

THE  
**BRITISH**  
**SCHOOL**  
 OF AMSTERDAM

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# Curriculum Policy

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### 1. Aims

Our curriculum provides a **broad and balanced education** that is carefully planned and sequenced to ensure students gain sufficient knowledge and skills for their future studies and careers. It enables them to acquire knowledge and apply it in various contexts, while also supporting their spiritual, moral, social, and cultural development, including an appreciation of British values in our global context. The curriculum promotes a **positive attitude toward learning** and prioritises the physical development and mental well-being of all students. We are committed to **high academic ambition** and **equal access to learning** for every student, with high expectations and appropriate levels of support and challenge. Ultimately, our goal is to equip all pupils with the cultural capital and knowledge necessary to succeed in life.

All pupils are provided with meaningful opportunities to contribute to the school community and engage in a broad co-curricular programme, allowing them to experience success and positive affirmation in diverse academic and non-academic fields, thereby fostering a strong sense of self-worth and self-esteem

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In the Senior School, the curriculum offers a wide range of subject choices to support students' learning and progression, with a strong focus on core academic subjects. It is designed to develop students' **independent learning skills** and **resilience**, preparing them for further education and employment.

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For our youngest learners in the Early Years, the curriculum is specifically designed to promote their development and ensure they are ready for Key Stage 1.

This reflects our school's forward-looking vision of providing the best in British international education within a thriving community that nurtures, inspires, and empowers every individual to reach their full potential.

### 2. Legislation and guidance

As an accredited British School Overseas, this document meets the requirements set out in part 1 of the [Standards for British Schools Overseas](#), which states that a written policy on the curriculum should be drawn up and implemented effectively. The curriculum policy, plans and schemes of work take into account the age and stage of development, prior attainment and needs of all pupils, including those pupils with special educational needs. Our curriculum reflects the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This policy

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reflects the requirements of the [National Curriculum programmes of study](#) and acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

In case of discrepancies local law or regulations will take precedence.

We have a strong commitment in this curriculum policy: partisan political views are not allowed to be pushed in any subject. This is important for supporting students' social and cultural growth. If political topics come up, the school makes sure to take fair steps to offer both sides of the argument so students get a balanced view. This applies to all students, whether they are in class or taking part in after-school activities, ensuring our teaching always upholds fundamental British values.

### 3. Roles and responsibilities

3.1 The Supervisory Board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

3.2 The Heads of School are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements

3.3 Heads of Department, Curriculum coordinators, Early Years and Junior Year Group Leaders are responsible for:

- ensuring that the curriculum and planned, taught and assessed consistently and effectively in their respective school subject or age group
- establishing training and resource needs, making appropriate recommendations to Heads of School
- evaluating the quality of curriculum delivery

3.4 School teachers will ensure that the school curriculum is implemented in accordance with this policy.

### 4. Organisation and Planning

Our school's curriculum is designed to provide a high-quality education that adheres to the UK National Curriculum and the Early Years Foundation Stage (EYFS) Statutory Framework.

#### 4.1 EYS and Primary School

Early Years

In Nursery, our curriculum is primarily driven by the children's individual interests and natural curiosity. This child-led approach ensures that learning is engaging and personally meaningful.

In Reception, we transition to a topic-based approach to ensure a smooth transition to Key Stage 1. While we continue to value children's interests and incorporate them into our planning, we use broader topics to provide a clear framework for learning across the curriculum. This allows us to ensure comprehensive coverage of the Early Years Foundation Stage (EYFS) Statutory Framework while maintaining the creativity and flexibility essential for young children's development.

The school's curriculum aims to provide all pupils of compulsory school age with an experience in the following areas

#### EYFS - Continuous Provision

Continuous Provision is a core component of effective teaching and learning in the Early Years Foundation Stage (EYFS) at the British School of Amsterdam (BSA). It refers to the resources and provision available to children at all times, both indoors and outdoors, which are carefully planned to ensure they can independently access a high-quality, broad, and balanced curriculum.

This approach aligns with our belief in child-initiated learning, ensuring that our youngest pupils can practise and deepen their learning across the seven areas of the EYFS curriculum, develop independence, and become active agents in their own learning, appropriate to their age.

#### Primary Year 1 - Year 6

Our curriculum is tailored to our unique international context, with our location in the Netherlands influencing our language provision. For children who require it, we provide English as an Additional Language (EAL) lessons first, ensuring they have the foundational skills needed to access the full curriculum as quickly as possible. Dutch is taught as a second language reflecting our host country. French is then introduced at Key Stage 2 to further develop our pupils' modern foreign language skills.

Year group teams plan subjects collaboratively. Planning is reviewed and updated regularly to ensure useful links between subjects and to ensure progression between stages and phases.

Schemes of work are in place for all subject areas and year groups. The school's curriculum aims to provide all pupils of compulsory school age with an experience in the following areas:

##### **a. Linguistic**

**Writing:** Our book-based writing curriculum, aligned with the English National Curriculum, focuses on audience and purpose to motivate diverse writing outcomes. Children explore quality texts and themes through drama, discussion and debate. Teachers guide them cyclically through planning, drafting, revising, editing and publishing with grammar taught in context. This approach fosters confident, skilled and articulate communicators.

**Reading:** The English curriculum fosters expert, reflective readers through four pillars: Vocabulary, Phonological Awareness, Comprehension and Fluency. Adapting the English National Curriculum, our progressive journey moves children from decoding to sophisticated comprehension (inference, justification and evaluating authorial intent). We use a dialogic approach to encourage deeper insights and a love of literature. This structured progression develops confident, analytical and fluent readers.

**Speaking and Listening:** Our English curriculum prioritises the development of effective spoken language, enabling children to listen, respond appropriately and ask relevant questions to deepen their understanding. We ensure the children can confidently articulate and justify their arguments while using well structured narratives and explanations for a range of audiences and purposes. Through regular participation in discussions, debates and performances, the children develop fluency, command of Standard English and the ability to evaluate and build on the contributions of others. Attention is also given to strategies for building a broader and deeper vocabulary to enhance communication across all subjects.

All children who require additional English support receive this through our EAL programme, which caters for a wide range of abilities including beginners. It enables children to become more confident with English until they reach an age appropriate level in line with National Curriculum guidelines. Once they reach this level they can begin Dutch as an additional foreign language. Pupils have the opportunity to learn up to two Modern Foreign Languages; Dutch and French.. Children only learn French when they demonstrate proficiency in English and Dutch. Native Dutch Native French programmes for pupils who speak Dutch or French at home as a first language.

## b. Mathematical

Following the objectives in the National Curriculum, we adopt a mastery approach where we promote inclusivity, believing that all children can succeed and achieve a deep, long-term understanding of mathematics. This is achieved through a whole-class approach where the pace is set to ensure every pupil secures their learning on a concept before moving on. The focus is on developing strong fluency with core skills, which are then applied to tasks requiring reasoning and problem-solving in varied contexts. Pupils who grasp ideas quickly are challenged with greater depth activities within the topic, ensuring a rich and adaptable foundation for future learning.

## c. Scientific

Our science curriculum is aligned with the National Curriculum, ensuring a consistent and high-quality educational foundation. In addition, we draw upon a range of recommended educational institutions and resources to inform and enhance our planning. Emphasis is placed on developing students' inquiry skills, with science topics thoughtfully integrated across the wider curriculum.

## d. Technological

Our school teaches computing in Key Stages 1 and 2 using the **National Centre for Computing Education's (NCCE) Teach Computing Curriculum**. This curriculum has a spiral structure, meaning students revisit key themes like Programming and Data each year, progressively building on their skills. It's an inclusive, hands-on programme that incorporates physical computing and is supplemented with the Common Sense Digital Literacy curriculum for discrete online safety lessons.

## e. Human and social

History and Geography are taught in a creative, thematic way, with engaging 'hooks' to inspire learning and spark curiosity. Through the development of history skills, there is a strong focus on experiential learning using primary and secondary sources. Pupils are taught to analyse sources critically, whilst making inferences about the past and developing an understanding of bias. Geography skills combine both a strong focus on map skills and locational understanding, as well as human geography topics. Where relevant, links are made to other subject areas such as book-based English texts or science units. The humanities curriculum includes enriching opportunities to bring learning to life, through day trips, residential trips, and visitors and workshops in school. We teach PSHE (Personal, Social and Health Education) through the Jigsaw programme of study which provides a complete, structured, and age-appropriate curriculum for PSHE and RSE (Relationship and Sex Education).

The aims of relationships and sex education (RSE) at The British School of Amsterdam are to:

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies

Please also refer to the school's RSE policy for further information.

## f. Physical

PE and co-curricular activities: Our aim is to provide a broad range of inclusive opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect. We follow the Complete PE scheme which complements the National Curriculum expectations. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in

a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Through our comprehensive, extracurricular programme, pupils access quality first sports coaching with a range of sports on offer to all pupils.

g. Aesthetic and creative

Art and music have been integrated into the primary curriculum to provide a well-rounded and holistic education. They are delivered by class and specialist teachers, following who have designed progressive. A rigorous and progressive music curriculum focuses on the core skills of performing, composing, and listening/ appraising. It ensures practical music-making through weekly lessons, singing, instrumental playing, and an understanding of musical notation. The programme fosters creativity, cultural appreciation of diverse traditions, and fosters self-confidence in pupils. A progressive art curriculum supports mastery in drawing, painting, and sculpture through a rich range of media and techniques. It embeds disciplinary knowledge and critical analysis, enabling pupils to evaluate and articulate ideas in their creative work. The programme cultivates appreciation for 'great artists' and diverse global art traditions. The creative arts are celebrated by holding regular exhibitions, drama performances with visiting practitioners delivering exciting workshops to pupils.

### **Short, Medium, and Long-Term Planning**

Our curriculum is built on a clear and progressive planning framework to ensure a cohesive learning journey for all pupils. This framework is organised into short, medium, and long-term plans.

**Long-Term Planning** Our curriculum maps/ long-term plans provide a comprehensive overview of the curriculum content for each year group. These plans ensure that all National Curriculum subjects and key knowledge and skills are covered throughout the academic year.

**Medium-Term Planning** Our medium-term plans break down the long-term curriculum into half-termly or termly units. They detail the specific learning objectives, key vocabulary, and assessment opportunities for each topic. These plans are designed to demonstrate a clear progression of skills and knowledge, ensuring that new learning builds on prior understanding. Teachers collaborate to ensure these plans are rigorous and engaging.

**Short-Term Planning** - Teachers use the medium-term plans to inform their short term planning. These plans are dynamic documents that outline specific lesson activities, resources, and differentiation strategies to meet the diverse needs of pupils. Our short-term planning is responsive and flexible, with teachers refining their plans daily based on in-class observations and ongoing assessment. This process of using formative assessment to inform future planning is a cornerstone of our teaching practice, ensuring we can provide targeted support and challenge to every child.

### **Spiritual, moral, social and cultural development (SMSC)**

The BSA is committed to actively promoting pupils' spiritual, moral, social and cultural (SMSC) development and the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are woven throughout the PSHE and wider curriculum, assemblies, co-curricular opportunities and wider school life, reflecting positive examples of all people.

Our community celebrates the cultural interaction between traditional British and international educational values and modern life in the Netherlands. We give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact peoples' lives. Through our use of Zones of Regulation we equip pupils with the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful. We teach our pupils to recognise the difference between right and wrong, using this as a basis for our positive behaviour policy which is promoted consistently through all aspects of the school, thus helping pupils to understand the consequences of their behaviour and actions.

Pupils are taught to use a range of social skills in different contexts, for example co-operating, working and socialising with other pupils, fostering a sense of community, with common, inclusive values. Pupils benefit from a wealth of positive collective experiences – for example, through assemblies, house activities, trips and productions. Pupils are supported to develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence and self-respect. Opportunities are provided for engaging in the democratic process and participating in community life e.g. school council, helping others through volunteering and raising money for charity, providing positive and effective links with the world of work and the wider community.

### Learning beyond the classroom

A wide range of resources are used to create a range of exciting learning opportunities. Learning takes place both inside the classroom and by utilising the school grounds and dedicated resource rooms. Teachers employ a range of strategies and activities to address the different needs of all pupils, ensuring lessons are engaging and dynamic. We extend this commitment beyond the classroom by utilising our outdoor spaces and local environment to provide valuable, real-world learning experiences. This includes educational visits to museums, historical sites, and nature reserves that enrich the curriculum and bring subjects to life.

Furthermore, we offer a diverse program of extra-curricular activities and enriched curriculum activities that are appropriate to each age and stage of a pupil's development. These activities provide additional opportunities for pupils to explore their interests, develop new skills, and foster a lifelong love of learning.

Please refer to our EYFS policy for information on how our early years curriculum is delivered.

## 4.2 Senior School

### 4.2.1 Overview

In the Senior School the curriculum builds on the knowledge and skills that has been developed in the Early Years and Junior Schools. Our aim is to provide a broad and balanced curriculum which also allows for an element of personalisation and choice.

### 4.2.2 Structure of the day

The school runs a two week timetable of 50 lessons over a 10 day cycle with 5 lessons each day. This structure helps to maximise learning time, reduce transitions and allows for a degree of flexibility in allocating curriculum time to various subjects.. Weeks are identified as being either a week A (the first five days of the cycle) or week B (the second five days of the cycle) and pupils have dedicated time each morning with their form tutor ( see structure below)

#### Monday-Friday

Registration	8.40am - 8.55am
Lesson 1	8.55am -10.00am
Lesson 2	10.00am - 11.05am
Break	11.05am - 11.25am
Lesson 3	11.25am - 12.30pm
Lesson 4	12.30pm - 1.35pm
Lunch	1.35 pm - 2.35pm
Registration	2.35pm - 2.40pm
Lesson 5	2.40pm - 3.40pm
Extra-curricular activities	

### 4.2.3 Key Stage 3 ( Years 7, 8 and 9)

Our Key Stage 3 curriculum is based on the English National Curriculum, adapted to meet the needs of our international setting. We ensure that we thoroughly prepare students so that they are ready academically and socially and have the right skills and dispositions to be successful throughout Key Stage 3 as well as into their

GCSE and A Level courses in Key Stage 4 and 5 and beyond. Students study a wide range of core compulsory subjects, as laid out in the table below, and also get to choose two subjects from our languages and drama options. In addition, students have a weekly enrichment session which gives pupils an additional opportunity to develop a range of knowledge and skills that are not covered by our core curriculum. The PSHE programme is delivered as part of the core curriculum as a stand alone timetabled subject. It is a wide ranging discussion-based curriculum involving such areas as Emotional Health, Friendships and Families, Sex Education and Careers, all appropriate to the year group. All our senior careers guidance is impartial and enables choices about a broad range of options for our pupils. Please refer to the school's RSE policy for further information.

### Core Curriculum

- English (7)
- Mathematics (7)
- Science (6)
- History (3)
- Geography (3)
- Computer Science (2)
- Physical Education (PE) (4)
- Music (3)
- Art and Design (3)
- Personal, Social and Health Education (PSHE) (2)

### Personal Preferences

(two can be selected from the below)

- French (4)
- Spanish (4)
- German (4)
- Dutch (4)
- English as an Additional Language (EAL) (4)
- Drama (4)
- EAL (4)

*The numbers shown alongside a subject indicate the number of periods given over the two week timetable.*

Classes in Key Stage 3 are taught in mixed ability classes with the exception of the following subjects:

\*Mathematics in Year 9 is taught in sets by ability. There is a top set and two or three parallel sets. This is done to ensure appropriate levels of challenge and support and prepare some pupils for early entry at GCSE. These setting structures continue into Year 10 and 11.

\*\*Dutch and French are set by attainment. Setting in these subjects helps to ensure consistency and appropriate level of challenge, including providing for native speakers.

#### 4.2.4 Key Stage 4 (Years 10 & 11)

The aim of the Key Stage 4 curriculum is to provide every student with a broad and balanced curriculum, but also to allow an element of choice to ensure that their programme of GCSE subjects is personalised. As a result the Key Stage 4 curriculum consists of a set of compulsory core subjects, as well as four optional subjects which pupils can choose.

Core Curriculum - The core curriculum makes up approximately 60% of the timetable for each pupil. Pupils will study GCSE courses in the subjects below (periods over a two week timetable are in brackets).

- English Language and Literature or English as an Additional language (EAL) (6)
- Mathematics (5)
- Science (Either GCSEs in Biology, Chemistry and Physics, a combined Double Science GCSE or a combined Single Science GCSE) (13)

In addition, all pupils will also follow non-examinable core programmes in Physical Education (4) and PSHE (Personal, Social and Health Education) (2). The PSHE programme is a wide ranging discussion-based curriculum involving such areas as Emotional Health, Friendships and Families, Sex education and Careers, all appropriate to the year group. Please refer to the school's RSE policy for further information.

GCSE Options Subjects - The remainder of each student's timetable consists of four option subjects that they choose to study, with one of these subjects being a language. The optional subjects available are:

- Art • Business Studies • Computer Science • Drama • Dutch • French • Geography • German • History • Media Studies • Music • Physical Education • Spanish (all 5 periods per two week timetable)

Classes in Key Stage 4 are taught in mixed ability classes except for Maths and Science, where they may be set by ability to ensure they are prepared effectively for the appropriate level of entry at GCSE. For example, foundation or higher tier Maths and Double or Triple Science.

#### 4.2.5 Key Stage 5 ( Years 12 & 13)

At Key Stage 5 the curriculum is based around three key components, the pupils chosen academic A Level pathway, a complementary core curriculum and an extensive programme of extra curricular activities.

Pupils select four academic subjects in Year 12, with the majority reducing that to three subjects in Year 13. The range of subjects on offer are listed below (please also see Sixth Form Prospectus for more detailed information).

Student's academic studies are complemented by a compulsory core curriculum of Personal, Social, Health and Economic (PSHE) education and the elective programme. The aim of this core curriculum is to develop independent learning, critical thinking and problem solving skills. Our personal, social, health and economic (PSHE) education programme for the Sixth Form continues the strong focus at Key Stages 3 and 4 on pastorally supporting our students as they move through this crucial time in their lives. We offer every pupil in Year 12 and 13 personally tailored, one-on-one support as they firm up university destinations, course choices and personal statements/letters of motivation. The BSA Elective Programme for Sixth Formers allows all pupils the opportunity to stretch, challenge and cultivate curiosity in a wide variety of super-curricular scholarship and study. Developing intellectual, physical and philosophical growth and reflection, the Elective Programme promotes independent learning, enrichment, lateral thinking and problem-solving skills. Pupils select two modules from a wide choice of areas to be studied across the Autumn and Spring Terms

### Core Curriculum

- Electives
- PSHE

### Subjects Available

(four subjects can be selected from the below)

- Art and Design
- Biology
- Business Studies
- Chemistry
- Computer Science
- Dutch
- Economics
- English Language & Literature
- French
- Geography
- German
- Global Perspectives
- History
- Mathematics
- Media Studies
- Music
- Physics
- Psychology
- Spanish

#### 4.2.6 Curriculum Design

Curriculum overviews (long-term planning) for each subject and Year Group will indicate which topics are to be taught and the sequencing of the curriculum. These overviews are reviewed on an annual basis and are collated into our Key Stage Curriculum Guides and termly overviews.

Schemes of work (medium-term plans) give clear overviews on the objectives and where relevant focus on skills identified in the public examination syllabuses. The format of the SOW varies according to subject but these must include the following distinct elements: Relevant curriculum/syllabus learning objectives, key questions/content, assessment information and suggested activities and lesson resources.

Teachers use the medium-term plans to inform their short term planning. These documents will outline specific lesson activities, resources, and strategies to meet the diverse needs of pupils. Our short-term planning is responsive and flexible, with teachers refining their plans daily based on in-class observations and ongoing assessment. This process of using formative assessment to inform future planning is a key component of our teaching practice, ensuring we can provide targeted support and challenge to every child.

(Relevant other document: Key Stage 3 Curriculum guide, GCSE Options Guide and Sixth Form Prospectus, Year Group Termly Overviews)

As a British School delivering education based on British standards and practices, our curriculum integrates British culture, values and heritage alongside Dutch and international influences. We use the unique opportunities offered by our location to enhance the curriculum, enrich skill development and ensure greater relevance for our learners. We are committed to actively promoting pupils' spiritual, moral, social and cultural (SMSC) development and the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are woven throughout the PSHE and wider curriculum, assemblies, co-curricular opportunities and wider school life, reflecting positive examples of all people.

To further enhance learning in the Senior School we provide opportunities for learning outside the classroom. In order to enrich the curriculum, it is an expectation that topics are enhanced by experiences provided by day and residential visits. These experiences are linked to key skills and knowledge of the subject where possible, but we also value the broader skills that residential and experiential learning can offer. Students in all year groups experience a residential experience each year. While not compulsory, there is a strong expectation that every student participates. Every effort is made to ensure trips are accessible to all students. Trips are focused on providing outdoor physical challenges that foster independence and resilience, and develop relationships within The BSA. Trips are wide ranging and consider location to make them more affordable and accessible to students.

#### 4.2.7 Extra- Curricular information

The school provides a wealth of opportunities beyond ordinary lessons for students to develop their knowledge, skills and abilities in all curriculum areas. Events and activities are planned in good time and are reflected in the annual school calendar including:

- academic and pastoral competitions, including inter-house competitions or tournaments
- visiting speakers and experts
- school trips, field trips and residentials
- themed days and weeks - for example, STEM week or the European Day of Languages
- local, national and international inter-school competitions sports competitions
- sports Teams playing 'friendly' matches against other local schools
- creative arts exhibitions, concerts (including recitals) and drama performances/shows

Our Extra-Curricular Programme is a vital part of this holistic approach to education, designed to nurture well-rounded individuals through a diverse array of activities that go beyond traditional academic pursuits. Therefore, we view the Extra-Curricular Programme (ECP) not merely as an extension of the school day; it is a gateway to personal growth, enrichment, and unforgettable experiences. The programme is designed to cater to the diverse interests and talents of our students. It promotes personal growth and enhances their overall

school experience supporting their physical and mental health, emotional and social wellbeing and allowing them to contribute to society, fostering a strong sense of self-worth and self-esteem.

Our philosophy is to offer a broad, balanced, and high-quality programme that ensures every pupil can find a niche, build confidence, and develop a range of skills necessary for a successful future. We offer a diverse range of weekly activities, structured across five key pillars to ensure a balanced provision:

**Active & Sports:** Offering both competitive team sports (Football, Basketball, Netball, Table tennis) and individual pursuits (Running Club, Karate Plus, Ballet), promoting physical health, teamwork, and sportsmanship.

**Arts & Creative:** Nurturing creativity and self-expression through clubs such as Junior Orchestra, Draw & Tell, Graphic Novel Club, and large-scale school productions.

**Academic Achievement:** Challenging pupils intellectually and practically with activities like Study Skills, Public Speaking Skills or Science Club.

**Wellbeing:** Offering spaces for self-care, reflection and amusement with activities like Meditation, D&D, Cooking, Yoga or Karaoke.

**Community & Service:** Fostering social responsibility and leadership through initiatives like the Planet Protectors eco-club, Language clubs for native speaker communities or participation in several community events (Amsterdam Clean Up Day, Amsterdam Mini Marathon, etc).

## 5. Inclusion

We are committed to providing an inclusive learning environment where every child can access a rich and challenging curriculum at their own level. We believe in setting high expectations for all pupils, regardless of their background, prior attainment, or specific needs.

To ensure this, our teachers adapt lessons to meet the diverse needs of our student body. This includes providing targeted support for pupils with special educational needs (SEND), those requiring additional support with English as an additional language (EAL), and pupils who are working at greater depth.

For more information, please refer to the following policies: :

- Learning Support policy
- EAL policy
- DEIJ policy
- PSHE policy

## 6. Monitoring Arrangements

The Heads of School will monitor the effectiveness of this policy and report to the Management Board, and, if necessary, make recommendations for further improvements.

This policy will be reviewed by the Heads of School at least once every two years. At each review, the policy will be approved by the Management Board.