



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL

Principal Martyn J. Hales BSc

SCHOOL POLICY DOCUMENT

Curriculum Policy

All employees are required to read and adhere to this policy, and thereafter, agree to be bound by the terms shown within.

Authorised by: Principal's Strategy Group

Date: March 2013

Signature:

Effective date of the policy:

Circulation: PSG

Next review: annually

Governors' Sub-Committee:

Date:

Signatures:

Committee Chair:

Chair of Governors:

St. George's School S.r.l.

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Capitale Sociale: €10.400,00 i.v.

Società soggetta all'attività di direzione e coordinamento di "The St. George's School Association"

Introduction

The Curriculum at St. George's is designed to enable pupils to experience the highest quality education in a stimulating learning, teaching and mentoring environment to ensure that each and every child develops his or her full potential and becomes a responsible global citizen.

1.Aims and Objectives

- 1.1 At St. George's we offer and a broad and balanced curriculum. We cover linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. At all levels in all year groups the basic skills of speaking, listening, literacy and numeracy are paramount. The curriculum enables pupils to achieve high status formal qualifications but we maintain through our Pastoral programme and the use of the ideals of the IB Learner Profile, a focus on skills for learning and personal development (SMCS).
- 1.2 ICT is a key tool in the teaching and learning process. (All staff have laptops and I-pads. All rooms have digital projectors, there are senior and junior school computer rooms and a range of other ICT tools to help learning). We aim to continuously develop the range and quality of provision, so that pupils are able to learn using current technology.
- 1.3 Teachers are expected to keep at the forefront of modern educational thinking and are strongly supported in doing so through our CPD programme. We aim to have a highly qualified and motivated workforce who are committed to providing a curriculum that engages every student and enables them to achieve high standards.
- 1.4 We aim to make the curriculum accessible to all learners through the support provided by EAL and AEN.
- 1.5 We aim to stretch on most able students through a range of activities both within the curriculum and extra-curricular opportunities.

2. Junior Schools (La Storta and Nomentana)

2.1 Overview:

This section refers to the content, skills and concepts of the curriculum we teach our pupils. It considers both the individual subject areas of the curriculum as well as the links which exist between these subjects, and which are made accessible to the children through a cross-curricular, themed approach in our teaching.

2.2 At our Junior Schools we use the curriculum to:

- Raise awareness of and curiosity for a wide range of subjects.
- Build on knowledge and skills both within and across the subject areas.
- Encourage a questioning approach to learning.
- Nurture and celebrate creativity.

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- Develop skills of communication and cooperation.
 - Provide enjoyable learning experiences from which children can derive pleasure and satisfaction. (Make learning fun).
 - Evaluate the merits of each subject.
 - Set problem solving opportunities within and across subject areas.
 - Enable the application of a range of skills and techniques.

2.3 In the Junior schools in the Dragon schools(Early Years) we:

2.4 In the Junior school in KS 1 and 2 we:

- Shadow the National Curriculum in England, but aim to adapt and enrich it wherever and whenever appropriate, within an international context.
- Are conscious of the need to make the curriculum accessible to all our pupils and fully recognize their unique cultural and linguistic diversity and wide range of learning aptitudes.
- Encourage cross-curricular links in learning, whilst also valuing the rigor of specialist teaching. A proportion of our curriculum is taught by specialist teachers so that pupils can receive the robust knowledge which they can provide.
- Deliver the curriculum through various topics and themes to encourage our pupils to make links in their learning.
- Weave the strands of '21st Century Skills' and Assessment for Learning (AfL) throughout our lessons in order to encourage our pupils to become creative, flexible thinkers.
- Provide opportunities for learning, both inside and outside the classroom, within the timetable and off timetable and by tapping into the expertise of our parent body and visiting speakers.
- Integrate ICT into the curriculum as a tool for learning as well as teaching it as a discrete subject.
- Ensure high expectations, consistent approaches and good progression throughout the school.

2.4.1 A selection of skills we aim to provide:

- Myself as a Learner: Thinking Skills
- Philosophy for Children (P4C)
- Citizenship
- Touch typing
- Current Issues & Dilemmas e.g. Fair Trade; Animal Rights; Global Warming.

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3. Senior School

3.1 Overview:

In the Senior School we build on the learning that has taken place in the Junior Schools and develop this further so that all students can be successful learners in their own right and when measured against national and international standards (IGCSE and International Baccalaureate Diploma Programme).

We use the IB Learner Profile throughout the school to give students a clear view on the range of skills they need to have to be independent and successful learners:

Thinkers	Risk takers
Knowledgeable	Open minded
Enquirers	Caring
Reflective	Communicators
Principled	Balanced

3.1.1 The school runs a 6 day cycle of 8 lessons per day. The cycle means that no subject gains or loses when public holidays or other events disrupt the normal pattern. It also ensures that the same lessons are not always on Friday afternoons.

3.1.2 To further enhance learning in the Senior School we:

- Provide opportunities for learning, both inside and outside the classroom, within the timetable and off timetable and by tapping into the expertise of our parent body and visiting speakers.
- Integrate ICT into the curriculum as a tool for learning as well as teaching it as a discrete subject.
- Ensure high expectations, consistent approaches and good progression throughout the school

3.1.3 Each Key stage has a particular focus for learning.

- In KS 3 we shadow the UK National Curriculum but aim to adapt and enrich it wherever and whenever appropriate within an international context (see Section 3.2).
- In KS 4 we offer a full IGCSE programme to all students (see Section 4).
- In KS 5 we offer the full International Baccalaureate Diploma Programme to all students (see Section 5).

3.2 Key Stage Three - Years 7, 8 and 9 - No public examinations are taken (apart from GCSE Italian)

All pupils study the following number of lessons per cycle in KS 3. Although we are guided by the UK National Curriculum, we believe our pupils are capable of far more and so we extend and enhance it and occasionally adapt areas that are inappropriate to our international setting.

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- 6: English, Mathematics, Science
 - 4: Italian, Physical Education (PE)
 - 3: One language from Latin or German/ French/ Mandarin (the three languages are taught in rotation)
 - 2: Art, Design & Technology, Drama, Information Technology (ICT), Music
 - 2/3: Geography, History (the third lesson is shared across years 7,8 and 9)
 - 1: Assembly, Personal Social and Health Education (PSHE)
 - 1: Citizenship, Tutorial

3.2.1 Mathematics is the only subject that sets by ability and this is only a top set and two or three parallel sets in Years 7 and 8 in Year 9 there is set 1, set 2 and two parallel sets. This is done to ensure appropriate levels of challenge and support.

3.2.2 Mainstream or “A” English is not taught in sets but students requiring language support in 7, 8, 9 are withdrawn from 3rd language lessons (see Language Policy).

3.2.3 The PSHE programme is a wide ranging discussion-based curriculum involving Emotional Health, Friendships and Families, Sex education, Careers, and much more, all appropriate to the year group.

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- Provide opportunities for learning, both inside and outside the classroom, within the timetable and off timetable and by tapping into the expertise of our parent body and visiting speakers.
- Integrate ICT into the curriculum as a tool for learning as well as teaching it as a discrete subject.
- Ensure high expectations, consistent approaches and good progression throughout the school

3.4 In KS 3 we shadow the UK National Curriculum but aim to adapt and enrich it wherever and whenever appropriate within an international content.

In KS 4 we offer a full IGCSE programme to all students (see Section 4).

In KS 5 we offer the full International Baccalaureate Diploma Programme to all students (see Section 5).

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4. Key Stage Four – Years 10 and 11 – (I)GCSE¹ public examinations

4.1 Normally, pupils take ten IGCSE subjects. Six are compulsory, listed below with numbers indicating the number of lessons per cycle

- **6:** Mathematics (the Top set take a Further Maths extension course in addition as preparation for the IB Higher Level Maths)
- **6:** English (Most pupils sit both English Language and English Literature)
- **4:** Biology, Chemistry, Physics

The pupils then choose **four** other (I)GCSE subjects from below

- **4:** at least one language from French, Spanish, German, Italian at different levels depending on proficiency
- **4:** at least one humanity from Geography or History
- **4:** ICT, Art, Music, Drama, Design & Technology and PE

These courses are compulsory, but not examined

- PSHE(**1 lesson**), Citizenship / ICT (**1**) and Physical Education(**4**)
- Assembly(**1**) and Tutorial(**1**)

4.2 Although ten or eleven (I)GCSEs is the norm, it is possible to do fewer particularly if there are any barriers to learning, most commonly, EAL. The average is above ten.

4.3 The PSHE programme is a wide ranging discussion-based curriculum involving Relationships, How to be a good citizen in the 21st Century, Internationalism, Careers, and much more, all appropriate to the year group. Whilst the PSHE programme looks at the “good citizen”, the citizenship programme focuses on the “critical citizen”.

4.4 Mathematics sets by ability; set 1, set 2 and two parallel sets. Set 1 follows an enriched maths curriculum which includes material from the A level core 1 module. This prepares the student for the transition to Standard Level and Higher Level IB Maths. Science “broad-sets”, splitting the yeargroup into two halves, to allow for better differentiated teaching.

4.5 The IGCSE Guide includes full details on this section of the curriculum and should always be referred to.

5. Sixth Form – The International Baccalaureate (IB) Diploma

All pupils embark on the full IB diploma. In rare circumstances, a student may change to the certificate course at the end of year 12, with parental agreement.

¹ (I)GCSE : International General Certificate of Secondary Education

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5.1 Most pupils choose three subjects at Higher Level and three at Standard Level². In addition, they study Theory of Knowledge, write an Extended Essay, and participate in the Creative, Action and Service (CAS) programme and do PSHE. PE is also offered in Year 12 and 13 (the subject is not compulsory in Y13). Below are the subjects available, some at SL only as indicated.

Group 1 Language A1 (best language)

English and/or Italian. This involves the study of literature including selections from World Literature.

Group 2 Languages:

Students must choose between Language B (second language, English, Spanish, Italian, German and French are offered) and Ab Initio (currently only in Italian). Language B provides a foreign language course for students with previous experience of learning the language. Ab Initio is a foreign language course offered at Standard Level only for students who have little or no previous experience of learning the target language.

Group 3 Individuals and Societies

History, Geography, Economics, Business and Management, Art History (SL) and Environmental Systems (SL).

Group 4 Experimental Sciences

Biology, Chemistry, Physics, Environmental Systems (SL) and Computer Science .

Group 5 Mathematics

Mathematics (HL), Mathematics Standard (SL), Mathematical Studies (SL).

Group 6 Arts and Electives

Visual Arts, Music, Theatre Arts or a selected second subject from Groups 1 to 4.

5.2 PSHE is a wide-ranging course encompassing a major section on Careers and University Application. Many outside speakers from Universities and Industry give talks and seminars. Other sections include Sex Education, Learning Styles, Study Skills and MUN-style debating.

5.3 The **CAS programme** is a required element of the IB. Students must a minimum of 150 hours course in total, divided equally between the three components. Activities include

² It is possible to vary the number of subjects taken in exceptional circumstances. Some pupils do 4HL and 2SL for example. Some pupils do a seventh subject as an extra certificate outside the diploma. This can only be considered in consultation with the Head of Sixth Form and Head of Senior School.

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services to community such as volunteering at the Soup Kitchen, Environmental activities, and supporting/organising fund- and awareness-raising for a number of charities.

5.4 Theory of Knowledge is a critical thinking course culminating in a major group presentation and an externally moderated essay.

5.5 Extended Essay is a 4000-word independently researched project on an area of interest to the student and supervised by a member of staff.

6. Learners with Additional Education Needs (AEN)

The school welcomes children who might have a barrier to learning. We have two dedicated departments aimed at helping such children. Firstly, although we have no pupils with UK Statements, the Student Support Department helps pupils both in and out of the classroom and, secondly, the EAL (English as an Additional Language) Department helps children access the curriculum that their lack of English would normally prevent. Both departments are in regular contact with teachers and provide training. Please refer to the AEN and EAL policies.

7.Future Plans

7.1 Where viable, the school will consider additional choice in the IB, GCSE and KS3 programmes. It will not be possible to introduce new subjects if there are insufficient numbers of students interested in following a course.

7.2 In both Junior and Senior Schools, the Extracurricular and Enrichment programmes will be used to widen the choice of experiences available to pupils across the school.

8. Pastoral Support for the Curriculum

8.1 Tutors and Heads of Year in the Senior School and class teachers and Phase Coordinators in the Junior Schools have the oversight of the Curriculum programme followed by pupils. They are responsible for monitoring progress through academic mentoring and liaising with parents to ensure smooth transitions, particularly between Key Stages.

This policy will be updated annually by the Senior and Junior Heads of Schools.

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