



## **CURRICULUM POLICY**

### **RPE-PL-01**

<b>POLICY OWNER</b>	Education Quality and Accountability Office
<b>MONITORING AND EVALUATION</b>	Principal and Senior Leadership Team
<b>APPROVED BY</b>	School Board
<b>APPROVAL DATE</b>	
<b>DATE POLICY CAME INTO EFFECT</b>	
<b>PERIOD OF REVIEW</b>	1 year
<b>DATE OF NEXT REVIEW</b>	

## Table of Contents

<b>1 RPE Mission and Vision.....</b>	<b>3</b>
Mission.....	3
Vision.....	3
<b>2 Introduction.....</b>	<b>3</b>
<b>3 Guiding Principles.....</b>	<b>3</b>
<b>4 School Divisions.....</b>	<b>4</b>
<b>5 Aims.....</b>	<b>5</b>
<b>6 Roles and Responsibilities.....</b>	<b>6</b>
Board.....	6
Principals.....	6
Curriculum Leaders.....	6
Subject Leaders.....	6
Teachers.....	7
<b>7 Primary School Curriculum.....</b>	<b>7</b>
Lower Stage of Primary - Years 1-4 (Age 6-10).....	8
Upper Stage of Primary - Years 5-9 (Age 10-15).....	9
Enrichment.....	11
English Support.....	11
<b>8 Secondary School Curriculum.....</b>	<b>11</b>
Lower Stage of Secondary - Years 10-11 or 1-2 (Age 15-17).....	12
Upper Stage of Secondary - Years 12-13 or 3-4 (Age 17-19).....	13
Enrichment.....	15
English Support.....	15
General Gymnasium (College) - 4-year Integrated Programme (Age 15-19).....	15
<b>9 Counselling and Learning Support.....</b>	<b>16</b>
<b>10 Assessment and Feedback.....</b>	<b>17</b>
<b>11 Digital Citizenship.....</b>	<b>18</b>
<b>12 Parent/Carer Involvement.....</b>	<b>19</b>
<b>13 Monitoring and Reviewing the Policy.....</b>	<b>19</b>

# 1 RPE Mission and Vision

## Mission

Richmond Park Education aims to provide an inclusive learning environment that **nurtures, inspires and empowers** the students to reach their full potential academically, socially, and emotionally. Through innovative teaching methods, engaging and challenging enrichment programmes, personalised attention, and collaboration with families and the community, we cultivate critical thinking, creativity, and a lifelong passion for learning.

## Vision

Vision of Richmond Park Education is to prepare the students to become compassionate, confident, and responsible global citizens who are equipped with the knowledge, skills, and values to thrive in an ever-changing world.

# 2 Introduction

This policy was prepared by RPE Education Quality and Accountability Office.

The School Board has agreed and ratified this policy.

This policy is to be read in conjunction with the following policies: Health and Safety Policy, Teaching and Learning Policy, Assessment and Reporting Policy, SEND Policy, Equality Policy and Admissions Policy.

# 3 Guiding Principles

Richmond Park International School, Sarajevo (in further text - the School) provides each student with a broad, balanced education in a safe, creative, inclusive and supportive environment. We strive to make our children passionate for learning and make their learning as meaningful and relevant as possible. Our curriculum is linked to and builds on previous knowledge. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take very seriously our responsibility to prepare children for life in modern Britain, Bosnia and Herzegovina and wherever else their life journey takes them. We ensure that the **fundamental British Values (Respect, Tolerance, Democracy, Individual Liberty and Rule of Law)** are introduced, discussed and lived out through the ethos and work of our school.

- Our School provides a blended curriculum that is aligned with the local Curriculum of Sarajevo Canton and Cambridge International Curriculum.
- Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote cooperation and understanding between all members of our community.
- At our School our values permeate all areas of school life and are reflected by the school's simple motto: "Nurture, Inspire, Empower".

## 4 School Divisions

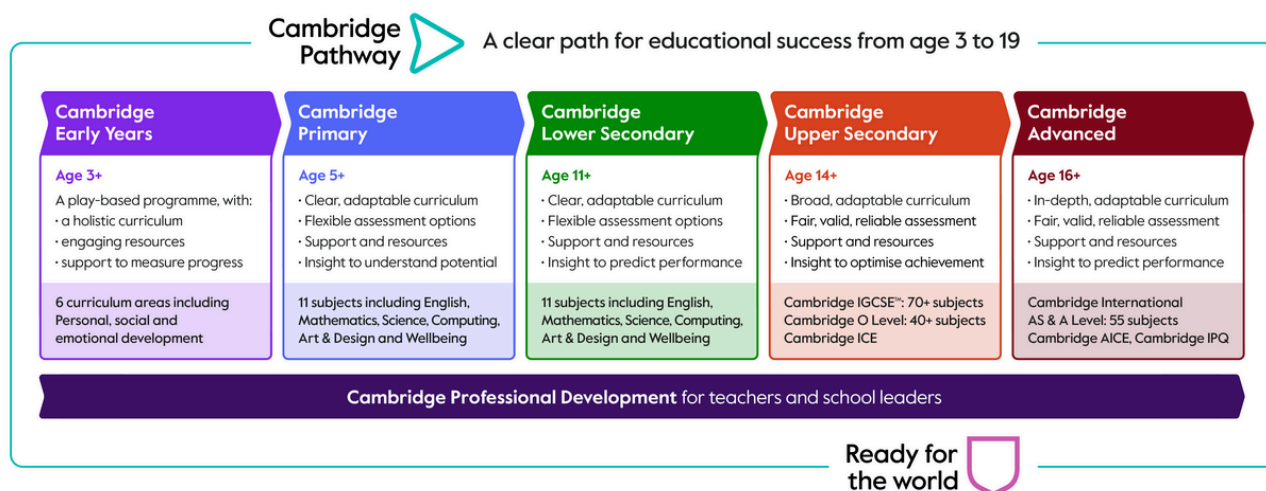
The School operates in two main divisions - Primary and Secondary - organised as defined by the legal framework for pre-university education in Bosnia and Herzegovina. Key information about each division is presented in Table 1.

**Table 1:** Outline of our Primary and Secondary divisions.

Division	Organisation according to the legal framework in Bosnia and Herzegovina				Corresponding levels in the UK	
	Stage	Key features	Year	Student age	Year	Key Stage
Primary	Lower	Students take standard set of subjects, and majority of their lessons from the primary school teachers, with additional teachers for English and RE	1	6-7	2	KS-1
			2	7-8	3	KS-2
			3	8-9	4	
			4	9-10	5	
	Upper	Students take a standard set of subjects, all taught by separate subject teachers, with one teacher also taking the role of Form Tutor for one class. At the end of Year 9 students take <i>Matura</i> exams from Bosnian, English and Maths.	5	10-11	6	KS-3
			6	11-12	7	
			7	12-13	8	
			8	13-14	9	
			9	14-15	10	KS-4
Secondary*	Lower	Students take a standard set of subjects, all taught by separate subject teachers, with two departments - General and ICT, with one teacher also taking the role of Form Tutor for one class.	10 / 1	15-16	11	KS-4
			11 / 2	16-17	12	KS-5
	Upper	Students select a department to continue their education in a specific direction (Maths and ICT, Science, Languages, Humanities) while they retain a shared set of standard subjects. They retain the Form Tutor from the lower stage.	12 / 3	17-18	13	
			13 / 4	18-19	N/A	

\* The Secondary School division consists of another sub-division called "College" which corresponds to the local type of secondary school called General Gymnasium. College offers a specific curriculum only partially taught in English, for a unified 4-year secondary program that does not involve subject/department selection (details in the Section 8 of this policy).

As can be seen in Table 1, students begin attending our School at the age of 6, following the local regulations. Since the School provides a blended curriculum that is aligned with the local Curriculum of Sarajevo Canton and Cambridge International Curriculum, the Cambridge Pathway (Figure 1) is followed with a one year offset, in order to provide equal opportunities to prospective local and expat students. “Implementing the Curriculum with Cambridge - A guide for school leaders” states that in the Cambridge Pathway age ranges are for guidance only.



**Figure 1: The Cambridge Pathway.**

We strongly believe in a positive behaviour strategy that stems from our motto “Nurture, Inspire, Empower”. 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 labs, sports hall, cinema hall, outdoor playground and other facilities.

## 5 Aims

The aim of this policy is to outline the curriculum that our Primary and Secondary divisions follow, striving to offer a balanced and broad curriculum which enables all pupils to:

- Become successful lifelong learners who are able to reach their full potential,
- Feel successful in their learning and to promote high self-esteem,
- Enjoy learning,
- Understand and value the importance of truth, fairness, right and wrong,
- Nurture positive relationships promoting working cooperatively with one another,
- Become creative, independent learners,
- Know what their strengths are and which areas they need to develop,
- Explore their spiritual, moral, cultural, mental and physical development,
- Learn and become fluent in English - the global language,
- Challenge themselves and critically think independently for deeper learning,

- Be flexible learners and adapt to different situations,
- Make learning more meaningful by putting it into context,
- Be given significant time to learn new skills and have time to practise those skills,
- Help children understand British and Bosnian-Herzegovinian cultural heritage.

## **6 Roles and Responsibilities**

### **Board**

The School Board has devolved responsibility from the Richmond Park Education Board for approving this policy and ensuring it is implemented appropriately.

### **Principals**

Principals are responsible for the implementation of this policy through supervision of the work of Curriculum Leaders. They are also responsible for providing means for effective communication of the curriculum to the parents.

### **Curriculum Leaders**

Curriculum Leaders have responsibility for the day-to-day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives and outcomes. The curriculum leader oversees the work of the Subject Leaders and works collaboratively to ensure the support is there for subject development and that there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that engagement, joy of learning and hard work underpin the School's curriculum development.

Curriculum leaders have additional responsibility to keep up to date with developments in different subjects in a generalised way, for both Cambridge International Curriculum and local Curriculum of Sarajevo Canton. They review the way each subject is taught in the School and plan for improvement. This development planning links to whole-school objectives.

### **Subject Leaders**

Each Subject Leader reviews the curriculum plans for their subject, ensures that there is full coverage of the contents prescribed by the School Curriculum and that progression is planned into bespoke, well sequenced schemes of work. Where appropriate, a team or pair of teachers will share responsibility for a subject area.

The role of the Subject Leader is to:

- provide a strategic lead and direction for the subject,
- support and offer advice to colleagues on issues related to the subject,
- support staff development and improve the quality of teaching and learning over time,
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny,
- monitor and evaluate teachers' planning and teaching,
- keep self and other staff up to date with developments in their subject by relevant reading, INSET (in-service training) days and policy development and update,
- liaise with appropriate bodies e.g. other schools, ministries, institutes etc. about matters relating to their subjects,

- provide efficient resource management for the subject,
- map coverage of the curriculum to long term plans,
- engage with subject associations and disseminate information to staff as 'mini' CPD.

Subject Leaders have additional responsibility to keep up to date with developments in their subjects in an in-depth way, for both Cambridge International Curriculum and local Curriculum of Sarajevo Canton. They review the way their subject is taught in the School and plan for improvement. This development planning links to whole-school objectives.

The Subject Leader also keeps a portfolio of children's work/a set of children's work books, which s/he uses to show examples of the achievements of children at each stage and to demonstrate the expectations of attainment.

Curriculum Leaders and Subject Leaders are common to all schools that are part of Richmond Park Education, and operate under the supervision of the Education Quality and Accountability Office.

## **Teachers**

Teachers are responsible to ensure effective curriculum delivery and support student learning and development through:

- familiarising themselves with this Curriculum Policy, as well as the Curriculum Statements and other documentation for their respective subjects,
- developing and reviewing curriculum materials, planning and delivering engaging lessons,
- differentiating instruction to meet diverse student needs,
- assessing student understanding, providing feedback, monitoring student progress and adjusting instruction accordingly, and analysing student data to inform instruction,
- integrate technology into teaching practices,
- collaborate with colleagues, Subject and Curriculum Leaders and other stakeholders, to ensure coherence and consistency in curriculum delivery and implementation,
- ensure compliance with educational policies and guidelines,
- completing assigned curriculum-related CPDs, both from the School and local authorities,
- communicating with parents/guardians regarding curriculum objectives, student progress, and opportunities for parental involvement in the learning process,
- fostering a culturally responsive learning environment that respects and values the diversity of students' backgrounds, experiences, and perspectives,
- prioritising safety, well-being, and social-emotional development of students in all aspects of curriculum planning and implementation.
- engage in reflective practice for continuous improvement.

## **7 Primary School Curriculum**

The Primary School at the Richmond Park International School Sarajevo is for children aged 6 - 15, in compliance with the legal framework for primary and secondary education in Bosnia and Herzegovina. The school provides a blended curriculum that is aligned with the Curriculum of Sarajevo Canton and Cambridge International Curriculum.

The structure of our curriculum closely follows the regulations of Ministry of Education in Sarajevo Canton:

- **Lower years of Primary education:** Years 1-4 (for students age 6-10)
- **Upper years of Primary education:** Years 5-9 (for students age 10-15)

The age of the students is taken from a 1st September start. More details on student admission is found in our Admissions Policy.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children.

The Primary Programme of Study at our Primary School provides students with a broad and balanced curriculum, complemented by a range of extra-curricular activities, including enrichment activities, various contests, educational visits and residential trips.

### **Lower Stage of Primary - Years 1-4 (Age 6-10)**

Pupils at this stage broadly follow the Cambridge International Primary Curriculum for English, Maths and Science. Other subjects are delivered through a blended curriculum aligned with the Curriculum of Sarajevo Canton. All lessons are taught in English, except lessons of Bosnian/Croatian/Serbian Language. A detailed overview of the subjects with weekly numbers of lessons is found in Table 2.

- **Cambridge Primary English** aims to foster a lifelong passion for reading, writing, and verbal expression. Students enhance their English proficiency for various purposes and diverse audiences. This curriculum is designed for individuals with English as their first language and is adaptable to any cultural setting. This curriculum promotes an integrated approach to teaching these four skills which can be taught and acquired using a broad range of activities that promote experience, reflection and improvement such as using a range of fiction genres, poetry, playscripts and non-fiction texts to provide authentic contexts for skills development.
- **Jolly Phonics** is used in Year 1, as well as supplementary lessons to practise **handwriting and reading**. In Years 2-4, apart from having regular English lessons we also provide supplementary **grammar, reading and creative writing lessons** that aim to further develop pupil skills and confidence in using English.
- **Cambridge Primary Mathematics** aims for the learners to develop skills in Number, Geometry and Measure, Statistics and Probability. The strands work together to help students recognise connections of mathematical concepts as they engage in creative mathematical thinking to generate and improve numerical fluency.
- **Cambridge Primary Science** curriculum covers six main areas called 'strands' that work together so that you can teach science holistically:
  - Biology – living things and how they interact.
  - Chemistry – the study of matter.
  - Physics – the interaction of matter and energy.
  - Earth and Space – planet Earth, the wider Solar System and beyond.
  - Thinking and Working Scientifically – develops understanding and skills of scientific models and representations, scientific enquiry and practical work.
  - Science in Context – helps teachers demonstrate the relevance of science to learners and unique to our science curriculum.
- **Other subjects:** Bosnian/Croatian/Serbian Language, Art, Music, PE, Religious Education, Character Education.



**Primary school teachers** cover the following subjects: Mathematics, Bosnian/Croatian/Serbian Language, Science, PE, Music and Art. They also act as Form Tutors and deliver Character Education lessons. As Form Tutors, they make a lot of effort to get to know each pupil in their class individually and will monitor a pupil's progress both inside and outside of the classroom, and step in to help or advise, if a problem or issue arises.

**Specialist teachers** cover English and related lessons (Phonics, Reading, Handwriting, Grammar, Creative Writing) and Religious Education.

**Table 2:** Overview of subjects in the curriculum for Years 1 - 4.

Subject	Weekly number of lessons			
	Year 1	Year 2	Year 3	Year 4
English Language	3	3	4	4
Phonics (Year 1) / Grammar (Years 2-4)	5	5	3	3
Handwriting (Year 1) / Creative Writing (Years 2-4)	1	1	2	2
Reading	2	2	2	2
Mathematics	4	4	4	4
Science	3	2	3	2
Bosnian/Croatian/Serbian Language and Literature*	3	3	4	4
ICT	1	1	1	1
Art	1	1	1	1
Music	2	2	2	2
PE	3	3	2	2
Character Education	1	1	1	1
Religious Education	1	1	1	1

\* Students who are not native speakers of Bosnian/Croatian/Serbian are attending the lessons with native speakers, but teachers adapt the content to their needs.

### Upper Stage of Primary - Years 5-9 (Age 10-15)

Pupils in Year 5 broadly follow the Cambridge International Primary Curriculum for English, Maths and Science. Other subjects are delivered through a blended curriculum aligned with the Curriculum of Sarajevo Canton. Pupils in Year 6-9 broadly follow the Cambridge International Primary and Lower Secondary Curriculum for English, while in all other subjects Cambridge International Primary and Lower Secondary Curriculum is a blended curriculum aligned with the Curriculum of Sarajevo Canton. Science is organised into separate Biology, Chemistry and Physics at this stage, following the local requirements.

All lessons are taught in English, except lessons of Bosnian/Croatian/Serbian Language and German Language (as Modern Foreign Languages are introduced at this stage). A detailed overview of the subjects with weekly numbers of lessons is found in Table 3.

**Specialist teachers** cover all subjects at this stage. They also assume the role of Form Tutors and deliver Character Education lessons. As Form Tutors, they make a lot of effort to get to know each pupil in their class individually and will monitor a pupil's progress both inside and outside of the classroom, and step in to help or advise, if a problem or issue arises.

**Table 3:** Overview of subjects in the curriculum for Years 5 - 9.

Subject	Weekly number of lessons				
	Year 5	Year 6	Year 7	Year 8	Year 9
English Language (+ Grammar + Creative Writing in Year 5)	4 (+2+1)	4	3	3	3
Mathematics	5	5	5	4	4
Biology (Science in Year 5)	2	2	2	2	2
Chemistry				2	2
Physics			2	2	2
Bosnian/Croatian/Serbian Language and Literature*	4	5	4	4	4
German Language	2	2	2	2	2
Geography (Social Studies in Year 5)	2	2	2	2	2**
History		2	2	2	2**
ICT	1	1	1	1	1
Design and Technology	1	1	1	2	1
Art	1	1	1	1	1
Music	1	1	1	1	1
PE	3	2	2	2	2
Citizenship Education			1		
Character Education	1	1	1	1	1
Religious Education	1	1	1	1	1
Culture of Living	1				

\* Students who are not native speakers of Bosnian/Croatian/Serbian are taught an adapted course by a specialist teacher. Those with sufficient speaking skills (determined by the subject teacher) attend the lessons with native speakers, but teachers adapt the content to their needs.

\*\* Students at Year 9 who are citizens of Bosnia and Herzegovina and speak Bosnian/Croatian/Serbian as their first language are required to take Geography and History of Bosnia and Herzegovina in their first language, as per local regulations. Other Year 9 students continue taking the same courses in English.

## Enrichment

The School provides pupils with a variety of enrichment activities in the Primary division:

- **Clubs:** double lesson of clubs in Years 2-4 on Thursdays and one lesson of clubs in Years 5-9. Clubs are managed and led by the primary school and subject teachers. Students choose a club based on their preference and stay in one club for one term. They choose a new club in the second term.
- **Smart Kids Programme:** two lessons in Year 1 and one lesson in Years 2-6. Developed by WysePress UK, this programme aims to develop pupils' thinking skills and improve their concentration and focus through a range of challenging and engaging verbal and visual activities and games (Creativity, Thinking Skills and Visual Perception). The activities within the programme also improve pupils' vocabulary, reading, writing, maths skills, and their logical analysis and audio-visual abilities by helping them present productive ideas.
- **After-school enrichment:** contractors provide various sports clubs in the school after regular lessons end, between 15:00 and 16:00 h.

Our students may also join various competitions and events, organised by the School or other institutions.

## English Support

There is no minimum level of English required for students in the Primary division. School provides students with **a large number of English and related lessons (11 lessons per week, roughly 1/3 of the weekly lesson count) in the Lower Stage of Primary**. The major focus 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 instructions. This will enable the students to gain reading and writing skills (coding and decoding).

In the **Upper Stage of Primary (Years 5-9) students who need ESL support will receive supplementary lessons delivered by a specialist ESL teacher**. If the student needs extensive support to quickly be brought to the necessary level of English to follow the rest of their classes, they will be pulled out from some other subjects after consulting the subject teachers. In the meantime, subject teachers need to adapt the content to the level suitable for the student.

## 8 Secondary School Curriculum

The Secondary School at the Richmond Park International School Sarajevo is for children aged 15 - 19, in compliance with the legal framework for primary and secondary education in Bosnia and Herzegovina. The school provides a blended curriculum that is aligned with the Curriculum of Sarajevo Canton and Cambridge International Curriculum.

The structure of our curriculum closely follows the regulations of Ministry of Education in Sarajevo Canton:

- **Lower years of Secondary education:** Years 10-11 or 1-2 (for students age 15-17)
- **Upper years of Secondary education:** Years 12-13 or 3-4 (for students age 17-19)
- **“College” corresponds to the local type of secondary school called General Gymnasium** - a unified 4-year secondary program taught partially in English that does not involve subject/department selection: Years 10-13 or 1-4 (for students age 15-19).

The age of the students is taken from a 1st September start. More details on student admission is found in our Admissions Policy.

**Specialist teachers** cover all subjects in the Secondary School. They also assume the role of Form Tutors and deliver Character Education lessons. As Form Tutors, they make a lot of effort to get to know each pupil in their class individually and will monitor a pupil's progress both inside and outside of the classroom, and step in to help or advise, if a problem or issue arises.

The Secondary Programme of Study at our Secondary School provides students with a robust and challenging academic education. This is complemented by a range of enrichment activities, various contests, non-competitive events (such as Richmond Park Model United Nations), educational visits and residential trips.

#### **Lower Stage of Secondary - Years 10-11 or 1-2 (Age 15-17)**

Students at this stage take a standard set of subjects, all taught by separate subject teachers, with two departments - **General and ICT**. Both departments have the same set of subjects, with the exception of Programming that replaces Turkish Language in case of the ICT department.

The ICT department aims to progress into the “Maths and ICT” department in Years 12 and 13 (but students are not limited to it) while students of the General department select their departments for the final two years at the end of Year 11.

Subjects are delivered through a blended curriculum aligned with the Cambridge International Upper Secondary Curriculum and Curriculum of Sarajevo Canton.

Most courses in Years 10 and 11 lead to the internationally recognised Cambridge Assessment International Education IGCSE qualifications. We aim to give our students a well-balanced choice of subjects during these two important years. The final examinations are externally set and marked by Cambridge. These examinations are the first of a two-step process towards qualifications needed for admission to universities around the world. Taking IGCSE exams is optional in the School and students who decide to take them may receive additional preparatory lessons as needed.

All lessons are taught in English, except language lessons: Bosnian/Croatian/Serbian Language, German Language and Turkish Language. Students who are not native speakers of Bosnian/Croatian/Serbian are taught an adapted course by a specialist teacher. Those with sufficient speaking skills (determined by the subject teacher) attend the lessons with native speakers, but teachers adapt the content to their needs.

**Table 4:** Overview of subjects per department at Years 10 and 11.

Subject	Weekly number of lessons			
	Year 10 / 1		Year 11 / 2	
	General	ICT	General	ICT
English Language	4	4	4	4
Mathematics	4	4	4	4
Biology	2	2	2	2
Chemistry	2	2	2	2
Physics	2	2	2	2
Bosnian/Croatian/Serbian Language and Literature*	4	4	4	4
German Language	3	3	3	3
Turkish Language	2		2	
Programming		2		2
ICT	2	2	2	2
Geography	2	2	2	2
History	2	2	2	2
Art	2	2		
Music			2	2
PE	2	2	2	2
Character Education	1	1	1	1
Religious Education	1	1	1	1

### Upper Stage of Secondary - Years 12-13 or 3-4 (Age 17-19)

Students at this stage select one of the four department programmes to follow: Maths and ICT, Science, Humanities and Languages. Each department retains a common set of subjects, but additional lessons (electives) are allocated to the subjects relevant to a particular programme.

All lessons are taught in English, except language lessons: Bosnian/Croatian/Serbian Language, German Language, Turkish Language and Latin Language. A detailed overview of the subjects with weekly numbers of lessons is found in Table 5.

**Table 5:** Overview of subjects per department at Years 12 and 13.  
(MAT - ICT = Maths and ICT; SCI = Sciences; HUM = Humanities; LANG = Languages )

Subject	Weekly number of lessons							
	Year 12 / 3				Year 13 / 4			
	MAT - ICT	SCI	HUM	LANG	MAT - ICT	SCI	HUM	LANG
English Language	3	3	3	3	3	3	3	3
Mathematics	3	3	3	3	3	3	3	3
Bosnian/Croatian/Serbian Language and Literature*	3	3	3	3	3	3	3	3
German Language	3	3	3	3	3	3	3	3
Turkish Language	2	2	2	2	2	2	2	2
Latin Language	2	2	2	2	1	1	1	1
PE	2	2	2	2	2	2	2	2
Character Education	1	1	1	1	1	1	1	1
Religious Education	1	1	1	1	1	1	1	1
Psychology	2	2	2	2				
Democracy and Human Rights	2	2	2	2				
Philosophy and Logic					3	3	3	3
Sociology					1	1	1	1
<b>Electives**</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>

\* Students who are not native speakers of Bosnian/Croatian/Serbian are taught an adapted course by a specialist teacher. Those with sufficient speaking skills (determined by the subject teacher) attend the lessons with native speakers, but teachers adapt the content to their needs.

\*\* Electives differ based on the department, for 9 additional lessons per week in total:

- **Maths and ICT:** 3 lessons of Maths + 3 lessons of ICT + 3 lessons of Physics
- **Sciences:** 3 lessons of Biology + 3 lessons of Chemistry + 3 lessons of Physics
- **Humanities:** 4 lessons of Geography + 4 lessons of History + 1 lesson of English
- **Languages:** 3 lessons of English + 3 lessons of German + 3 lessons of Turkish

Subjects are delivered through a blended curriculum aligned with the Cambridge International Advanced Curriculum and Curriculum of Sarajevo Canton. We aim to give our students in-depth coverage of the subjects in their department programme during these two final years of their

secondary education. Students may, at the end of their studies, take the internationally recognised Cambridge Assessment International Education AS/A Level qualifications exam. The final examinations are externally set and marked by Cambridge. These examinations are the culmination of the two-step process towards qualifications needed for admission to universities around the world.

### Enrichment

- **Clubs:** one lesson of clubs in Years 1-4. Clubs are managed and led by the subject teachers. Students choose a club based on their preference and attending throughout the school year, or switch their club for the second term. Club sessions are rotated with Character Education lessons on a weekly basis in the same time slot.
- **Competitions:** students of the Secondary School may join school teams that compete in a variety of subjects at local and international competitions such as sports, Mathematics, Physics, ICT, STEM, English, sciences (science fairs and project olympiads), debate challenges, startup challenges, etc.
- **Events:** our Secondary School organises a variety of events that are the result of combined efforts of teachers and students, such as Richmond Park Model United Nations, Tolerance Week, various charity events, celebrations of important international days etc.

### English Support

In the **Secondary School students who need ESL support will receive supplementary lessons delivered by a specialist ESL teacher.** In the meantime, subject teachers need to adapt the content to the level suitable for the student. Support is offered to those students whose English level is below B1+ (according to the European Framework of Reference for Languages). Extra lessons focus on developing general competences in knowledge, skills and existential competence. The language activities include reception (reading and listening), production (speaking and writing) and interaction. The designated teacher works together with other teachers to determine the point at which the student no longer requires English support.

### General Gymnasium (College) - 4-year Integrated Programme (Age 15-19)

The Secondary School consists of another sub-division - called "College" - which corresponds to the local type of secondary school called General Gymnasium. College offers a specific curriculum only partially taught in English, for a unified 4-year secondary program that does not involve subject/department selection.

College has a bespoke curriculum developed for students that attended primary schools around Bosnia and Herzegovina (frequently from regions other than Sarajevo), where their education was not in English or aligned with any international curriculum and students that wish to have their secondary education in English to some extent. The curriculum uses the Cambridge International Curriculum and Curriculum of Sarajevo Canton as framework, but is extensively adapted and modified to fit the general 4-year secondary program. English is the language of instruction for Mathematics, Biology, Chemistry, Physics and ICT. Other subjects are taught in Bosnian Language. Students also learn Turkish and Latin language as part of their studies. A detailed overview of the subjects with weekly numbers of lessons is found in Table 6.

Enrichment activities and English support are conducted in the same format as in the International Secondary School.

**Table 6:** Overview of subjects in College curriculum for Years 1 - 4.

Subject	Language of instruction	Weekly number of lessons			
		Year 1	Year 2	Year 3	Year 4
English Language	English	5	3	3	3
Bosnian/Croatian/Serbian Language and Literature	Bosnian/Croatian/Serbian	4	4	3	3
Turkish Language	Turkish	4	2	2	2
Mathematics	English	4	4	4	4
Biology	English	2	2	2	2
Chemistry	English	2	2	2	2
Physics	English	2	2	2	2
ICT	English	2	2	2	2
Geography	Bosnian	1	2	2	2
History	Bosnian	1	2	2	2
PE	Bosnian	2	2	2	2
Latin Language	Bosnian/Latin		1	1	1
Art	Bosnian	1	1		
Music	Bosnian	1	1		
Democracy and Human Rights	Bosnian		1	1	
Philosophy and Logic	Bosnian			1	2
Psychology	Bosnian			2	
Sociology	Bosnian				2
Character Education	Bosnian	1	1	1	1
Religious Education	Bosnian	1	1	1	1

## 9 Counselling and Learning Support

The School Pedagogue (who serves as the School DSL and SENDCo as well) is responsible for 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. Individual Education Plans are prepared for students with SENDs, according to local regulations, as described in our SEND Policy.



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 School Pedagogue indirectly by providing guidance and advice for teachers in order to cater for their needs as well as entering the classroom.

In the Upper Primary stage, students have one lesson per week left for extra lessons in subjects they may need additional support with. Students who do not require extra lessons have a reading and free study lesson supervised by a designated teacher. In Year 9, students have weekly Matura preparation lessons for exams in Bosnian/Croatian/Serbian Language and Mathematics.

In the Secondary School, students have one lesson after regular school hours per week left for extra lessons in subjects they may need additional support with. This lesson is not compulsory. Is conducted based on student needs and circumstances.

Additionally, our Secondary School students have the School Psychologist at their disposal. The School Psychologist works with a student to support learning, behaviour and mental health, using psychological principles in educational environments to promote optimal learning for children and to promote their social, emotional and academic development. This process may include assessment, prevention, intervention and consultation.

## 10 Assessment and Feedback

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 of improvement. As well as their own personal record keeping, teachers regularly record students' achievement in objectives in the core subjects through the tracking system on the SchoolMind platform. These objectives are also shared with parents to provide up-to-date information about their children's achievements.

Assessment and valuation of pupils' achievements in the Primary and Secondary School is done both internally and externally, as shown in Table 7. Our General Gymnasium ("College") subdivision of the Secondary School does not use any external assessments.

Information from the assessments is evaluated during the meeting of Class Teaching Council for each class at least twice per term and more frequently if needed), to identify barriers and to plan support and intervention as needed. Targets are then set and reflected upon during the following meetings.

At the end of each term, a report card is produced with final grades for each subject following local regulations (descriptive in Year 1 and numeric 5-1 grades obtained from rounded arithmetic mean final grades for each subject in Years 2-13).

Through the Cambridge Assessments students may receive internationally recognised qualifications. In this way, our **School provides the students with opportunities to gain both locally and internationally recognised qualifications.**

Further details can be found in the Assessment and Reporting Policy.

**Table 7:** Overview of internal and external assessments in our School.

Division	Year	Internal Assessment		External Assessment	
		What is assessed	Grading method	Assessment	Grading method
Primary	1	Verbal participation, written work, projects	Descriptive	Jolly Phonics: letter and sound knowledge, word/text reading and comprehension	Jolly Phonics Checklists
	2	Written work, verbal participation, unit tests, oral exams, projects, presentations, practical work etc.	Numerical grades 5-1, following local regulations:  5 (excellent)  4 (very good)  3 (good)  2 (satisfactory)  1 (unsatisfactory)	Cambridge Primary Progression Tests	Performance bands:  Basic Aspiring Good High Outstanding
	3			Cambridge Primary Checkpoint (optional, taken in Year 6 or 7)	
	4			<i>Matura</i> Exam in Year 9*	
	5			Cambridge Lower Secondary Checkpoint (optional, taken in Year 9)	
	6				
	7				
	8				
	9				
Secondary	10 - 1	Graduation Project at Year 13 (consists of the project paper, presentation and essay)		Cambridge IGCSE Assessments (optional)	IGCSE Grades (A* - G)
	11 - 2				
	12 - 3				
	13 - 4			Cambridge AS and A Level Assessments (optional)	AS Level Grades (a - e)  A Level Grades (A* - E)

\* At the end of Year 9, students take the Matura Exams in Bosnian/Croatian/Serbian Language and Literature (non-native speakers are exempt), English and Maths. These exams are administered by the Ministry of Education in Sarajevo Canton. Student results are combined with their average grades in Years 6-9 and additional points for good results in competitions, for a final score based on which students apply for secondary schools.

## 11 Digital Citizenship

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 School promotes the use of technology as an integral part of the learning process with the aim for the students to develop positive habits and attitudes, i.e. to see their devices as tools for learning, rather than just for communication and entertainment.

Digital citizenship is embedded in ICT and Character Education curricula with the purpose is to discuss with students the examples of appropriate and inappropriate etiquettes, access to digital content, and electronic communication behaviours and strategies they can adopt to become a better digital citizen.

## **12 Parent/Carer Involvement**

Our School actively seeks to engage our parents in their children's learning. Minimum two Parent-Teacher Conferences are arranged over the course of each of the two terms where parents have the opportunity to meet with primary school teachers, form tutors and specialist teachers to discuss their child's progress. These are usually organised around the middle of the term and three weeks before the end of the term. Additionally each teacher has a designated weekly consultation hour where parents can come to meet them. Apart from these, an emergency appointment may be arranged with the teacher or form tutor in case of necessity. Parents maintain their communication with the teachers through SchoolMind platform, official school emails, while they can have mobile phone numbers of their primary school teacher / form tutor, and be included in the official class parents community on Viber.

Open Days provide both current parents and prospective parents with the opportunity to visit classes and to become involved in the children's learning.

The 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: assemblies (organised several times in the school year), school contests (science projects, spelling bee, etc.) Parents may also be more directly involved in School operation through the School Parents Council (separate for the Primary and Secondary divisions).

## **13 Monitoring and Reviewing the Policy**

We review the information in the policy annually and make adjustments as appropriate. Our review involves students, staff, carers and local authorities.