



Curriculum Policy

Introduction

At BESA we are totally committed to the development of children, to offer them the best start to their formal education: An education that is rich in opportunities and experiences; one that influences a lifelong love of learning.

Vision

BESA: Valuing Individuals

- We encourage everyone to become responsible, happy, confident, life-long learners in a secure, welcoming and unique environment; where cultures meet and diversity is celebrated. We provide a broad and stimulating educational environment which encourages each child to fulfil their potential and become life-long learners.
- We value each child for what they can achieve academically, physically socially, and emotionally.
- We encourage independence, responsibility, and consideration for others.
- We provide a stable, sensitive and welcoming atmosphere in which our children feel happy and secure.
- We offer a quality education based on the English National Curriculum, which also recognizes our cultural diversity
- We utilise Turkey's distinctive geography and rich history as a resource for learning.

Curriculum

The curriculum forms the basis for our learning and the experiences children enjoy during their time at the BESA. To us, the curriculum goes far beyond the legally required elements of the English National Curriculum documentation and involves the rich fabric of creative, cultural, sporting and intellectual opportunities.

Our curriculum uses the English national frameworks to ensure that every child develops the key learning steps defined within that documentation, but we have developed a more expansive approach to its delivery that ensures our children receive experiences and opportunities to develop their knowledge, skills and attributes in ways that will guarantee learning is relevant and exciting. We ensure that learning at BESA broadens the aspirations, values and opportunities for every child as they grow and develop.

In the Nursery and Reception years, children follow the Early Years Foundation Stage Curriculum as used by English Primary schools. The areas they study are Mathematical Development, Communication Language and Literacy, Physical Development, Knowledge and Understanding of the World including ICT, Personal Social & Emotional Development and Creative Development. In Years 1 to 8, children study all subjects on the English

National Curriculum that is Literacy, Numeracy, Science and ICT Information Communication Technology and develop them in context with the foundation elements of the curriculum:

Design Technology

Music

History

Art

Geography

Physical Education

PSHE (Personal, Social, Health and Education)

A detailed account of all BESA school curriculum policies and schemes can be seen at the school. Our curriculum is designed to ensure that children develop the skills they need to become confident, self motivated learners, who can engage with and solve challenges innovatively.

Turkish

Children are taught in mixed year groups 1/ 2 & 3/ 4 & 5/6, 7 and 8 in Turkish learners and Turkish speaker groups. They are taught to communicate, speak, read and write in Turkish. Turkish is taught from year 1 to year 8.

Key Stages

The National Curriculum is split into 5 stages for different age groups known as 'Key Stages'. The first 3 make up primary education;

FOUNDATION STAGE (Infant)	3 to 5 years (Nursery/Reception Class)
KEY STAGE ONE (Infant)	5 to 7 years (Years 1 & 2)
KEY STAGE TWO (Junior)	7 to 11 years (Years 3-6)
KEY STAGE THREE	12 years (Year 7), 13 years (Year 8)

Child Progress and Assessment

The School considers accurate and focused assessment as the cornerstone of high quality teaching. Such assessment allows for work to be planned and taught accurately as well as meeting the needs of the requirements of the children and ensuring high levels of expectation and support. Marking is part of the dialogue that exists between teacher and pupil. We see marking as a positive and constructive activity and not merely a record of what is right and what is wrong.

As well as ongoing assessment procedures, BESA conducts annual assessment tests in the Summer Term. In May, usually the second week, the School holds its National Curriculum Tests (SATs). Details of assessment at BESA can be found in our Assessment Policy.

Special Educational Needs/Gifted and Talented Pupils

BESA follows the Code of practice on the identification and assessment of special educational needs. Children identified are not just those with learning difficulties but also relate to children who are high achievers and need further development. It also includes those who have behavioural issues. Central to our policy is the desire to have the close involvement of parents.

Homework

Homework is a crucial element of the Home/School partnership. It gives parents the opportunity, from the outset, to support their children in their learning whilst enabling them to reinforce the work covered at school. There are varying tasks which are set to include learning tables and spellings, sharing reading books and also topic work. Parents who support their children with homework tasks provide a powerful reinforcement of the status of School and of their child's work and education. Some of the work will be of an investigative nature, in which other members of the family may wish to become involved.

Sex and Relationship Education

The Staff and Governors of BESA support the teaching of relevant sex education. In partnership with parents and as part of the entitlement to the curriculum, great care is taken in matching the approach to sex education to the maturity of the children.

The Governors, in partnership with BESA and having regard to representations made to them by the DfES Circular 5/94, feel it absolutely necessary that parents are informed of the sex education policy and the essential principles under which it will be developed;

- sex education will be delivered sensitively
- a variety of materials will be used including videos. These materials will be available for parents to see prior to use in the classroom
- sex education will be discussed with the children in the context of a stable relationship
- where appropriate, children's questions will be answered honestly and factually as they arise. Particularly difficult questions will be referred to parents in consultation with the class teacher
- sex education with older children (Years 5,6,7 and 8) will be discussed in terms of mechanics and emotions
- parents with views as to the suitability of sex education should in the first instance discuss the matter with the Head teacher

Written 2007

Reviewed 2011 Jan Head Teacher