



CONSEJERÍA DE EDUCACIÓN
INSTITUTO ESPAÑOL
VICENTE CAÑADA BLANCH

Cañada Blanch Spanish School

Founded 1972



SCHOOL EDUCATION PLAN

Approved 30/01/2020

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The original in Spanish shall prevail in the event of interpretation or of legal dispute.

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The "Vicente Cañada Blanch" Spanish School is part of the international network of schools owned overseas by the Kingdom of Spain to meet the educational needs of Spanish residents abroad, as well as to promote and disseminate the Spanish culture and language, as established in Royal Decree 1027/1993, of 25 June, which regulates overseas academic action. The school is part of and is operated by the Spanish Diplomatic Mission in London.

This Educational Plan responds to the provisions of article 121 of Organic Law 2/2006, of 3 May, on Education (LOE) and Instruction 15 of the Instructions of the Undersecretary of Education, of 24 May 2005, which regulate the organisation and operation of the schools that belong to the Kingdom of Spain established abroad. For its elaboration, an analysis of the characteristics of the social and cultural environment of the school has been taken as a starting point, and it respects at all times the principle of non-discrimination and educational inclusion as fundamental values, as well as the principles and objectives set out in the LOE and in Organic Law 8/1985, of 3 July, regulating the right to education. It also complies with the Independent School Standards 2014, Keeping Children Safe in Education 2019 and the Equality Act 2010.

1. Our ethos, values, aims and priorities

ETHOS

Growing together to achieve international success.

The Spanish School " Vicente Cañada Blanch" is a Spanish, multilingual and multicultural school, which promotes the full personal and academic development of its pupils and their growth in European values. Our ultimate goal is to achieve quality education in freedom. We are committed to serving the multilingual and multicultural community we are part of, and we respond to the educational needs of our pupils by contributing to the development of a comprehensive education that enables them to access higher education in Spain and the United Kingdom, and to join society as free, critical, responsible, active and committed citizens in both societies.

VALUES:

1. **FREEDOM** We educate so that our students can have the freedom to make critical and informed choices while respecting the freedom of others.
2. **RESPECT** Developing tolerant and solidary behaviour is of particular interest to our school, given the cultural and linguistic differences that exist both among the students themselves and in the multicultural context of the city of London. We educate to overcome any kind of discrimination.
3. **PEACE** We educate towards the prevention of conflicts and their peaceful resolution, as well as towards non-violence in all areas of personal, family and social life. We educate for peace, respect for human rights, European values and non-discrimination of people with protected characteristics, life in common, social cohesion, cooperation and solidarity between peoples, as well as the development of values that promote respect for all living beings and the environment, especially the value of woodlands and sustainable development.
4. **RESPONSIBILITY** Responsibility for one's acts and an active commitment to learn and contribute to a better society by exercising democratic citizenship.
5. **EQUALITY** We promote effective equality between men and women, and value respect for fundamental rights and freedoms, equal treatment and non-discrimination on the basis of birth, race, sex, religion, opinion or any other personal or social condition or circumstance.

6. **SOLIDARITY** Because it makes us look after the happiness of others. Social relations are based on interpersonal relationships, on sharing and love for one another and for the planet.

AIMS

1. **Knowing how to think and learn:** Our pupils know and understand the different cultural manifestations from a Spanish and British perspective. We provide access to British and Spanish universities and encourage integration into the labour market in both countries.
2. **Knowing how to live together and knowing how to be:** We inspire critical and curious minds and support growth through high expectations within a supportive and challenging school culture.
3. **Skills and entrepreneurship:** We prepare to live together and to respond to the demands of the technified, multicultural and multilingual society of the 21st century from a solidary and ecological perspective of personal and environmental care.

PRIORITIES

In order to achieve our aims, in accordance with the goals of the Spanish educational system, taking into account the peculiarities of Spanish schools overseas and considering the characteristics of the social and cultural environment of the school, the interests and expectations of the families, as well as the educational goals that we aim to achieve, we are a rigorous school with the academic requirements for access and we prioritise:

- The acquisition of intellectual and technical working habits, and scientific, technical, humanistic, historical and artistic knowledge.
- The development of healthy habits, exercise and sport.
- Language competence in Spanish and English, as well as communication skills in French and optionally in Galician. The development of pupils' proficiency in strategies for understanding and reading in all areas. The care of oral and written communication (both in Spanish and in English) so that the pupils acquire a wealth of vocabulary and are able to clearly communicate and express themselves.

- The acquisition of a knowledge of the Spanish and British cultures that will enable them to integrate as full citizens, both in Spain and in the United Kingdom.
- The development of students' ability to regulate their own learning, to rely on their skills and knowledge, and to develop creativity, personal initiative and entrepreneurship.
- To equip our students for the responsible use of information and communication technologies as a means of learning and research in all areas of the curriculum.
- To train our pupils as emotionally confident people, with their own criteria (critical and self-critical), supportive and respectful of the environment - cooperative, capable of overcoming conflicts and resilient in the face of failure, and who are part of a democratic cyber-citizenship.

2. Curriculum

The following official Spanish studies are offered in the school:

- Educación Infantil
- Educación Primaria
- Educación Secundaria Obligatoria
- Bachillerato

This aspect provides us with a global vision of the teaching process, which allows for a gradual and coordinated sequencing of learning between the different stages, as well as a deeper knowledge of each of our students and their families, which generates a unique atmosphere of caring that fosters a true educational environment.

We provide official diplomas under the Spanish official system:

- The Secondary Education Diploma, which is obtained at the end of Compulsory Secondary Education (16 years). This diploma enables pupils to opt to continue their Bachillerato studies in the Spanish education system or to access A-level studies in the English education system. And of course Vocational Training in Spain and BTech in the UK, if desired.
- The Bachillerato Diploma, which is obtained at the end of the second year of Bachillerato, is equivalent to the ALevel exams. With this diploma, students can opt to enter British universities directly, to sit the Spanish university admission

test (EBAU) and to have access to universities in any country of the European Union on the same terms as citizens of that country..

The curriculum taught is the one set out in the Spanish education system's current regulations. The school is exempt by the Department of Education from teaching the English curriculum, however, the curriculum taught integrates British elements and is adapted to the characteristics of the students and the environment thus guaranteeing full integration of the students in both countries. Both Spanish and English language and culture have adequate space in the curriculum so that both languages are taught and, although most classes are taught in Spanish, part of the curriculum is taught in English.

The Spanish Education Inspectorate supervises compliance with Spanish laws in the school, and ensures adequate provision of the school, as well as assessing and advising on the work carried out by its staff. The British Inspection also checks that the provisions of the applicable British regulations are duly complied with.

The School organizes the curriculum in accordance with the following Spanish regulations and their subsequent developments:

- Ley Orgánica 2/2006, de 3 de mayo, de Educación en redacción dada por Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.
- Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria.
- Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.































































The official Spanish curriculum is specified in the school's curriculum plan, and it takes into account the reality of the environment; in the plans of each subject area in Kindergarten and Elementary Education and of each subject in Secondary Education and Bachillerato and it is organized by year according to the following offer determined by the Spanish educational authorities:

Oferta formativa en Infantil






Número de horas por asignatura y semana.

ÁMBITO / ASIGNATURA	INFANTIL 5 AÑOS
Trabajo globalizado: <ul style="list-style-type: none"> - Lenguaje y comunicación - Desarrollo físico - Desarrollo personal, social y emocional - Matemáticas - Artes - Aproximación al lenguaje - Conocimiento del entorno 	18 
Psicomotricidad	1 
Religión/Valores sociales y cívicos	1 
Inglés	5 
Horas totales a la semana	25





























Primary Education

Asignatura	1º	2º	3º	4º	5º	6º
Matemáticas	4 	4 	4 	5 	4 	5 
Lengua castellana y literatura	6 	6 	5 	5 	5 	5 
Ciencias naturales	2 	1 	2 	2 	2 	2 
Ciencias sociales	1 	2 	2 	2 	2 	2 
Inglés	5 	5 	4 	4 	4 	4 
Francés	3 	3 	3 	3 	3 	3 
Música	-	1 	1 	1 	1 	1 
Arte	1 	1 	1 	1 	1 	1 
Educación Física	2 	1 	2 	1 	2 	1 
Religión/ Valores sociales y cívicos	1 	1 	1 	1 	1 	1 
Horas en castellano 	16	16	15	15	15	15
Horas en inglés 	6	6	7	7	7	7
Horas en francés 	3	3	3	3	3	3
Horas totales a la semana	25	25	25	25	25	25

Secondary Education

1º ESO	2º ESO	3º ESO	4º ESO	
 BIOLOGÍA Y GEOLOGÍA 4 h	 FÍSICA Y QUÍMICA 4 h	 BIOLOGÍA Y GEOLOGÍA 3 h	ITINERARIO DE CIENCIAS	ITINERARIO DE CC.SS.
 GEOGRAFÍA E HISTORIA 4 h	 GEOGRAFÍA E HISTORIA 4 h	 FÍSICA Y QUÍMICA 3 h	 GEOGRAFÍA E HISTORIA 4 h	
 LENGUA CASTELLANA Y LITERATURA 5 h	 LENGUA CASTELLANA Y LITERATURA 5 h	 GEOGRAFÍA E HISTORIA 3 h	 LENGUA CASTELLANA Y LITERATURA 5 h	
 MATEMÁTICAS. 4 h	 MATEMÁTICAS. 4 h	 LENGUA CASTELLANA Y LITERATURA 5 h	 MATEMÁTICAS ORIENTADAS E. ACADÉMICAS 4 h	
 FRANCÉS 4 h	 FRANCÉS 4 h	 MATEMÁTICAS. 4 h	 FRANCÉS 4 h	
 EDUCACIÓN FÍSICA 2 h	 EDUCACIÓN FÍSICA 2 h	 FRANCÉS 3 h	 FÍSICA Y QUÍMICA 3 h	 LATÍN 3 h
 RELIGIÓN - VALORES ÉTICOS 1 h	 RELIGIÓN - VALORES ÉTICOS 1 h	 EDUCACIÓN FÍSICA 2 h	 BIOLOGÍA Y GEOLOGÍA 3 h	 ECONOMÍA 3 h
 ED. PLÁSTICA, VISUAL Y AUDIOV. 2 h	 MÚSICA 2 h	 RELIGIÓN - VALORES ÉTICOS 1 h	 EDUCACIÓN FÍSICA 2 h	
 MÚSICA 2 h	 TECNOLOGÍA 2 h	 ARTISTIC, VISUAL AND AUDIOVISUAL ED. 2 h	 RELIGIÓN - VALORES ÉTICOS 1 h	
 INGLÉS 4 h	 INGLÉS 4 h	 TECNOLOGÍA 2 h	 TIC – FILOSOFÍA 2 h	
 AMPLIACIÓN LENGUA CASTELLANA – AMPLIACIÓN MATEMÁTICAS - LENGUA Y LIT. GALLEGA 2 h	 AMPLIACIÓN LENGUA CASTELLANA – AMPLIACIÓN MATEMÁTICAS - LENGUA Y LIT. GALLEGA 2 h	 INGLÉS 4 h	 INGLÉS 4 h	
 AMPLIACIÓN LENGUA CASTELLANA – AMPLIACIÓN MATEMÁTICAS - LENGUA Y LIT. GALLEGA 2 h	 AMPLIACIÓN LENGUA CASTELLANA – AMPLIACIÓN MATEMÁTICAS - LENGUA Y LIT. GALLEGA 2 h	 AMPLIACIÓN LENGUA CASTELLANA – AMPLIACIÓN MATEMÁTICAS - LENGUA Y LIT. GALLEGA 2 h	 AMPLIACIÓN LENGUA CASTELLANA – AMPLIACIÓN MATEMÁTICAS - LENGUA Y LIT. GALLEGA 2 h	
 TUTORÍA 1 h	 TUTORÍA 1 h	 TUTORÍA 1 h	 TUTORÍA 1 h	

Oferta formativa Bachillerato

1º BACH		2º BACH	
ITINERARIO CIENCIAS	ITINERARIO CC.SS.	ITINERARIO CIENCIA Y TECNOLOGÍA	ITINERARIO HUMANIDADES Y CC.SS.
 FILOSOFÍA 4 h		 HISTORIA 4 h	
 LENGUA CASTELLANA Y LITERATURA I 4 h		 LENGUA CASTELLANA Y LITERATURA II 5 h	
 MATEMÁTICAS I 4 h	 MATEMÁTICAS APLICADAS A LAS CC.SS. I 4 h	 MATEMÁTICAS II 4 h Asig. Troncal General	 MATEMÁTICAS APLICADAS A LAS CC.SS. II 4 h
 FRANCÉS 4 h		 FRANCÉS 4 h	
 BIOLOGÍA Y GEOLOGÍA – DIBUJO TÉCNICO I 4 h	 ECONOMÍA 4 h	 BIOLOGÍA – FÍSICA 4 h Asig. Troncal Opc.	 ECONOM. EMPR. – HIST. ARTE 4 h Asig. Troncal Opc.
 FÍSICA Y QUÍMICA 4 h	 HISTORIA MUNDO CONTEMPORÁNEO – LITERATURA UNIVERSAL 4 h	 QUÍMICA – DIBUJO TÉCNICO II 4 h Asig. Troncal Opc.	 GEOGRAFÍA – HISTORIA DE LA FILOSOFÍA 4 h Asig. Troncal Opc.
 EDUCACIÓN FÍSICA 2 h		 TIC II 2 h	
 CULTURA CIENTÍFICA 2 h		 CIENCIAS TIERRA Y MEDIO AMBIENTE 2 h	 PSICOLOGÍA 2 h
 TIC I 2 h		 INGLÉS 5 h.	
 INGLÉS 5 h.		 TUTORÍA 1 h	

Our School Linguistic Project (PLC) has the ultimate goal of promoting and supporting the implementation of a global project for the improvement of linguistic communication competence in which all the teachers of the different areas and subjects participate.

Communicative competence underlies all personal and curricular development and the development of pupils' full range of skills. In this sense, language learning conditions the development process of the remaining basic competences: knowing how to think and learn, knowing how to do and undertake, knowing how to live together and knowing how to be.

Our guidelines are aimed at the correct handling of oral and written expression and comprehension, the regulation of normative aspects related to the linguistic uses in the school (assessment rubrics), the treatment of linguistic diversity (promotion of Spanish-English multilingualism, a second foreign language, French and optionally Galician and Latin), coordination and support measures for multilingualism, the elaboration of a plan to improve the competence in linguistic communication (reading, writing and orality) as well as the design and implementation of the reading plan and the plan for the use of the school library in the school.

In short, the Proyecto Lingüístico de Centro combines efforts and strategies to raise awareness of the complexity of linguistic communication skills and their importance for the future of our students.

3. Moral, spiritual, social and cultural development.

All subjects offered at the school contribute to the moral, social and spiritual development of the students. Especially all those in the Humanities because of the characteristics of their curriculum, but also those in Science and Technology because they address values through activities related to the subject itself in which different beliefs and experiences are explored and students learn to respect them, to enjoy learning about the world, to use their imagination and creativity and to reflect.

Our Safeguarding Plan, Tutorial Action Plan and Coexistence and Mediation Plan are aimed at helping our students learn to live together, to recognise good and evil, to respect the law and to understand the consequences of their actions, as well as other feelings and values.

The school is non-denominational, but the subjects taught at the school include Ethical Values and Catholic Religion. In both subjects, respect for human rights, constitutional

values and British values (democracy, rule of law, freedom, respect and tolerance) are taught. Likewise, students in 4th year of ESO and Bachillerato study Philosophy which contributes to their spiritual formation, to research moral and ethical issues and to offer reasoned opinions.

Each year, activities are carried out in which the whole school participates in collaboration with other units of the Diplomatic Mission, with the Parents' Association (AMPA) or with other British, Spanish and European institutions. They are mainly organised around Spanish or British events and international commemoration days.

TRIMESTRE	ACTIVIDAD
1º	OPENING OF THE ACADEMIC YEAR
	CLIMATE CHANGE WEEK
	EUROPEAN DAY OF LANGUAGES
	SPAIN NATIONAL DAY
	CHRISTMAS CARD COMPETITION
	FRIDAYS FOR FUTURE
	OPEN DAY
	INTERNATIONAL DAY AGAINST ABUSEO
	ANTIBULLYING WEEK
	CAÑADA BLANCH AWARDS CEREMONY
	HALLOWEEN
	MOVEMBER
	SPANISH CONSTITUTION DAY
	CHRISTMAS PARTY
2º	DAY OF REMEMBRANCE OF THE VICTIMS OF THE HOLOCAUST
	SCHOOL DAY OF NON-VIOLENCE AND PEACE
	INTERNATIONAL DAY OF WOMEN AND GIRLS IN SCIENCE
	SAFER INTERNET DAY
	BRITISH WORLD BOOK DAY
	WOMEN'S DAY
	SCIENCE WEEK
	CRIS CANCER RESEARCH DAY/RED NOSE DAY
	EASTER BONNET
3º	WORLD BOOK AND COPYRIGHT DAY
	EUROPE DAY
	UKMT
	ENTREPRENEURIAL TALENT DAYS
	DAY AGAINST HOMOPHOBIA, TRANSPHOBIA AND BIPHOBIA
	WORLD OCEANS DAY

Participation in British, Spanish and European initiatives is also encouraged through:

- ERASMUS+
- eTwinning
- Schools Together
- Comunidad #PorElClima
- Exchanges with other schools
- National and international trips: 4th to 6th Primary School, trip to a natural space, 2nd Secondary School skiing trip, 3rd Secondary School, exchange with Liceo Cervantes in Rome; 1st Bachillerato, trip to Edinburgh; Galician students, trip to Galicia.

Our students also participate in multiple cultural opportunities and carry out activities for the learning and development of social and personal skills, so that throughout their schooling the following aspects are covered:

- *British Values*: the promotion of fundamental values - (Prevent Strategy 2011);
- *Protected Characteristics*: respect for people with protected characteristics (Equality Act 2010);
- *Religions*: understanding, acceptance and respect for spiritual and religious diversity (Independent School Standards 2014);
- *Public Services*: the promotion of appreciation for British public services;
- *Safeguarding*: training for the protection of children (Keeping Children Safe in Education 2019).

		EARLY YEARS		PRIMARY						SECONDARY				SIXTH FORM	
		EY 1	EY 2	PRI 1	PRI 2	PRI 3	PRI 4	PRI 5	PRI 6	SEC 1	SEC 2	SEC 3	SEC 4	BACH 1	BACH 2
BRITISH VALUES	DEMOCRACY	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	RULE OF LAW	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	INDIVIDUAL LIBERTY AND MUTUAL RESPECT	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	RESPECT RELIGIONS/BELIEFS	x	x	x	x	x	x	x	x	x	x	x	x	x	x
PROTECTED CHARACTERISTICS	AGE			x		x		x		x	x	x	x	x	x
	DISABILITY				x		x		x	x	x	x	x	x	x
	GENDER REASSIGNMENT		x		x		x		x	x	x	x	x	x	x
	MARRIAGE & CIVIL PARTNERSHIP			x		x		x		x	x	x	x	x	x
	PREGNANCY & MATERNITY								x	x	x	x	x	x	x
	RACE		x		x		x		x	x	x	x	x	x	x
	RELIGION OR BELIEF	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	SEX	x		x		x		x	x	x	x	x	x	x	x
RELIGIONS	SEXUAL ORIENTATION							x	x	x	x	x	x	x	x
	CHRISTIANITY	x		x						x	x	x	x	x	x
	BUDDHISM				x					x	x	x	x	x	x
	JUDAISM					x				x	x	x	x	x	x
	ISLAM		x				x			x	x	x	x	x	x
	HINDUISM							x		x	x	x	x	x	x
PUBLIC SERVICES	SIKHISM								x	x	x	x	x	x	x
	HOUSES OF PARLIAMENT							x					x	x	
	TOWN HALL/LIBRARY					x			x					x	
	SANITARY SYSTEM (Clean water/ waste disposal...)							x				x			
	POSTAL SYSTEM				x					x					
	NHS		x				x			x	x				
	POLICÍA	x		x						x	x	x	x		
	TRANSPORT SYSTEM (Transport Museum)			x							x				
	ARMY (IWM / HMS Belfast)								x		x				
	FIRE BRIGADE	x			x							x			
SAFEGUARDING	JUDICIAL SYSTEM (Royal Courts of Justice)								x						x
	MINIMISING RISKS	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	SELF PROTECTION, SELF CARE AND HEALTH	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	SEX AND RELATIONSHIPS			x	x	x	x	x	x	x	x	x	x	x	x
	ONLINE SAFETY			x	x	x	x	x	x	x	x	x	x	x	x
	ANTIBULLYING	x	x	x	x	x	x	x	x	x	x	x	x	x	x

4. Caring for diverse students

There is a specific policy that develops this aspect: “*Special Education Needs and Learning Support Policy*”.

Individualized attention is given to all students, which allows for the identification of individual needs and the provision of an adequate response. The needs may be derived from a late incorporation to our educational system, from a specific learning deficit or for showing higher skills. In order to better serve pupils with specific educational needs, we collaborate with the relevant external professional specialists if necessary.

Regarding the **linguistic diversity** of the students, at the Spanish School " Vicente Cañada Blanch " there is a wide variety of levels of competence in Spanish and English. Some students arrive in the United Kingdom each year and their knowledge of

English is limited, other students have English as their mother tongue and have little or no previous knowledge of Spanish and we also find a percentage of students with similar competence in both languages.

Our multilingual curriculum has undeniable advantages for the students. First of all, Spanish and English are today the two most widespread and influential languages in the world, so their mastery opens up a future full of possibilities, both professionally and culturally; secondly, from the educational point of view, the learning of several languages, when done properly, favours and encourages the knowledge of the mother tongue. Bicultural education enriches the cognitive, intellectual and moral development of the student, who learns to value belonging to several cultures as something very positive.

Our language project offers students the opportunity to

- To achieve maximum communicative competence in Spanish and English, until reaching a linguistic command equivalent to level C1/C2 of the Common European Framework of Reference for Languages of the Council of Europe.
- Achieve communicative competence in French to a level equivalent to B2 of the Council of Europe's Common European Framework of Reference for Languages.
- The development of socio-cultural competence from an intercultural perspective and an in-depth knowledge and positive appreciation of the rich and varied cultural heritage of both Spain and the UK.
- To study Galician as an extracurricular activity in Primary Education and as an optional subject in Secondary Education.

The school takes a number of pedagogical and organisational measures to support language learning:

- Teaching of subjects in Spanish and English at all stages and levels of education.
- Linguistic support in Spanish and English for new students.
- Support and differentiation by level in English, French and Spanish lessons.
- Numerous language classes in all levels: Spanish 4/5, English 4/5, French 3.
- Promotion of educational exchanges with English schools and international schools.

- Student participation in activities, competitions and immersion projects in the Spanish and British communities.
- Incorporation of assistant and trainee teachers in order to offer more personal attention in the classrooms.
- In the case of bilingual, trilingual and even multilingual students, the aim is to get them to overcome the linguistic interferences that could affect their academic performance.

We constantly strive to meet the educational needs of our **more able** students. To identify these students, in addition to conducting a review of individual student learning progress, a review of the student's learning process is conducted three times a year to design a better educational response.

More able pupils are catered for through an educational response agreed by the class teachers and includes different actions, such as the following:

- More active participation in extracurricular and additional activities
- Curricular enrichment within the subject area (in charge of the teacher responsible for the subject area)
- Providing motivation for the participation in external and internal competitions
- Setting up specific workshops for these pupils

There are certain academic performance requirements for continuing in the school, which are set out in the Organization and Operating Regulations, annexed to this educational project. We want academic success so that none of our students leave the school because of problems with their academic performance. For this reason, we pay attention to diversity and we expect the collaboration of the families and the students themselves to achieve that goal.

4. Documents that develop our Educational Plan

- Annual general plan.
- School curriculum plan.
- Language plan and reading plan.
- Plan and rules for coexistence.
- Tutorial action plan.