



British School
Quito
an Orbital Education School

All our policies are developed to ensure our values are at the centre of all we do, as we work in the best interests of our pupils to ensure the best outcomes for them. All policies can be updated out with the set review cycle if advice, guidance, or new learning require it.

Excellence
Excelencia

Respect
Respeto

Responsibility
Responsabilidad

Integrity
Integridad

Compassion
Compasión

We live and learn together:

1. with **respect** and **care** for each other
2. with a **happy** and **welcoming** attitude to everyone
3. with an **active** and **determined** approach to our ambition

BSQ Curriculum Policy

Adopted:

Friday, 31 October 2025

Review cycle:

1 Year review cycle.

Next review:

Saturday, 31 October 2026

Policy Lead:

Principal.

Published:

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BSQ Website:



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Rationale

The rationale for our curriculum is built upon the understanding that our students progress to Further and Higher education, necessitating a framework that seamlessly bridges foundational learning with the rigour of further and higher education.

Our intentions ensure a coherently sequenced path from EYFS developmental habits to advanced academic proficiency, focusing intently on cumulative knowledge acquisition, mastery of disciplinary concepts, and the development of independent learning and resilience—skills identified as crucial for university success—while simultaneously fostering the broad cultural capital and ethical awareness required to thrive as engaged and responsible BSQ graduates in the wider world.

Curriculum

The purpose of our curriculum:

- To provide a coherently planned and sequenced education that builds cumulatively sufficient knowledge and disciplinary skills across all subjects, ensuring deep understanding that progresses intentionally from our Early Years and foundation stage through to Key Stage 5
- To enable pupils to master core knowledge, understand foundational concepts, and acquire transferable skills, ensuring they can confidently apply this learning in novel, relevant, and challenging situations
- To maintain high, differentiated academic, vocational, and technical ambitions for every pupil, ensuring subject choices and pathways effectively support individual progression goals toward higher education or meaningful employment
- To instil a lifelong curiosity and intrinsic motivation for learning, ensuring pupils demonstrate sustained engagement and a proactive attitude toward challenging tasks, building directly upon the Characteristics of Effective Learning established in the Early Years
- To develop independent learning skills, self-regulation, and academic resilience, making pupils self-directed learners capable of managing the intellectual and personal demands of further/higher education
- To cultivate pupils' Spiritual, Moral, Social, and Cultural (SMSC) awareness and actively support their physical development, promoting healthy lifestyles, responsibility for their well-being, and respectful citizenship
- To guarantee equal access to an ambitious curriculum for every pupil. We uphold high expectations as the baseline, ensuring teaching is expertly differentiated with appropriate challenge and support to eliminate gaps in learning across all age groups
- To equip pupils with essential subject knowledge and the necessary cultural capital to navigate complex modern society, succeed in their chosen progression route, and contribute meaningfully as informed members of their community

Our Values:

Our curriculum is underpinned by our values:

- Respect
- Responsibility
- Integrity
- Compassion
- Excellence

Support and guidance

This policy reflects the requirements of the [National Curriculum programmes of study, Currículo vigente – Ministerio de Educación, Deporte y Cultura](#), IGCSE specifications and [IB curriculum frameworks](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

Roles and responsibilities

All staff will make sure that the school curriculum is implemented in accordance with this policy.

The Regional Head of Schools Latin America

The RHoS will act on behalf of the Board and will monitor the effectiveness of this policy and hold the principal to account for its implementation.

The RHoS will quality assure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
 - Enough teaching time is provided for pupils to cover the requirements of our curriculum
 - Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN)
 - The school implements the relevant statutory assessment arrangements meeting all our obligations:
 - IGCSE
 - IBO
 - Ecuadorian Educational Framework
 - Participates actively in decision-making about the breadth and balance of the curriculum
- Pupils will receive careers guidance in line with the Ecuadorian Framework and statutory guidance.

Principal

The principal is responsible for:

- ensuring that this policy is maintained and updated as required
- This policy is adhered to, and all staff understand their responsibilities when implementing this policy
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- The Regional Head of schools is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Regional Head of schools is advised on whole-school targets, in order to support informed decision making

Heads of Primary and Secondary

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of our curriculum offer
- They manage requests to withdraw children from curriculum subjects, where appropriate
 - The school's procedures for assessment meet all published requirements

Finance Manager

- To work with heads of school to ensure we have all equipment, space and services that enable us to deliver the planned curriculum in an effective and efficient manner

School Psychologists

- Proper provision is in place for pupils with different abilities and needs, including pupils with a SEND diagnosis and those identified as requiring additional school support
- Ensure the SEND register is maintained in real time to reflect the caseloads of the intervention teachers and psychologists

Learning Leads

- Ensure curriculum plans are all in place and maintained up to date in real time
- Monitor the implementation of the curriculum across their areas of responsibility (primary and secondary school).

Head of English

- Ensure the curriculum offers ample opportunities for English Language Acquisition in a planned and consistent manner.

Intervention Teachers

- Plan as required to support children with a diagnosis and those on school support to fully engage with learning planned and delivered through the implementation of the curriculum plan
- Share plans for additional support with classroom teachers and Teaching and Learning Assistants
- Manage case load of children on school support to ensure they have access to the curriculum.

Teachers

- Plan as required to implement the planned curriculum across all areas of responsibility
- Maintain relevant knowledge and understanding of:
 - English national curriculum programmes of study
 - IGCSE specifications
 - IBO subject outlines
- Continually reflect, review and update curriculum plans as and when required
- Maintain all pertinent curriculum plans in real time and in the appropriate whole school common Sharepoint

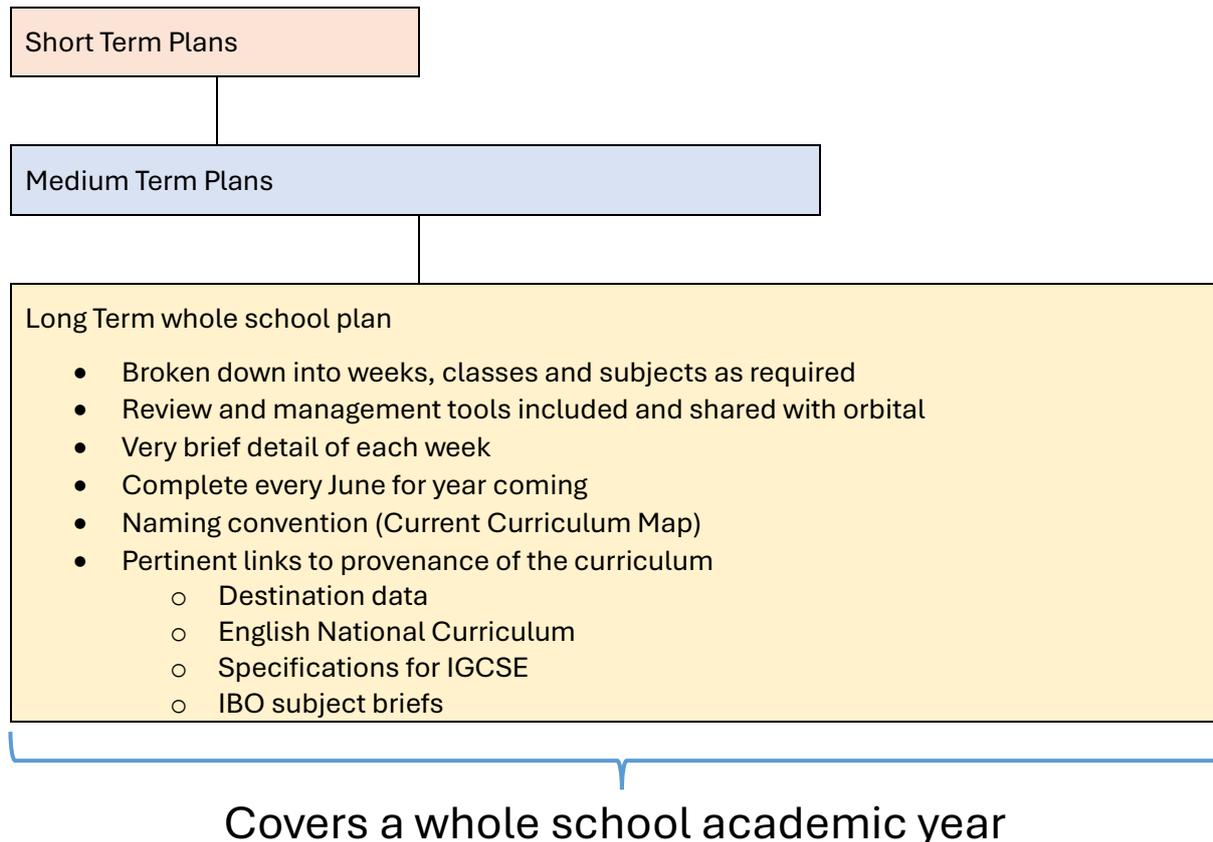
ICT lead

- Ensure appropriate permissions to key documents are managed in real time and all pertinent staff have access to the information they need to plan appropriately

Organisation and planning

The Organisation and Planning of our curriculum is anchored by our core values, essential knowledge, and defined skills. This framework empowers our teachers to design creative, stimulating, and accessible learning experiences, ensuring that every lesson is adapted to meet the diverse needs of all learners and maximise their cultural capital.

Our curriculum is planned and mapped out, using Long, medium and short term planning.



We use a range of approaches to delivering the curriculum designed to meet the differing needs of our learners across the school:

- Direct Instruction: Teacher-centered, step-by-step, structured teaching where knowledge is directly conveyed
- Inquiry-Based Learning: Student-driven, starting with a question or problem that students investigate
- Project-Based Learning: Students gain knowledge and skills by working on an authentic, engaging, and complex project over an extended time
- Experiential Learning: Learning that occurs through doing and subsequent reflection
- Play-Based Learning: Learning opportunities centered around active and imaginative play
- Blended Approach: Combining elements from different teaching methods, often mixing face-to-face instruction with online learning
- Place-Based Learning: Learning that uses the local heritage, cultures, and environments as a foundation for study.

Subjects:

We offer a range of subject based learning adapted from the English national Curriculum, The Ecuadorian national curriculum and the IB Diploma.

EYFS	Primary Key Stage 1 & 2	Secondary Key Stage 3
<ul style="list-style-type: none"> • Communication & language • Personal Social & Emotional Development • Physical development • Literacy • Mathematics • Understanding of the world • Expressive Arts & Design 	<ul style="list-style-type: none"> • Literacy (English) • Mathematics • Science • Art and Design • Computing • Drama • PE • PSHE • Spanish • Sociales • Guided Reading • Phonics • Library • Topic (projects) 	<ul style="list-style-type: none"> • English • Mathematics • Science • Art and Design • Computing • Ciencias Sociales • Drama • Humanities • Music • PE • PSHE • Spanish • Spanish Additional language • English Additional language

Key Stage 4. IGCSE	Key Stage 5: IBO
<ul style="list-style-type: none"> • English • Mathematics • Biology • Chemistry • Physics • Business management • Art • Computer Science • Geography • History • Music • PE • PSHE • Spanish • Spanish Additional language • English Additional language 	<ul style="list-style-type: none"> • English • Mathematics • Biology • Chemistry • Physics • Business management • Visual Arts • Computer Science • Geography • History • Global Politics • PE • PSHE • Spanish • Spanish Additional language • English Additional language • CAS • TOK • Extended Essay

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and they will make sure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Monitoring arrangements

Our curriculum offer is monitored by

- Regional Head of Schools
- Principal
- Heads of Primary and Secondary
- Head of EYFS
- Curriculum leads in Primary and Secondary
- IBO coordinator
- General Secretary

Links with other policies and documents

This policy links to the following policies and procedures:

- [Annual Curriculum Plan](#)
- [EYFS policy](#)
- [EYFS Framework](#)
- [Assessment & Feedback policy](#)
- [SEN policy](#)
- [Teaching and Learning Policy](#)
- [BSQ Teaching standards](#)
- [BSQ TLA standards](#)