

Curriculum Policy 2026

Approved by: J.Dey

Last reviewed on: May 2026

Date: May 2026

Next review due by: May 2028

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 Key Stage 5. 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 and BSO standards, while ensuring compliance with the applicable Spanish and Valencian educational legislation and curriculum requirements.

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 is aligned with the curriculum and educational requirements followed by the centre. It takes into account the applicable Spanish and Valencian Community legislation, together with the relevant UK curriculum requirements and guidance applicable to the educational programme delivered by the centre.

Roles & Responsibilities

Key roles and responsibilities are outlined below. Further details of individual responsibilities and duties are set out in the school's **Internal Staff Handbook**, which provides guidance on the day-to-day operation of the school.

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 Department or Subject Co-ordinators, where applicable, to ensure the quality and consistency of curriculum delivery across the relevant subject areas.

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.

Deputy Heads / Academic Co-ordinators

Not currently applicable. These responsibilities are overseen by the Head of School with the support of the Heads of Stage.

- 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, in the areas available.

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.

Definitions

At Magno International School, 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 (EYFS)

The school follows a combined curriculum approach, incorporating the **Cambridge International Early Years curriculum** alongside the Spanish curriculum. This approach provides a broad and balanced learning experience while meeting the relevant requirements of the Spanish education system.

Primary (Key Stages 1 and 2) / Primaria

Primary follows a combined curriculum based on the **Cambridge International Primary curriculum** and the Spanish curriculum. This integrated approach enables students to develop their learning through an international perspective while meeting the requirements of the Spanish education system.

Secondary (Key Stage 3) / Secundaria

Secondary education currently follows the **Spanish curriculum**, with the school progressively introducing English-medium teaching in selected core curriculum areas. This transition is being implemented in phases, beginning with **Phase 1 in Key Stage 3 (KS3)**, with the aim of progressively strengthening the school's international and bilingual curriculum offer.

Secondary (Key Stages 4 and 5) / Bachillerato and Sixth Form

Students in Key Stages 4 and 5 follow the **Spanish curriculum**. At Bachillerato level, the school also offers **Cambridge International A Levels** as part of its international curriculum pathway.

The introduction of English-medium teaching in selected areas of Secondary is part of a phased transition towards a broader international curriculum offer, which will progressively extend beyond KS3.

Pastoral Education and Keeping Safe

Personal, Social and Health Education (PSHE)

PSHE is delivered through the school's tutorial programme and is coordinated and overseen by the Designated Safeguarding Lead (DSL). The programme supports students' personal, social, emotional and health development and is embedded within the school's wider pastoral provision.

Relationships and Sex Education (RSE)

RSE is delivered through age-appropriate workshops led by appropriately qualified professionals, in coordination with the school's Psychopedagogical Department. The programme follows the relevant guidance and requirements of the Valencian Community.

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

Students are expected to have a common experience of a subject as it is delivered.

Long-term planning

- maps the provision to ensure content coverage, skills development and continuity throughout the school programme.

- is available on the school website and is shared with parents.

- is reviewed regularly.

Medium-term planning

- sets out objectives, learning outcomes and opportunities for assessment for topic blocks and individual lessons.

- identifies links to specific curricula, and to internationalism, inter-culturalism and global citizenship.

- enables consideration of health and safety factors to minimise risk.

- creativity and cross-curricular planning are encouraged.

Short-term planning

- ensures successful delivery to meet objectives.

- enables personalisation of learning in order to meet the needs of individual students in the class.

Meeting the needs of all learners

Special Educational Needs and Disabilities (SEND)

The school currently supports students with SEND through a combination of in-class interventions and targeted support. While the school does not currently have a dedicated SEND specialist, support is provided through the Psychopedagogical Department, including in-class interventions delivered in Spanish.

In addition, English-language support is available within the curriculum to assist students with their oral comprehension and expression, where required. Support is tailored to individual students' needs and is coordinated with teaching staff and families as appropriate.

English as an Additional Language

The school provides a dedicated language immersion programme in both Spanish and English to support students who require additional language development to access the curriculum.

Where appropriate, students receive targeted English language support outside the classroom for a number of sessions each week. This support focuses on developing the communication, listening and comprehension skills needed to participate effectively in the mainstream classroom.

Students are gradually reintegrated into full classroom learning as their language skills develop and they are able to access the curriculum with greater independence.

Personalisation of Learning

Teachers create learning opportunities which stretch and challenge all students to achieve their potential. Teachers and support staff plan to meet the needs of all students by ensuring learning is focused on individual students' needs and abilities.

Outcomes from assessment of/for learning enable teachers to set targets which reflect individual students' skills, abilities and potential. Students will be offered a range of scaffolds to enable almost all to meet the age-appropriate objective.

Enrichment Programme

Co-curricular Activities

- career and university-related activities

- internships

- Student Council – Magno Legacy

- debating/public speaking/oracy

- Leadership (e.g. School Council, Sports Leaders Award, Duke of Edinburgh's Award, House System)

- subject enrichment days (Music Day, Family Day, Summer Festival...)

Extra-Curricular Activities include:

- Sports clubs

- Music club

- Chess Club

- Painting Club

Trip and Residential Visit Programme

The school offers a programme of educational day trips and residential visits throughout the academic year, designed to complement and enrich students' learning experiences.

In addition, every two years, and at key transition points at the end of each educational stage, students have the opportunity to participate in residential trips, both within Spain and abroad, as appropriate.

Performance Opportunities

The school does not currently offer a dedicated performance programme.

Community links/ partnerships

Our community celebrates the cultural interaction between traditional British educational values and modern Spanish 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

Cambridge International School (EYFS – Primary)

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 should be read in conjunction with the following documents: