

# British American School of Charlotte

*The International Choice in Private Education*

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# The Early Years

## British American School of Charlotte

The British American School of Charlotte is an international learning community that has at its core a partnership between students, parents and school staff. We offer an education focused on the development of international mindedness, preparing students to be dynamic global citizens. The British American School of Charlotte offers Early Years, Primary and Middle School Education to pupils from age 3 to 14.

### The Organisation of Learning

Children ages 3-5 years old, follow the Foundation Stage Early Years Programme, a unique and dynamic academic programme designed to give pupils the skills they need to be lifelong learners. As our students progress through the Primary Years, a rigorous academic programme based on the British National Curriculum framework is delivered by our highly trained and qualified teachers. The International Primary Curriculum, an essential part of our globally minded programme, offers an integrated learning experience for our pupils which challenges them to be independent learners and empowers them to be contributing global citizens. The curriculum is international in outlook but good use is made of North Carolina context as a resource for learning. The curriculum includes elements of the State Curriculum in order to ease transition to American High Schools.

### Benchmarks of Quality

Our position as both an independent and international school allows us to offer teaching which, in all cases, goes above and beyond government stipulations. The school maintains benchmarks of quality through membership in the European Council of International Schools (ECIS) and the Council of International Schools (CIS). The School has been accredited at the mastery level as a learning-focused school by Fieldwork Education Services.

*“ Develop a passion for learning. If you do you will never cease to grow.”*

– Anthony J. D’Angelo



### The Early Years

Early Years covers both Foundation 1 (age three) and Foundation 2 (age four) organised into a Foundation Unit. This programme not only acts as a transition between home and school but also instils the learning habits necessary for learning during a child’s progress through school.

### Early Learning Goals

Children of this age make no distinction between what is work and what is play and neither does our curriculum. They learn through their structured play activities and play in order to learn. The Early Years International Primary Curriculum (IPC) is a cross-curricular, rigorous teaching framework that integrates early learning goals into thematic units and is tailored to developing needs. The Learning Goals are divided into four areas of learning with supplemental curriculum in mathematics and literacy provided by the United Kingdom’s Department of Education’s

### Early Learning Goals:

- Independence & Interdependence
- Communicating
- Exploring
- Healthy Living

In addition, children are introduced to French from age 3.

### Laying the Groundwork

Within each area of learning, “stepping stones” of progress towards the early learning goals are identified, which show what the early learning goals mean for children throughout the foundation stage. All of this activity takes place in an environment which is safe, reassuring and caring but which allows ample stimulation of a child’s natural creative faculties.

At age three, in the Foundation 1 class, children may attend full or part-time. In the September following the fourth birthday, children enter the full-time Foundation 2 class.



# Primary School



## Primary School

The International Primary Curriculum (IPC) and the National Curriculum provide the framework for educating students in Years 1 to 6 (ages 5 to 11). The IPC is a cross-curricular, rigorous teaching framework that integrates History, Geography, Science, Art, Information Communication Technology and Design Technology into thematic units and provides links to National Curriculum guidelines for Literacy and Numeracy. Children spend three to six weeks on Units of Work which are based around interdisciplinary themes of real interest to children so they are engaged and enthusiastic. This extended period of study allows students to approach topics from multiple perspectives and to make connections between subjects. Focusing on three standards - academic, personal development and international mindedness - the IPC provides a creative system that prepares children, wherever they may live in the future, for the world of tomorrow. Fundamental to the IPC approach to learning is a clear progression in skill development. This even applies to the personal learning goals which emphasise adaptability, resilience, thoughtfulness, cooperation and respect and which, as a

result of progressive skill development, help children to become able, confident and inspired learners. Internationalism is embedded into every IPC unit to ensure our children grow up with a very clear global understanding. Both the National Curriculum and the IPC provide a well-defined framework, which sets standards that measure how children are performing in each subject, helping teachers ensure high overall student performance.

Our curriculum is delivered in a manner which responds flexibly to the needs of each child. All of our teachers are trained to respond to a variety of learning styles and are experienced in dealing with varying levels of aptitude. In this way, teaching and learning within the classroom is differentiated so that every level of ability can receive the support, encouragement and challenge necessary for optimum progress.



*“The mind is not a vessel to be filled but a fire to be ignited.”*

– Plutarch

# The Middle Years



## The Middle Years

The school has a vibrant Middle School. Pupils are taught by a talented staff of specialist teachers in a range of subject disciplines. Assessments are made annually using the English national exams as well as the American Educational Records Bureau (ERB) standardised test. Through these, pupil progress can be measured and standards can be compared with other pupils, both nationally and internationally.

The National Curriculum forms the basis of study for all pupils in Years 7 through 9 (ages 11-14). Students at this stage have specialist teachers for all subjects, as they begin the transition from primary to high school. The National Curriculum is a comprehensive course of study that includes twelve different subjects: English, Mathematics, Science, History, Geography, Modern Foreign Languages, Design Technology (DT), Information Communication Technology (ICT), Art and Design, Music, Citizenship and Physical Education (PE). Subjects in the National Curriculum are delivered in a circular method so that topics are returned to in a way that allows students to make

connections between varied topics. Learning at all ages is differentiated based on the individual needs of children, including ability and background.

Opportunities are made for middle school pupils to share their talents with schools through mathematics and science competitions. Community service is an integral part of middle school life.

As the school grows, pupils have the opportunity to play representative, competitive sports: soccer, cross-country running, chess and basketball. We have formed strong links with outside sports organisations that use our facilities.

A senior member of staff acts as the School Counsellor for pupils in the Middle School. Amongst the many tasks in which the counsellor is involved is the development of mutually beneficial relationships with local high schools, creating student transcripts that exemplify the courses, standards and achievements and working with families to ensure the smoothest transition possible to the most appropriate placement for their child.



*“ Too often, we give children answers to remember rather than problems to solve.”*

– Roger Lewis



# Preparation for Tomorrow



## Preparation for Tomorrow

BASC prepares children for the future with a grounding in, and understanding of, skills and knowledge which will be vital for later life.

### *Science*

Science teaching at the British American School of Charlotte is characterised by its experimental, investigative, “hands on” approach. Science teaching, like other subject areas, is circular, so topics are explored from year to year rather than as discrete subjects, giving students a better understanding of connections across topics. The science curriculum addresses life processes and living things, materials and their properties and physical processes.

### *Information and Communication Technology*

In order to equip our pupils to handle the increasingly complex world ahead of them, Information Technology is also given prominence at the school, with teaching of computer skills from age three. All pupils have access to a mobile computer suite of laptops to use both in IT and other lessons. Every child’s learning opportunities are enhanced by the use of interactive smart boards in each classroom. Pupils are taught word processing, spreadsheet and database work and there is ample provision to pursue these interests in after-school clubs and activities.

### *Design Technology*

Design Technology is a unique and popular “hands on” subject taught to pupils from the age of three. Design and construction

*“Imagination is more important than knowledge.”*

– Albert Einstein

skills are taught using a wide range of materials. Pupils learn about why objects are designed the way they are and the many different factors, from cost to the qualities of materials, which can impact on the final form a product takes. More than just learning how to use equipment, Design Technology teaches pupils how to approach the design and construction of a product, preparing them to handle complex tasks as they continue their education.

### *Visual Arts*

The Arts have always occupied a central place in the tradition of British liberal education and The British American School of Charlotte is no exception in this regard. Visual arts are taught from a very young age and our pupils are continually encouraged to develop their own powers of creativity within lessons.

### *Music*

Music is taught to all pupils beginning at age 3. The emphasis in music lessons is on learning the skills and discipline of the art form through activities which draw on and develop creative skills of performance and instruction. Private instrumental instruction in a variety of instruments is available from specialist teachers.

### *Foreign Language Skills*

Languages form a significant aspect of the curriculum. French is taught to all pupils and pupils from Year 3 and up are introduced to Mandarin. From age 3 pupils may choose Spanish as an enrichment programme. The emphasis in language instruction is both linguistic and cultural.



# Beyond the Curriculum

## Beyond the Curriculum

### *Sports*

Specialist Physical Education teachers coordinate a vigorous programme of physical education and sports. The basic exercises of the Foundation Stage lead into work on ball and co-ordination skills in preparation for competitive and team games. Games sessions take place in the school's gymnasium and field. Our energetic and much enjoyed programme of sports is celebrated annually with a Sports Day which combines competitive with non-competitive games so that all feel included in the activity. A wide range of extra-curricular activities is also offered at the British American School of Charlotte.

### *Clubs & Activities*

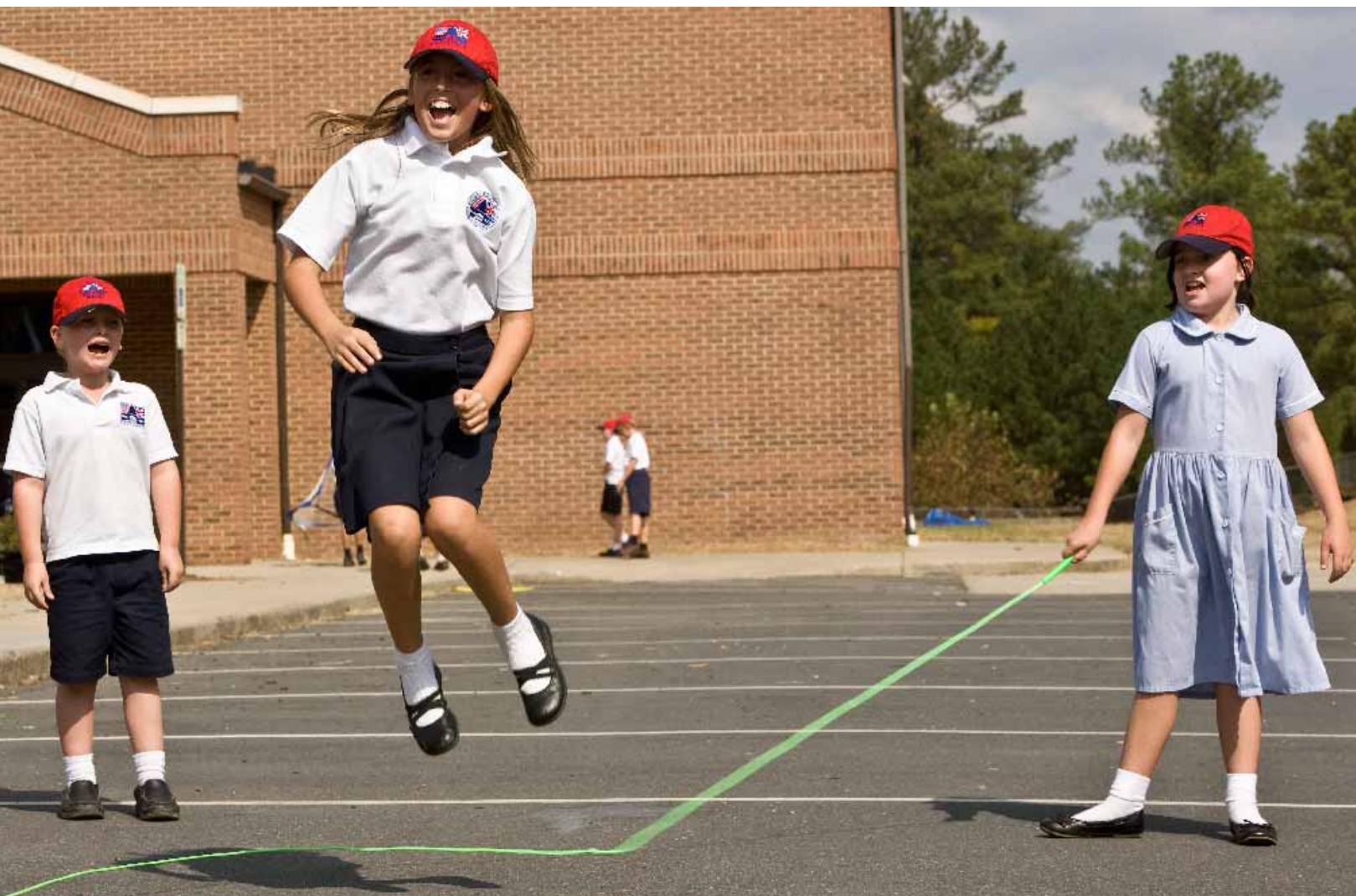
After-school clubs and activities naturally reflect the range of interests and talents of the teaching staff and are offered to enhance the curriculum offered during the school day. A full range of sports, language and music are some of our popular after-school activities.

### *Excursions & Camps*

Outdoor education is also seen as an essential part of the pupil's learning experience and annual residential visits for pupils in Year 3 to Year 9 provide memorable opportunities for physical activity and mental challenge. Day excursions and overnight camps extend our programme for all pupils.

### *Student Democracy*

Every pupil in the school is assigned to a House, which is a vertical grouping of students organised for pastoral and competitive purposes. A School Council is elected and the pupils make decision and recommendations on many areas of school life. A Head Boy and Head Girl are chosen to represent the school at a variety of school functions. These roles allow pupils to play an active role in the school and gives them an opportunity to practise negotiation and delegation that they will find invaluable as they grow up.



# Inspiring World Class Learning

The British American School of Charlotte provides a high quality international education in a structured, positive and caring environment, which meets the individual needs of pupils. The school community draws strength from its British identity and its American home. It welcomes all nationalities, engenders respect for all cultures and a sense of discipline is naturally achieved. The British American School of Charlotte offers a challenging, broad curriculum based on the National Curriculum (England and Wales), the International Primary Curriculum and focuses on the whole development of the child, aiming to equip every pupil with the essential skills for lifelong learning.



## The British American School of Charlotte

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## British Schools of America

The British American School of Charlotte opened in September 2004 as part of the network of British Schools of America, a division of World Class Learning Schools and Systems Group (WCLS). There are now five schools in this thriving organisation including Chicago, Houston, Washington D.C., Charlotte and Boston.