



WHAT IS A BRITISH-BASED CURRICULUM?

EDUCATION BUILT AROUND VALUES



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Introduction

WHAT IS A BRITISH-BASED CURRICULUM?

When do children start school?

Up to the age of 5, children are in Early Years education. Children start Primary school when they are 5 years old and are in Primary for 6 years, until the age of 11.

Secondary school covers 5 years, from Year 7 to Year 11, when students are 16 years old. This is divided into two phases, Key Stage 3 from Year 7–9 and Key Stage 4 from Year 10–11 when students take IGCSE exams.

The last two years of school, Years 12 and 13, are known as Sixth Form and students study for A Level exams. Students leave school at the age of 18.

Spain		Age	England	
Infantil	2º primer ciclo	1-2	Pre-Nursery	Early Years
	3º primer ciclo	2-3	Pre-Nursery	
	1º segundo ciclo	3-4	Nursery	
	2º segundo ciclo	4-5	Reception	
	3º segundo ciclo	5-6	Year 1	
Primaria	1º	6-7	Year 2	
	2º	7-8	Year 3	
	3º	8-9	Year 4	
	4º	9-10	Year 5	
	5º	10-11	Year 6	
ESO	6º	11-12	Year 7	Secondary
	1º	12-13	Year 8	
	2º	13-14	Year 9	
	3º	14-15	Year 10	
4º	15-16	Year 11		
Bachillerato	1º	16-17	Year 12	Sixth Form A-Levels
	2º	17-18	Year 13	





What is Early Years education like?

The Early Years Foundation Stage is based on the principles that every child is unique, constantly learning and can be resilient, capable, confident and self-assured. Positive relationships and enabling environments provide the experiences that help each child develop in individual ways and at varying rates. Children are actively encouraged to investigate through play and become active learners in stimulating indoor and outdoor spaces. Early Years staff plan activities that support learning in the areas of: communication and language; physical development; personal, social and emotional development; literacy; mathematics; understanding the world; expressive arts and design. They ensure that learning is relevant to each child and track individual progress carefully.

Which subjects do pupils study in Primary and Secondary?

In Primary there is a broad and balanced curriculum. Children study the core academic subjects of English, Mathematics and Science. By learning another foreign language (usually French or German), they increase their multilingual proficiency. They learn about the world now and in the past through History and Geography. Their artistic and creative skills are developed in Art, Design and Music. They begin to build digital literacy through Computing. Physical Education encourages children to become physically confident and healthy, while Personal, Social, Health and Economic education (PSHE) gives support in understanding how to deal with current issues.

In lower Secondary (Key Stage 3, Year 7–9), students continue with these subjects, further developing their knowledge, understanding and skills.

In Years 10–11, students have some choice in the subjects that they take, so that they can focus on what they are interested and confident in. All students study English Language and Literature and Mathematics. They then choose further subjects, usually four, from a range of subjects that typically includes: Biology, Chemistry, Physics, French/German/Spanish, History, Geography, Computer Science, Art & Design, Design & Technology and others such as Business, Psychology, Sociology. They take IGCSE exams for each of these subjects. Students also continue to have Physical Education and PSHE.

In Sixth Form (Years 12–13), students choose three or four subjects to study for A Level. They make their choice based on their interests, relevance for their futures and results in IGCSE in Year 11. Subject choices typically include: English Literature, Mathematics, Biology, Chemistry, Physics, French/German/Spanish, Geography, History, Computer Science, Art & Design, Business Studies and may include others such as Psychology and Marine Science. By focusing on three to four subjects, students are able to go into much greater depth in the subjects of their choice, providing an excellent foundation for further study at university.

WHAT IS THE APPROACH TO TEACHING AND LEARNING?

1

Active learning: Children learn best when they actively participate in their learning and are encouraged to be creative and analytical in their thinking. Teachers create an environment in which students not only gain knowledge but are involved in problem solving and using critical thinking skills to question and understand concepts. Learning is consolidated by using a variety of teaching activities, including project work, technology, drama and art.

2

Applying knowledge and developing skills: The English curriculum gives clear objectives for knowledge, understanding and skills. From a very young age, children learn to apply knowledge, not simply to learn, remember and recall. By using a range of different activities, they understand how knowledge relates to a variety of contexts and real-world situations. Rather than studying each topic of a subject and moving on, they are encouraged to make links across topic areas, deepening their understanding. Core concepts are revisited in greater depth and complexity as pupils progress through the school. This encourages retrieval of knowledge and better long term understanding with the ability to develop higher order thinking skills.

Pupils develop skills related to individual subjects, such as practical science skills through hands-on activities in science laboratories. Active learning methods mean children also develop and recognise skills and attitudes that they will use across the curriculum and in life: confidence, learning how to learn, respect and openness to new ideas.

3

Child-centred: The teaching approach is child centred: teachers recognise differences and plan activities that will engage learners with different needs and learning styles. Rather than following one text book, teachers make use of a variety of resources in the classroom, including online activities, worksheets, fiction and non-fiction books and models. Creative and practical activities play an important part in the learning process. In Early Years, children explore their environment through many enriching experiences both inside the classroom and outside in carefully resourced areas.

4

Collaboration: During lessons, students may work individually, in pairs or collaboratively in groups. They are encouraged to develop skills in working with others and in helping each other to learn. Questions and discussion are an important part of classroom practice: teachers can identify what has been understood, any misconceptions and guide learning; children develop their ability to investigate new topics and share ideas.

5

Cross-curricular links: Children at all ages are encouraged to see links between topics and subject areas. In Primary, teachers plan cross-curricular themes, enabling children to study topics in more depth. For example, the topic of Ancient Egypt can be used to connect learning in English, History, Geography and Science.



How are students assessed during the year?

Students' progress is continually tracked by teachers using a variety of methods. They look at how students complete activities in class, written work, practical experiments and projects among others. Teachers use this information to evaluate students' learning against the expected learning outcomes and give feedback to students that helps them improve, not just marks. Students also know what they are expected to be able to do, so can evaluate themselves and others. Continuous evaluation helps teachers plan lessons that meet students' needs and students are given appropriate support throughout the year. Achievement is reported in ways that show how far students have progressed in relation to expected learning outcomes.

Do students take any exams?

Students take exams in Year 11 and Year 13. In Year 11, they take IGCSEs which are based on the programme of study during Years 10 and 11. In Year 12 they take AS Levels and in Year 13 go on to A Levels.

IGCSE and A Level exams are produced and marked by external exam boards based in the UK. For each subject students take at least two exams during May and June. For some subjects, there might be course work that students complete during the year. This is marked by the teacher and then sent to the exam board for checking.

Exam results arrive in mid-August. The grades students receive for IGCSE are A*–G or 9–1 (depending on the subject) and for A Level A*–E.

IGCSEs and A Levels are widely recognised internationally as evidence of educational achievement.

Do students study any subjects in Spanish?

Students study Lengua y Literatura and Ciencias Sociales from Year 2–11. In some autonomous regions, students also study the co-official language.

To support applications to university in Spain, in Years 12–13 students choose one of the three routes that link to the specific degree

that they are interested in and study these subjects in Spanish: Social Sciences (Matemáticas Aplicadas, Geografía de España and Economía de la Empresa), Technical route (Matemáticas, Física and Dibujo técnico) or Health route (Matemáticas, Química and Biología).

At the end of Year 11, learners' results can be recognised by the Spanish authorities and they receive the Graduado en Educación Secundaria Obligatoria certificate.

At the end of Year 13, learners' results can be recognised by the Spanish authorities and they receive the Bachillerato certificate.

Can students enter universities in Spain?

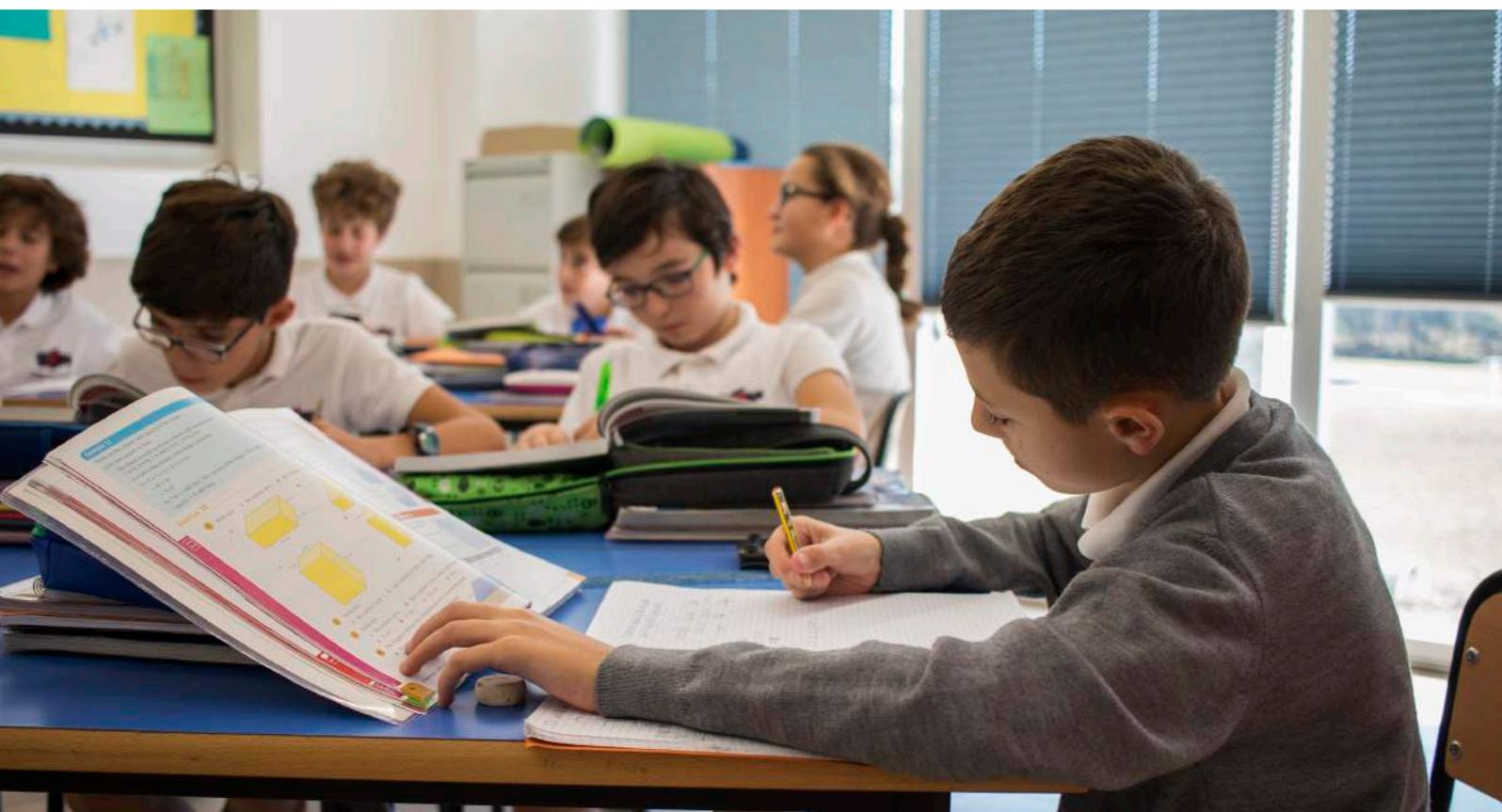
With A levels learners can apply for university in the UK, Spain and all other countries in Europe. They are also widely recognised for university entrance across the world.

By the end of Year 13 they also take an examination in the subjects studied in the chosen Spanish subject route that completes their requirements for entry to university in Spain (PCE examination and Credencial Uned).

How are British schools in Spain authorised?

British schools in Spain are inspected by an independent organisation to make sure they have acceptable facilities, offer an education of satisfactory quality based on the English national curriculum, taught by suitably qualified staff and using accepted methodology and teaching resources. If the inspection is satisfactory, they are accredited by the British Council and authorised by the regional authorities.

The subjects taught from the Spanish curriculum (Lengua Castellana y Literatura, Ciencias Sociales and co-official language where applicable) are inspected by the regional education authorities.



Education built around values

WHY INTERNATIONAL EDUCATION PARTNERSHIP?

The International Education Partnership (IEP) is a wholly owned subsidiary of IES Holdings II. IEP currently owns and operates four British Schools in Spain, located in La Nucía, Castellón, Valladolid and Oviedo. IES Holdings II also owns the Internationella Engelska Skolan group (IES) of 36 schools in Sweden.

IEP's objective is to offer outstanding bilingual education in Spain, compliant with its national curriculum and the UK National Curriculum. The aim will be to blend local presence and knowledge of the Spanish market with IEP's business acumen to develop the number one International English Schools brand within Spain.

IEP's intention is to keep expanding in Spain through new platform acquisitions in major cities. Subsequently, organic growth opportunities will be investigated and initiated. Operations in both countries are largely based on the same principles, with a focus on command of English, high academic expectations and an orderly classroom environment.



Learn more about
International Education Partnership at
www.iepgroup.es

If you have questions, please contact
info@iepgroup.es
Thank you for considering us!

