

Primary Curriculum Policy

The Primary School at the International School of Bucharest is for children aged 2 - 11 and provides a comprehensive British Primary Curriculum. The structure of our curriculum closely follows the National Curriculum for England:

- EYFS: Pre-nursery (FS0), Nursery (FS1) and Reception (FS2). For students aged 2 - 5.
- Key Stage 1: Years 1 and 2, for students aged 5 - 7.
- Key Stage 2: Years 3, 4, 5, and 6 for students aged 7 - 11.

The age of the students is taken from a 1st September start.

The Primary Programme of Study at the International School of Bucharest provides students with a broad and balanced curriculum, based on the new English National Curriculum. This is complemented by a range of extra-curricular activities, including Enrichment Activities on a Wednesday afternoon and residential trips for Year 3, 4, 5 and 6.

We strongly believe in a positive behaviour strategy that supports our core values of Learn, Respect and Succeed. Staff are dedicated to building positive relationships with pupils. We provide opportunities for them to fulfil their individual potential, helping them to embrace and enjoy their learning confidently whilst supporting them with their personal, social and emotional development.

Our teachers engage students by using a wide range of appropriate activities. Lessons are expected to be interactive and challenging with the aim of deepening students' understanding and developing their independent learning skills. We also encourage the development of communication, collaboration, creativity and critical thinking skills. We have separately equipped rooms for ICT, Music, Science, Art and MFL and an indoor Sports Hall and outdoor sports facilities.

EYFS - FS0, FS1 and FS2

The EYFS curriculum is based on the English Early Years Foundation Stage Framework. The curriculum offers students the opportunity to develop their learning in the core areas of Communication and Language, Physical Development and Personal, Social and Emotional Development as well as Literacy, Maths, Understanding the World and Expressive Arts and Design. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. In Rainbow Class (FS0) and Sunshine Class (FS1), specialist teachers

provide lessons in PE and music. In Star Class (FS2), further specialist provision is provided through MFL and Computing lessons.

In Rainbow class, (FS0 - 2 to 3 year olds), learning revolves around play supported by the teacher and TA. The day is loosely structured around mealtimes and outside play times. Learning activities are chosen to meet the needs of the learners and are based on a continuous provision model with focused adult activities.

In Sunshine Class (FS1 - 3 to 4 year olds), learning continues to revolve around play and the continuous provision available both in the classroom and the shared indoor and outdoor areas. This continuous provision is enhanced by resources which will stimulate learning related to the planned topics. Children take part in an increasing number of shared learning opportunities.

In Star Class (FS2 - 4 to 5 year olds), continuous provision enhanced with Topic related stimuli provides the core learning. However, further opportunities for structured shared learning takes place. These include a daily phonics session, maths sessions and class reading opportunities.

Further details can be found in the ISB EYFS Handbook.

Key Stage 1 - Years 1 and 2

Pupils in Key Stage 1 broadly follow the English National Curriculum. In English, class teachers use Talk for Writing as an approach to learning to write where children are immersed in a text, memorising it and then using it as a model for their own writing. A wide range of opportunities support the development of reading including guided reading sessions, whole class reading and individual reading. White Rose is used as a basis for learning in Maths, supplemented and enriched by other resources as appropriate to meet the needs of the children. Science topics are taught in a block alternating with Humanities topics which include objectives in Geography and History and are planned as enquiry-based learning. Art and D&T topics are cross curricular. Wellbeing and Reflection lessons are also taught by class teachers. PE, Music, Computing and MFL lessons are taught by specialist teachers following appropriate schemes of work.

Key Stage 2 - Years 3, 4 5 and 6

The Key Stage 2 curriculum shares the same model as in Key Stage 1. However, in English, units which are based on whole texts supplement Talk for Writing and children in Years 5 and 6 apply their knowledge of a range of text types to share their learning.

English Support

KS1: There is no minimum level of English required for students entering EYFS and KS1. The major focus of ESL in KS1 is to help children develop the language and skills needed to build friendships at school, and to support participation in the mainstream classroom. The focus of ESL lessons is on teaching students English language skills which include explicit and systematic phonics instruction. This will enable the students to gain reading and writing skills (coding and decoding). Planning for ESL is based on the English class planning, with English lessons and Guided Reading lessons delivered by an experienced specialist ESL teacher.

KS2: Students in KS2 (Year 3 - 6) who join the school in KS2 are assessed upon entry, in line with the 'Initial Assessment' set out in the ESL Policy. Those children who need ESL support will receive lessons delivered by a specialist ESL teacher. These lessons require additional payment. The ESL teacher plans differentiated lessons according to the learning in the classroom and on the student's level of English.

Use of Technology

The International School of Bucharest uses information technology as a way of enhancing its aim to teach the skills, knowledge and behaviours students will need as responsible citizens in the global community. A bank of 20 iPads are available for use in Years 1 - 3 to support this aim while in Year 4 and 5, pupils bring a tablet into school every day. In Year 6, pupils bring in iPads to support the transition into secondary where these are mandatory.

The goal of ISB's technology programme is to empower students as: problem solvers, creators in a changing world, global citizens.

Our school is dedicated to empower students to thrive in the world of media and technology and support them to harness the positive power of media as required by our mission statement: we enable students to reach their full potential and develop skills to become independent, respectful and caring adults who will be successful and contribute to global society.

Digital citizenship can be defined as the norms of behaviour with regard to technology use. This includes electronic exchange of information, responsibility for electronic actions and deeds, physical safety and well-being in a digital world.

The purpose of embedding digital citizenship curriculum at ISB is to discuss with students the examples of appropriate and inappropriate etiquettes, access to digital content, and electronic communication behaviour and strategies they can adopt to become a better digital citizen.

Assessment and Target Setting

We assess students through their written work, verbal participation and end of unit tests where appropriate. Regular feedback, both verbally and through written marking, ensures that students are aware of their achievements and their areas for development. As well as their own personal record keeping, class teachers regularly record students' achievement in objectives in the core subjects through the tracking system on Educare. These objectives are also shared with parents to provide up-to-date information about their children's achievements. To inform teacher assessments, regular moderation for writing and maths takes place as well as a programme of formal assessments:

	Half Termly Assessments	End of Year Assessments
KS1	'Bug Club' levelled reading tests 'White Rose Assessments' maths end of unit tests Phonics check	NFER Reading and Maths tests for Y1 and Y2 Phonics check
KS2	'Bug Club' levelled reading tests 'White Rose Assessments' maths end of unit tests 'Twinkl' adapted science tests	Y3 and Y5 - InCAS online tests NFER Reading and Maths tests for Y3 - Y6

Information from the half termly assessments is considered alongside teacher assessment during 'Pupil Progress' meetings with class teachers, Assessment Leader and the Deputy Head/Headteacher to track progress, identify barriers and to plan support and intervention as needed. Targets are then set and reflected upon during the following Pupil Progress meetings.

With the introduction of the NFER tests, a standardised score is used to assess progress over time both in Primary and for transition to Secondary. The additional information gained through the InCAS tests in Y3 and Y5, provides additional data to track progress and to set targets for each individual student. Specialist subjects assess their students' attainment and progress against criteria matched to each Unit of Work.

Further details can be found in ISB's Assessment Policy.

Counselling and Learning Support

The Counselling and Learning Support Department is supporting students with emotional and learning difficulties through different services. Students who are referred are assessed in order to identify the specific learning difficulties. This can be done in school or the students may be referred to specialists outside the school, depending on the complexity of the situation. Students who are identified with learning difficulties benefit from learning

support in English and Maths, focusing on the development of sustainable learning strategies. This is usually done by withdrawing the students from lessons, once or twice a week and it can be individual or within a small group. Students are also supported by the CLS department indirectly by providing guidance and advice for teachers in order to cater for their needs as well as entering the classroom.

Homework

A general guideline for homework expectations per evening are:

KS1 - 25 minutes LKS2 - 35 minutes UKS2 - 45 minutes

The Homework Policy provides further details.

Parent Evenings, Open Days, Parent Workshops and Shared Learning Opportunities

At ISB, we actively seek to engage our parents in their children's learning. Two Parent Evenings are arranged over the course of the academic year where parents have the opportunity to meet with class teachers and specialist teachers to discuss their child's progress. Open Days provide both current parents and prospective parents with the opportunity to visit classes and to become involved in the children's learning. In addition, a welcome meeting and parent breakfast is planned at the beginning of each year.

The Primary School also holds workshops throughout the year to give parents the opportunity to learn more about what their children are learning in school, for example Phonics and Internet Safety. These are led by subject leaders and specialists at different points in the year.

There are many other opportunities for parents to become involved in their children's learning including a class assembly for each class happening once a year, and a PBL showcase for the whole of Primary in the Spring term.

Approved by:	Primary SLT
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