MIRASUR SCHOOL

COGNITA

Curriculum Policy

Mirasur School
Spain

EUROPE

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1 Introduction

Mirasur as an educational project constitutes the dream come true of a group of teachers who, from the entrepreneurship, constituted a teaching cooperative that saw the light during the 2001-2002 academic year during the LOGSE law, encompassing the teaching of all educational stages that include, Throughout these years we have developed our mission under the framework of three other education laws: LOCE 2002, LOE 2006, LOMCE 2013 and the current LOMLOE 2020. During the 2019-2020 academic year MIRASUR began the delivery of the Professional Training cycle of higher degree in Physical Conditioning (TAF) as the culmination of a construction project consisting of a new building of more than 2000 square metres that integrates a space for sports practice and training in sports education.

Mirasur as a school is located in Pinto, a municipality in the southern area of the Community of Madrid, 17 kilometres from the centre of Madrid capital, its radius of influence in the area that extends to neighbouring municipalities such as Madrid, Getafe, Parla, Valdemoro, Aranjuez, Ciempozuelos, San Martín de la Vega. Currently, the school population is divided between 50% of students from Pinto and another 50% of students from other municipalities.
Located on Pablo Gargallo Street, in the La Tenería neighbourhood.

Since its beginnings, Mirasur has been perfecting an approach focused on educational success far beyond academic success, promoting education for life, in an evolution of the traditional paradigm of individual success towards social success. At Mirasur we have been developing our internal culture in accordance with our reason for being and with the sense of transcendence of what we do, in short, our mission. We firmly believe that our purpose as an organisation is moral and our commitment is to the student and their future. We have learned that the methodology is easy: always think, above all, of the student and believe in their abilities; the rest will come alone. We understand that there is nothing more transcendent than the power to positively influence the future of children, so that they, in turn, influence the world in the same way. Our function is pedagogical today, but above all, it is humanising in the future. We live our profession according to our values. Being an educator in Mirasur is not a mere job; It is a lifestyle; It is a way of finding meaning in what we do; It is giving our best; It is knowing that we are socially useful; It is believing in each of our students; It is betting on your strengths; It is watching over your dreams. This is the essence of our culture: our values, what marks our roadmap. From these premises all our objectives, actions and our horizon as an institution are deployed. To do this, we investigate; We approach the different educational, labour and social realities; we need to know the world and its changes; the challenges of humanity; the needs of the planet. But above all, we need to know the child, discover his dreams, accompany him in the development of his potential, his, the one that every child has, the one that is full of transcendence, the one that will surely serve to build a better world. .

Mirasur is a project, whose main mission is pedagogical today and humanising in the future. A better, fairer and more beautiful world tomorrow depends on today, on schools like ours, on the unlimited capacity of children and the expertise of teachers so that all the talent that each student carries within emerges. Mirasur evolves above individual goals, betting on the collective and social success necessary to live in a more fair, harmonious and responsible way with the environment and with others.
Therefore, Mirarsur is a safe, close and sensitive learning environment that accompanies each student from affectivity towards the development of their strengths, the achievement of their

dreams, the strengthening of their being and the achievement of their own personal growth, as the basis of a life, full of life and for life. Aware that we are facing a new state of permanent change, the main characteristic of our educational project will be the continuous evolution and the continuous process of organisational learning. Our vision focuses on establishing the necessary mechanisms and structures to which all agents participating in this project are subject. Mirasur represents a break with the traditional school model that for centuries has acted as a mere instrument for transmitting static and indisputable information. Mirasur is today a living learning space in which transversal interactions of personal growth are enhanced in all its dimensions (cognitive, social, emotional and physical), all by applying teaching methods and pedagogical concepts of an active and inductive nature. , promoting experimentation, inquiry and understanding.

1.1 The objective of this policy is to guarantee that our curriculum supports the value system of our School and allows it to meet its objectives, which are indicated below:

The Mirasur School pedagogical model is based on the following principles:

First of all, the educational success of the students is the principle that inspires all the others; - always and above all think about the student, the rest will follow.

1.- Principle of freedom:
- Demand for political neutrality.
- Regarding freedom of conscience.
- Consistent limits to academic freedom.

2.- Principle of equality:
- Equity=equal opportunities.
- Educational inclusion.
- Non-discrimination.
- Effective equality between men and women.
- Regarding the difference.

3.- Principle of dignity:
- Principle of student rights.
- Capacity development.
- Regarding diversity.

4.- Functional and globalised learning.
- Relevant.
- Humanising.
- International.

5.- Effective, open and flexible methodology.
- Focused on the student and towards personalization.
- Work through generating tasks and learning situations through different types of didactic units in competency environments and project work.
- Inclusion of cooperative learning and teamwork.

6.- Teamwork.
- Collective efficacy.
- Deployment of objectives and coordination.

Likewise, our educational project clearly declares learning and teaching objectives as the two great pillars of teaching action.

- Learning objectives:



- Teaching objectives:
    - Promote the comprehensive development of the student in all its dimensions: Knowing, Being, Doing, Living.
    - Prioritise complex thinking skills over unidirectional, decontextualized instruction.
    - Structure transfer strategies for the application of learning in real contexts.
    - Consider the interests and strengths of the students.
    - Introduce adaptive learning teaching formats.
    - Promote active participation of the entire community
    - Consider evaluation as a bidirectional teacher-student learning and improvement process.
    - Promote technology and the development of science in the teaching-learning process focused on problem solving.
    - Create a climate of affection, closeness and trust.

1.2 This policy applies to all students, including those who are in the early childhood education cycle.

1.3 For us, curriculum is defined as “the complete learning experience we provide to our students, which includes not only the lessons taught but also the daily habits, behaviors, events, activities and other opportunities with which our students enter.” in contact on a daily, weekly and annual basis and whose objective is to ensure that all of them progress in the best possible way and reach high standards.

The meaning of our educational action is declared and manifested through our mission:

“Provide a unique educational experience that guides each boy and girl towards the best version of themselves”

1.4 A well-structured and coherent curriculum is a basic element of the three pillars of education that underpin any successful school model – which are teaching, learning and summative and formative assessment.

1.5 Our goal is to provide a curriculum that helps students develop a desire to learn. We believe that the curriculum—both in class and outside of it, which includes everything we say and do—should generate an environment in which questioning and debate, critical thinking, and the freedom to learn from mistakes are encouraged. own and that each individual ventures to take risks on an academic level.

1.6 Our curriculum offers all our students the opportunity to integrate the various aspects that make up their training: the linguistic, the mathematical, the scientific, the technological, the social and humanistic, the physical, the aesthetic and the creative. In our view, the curriculum should instil in our students:

- A taste for continuous learning throughout life.
- An ability to exercise independent and critical thinking.
- Resilience, awareness and self-control.
- Confidence in themselves without falling into arrogance.
- Authentic interests that go beyond the experiences we offer them in the classroom.

1.7 In all aspects of the school life, we actively promote values understood as democracy, harmonious coexistence, individual freedom, mutual respect and multicultural understanding.

1.8 Our curriculum complies with the following regulatory provisions – as set out in the standards governing British schools abroad, so-called.

- Organic Law 2/2006 of May 3.
- Organic Law 8/2013, of December 9, for the improvement of educational quality.
- Royal Decree 126/2014, of February 28, which establishes the basic curriculum of Primary Education.
- DECREE 89/2014, of July 24, of the Government Council, which establishes the Primary Education Curriculum for the Community of Madrid.
- Royal Decree 126/2014, of February 28, which establishes the basic curriculum of Primary Education.
- Royal Decree 1105/2014, of December 26, which establishes the basic curriculum of Compulsory Secondary Education and Baccalaureate.
- Correction of errors in Royal Decree 1105/2014, of December 26, which establishes the basic curriculum of Compulsory Secondary Education and Baccalaureate.
- Royal Decree-Law 5/2016, of December 9, on urgent measures to extend the implementation calendar of organic law 8/2013, of December 9, to improve educational quality.
- Royal Decree 562/2017, of June 2, which regulates the conditions for obtaining graduate degrees in compulsory secondary education and baccalaureate, in accordance with the provisions of Royal Decree-Law 5/2016, of December 9, urgent measures to expand the implementation calendar of organic law 8/2013, of December 9, to improve educational quality.
- Order ECD/462/2016, of March 31, which regulates the procedure for incorporating students into a Compulsory Secondary Education or Baccalaureate course of the educational system defined by Organic Law 8/2013, of December 9, for the improvement of educational quality, with subjects not passed from the curriculum prior to its implementation.

- Order ECD/42/2018, of January 25, which determines the characteristics, design and content of the Baccalaureate evaluation for access to the University, the maximum dates for completion and resolution of the review procedures of the grades obtained, for the 2017/2018 academic year.
- Order ECD/65/2018, of January 29, which regulates the tests for the final evaluation of Compulsory Secondary Education, for the 2017/2018 academic year.
- Royal Decree 1105/2014, of December 26, which establishes the basic curriculum for compulsory secondary education and baccalaureate.
- Royal Decree-Law 5/2016, of December 9, on urgent measures to extend the implementation calendar of organic law 8/2013, of December 9, to improve educational quality.
- Royal Decree 562/2017, of June 2, which regulates the conditions for obtaining graduate degrees in compulsory secondary education and baccalaureate, in accordance with the provisions of Royal Decree-Law 5/2016, of December 9, urgent measures to expand the implementation calendar of organic law 8/2013, of December 9, to improve educational quality.
- Order PCI/12/2019, of January 14, which determines the characteristics, design and content of the Baccalaureate evaluation for access to the University, and the maximum dates for carrying out and resolving the procedures for review of the grades obtained in the 2019-2020 academic year

2. Curriculum taught.

- In general terms our taught curriculum follows the Spanish curriculum and we are an IB P authorised school for Primary Year Programme
- As a whole, the curriculum taught will allow that, once their schooling with us has finished, all our students will be able to demonstrate their skills and knowledge in order to move on to the next stage of their training with the level further possible high.
- Our curriculum also includes all those mandatory aspects of the Spanish curriculum established by the Spanish Ministry of Education and the local authorities competent in this matter.

3 Special Educational Needs and Disability.

3.1 Our curriculum is inclusive. For all those students who have special educational needs or difficulties that affect their learning, the School has a solid Learning Support Department, headed by the special educational needs coordinator.

3.2 Our Special Educational Needs Policy details the support we offer.

2 Spiritual, moral, social and cultural development.

2.1 Our policy follows the recommendations made by the Ministry of Education. Certain aspects of the spiritual, moral, social and cultural development of our students are embedded in the daily functioning of our School, as well as incorporated throughout the curriculum both in the form of content included in subject work programs and through other learning opportunities that we provide at the School. These aspects are reflected in writing in our objectives, as well as in our value system and our behaviour. We focus on spiritual, moral, social and cultural development so that a series of principles are actively promoted that:

- Allow students to develop their self-knowledge, self-esteem and self-confidence.

- They serve as a basis for students to distinguish between what is right and what is wrong and to respect the provisions of English criminal and civil law.
- Encourage students to take responsibility for their behaviour, to show initiative and to understand how they can contribute to improving the lives of people who live and work in the locality in which the School is located and, more broadly, to improving society as a whole.
- Enable students to acquire general knowledge about and respect public services and bodies in England.
- Promote tolerance and harmony between diverse cultural traditions by allowing students to value and respect both their own and other cultures.
- Instil a sense of respect for other people, with particular emphasis on traits that deserve special protection under the UK Equality Act 2010 (*Equality Act*).
- Promote respect for democracy and support participation in democratic processes. This also implies respect for the foundations that underpin legislative work and the application of laws in England.

2.2 We systematically oppose any behaviour or opinion that is discriminatory or extremist.

2.3 Furthermore, our approach to spiritual, moral, social and cultural development provides all students with the opportunity to:

- Understand how citizens can influence decision-making through the democratic process.
- Valuing that the rule of law protects all citizens and its existence is an essential condition to guarantee security and well-being.
- Understand that there is a separation of powers between the executive and the judiciary, and that although some public bodies such as the police and the army may be accountable to Parliament, others, such as the courts, maintain their independence.
- Understand that freedom of religion is protected by law.
- Accept that all those who profess beliefs or religions other than their own – or who do not profess any at all – must be respected and tolerated, and that this should not motivate behaviour based on prejudice or discrimination.
- Understand the importance of identifying discrimination and fighting against it.

3 Religious education and personal, social, economic and health education.

3.1 Our School chooses to comply with the legal requirements that oblige charter schools to offer religious and sexual education, as well as with the informative government guidelines that urge the program to cover other aspects of personal, social, economic and social education. health matters.

4 Co-curricular activities.

4.1 We complement the curriculum that is developed during school hours with a wide variety of activities. We encourage our students to be part of different groups and participate in activities of artistic expression, theatre, music or sports, among others.

4.2 Likewise, we regularly take our students to places that deserve special interest. The visits, some with the possibility of stays or camps, are organised annually and aim to help develop the independence of the students, as well as teamwork and a sense of responsibility in an environment other than school.

5 Other opportunities

5.1 At our School, we aim to provide education for life. Our curriculum covers other aspects that equip our students with skills, knowledge and experiences for adulthood, such as:

- Professional and higher education guidance.
- Leadership training.
- Advice from childhood
- Community service.
- Programs for stays abroad.
- Trips and excursions.
- Fundraising activities.
- Societies and activities of various kinds.
- Sports practices and events.

6 Responsibility

6.1 The responsibility for reviewing and evaluating this policy on an annual basis falls to the Director and his management team. However, all staff must ensure its implementation and compliance.

6.2 When evaluating the use and impact of this policy, School management will determine the extent to which a curriculum is being implemented that:

- Serves to achieve the objectives of the College.
- Integrate expectations, attributes and a drive for high standards and high student progress.
- Promote participation and spark a desire to learn.

Ownership and consultation	
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Related documentation	
Related documentation	Curriculum Policy Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards