

CURRICULUM POLICY 2026

Approved by: Mel Hitchcocks

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Next review due by: Sept 2027

Purpose

British International School of Ljubljana (BISL) offers a broad and varied curriculum. At BISL, we are committed to providing all students with a high-quality curriculum that promotes high levels of achievement, engagement and personal development. This policy summarises our expectations and common working practices, which reflect the aims and objectives of the school and support its vision.

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, BSO standards, and relevant local regulatory frameworks.

Rationale

This policy outlines the principles, structure and delivery of the BISL curriculum. It provides a shared understanding of how the curriculum is designed, implemented and evaluated to ensure that all students receive a high-quality educational experience and are prepared for future success.

Aims

BISL is committed to providing a broad, balanced and coherent curriculum that enables all students to achieve high standards and make sustained progress. The curriculum is rooted in the English National Curriculum while drawing upon international contexts and perspectives to reflect the diversity of the BISL community. The curriculum is carefully sequenced to build knowledge, skills and understanding over time, preparing students for success in school and beyond.

Curriculum planning is informed by assessment data, student needs and subject expectations, while teaching is guided by evidence-based practice, including Rosenshine's Principles of Instruction. Teachers are encouraged to use curriculum requirements as a foundation while incorporating creative, engaging and real-world learning experiences, with opportunities for cross-curricular connections where appropriate.

The curriculum promotes positive attitudes towards learning and develops key attributes such as resilience, independence, reflection and collaboration. It supports students' physical, social, moral, spiritual and cultural development and is underpinned by the BISL core values of Excellence, Respect, Responsibility, Integrity and Compassion.

Regular curriculum review and collaboration ensure consistency in planning, teaching and assessment. Assessments are designed using shared expectations and common criteria to promote fairness, reliability and high standards across the school.

Through its curriculum, BISL aims to:

- Meet the needs of all learners by providing appropriate support and challenge.
- Foster a lifelong love of learning and the skills needed for future success.
- Promote students' personal development, wellbeing and healthy lifestyles.
- Ensure strong progression from Early Years through to Key Stages 4 and 5.
- Provide a range of pathways and subject choices that support students' aspirations, further education and career goals.

This policy should be read in conjunction with the Teaching and Learning Policy, the Assessment and Reporting Policy and the Feedback and Homework Policies. The curriculum is regularly reviewed to ensure it remains ambitious, relevant and responsive to the needs of students and the wider world.

Legislation and Guidance

This policy follows Slovenian education legislation. The Main Slovenia education law is Zakon o organizaciji in financiranju vzgoje in izobraževanja (ZOFVI) which governs organisation, governance, funding, staffing, oversight of schools.

Other sector-specific school laws, which cover teaching and learning rules (curriculum details, assessment, progression, exams), are;

-Zakon o Osnovni šoli (Primary school Act)

-Zakon o Gimnaziji/Srednji poklicni šoli (Secondary School Act).

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 ensure that there is a scheme of work in place for every course/year group/subject and/or topic taught and that these are updated regularly to suit the needs of the students.
- to liaise with Heads of Departments/Subject Co-ordinators to ensure quality and equality of delivery of curriculum.

Secondary Heads of Departments (HoD)/Primary Subject Co-ordinators

- Responsible for curriculum maps, schemes of work (long and medium term) and the monitoring of short-term planning through lesson objectives.
- Monitor the delivery of curriculum subjects through observation, moderation and tracking of student progress in the subject area.
- Provide communication to parents regarding curriculum content.
- Provide CPD through department meetings and conduct regular learning walks to maintain quality of provision.

Director of Teaching and Learning/Assistant Head of Primary/Assistant Head Curriculum and Assessment.

- 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.
- To maintain teaching quality through analysis of learning walk data and training intervention if required.
- Overall responsibility for teaching and learning planning.

Assistant Head of Curriculum and Assessment

- 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 assessment and evaluation.

Principal

- to lead the establishment of a fulfilling curricular and co-curricular programme, which supports the vision and mission of the school.
- 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 BISL 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.

Curriculum Enrichment

BISL recognises that learning extends beyond the classroom. A comprehensive enrichment programme complements the academic curriculum and supports students' personal development, leadership, creativity and global awareness.

Enrichment opportunities include:

- Educational visits and day trips
- Primary residential experiences
- Adventure Day residential programmes
- Model United Nations (Orbital MUN and BISL Junior MUN)
- School productions and performances
- Sustainability Day
- Dragon's Den enterprise projects

- Student leadership opportunities
- Competitions in Mathematics, Science and Computer Science
- Assemblies and celebration events
- After-school clubs and activities
- Prize Giving event

Through these experiences, students develop confidence, resilience, teamwork, independence and intercultural understanding.

[Academic Programme](#)

Early Years Foundation Stage

Early Years Framework

[Primary \(Key Stages 1 and 2\)](#)

English National Curriculum – including topic based learning. The curriculum is adjusted to reflect the interests of students, specialisms of teachers and local context.

[Secondary \(Key Stage 3\)](#)

English National Curriculum. The curriculum is adjusted to reflect the interests of students, specialisms of teachers and local context.

[Secondary \(Key Stages 4 and 5 known as Sixth Form\)](#)

IGCSE and A Level. BISL uses three exam boards, Cambridge International, AQA and Edexcel.

[Curriculum principles](#)

At BISL, curriculum design is guided by the following principles:

- Ambitious for all learners
- Broad, balanced and knowledge-rich
- Carefully sequenced to support progression
- Inclusive and accessible
- Responsive to student needs
- Grounded in evidence-informed practice
- Reflective of both international and local contexts

[Inclusion](#)

BISL is committed to ensuring that all students can access and succeed within the curriculum. Appropriate adaptations, adaptive teaching, scaffolds and support are provided for students with SEND, EAL needs and other learning requirements while maintaining high expectations for achievement and participation.

[Literacy Across the Curriculum](#)

The development of literacy is a shared responsibility across all subject areas. Teachers support students in developing reading, writing, speaking, listening and disciplinary vocabulary so that they can access and succeed across the curriculum. In 2026, BISL launched a whole school Oracy Framework to improve spoken English across the school. The Framework is based upon recommendations made to the British government as part of the Curriculum and Assessment Review. The recommendations were accepted by the British Government and will come into force in 2028.

[Curriculum Intent, Implementation and Impact](#)

Intent: To provide an ambitious, inclusive and coherent curriculum that prepares students for future success.

Implementation: Through carefully sequenced curricula, evidence-informed teaching, effective assessment and high-quality learning experiences.

Impact: Students demonstrate strong progress, secure knowledge, transferable skills and readiness for future education, employment and life.

[Curriculum Structure](#)

Early Years

The Early Years Curriculum is based on the Early Years Foundation Stage Statutory Framework. The prime areas covered are Communication and Language, Physical Development and Personal, Social and Emotional Development. The specific areas of learning are Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. These areas are interlinked and overlapping and are enhanced by the Free-Flow learning approach.

[Primary](#)

The Primary curriculum is based on the English National Curriculum covering both Core and Foundation Subjects. English and Mathematics are taught as discrete subjects, while Science, History, Geography, Art and Design and Computing are delivered through cross-curricular topic-based learning where appropriate. Languages (Slovene and German), Music and Physical Education are taught in isolation by specialist teachers.

[Secondary](#)

The Secondary curriculum is based on IGCSE, AS and A Level specifications from AQA, CAIE and Pearson Edexcel examination boards. At Key Stage 3 the curriculum is based on the UK National Curriculum and has been adapted to suit the needs of our students in preparation for international qualifications.

In Years 10 and 11, for IGCSEs all students study English Language and Literature, Mathematics, Science, as well as attending PE lessons (non-examination). They are also required to choose an additional three subjects from History, Geography, Economics, Business, Psychology, Music, Art and Design, Slovene, French, and German. All IGCSE examinations are supplied by CAIE and GCSE examinations for Art, Music and Psychology are supplied by AQA.

In Years 12 and 13, students follow AS and A Level courses. Students all attend PE lessons and choose four subjects from History, Geography, Economics, Business, Psychology, Music, Art and Design, French, English Literature, Mathematics, Biology, Chemistry and Physics. Examinations are supplied by AQA, CAIE and Edexcel examination boards. In Year 13, students will generally reduce the number of A Levels studied to 3. A student can only study 4 A Levels in Year 13 subject to grades received at AS in Year 12 and with the agreement of the school leadership.

[Curriculum Planning](#)

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

[Curriculum Maps](#)

- maps the provision to ensure content coverage, skills development and continuity throughout the school programme.
- Curriculum maps are regularly updated and placed on the website.
- Schemes of work
- sets out objectives, learning outcomes and opportunities for assessment for topic blocks and individual lessons.
- Identifies and caters for students with additional needs.
- creativity and cross-curricular planning are encouraged.

[Weekly planning \(Primary\)](#)

- ensures successful delivery to meet objectives and enables personalisation of learning in order to meet the needs of individual students in the class.

[Tutor Programme](#)

The school operates a form tutor (secondary) and class tutor (primary) programme five days per week. The programme includes PSHE and Citizenship, careers advice through Unifrog, and careers and university advice from appropriate middle leaders. As part of the programme, students attend a weekly assembly given by teachers and students, including class/year groups, after school clubs and student leadership. Weekly awards are presented to students which recognise both pastoral and academic achievements. Once a term, the Principal leads a whole school celebration assembly, and the school also holds an annual prize giving evening towards the end of Term 3.

[PSHE – whole school](#)

The PSHE curriculum runs through the school from Early Years through to Year 13 and is based upon the spiral curriculum provided by the PSHE Association (UK). The curriculum is taught by both specialist teachers, the Director of Student Welfare and the School Nurse and by class

teachers and form teachers. The PSHE Association provides a high-quality personal, social, health and economic (PSHE) curriculum which includes all statutory RSE content. The purpose of the curriculum is to create a society in which every child is equipped with the tools they need to meet life's challenges and make the most of life's opportunities.

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 enable teachers to set targets which reflect individual students' skills, abilities and potential. If required, students will be offered a range of scaffolds to enable almost all to meet the age-appropriate objective.

Citizenship

In 2026-27 BISL will introduce a new Citizenship curriculum which will focus on the core pillars of society including democracy and government, the law and justice system, financial literacy, and critical debate. Students will study these topics by looking at both the systems in the UK and Slovenia.

International Mindedness

As an international school, BISL seeks to develop globally minded students who appreciate different cultures, perspectives and traditions. Through the curriculum, enrichment opportunities and wider school life, students develop intercultural understanding, respect for diversity and an awareness of their role as global citizens.

Digital Learning

Technology is used to enhance learning, creativity, collaboration and research across the curriculum. Students are taught to use digital technologies responsibly, safely and ethically, including emerging technologies such as artificial intelligence. Digital tools are used to support communication, critical thinking and independent learning across all phases of the school.

EAL – see the BISL Languages Policy

Assessment Within the Curriculum

Assessment is an integral part of curriculum planning and delivery at BISL. Assessment should be used to:

- evaluate students' knowledge, understanding and application of the taught curriculum;
- identify strengths and areas for development;
- inform future planning and teaching;
- monitor progress over time;

- provide reliable information for reporting to students and parents.

Assessment practices align with the BISL Assessment Framework and Assessment and Reporting Policy. Teachers use a range of formative and summative assessment methods to gather evidence of student learning and inform future curriculum delivery. Assessment is used not only to measure learning, but also to inform curriculum review and ensure that curriculum intent is being successfully implemented.

Roles and Responsibilities

It is the responsibility of the classroom teacher to follow the subject-specific planned curriculum. It is the role of the Middle Leaders in Primary (Subject Coordinators) and Secondary (Heads of Department) to oversee the curriculum and monitor the progression through the year groups. Progression across year groups is overseen by the Director of Teaching and Learning.

The PSHE programme is delivered during registration/form periods and teaching periods twice per week. This programme is monitored and overseen by the Director of Student Welfare.

Please see the Teaching and Learning Policy for further information regarding inclusion and supporting SEN/EAL students.

Curriculum Monitoring and Evaluation

Curriculum quality is monitored through:

- lesson visits and learning walks
- work scrutiny
- assessment analysis
- student voice
- curriculum reviews
- external examination outcomes
- departmental development planning

This information informs ongoing curriculum development and improvement.

Related Policies

This policy should be read in conjunction with the following documents:

BISL Teaching and Learning Policy

BISL Languages Policy

BISL SEND Policy

BISL Assessment Policies for Primary and Secondary

BISL Oracy Framework.

Monitoring and Review

This policy will be reviewed annually by the Assistant Head of Curriculum and Assessment.

Reviewed by: Jason Batson, Assistant Head of Curriculum and Assessment, August 2026. Approved

by: Mel Hitchcocks, Principal,

Date of next review: August 2027