progress data so that the planning informs future learning.

We consider planned in three phases:

- A long-term plan is agreed upon for the every subject area. This indicates what topics are to be taught each term, and to which groups of children. Departments/Subjects/Key Stages review this long-term plan annually.
- In subject's medium-term plans, clear guidance is provided on the learning objectives and teaching strategies, including ICT where appropriate, that are used when teaching each topic. Medium Term plans indicate the differentiation strategies that are being deployed and are reviewed annually.
- Short-term plans are those that teachers write on a weekly or daily basis. These are used to set out the learning objectives for each session, and to identify how the work will be adapted to suit the needs of the students, including those with any specific learning needs.

6.0 Monitoring and Review

The following have responsibility for the various areas of the curriculum within the school:

- The School Principal has responsibility for the overall organisation of the curriculum.
- The Academic Heads are responsible for keeping up to date with curriculum developments and ensuring that the school is offering best practice and current content. They are responsible for effectively delegating the curriculum responsibilities to the academic and pastoral teams. They are responsible for planning and maintaining the quality monitoring system in their own schools.
- The Pastoral Teams are responsible for the provision and monitoring of the schools PSHE curriculum and the Pastoral support students receive.
- Heads of Department/Subject/Key Stage monitor the subjects taught throughout the subjects in their Department/area. They have responsibility to monitor long, medium and short term planning for all areas, ensuring that all classes are taught the relevant sections of the Curriculum. Planning is examined and they ensure that appropriate teaching strategies are used through classroom observation. They also have responsibility for monitoring the way in which resources are stored and managed.
- Class/Subject teachers are responsible for the day-to-day organisation of the curriculum and monitor planning, ensuring that all classes are taught the

relevant sections of the Curriculum, and that all lessons have appropriate learning objectives.

7.0 Interpretation

In this policy the term “senior manager” means a School Principal, Head and their designated deputies.

The school is owned by International Schools Partnership Services Limited,

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8.0 Policy Tracker

Date Created	Author	Revision due date
1August 2020	Amanda Hughes	August 2021
Review Date	Reviewer	