

•EDUCATIONAL LAWS

- Estatuto de Centros Escolares, LOECE, 1980
- Ley Orgánica del Derecho a la Educación, LODE, 1985.
- Ley Orgánica de Ordenación General del Sistema Educativo,
 LOGSE, 1990.
- Ley Orgánica de Calidad de la Educación, LOCE, 2002
- Ley Orgánica de Educación LOE, 2006
- Ley Orgánica para la Mejora de la Calidad Educativa, LOMCE,
 2013.

Education is compulsory and free from 6 to 16 years old. Parents pay for their children's books and materials. There are grants for those and also for lunch service at school.

Infant Education (3-5 years old) although is not compulsory, it is subsidised for all the families applying for places at public schools.

There are 3 kinds of schools:

- Public.
- Private.
- Charter.

SCHOOLS CAN PUT THEIR SYLLABUS INTO PRACTICE FREELY.
DIFFERENT CURRICULAR LEVELS.

Government defines common contents and evaluation criteria.

Regional education Administration develops what the Government determines.

Schools:

- ➤ Complement contents.
- ➤ Design and set up their own teaching methods.
- ➤ Measures for attention to diversity.
- ➤ Determine school schedule or introduce a specific subject.
- ➤ Our own school programmes.

Core Subjects

- Natural Science.
- Social Science.
- Spanish language and literature.
- Mathematics.
- Foreign language (English)

Specific Subjects

Compulsory

- ▶ P.E.
- Religion or Social and Civic values.

Optional

 Artistic Education: Arts & Crafts and Music

- Second foreign language.
- Religion
- Social and civic values.

Regional Subjects

Compulsory

Co-oficial language and literature.

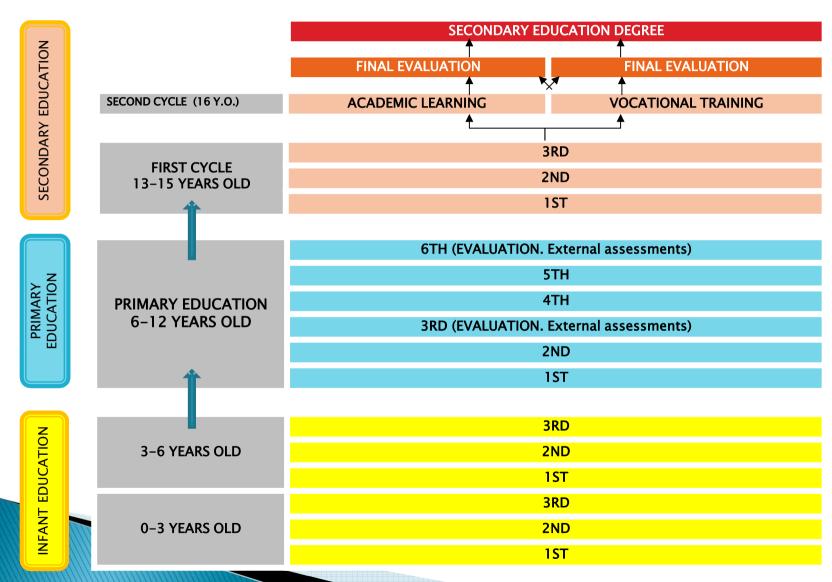
Optional

- Specific.
- Others.
- Reinforcement or extension of core subjects.

The Key Competences of the curriculum are as follow:

- Competence in linguistic communication.
- Competence in mathematics, science and technology.
- Digital Competence.
- Learning to learn.
- Social and civic competences.
- Sense of initiative and development of entrepreneurship.
- Cultural awareness and expression .

EDUCATIONAL SYSTEM ORGANIZATION: INFANT, PRIMARY AND SECONDARY



EVALUATION

Evaluation becomes very important.

- Learning outcomes. which allow defining the learning results, and specifying the knowledge students must achieve in each subject.
- External Individual child assessment at the end of the 3rd level Primary Education, checking their skills and abilities in oral and written expression and comprehension, calculation and problem solving, related to the level of acquisition of both linguistic communicative competence and mathematical competence.
- External End- of -stage Individual assessment at 6th level Primary Education, checking the level of acquisition of the competence in linguistic communication, in mathematics, science and technology, as well as the achievement of the objectives of the stage.
 - Regional diagnostic assessment at 4th level, checking also the educational levels of the schools.