



SECONDARY



'We believe that secure, happy children learn best and therefore strive to ensure a friendly, respectful atmosphere where we all work hard.'

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The Curriculum

A summary of the British curriculum followed by different year groups is set out below:

Key Stage	Year	Curriculum	Subjects	PSHE
KS3	7	National Curriculum for England and Wales.	Compulsory: English, Mathematics, Science, French, Art, Drama, Geography, History, Computing, Music, PE	Personal Social and Health Education supports academic development through providing students with understanding of the skills and knowledge required to become responsible citizens.
	8		Options: Ethics / Religion	
	9			
KS4	10	IGCSE curriculum	Compulsory: English, English Literature, Mathematics, Science, French, 1 st Language Spanish	
	11		Options: Art, Business Studies, Geography, History, Computer studies, Music, Compulsory Non-IGCSE: PE	
KS5	12	AS level courses	Compulsory: Thinking Skills, Spanish, Mathematics	
	13	A level courses	Options: Art, Biology, Economics, Chemistry, English Language, French, Geography, History, Computing, Physics, Spanish Literature, Marine Science	

A summary of the Spanish curriculum followed by different year groups is set out below:

Key Stage	Year	Curriculum	Subjects
KS3	7	Spanish Curriculum	Compulsory: Spanish Language and Conocimiento del medio
KS3 and KS4	8	Spanish Curriculum	Compulsory: Spanish Language and Spanish Humanities
	9		
	10		
KS5	11	Spanish Curriculum	Options: Health Sciences (Biology, Chemistry), Technical Sciences (Technical Drawing, Maths II, Physics), Social Sciences (Economics, Geography, History, History of Art, Maths)
	12		
	13		

The Key Stages



The secondary British curriculum is organised into three stages referred to as Key Stages.

In Key Stage 3 (Years 7, 8 and 9) students follow a broad and balanced curriculum which covers a wide range of academic areas, but ensures a deep development of understanding in the core subjects of English, Mathematics and Science.

The transition into Key Stage 4 (Years 10 and 11) allows students to specialise by choosing certain option subjects, as well as continuing with the core subjects. University of Cambridge IGCSE courses are two year programmes studied in Year 10 and 11, leading to external examination at the end of Year 11. The one exception to this is our English course, where students take IGCSE English as a Second Language at the end of Year 10. On successful completion of this course, students move on to take IGCSE English as a First Language at the end of Year 11.

In order to convalidate their secondary studies and progress to Key Stage 5, students must pass the required number of both IGCSE subjects and the Spanish curriculum subjects.

Students in Key Stage 5 choose to follow a combination of A level subjects in order to prepare for university entry and success in their chosen degrees. Integrated curriculum 'health and technical science' A level subjects (Biology, Chemistry, Mathematics and Physics) are taught by teaching teams comprising both British and Spanish colleagues, preparing students for both A level and 'Fase específica' examination. Students opting for a social science curriculum follow 'Fase específica' preparation in Mathematics and Economics or History of Art, and Geography, in addition to their A level subjects. Spanish language is compulsory in Year 12 and is assessed as part of the A level curriculum. Students have the option to choose Spanish Literature AS in Year 13. All students study Mathematics in Years 12 and 13.

Our educational philosophy

The philosophy behind our curriculum is one of building on prior knowledge. As students progress through the secondary school, their studies become more advanced and challenging, but the learning is built upon the understanding developed in previous years. Our aims are not purely content driven and there is a constant emphasis throughout the teaching and learning process of students developing personal learning and thinking skills (PLTS). This concept filters through all subjects and throughout their schooling our

pupils have the opportunity to develop positive attributes for learning, helping them to become:

1. Independent enquirers.
2. Team workers.
3. Effective participants.
4. Self-managers.
5. Reflective learners.
6. Creative thinkers.



PSHE

Personal Social and Health Education is an important part of the school curriculum, which supports academic development through providing students with understanding of the skills and knowledge required to become responsible and safe citizens. Tutor

teams and the department of orientation are responsible for the teaching of this area of the curriculum. The school programme for Sex and Relationship Education forms part of the PSHE scheme and a careers programme runs alongside the PSHE programme.



Assemblies

Regularly meeting as a group to consider specific issues and celebrate success forms part of our weekly routine. Students are

expected to participate actively in assemblies and are encouraged to develop public speaking skills.

Supporting our students

We closely monitor the progress of each individual student and focus our efforts on supporting their progress. Students who are underachieving are identified and specific targets are set for them to help them improve.

The tutor plays an important role in monitoring the academic progress and general well-being of each student in the class, performing an extremely important role in the daily life of the children. As well as checking punctuality and attendance, tutors teach aspects of Personal, Social and Health

education during the tutor period.

The co-ordinator for each Key Stage supports and guides the tutors whilst keeping a general overview of the academic and social development of the students in the Key Stage.

Heads of Department are responsible for the organisation and development of issues relating to the relevant subjects and aim to ensure continued academic success related to both teaching and learning in their subject areas.

Our expectations

The school educates its pupils to develop solid personal ethics based on mutual respect and care towards others, underpinned by a deep sense of responsibility as a member of the

school community and as a citizen. We expect our students to make a real difference to society during their time at school and in the future.

Homework and study

Homework forms an important part of the education of the child and we want children to develop the ability to undertake independent study. Students should be able to use their time at home to consolidate their learning in

school and to develop good study habits. It is clear that those students who work hard and study well achieve good results and we therefore encourage all of our students to do this.

Working together

We believe that a close link between the school and parents is essential for students to achieve their potential. There is regular communication via written notes in student diaries, e-mails and face-to-face meetings in the school to ensure that all parties are fully

informed of how things are going.

Student opinion and involvement in the development of the school is important and our student council is actively involved in suggesting areas for improvement and organising events.

Student success

We have high expectations of all members of the school community and set ourselves ambitious targets. For example, all students in the nine cohorts which have graduated from Year 13 have achieved university places in the UK, Spain or the United States, two students gaining places at Cambridge to study Veterinary Science and Natural Sciences and another at Oxford to study Materials Science. A graduate

in 2012 entered Berklee in Boston and was on the Dean's List in his first year (ie amongst the top students). From our leavers in 2012, four students entered the University of Cordoba to study medicine. We are extremely proud of the achievements of our former students who are spread far around the globe, but also retain a real link with their school.

