



**Honouring legacy, nurturing  
with care, & creating  
partnerships for impactful  
education beyond school**



# North Campus Primary Brochure

[www.bischool.com](http://www.bischool.com)



**Global  
Safeguarding  
Collaborative**  
Learn. Lead. Care. Connect.

*Honouring legacy, nurturing with care,  
& creating partnerships  
for impactful education beyond school.*

## Mission

Our mission is to combine passionate, technologically innovative, student-centered approaches to teaching and learning with shared community values to foster a love of inquiry and therefore, a dedication to positive action around the world.

## Vision

Our vision is to develop students who can apply knowledge, skills and principles to contribute to the global community.

Thus, Bogaerts International School curriculum focuses on the individual learner and seeks to foster both personal and academic growth through relevant and forward-thinking learning experiences..



# Key words to understand the BIS North Campus Spirit

We believe we can be a good fit  
for families that value:



## INTEGRITY

We model the behaviours and practices we expect our parents and students to display.

We believe in transparency before accountability.



## RESPECT

Our multicultural community celebrates diversity.

We see strength rather than differences. This is what makes us unique.



## INNOVATION

We embrace novel pedagogies that seek to transform teachers, students and families. Where other see challenges, we see opportunity.



## FAMILY & COMMUNITY

We value our students' and parents' input. We value their contributions and their involvement. We want them to be a part of our ethos.



## COLLABORATION & PARTNERSHIPS

We strive to uphold the partnerships we establish with parents, organisations, and schools. We are committed to contributing to our local community.

## The Core of our Curriculum

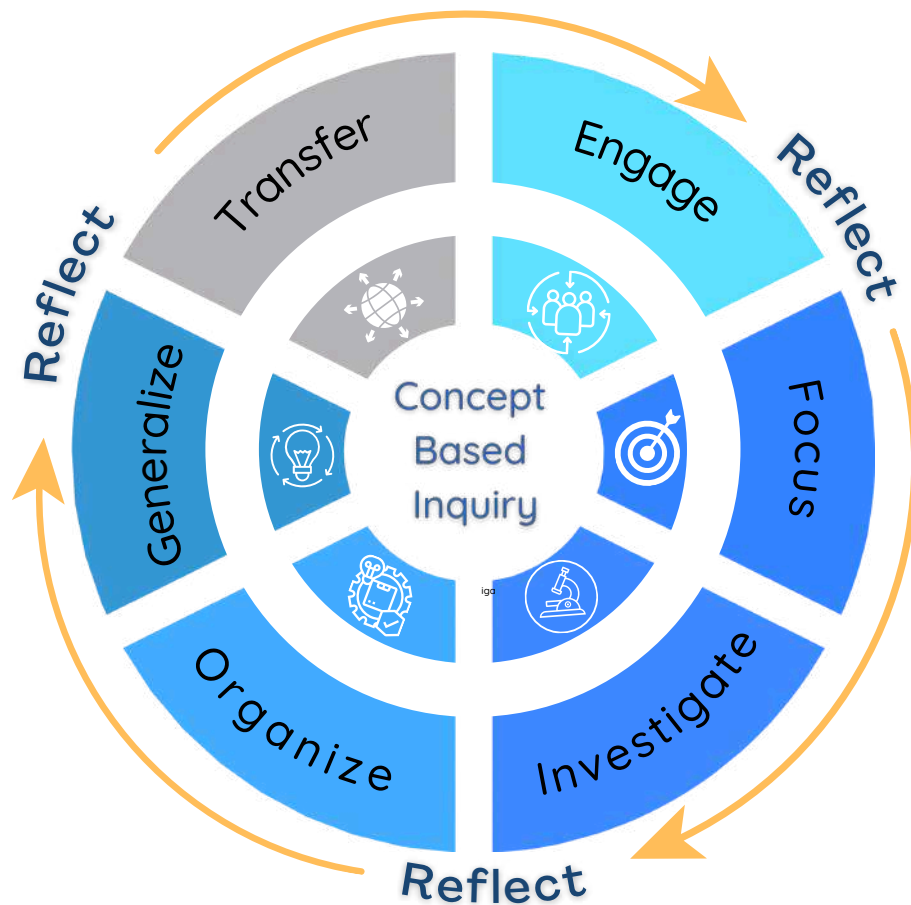


Our curriculum framework, drawing from the profound ideas of Paulo Freire and Maxine Greene, seeks to produce not just learners, but active participants in the world. By focusing on people, planet, challenges, prosperity, leadership, and advocacy, we aim to foster a generation of reflective individuals who are equipped to think critically, act ethically, and contribute meaningfully to society.

Choosing to become a part of the Bogaerts International School North Campus means investing in an education that prioritises the holistic development of our students—preparing them not just for the challenges of today, but to seize the opportunities of tomorrow, and to create a more just, sustainable, and prosperous world for all.



# What is a Concept-Based Inquiry Education?



We believe that education should empower students to thrive in an unpredictable world. Concept-based learning equips them with the skills to navigate the ever-growing body of information, adapt to changing circumstances, and approach problems with innovative solutions. Inquiry and concept-based education foster a mindset that is inquisitive, flexible, and ready for the uncertainties of the future.

Our school embraces concept-based inquiry (CBI) learning because we are dedicated to preparing our students for a dynamic and interconnected world. By nurturing their ability to think deeply, understand broadly, and apply their knowledge creatively, we are helping them become adaptable, resilient, and empowered individuals ready to make a meaningful impact.



## Why did we choose to be a Concept-Based Inquiry School?



We define our community as a post-COVID learning organisation. We recognise that the pandemic has profoundly altered our perception of education and its purpose. It has illuminated the necessity for education to evolve, becoming more resilient, adaptable, and meaningful. This is why we chose to become a concept-based inquiry learning organisation.

The pandemic taught us that the traditional methods of teaching, focused heavily on rote memorisation and standardised testing, are no longer sufficient. Instead, education must engage students at every stage of the learning process, fostering their natural curiosity and encouraging them to ask questions and seek answers. We believe that students should be active participants in their learning journey, making meaning from their experiences rather than simply absorbing information.

In a concept-based school, we prioritise the understanding of broad concepts and principles over the mere retention of facts and formulas. This approach helps students see the bigger picture, connecting ideas across different subjects and contexts. It sparks curiosity, driving students to explore, investigate, and think critically. By engaging with case studies, identifying patterns, and understanding relationships, students move beyond surface-level learning to develop deep, transferable knowledge.

Our commitment to concept-based inquiry means that we support students in making their thinking visible. They learn to generalise from specific examples and apply their understanding to new, unfamiliar situations. This process not only enhances their ability to grasp complex ideas but also prepares them to tackle real-world challenges with confidence and creativity.

# Our Concept-Based Inquiry Curriculum

We believe in crafting a curriculum for students ages 6–11 that prepares them not just for academic success, but for meaningful and impactful lives in a complex world. Our framework aims to nurture critical thinkers, compassionate individuals, and proactive leaders.

The table below provides an outline of our curriculum in primary school (years 1-5). In each year, students take part in six units of inquiry in an interdisciplinary manner.

	People & Identity	Place & Time	Expression, and advocacy	Our Planet, Our Home	Organization	Understanding our world
<b>P</b> 1	Taking care of myself and others	The stories in materials and artefacts	The power of expression	Sharing what the planet offers us	Wiser and better decisions	Divisions of life in our world
<b>P</b> 2	Cultural Heritage	Beautiful shapes in different civilisations	Trade for all	We can share and coexist	Organisational systems	The world of phenomena
<b>P</b> 3	Education... because we deserve to be happy.	Change is inevitable, but..	The power of the arts	A fairer society	The virtues of our society	Forces and motion
<b>P</b> 4	Everyone is welcome here	Total makeover	The beauty of design	Fighting for equal opportunity	Economy and services	Energy
<b>P</b> 5	Gene-environment interactions	The relationship between arts, technology, science and medicine	The power of the arts	Change and progress	People have the power	Global energy crisis



## Core Components of our Curriculum



From Early Years 1 until Primary 2 the school follows the University of Florida's Foundations system. **Foundations** is an explicit and systematic phonics program that introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence.



**Singapore Math / Dimensions Math®** method in the Early Years and Primary programmes is focused on mastery, which is achieved through intentional sequencing of concepts. Some of the key features of the approach include the CPA (Concrete, Pictorial, Abstract) progression, number bonds, bar modelling, and mental maths.

Instead of pushing through rote memorisation, students learn to think mathematically and rely on the depth of knowledge gained in previous lessons. Singapore Math not only helps students become more successful problem solvers, it helps them gain a sense of confidence and resourcefulness because it insists on conceptual depth. This naturally prepares students to excel in more advanced maths.



**Fountas and Pinnell Literacy™** is a comprehensive, research-based reading approach that complements the UFLI phonics model. Fountas and Pinnell Literacy™ offers educators a powerful way to speed up all students' literacy learning.

This comprehensive approach to reading instruction includes assessment, levelled books, and small-group instruction. This system has been effective in increasing reading achievement for students of all abilities.



The **NGSS Framework** offers a vision of science classrooms where students learn the core ideas and crosscutting concepts of science through engagement in the practices of science and engineering.

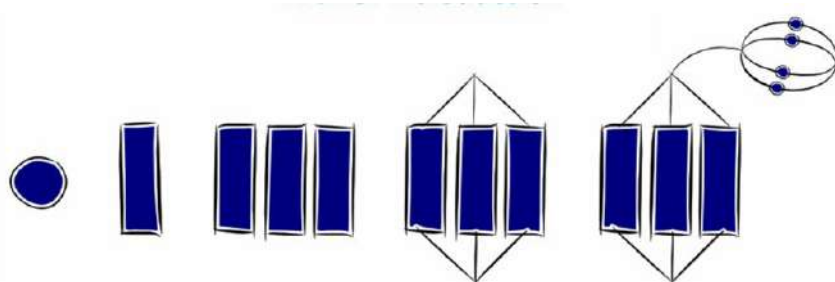


## Our Assessment Model



At the North Campus, our assessment model is based on the Structure of Observed Learning Outcomes (SOLO) taxonomy.

The SOLO model classifies students' learning outcomes from any activity, unit or classroom programme. Teachers and students can use it to easily sort learning outcomes into three levels of knowledge: • surface knowledge • deep knowledge • conceptual (or constructed) knowledge.



Access the video via this QR code or link to learn about SOLO.  
<https://youtu.be/OvMew9Cu2AU>

## Student Active Life & Well-Being



We believe in the power of a school community to shape students' school life outlook. For this reason, we promote an active and healthy lifestyle in a variety of ways.

Some of the decisions that support our desire to help students experience a balanced life at school include:

- Creating a variety of sports and recreation engagements that promote an active life style
- Designating student-focused spaces for leisure
- Designating a team of educators to serve as coaches, mentors and thinking partners
- Banning the use of mobile phones and other recreational electronic devices while at school

## Partnerships with our Parents



We believe in high quality of communication. We also believe that dialogue and reflection are crucial to set learning targets and celebrate successes. For this reason, our partnership with parents includes a series of face-to-face meetings in which learning is at the centre of the conversation.



## Multilingualism and a True Global Community

We are an international school in which our community members' backgrounds and perspectives enrich our journey. We believe in representation and diversity.



## The role of interdisciplinary teaching

Interdisciplinary learning is an educational approach that integrates knowledge and skills from multiple subjects to explore complex questions, problems, or themes. Instead of studying subjects in isolation, students engage with content that spans different disciplines, allowing them to see how these areas of knowledge intersect and influence one another.

Interdisciplinary teaching is a natural fit for the concept-based inquiry model as it engages students in exploring relevant examples across different subjects, helping them identify patterns, make connections, and discover relationships. By examining concepts through multiple lenses, students can see the broader implications and applications of what they are learning. This approach not only reinforces the interconnectedness of knowledge but also fosters critical thinking and problem-solving skills.

For instance, a project on climate change might integrate science, geography, economics, and ethics, enabling students to understand the topic from diverse angles and construct a more nuanced understanding. Through interdisciplinary teaching, students are empowered to transfer and apply their knowledge to new contexts, enhancing their ability to navigate and make sense of an increasingly complex world.





## Family Engagement Network - FEN



Bogaerts International School recognises parents bring invaluable insights, diverse experiences, and unique talents that can greatly enrich our school. Parents' perspectives and contributions help us create an environment that is not only academically strong but also nurturing, inclusive, and reflective of the values we all hold dear. When parents and the school work together, we can provide the best possible support for our students, ensuring they thrive both in and outside of the classroom.

Our Family Engagement network (FEN) has made fantastic contributions through their participation in the International Day, and Family Fun Day. Our FEN takes the lead in exploring initiatives that can contribute to enriching our community. E.g. expanding our library or adding resources for our student leisure spaces.

The invitation to join the FEN is extended to any parent or carer that joins our school.





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## North Campus

Bessenveldstraat 25  
1831 Diegem, Belgium

+32488448307  
[north@bischool.com](mailto:north@bischool.com)

[www.bischool.com](http://www.bischool.com)

