



BSQ Curriculum Policy 2026-2028

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Purpose

The curriculum is aligned to the school's and the group's guiding statements. It:

- promotes a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning.
- identifies, nurtures and harnesses every child's unique talent and potential so that they develop as confident, resilient and enquiring learners who have respect for themselves and others;
- provides students with the knowledge and skills required to keep themselves safe at school and in the wider world;
- ensures continuity and progression within the school and between phases of education, to prepare them to make informed and appropriate choices post 16 and post 18;
- ensures that students acquire linguistic, mathematical, scientific, technological, human/social, physical, aesthetic, creative knowledge and skills relevant to adult life in a world of rapid and continuous technological change; so that they can take their place in society as informed, confident and responsible citizens;
- helps students to develop lively, enquiring minds, and an ability to question and argue rationally. It also helps them develop an ability to apply themselves to tasks, and understand the need for positive physical and mental health;
- offers a wide range of enrichment opportunities for students to excel beyond the classroom;
- develops social skills and encourages students to become more active citizens within the school community and beyond;
- promotes the development of global citizenship and intercultural learning.

Scope

- This policy applies to all phases of the school, from Early Years Foundation Stage through to IBDP. It governs the design, implementation, and evaluation of the curriculum, including all taught subjects, cross-curricular provision, and enrichment opportunities.
- The policy sets out expectations for curriculum intent, sequencing, pedagogy, and assessment as they relate to teaching and learning. It applies to all teaching and support staff involved in curriculum delivery, as well as to middle and senior leaders responsible for curriculum oversight.
- This policy is aligned with the requirements of the English National Curriculum, BSO standards, and relevant local regulatory frameworks.
- Specific procedures relating to assessment, reporting, safeguarding, and behaviour are detailed in separate policies and are not covered within this document.

Legislation 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](#).

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

Roles & Responsibilities

Teachers

- to have good subject and curriculum knowledge and to undertake professional development if required.
- to use learning objectives/outcomes from syllabus/curriculum being delivered to meet the individual needs of students.
- to follow the curriculum maps for their subject(s) and perform systematic reviews with a view to continuous improvement of practice.
- to liaise with Heads of Departments/Subject Co-ordinators to ensure quality and equality of delivery of curriculum.

Heads of Departments (HoD)/Subject Co-ordinators

- to be responsible for curriculum maps, schemes of work (long and medium term) and the monitoring of short-term planning through lesson objectives.
- to monitor the delivery of curriculum subjects through observation, moderation and tracking of student progress in the subject area.
- to provide communication to parents regarding curriculum content.

Learning Leads

- to liaise with Heads of Department/Subject Co-ordinators.
- to provide intervention and support for staff and students.
- to be responsible for tracking student progress across subject areas.
- to arrange moderation and standardisation across subjects.

Head of Primary/Secondary (HoP/HoS)

- to ensure appropriate curriculum coverage for all subjects.
- to be responsible for publication of curriculum maps and newsletters.
- to provide support for Heads of Departments/Subject Co-ordinators and Learning Leads

Principal

- to lead the establishment of a fulfilling curricular and co-curricular programme, which supports the vision and mission of the school.
- to take overall responsibility for the timetabling and delivery of a broad, varied, and challenging curriculum that is suitable for our students;
- to monitor and evaluate the quality of teaching and learning through varied observation activities, leading teaching and learning planning, assessment and evaluation.
- to strategically act on analysis of student performance data, including benchmarks, and to implement action to ensure all students are making good to outstanding progress.

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

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.

Definitions

At **The British School Quito** we see the curriculum as:

The Academic Programme

- the knowledge and skills students are expected to learn, and the learning objectives or standards they are expected to meet.
- the units and lessons that teachers are expected to teach, the resources they use, and the assessments and other methods used to evaluate the students' learning.

The Enrichment Programme

- co-curricular activities that complement, and are linked to, the academic curriculum, but take place outside of the formal lessons;
- extra-curricular activities (ECAs) that offer optional experiences outside of the normal curriculum;
- out-of-class learning through educational visits, trips or internships.

Academic Programme

Early Years Foundation Stage

National Curriculum for England and Wales (NCfE) Primary (Key Stages 1 and 2)

NCfE Secondary (Key Stage 3)

NCfE Secondary (Key Stages 4)

Sixth Form – IB Diploma Programme and Ecuadorian Bachillerato

Pastoral Education and Keeping Safe

PSHE

PSHE begins in EYFS through Personal, Social and Emotional Development, where children learn to manage feelings, build relationships and look after themselves. From Year 1 upwards, PSHE is taught weekly. It follows a spiral curriculum across Health and Wellbeing, Relationships, and Living in the Wider World, including statutory Health Education. It is reinforced through science, PE, computing, and assemblies. Further detail is in our PSHE Policy.

RSE

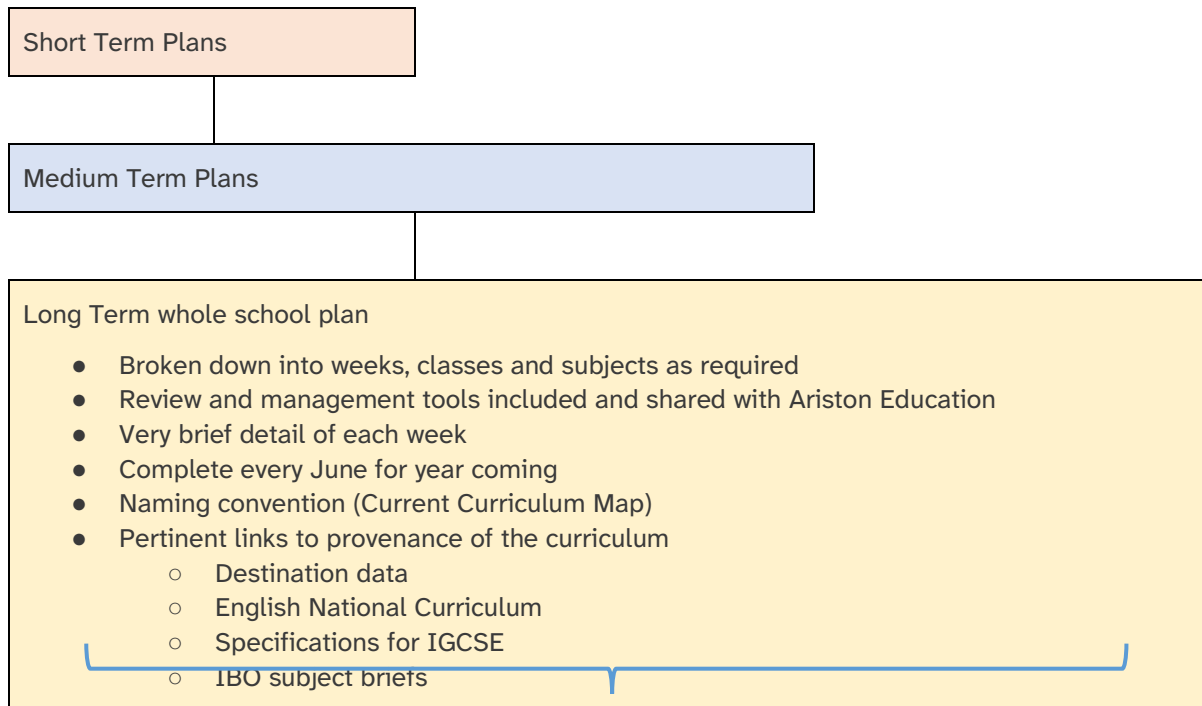
RSE is taught within PSHE and science and builds progressively. In EYFS, children learn about friendships, families and keeping safe. In primary, pupils receive statutory Relationships Education. In secondary, pupils receive statutory RSE in line with the DfE's revised guidance (2025). Teaching is age-appropriate and inclusive. Arrangements for parental consultation and withdrawal are set out in our RSE Policy.

In each Key Stage there are adapted, and formal learning programmes related to child protection including areas such as personal safety, grooming, online safety, and healthy sexual behaviour.

Curriculum 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.



Covers a whole school academic year

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
- Communication & language - Personal Social & Emotional Development - Physical development - Literacy - Mathematics - Understanding of the World - Expressive Arts & Design	- Literacy (English), incl. Drama - Mathematics - Science - Art and Design - Computing - PE - PSHE - Spanish - Sociales - Guided Reading - Phonics - Library - Topic (projects)	- English - Mathematics - Science - Art and Design - Computing - Ciencias Sociales - Humanities - Music - PE - PSHE - Spanish - Spanish as an Additional language - English as an Additional language

Key Stage 4: IGCSE	Key Stage 5: IBO
- English - Mathematics - Biology - Chemistry - Physics - Art - Computer Science - Global Perspectives - Geography - History - Music - PE - PSHE - Spanish - Spanish as an Additional language - English as an Additional language	- English - Mathematics - Biology - Chemistry - Physics - Business Management - Visual Arts - Computer Science - Geography - History - Global Politics - PE - PSHE - Spanish - Spanish as an Additional language - English as an Additional language - CAS - TOK - Extended Essay

Meeting the Needs of All Learners

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 Special Educational Needs and Disabilities (SEND)
- 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 in English, and to support pupils to take part in all subjects.

Enrichment Programme

Co-curricular Activities

- Maths Club
- Duke of Edinburgh
- Student Council and Ambassador programme
- STEM activities
- Drama Club
- BSQ Musical Band Club
- Subject Enrichment days (e.g. Pi Day)

Extra-Curricular Activities include:

- French
- Kiru
- Young Engineers
- Swimming
- Karate

Trip and Residential Visit Programme

Trips and residential visits are an integral part of our curriculum, extending learning beyond the classroom and developing pupils' independence, resilience and teamwork. In EYFS and primary, pupils take part in day trips linked to their topics and learning. In secondary, pupils in Years 7 to 12 also take part in a planned programme of residential visits, delivered with established providers, including Ceibo and the international provider CODED. These experiences build progressively in challenge as pupils move through the school. All visits are risk-assessed and run in line with our Educational Visits Policy.

Performance Opportunities

Performance is embedded in the curriculum, with pupils developing their skills and confidence through drama and music lessons and through performances from EYFS upwards.

These opportunities are extended through our enrichment programme. The drama club stages an annual production in which actors, singers and musicians perform, while pupils with artistic talents design and create props and scenery. Musicians can also join the BSQ band club, which performs at school events throughout the year. Together, these opportunities celebrate collaboration and allow pupils of all abilities to contribute to shared projects and perform for the school community.

Community Links/ Partnerships

Our community celebrates the cultural interaction between traditional British educational values and modern Ecuadorian life. Our teachers make a positive contribution to the local and wider community through

involvement in the Arts, sports and cultural activities. The school actively seeks to establish partnerships and networks with other schools, locally and beyond the country, to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students' leadership.

Accreditations

- Duke of Edinburgh International Awards

Monitoring and Review

The Senior Leadership Team will receive regular reports through line management processes about:

- The standards reached by individuals, groups and cohorts in all curriculum areas
- Students for whom the curriculum was misapplied or working significantly below expected standards. This will include adaptation arrangements, how students and parents were informed, how progress was monitored, and the progress made by those students
- The evidence of the impact of the curriculum on achievement and enjoyment
- The views of staff about actions required to improve achievement
- The nature of any parental and student feedback through annual questionnaires or complaints.
- Lesson observations/learning walks/book looks
- External feedback (e.g. inspection or accreditation report)

Related Policies

This policy links to the following policies and procedures:

- EYFS Policy
- Assessment and Feedback Policy
- SEND and Inclusion Policy
- Teaching and Learning Policy
- BSQ Teaching Standards
- BSQ TLA Standards