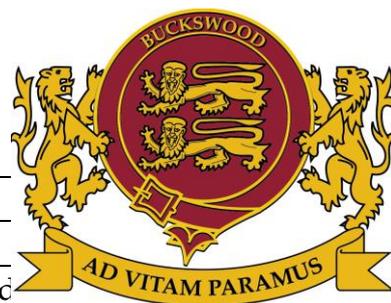


# POLICY STATEMENT



Policy	Curriculum Policy
OFSTED Standard No	
Date Written	26 April 2017 (updated)
Written by	G Johnson
Approved by	SMT
Date of Approval	30 April 2017
Next major review date	14 <sup>th</sup> November 2018
Location and disseminations	A copy of the policy can be found in staff handbook, in the school foyer and on the school website.
The context of the policy and its relationship to other policies	This policy should be considered in conjunction with other written policies on behaviour, health and safety, medicines, healthy schools, school visits and child protection.

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Buckswood's curriculum is designed to allow each of our pupils to achieve the best possible academic qualifications and highest possible standards of work, whatever their academic ability. It is further intended to develop the skills, attitudes and abilities that will help our pupils achieve their life goals. It is designed to ensure high levels of pupil engagement, participation, questioning, academic honesty, academic risk-taking, investigation and using 'mistakes' as stepping stones to academic progress, in order to develop robust, lifelong learners and independent thinkers who have grown to really value and understand the crucial importance of learning in their everyday lives.

Our curriculum aims to be broad-based and inclusive, but with enough flexibility to allow each pupil to develop their individual strengths and interests.

Our curriculum does not undermine the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Themes such as these are woven throughout our fields of study and in particular are specifically covered in the SMSC and PSHE programmes of study.

Our curriculum seeks to develop pupils who

- engage in learning the skills, knowledge and discourse of subject disciplines and can develop these according to their age, aptitude and interests.
- can use the skills they have learned to solve problems with confidence, showing resilience and resourcefulness; even when tasks seem difficult at first
- know where and how to source help when it's needed
- can concentrate and work effectively, initiative and organization skills, whether in teams, pairs or individually.
- become increasingly independent and more able to reflect critically on their learning, identifying strengths, areas for improvement and how to make further progress in these areas
- both appreciate human achievement in all subject fields and enjoy their own personal achievements in these areas during their time at Buckswood.
- gain an understanding of the socio-cultural, geo-political, environmental and economic aspects of the world, by drawing on the varying perspectives of our international community.
- can transfer and apply skills and knowledge between subject areas

Our curriculum takes the form of

- formal, timetabled, well-differentiated lessons
- planned learning events, both inside and outside of the classroom

- themed days, where the normal curriculum is suspended and specialist teams are employed to deliver high-quality, creative learning experiences in personal development, health and well-being, SMSC, etc

Schemes of work in all subjects incorporate the cross-curricular elements below into the delivery of the subject.

### Literacy across the curriculum

Because we want all of our pupils to become good communicators, literacy is of paramount importance. Therefore, in all subject areas, pupils should be taught to express themselves coherently and articulately in both spoken and written Standard English, with attention to appropriate register and to read and listen with understanding to both written and spoken forms of English across the spectrum of genres. Pupils are taught morphology, grammar and syntax, along with spelling and punctuation. They are taught to organise their written and spoken texts precisely and coherently, following a logical order and by using discourse markers to signpost progression or movement in the text. Pupils are taught reading skills, such as skimming and scanning, to extract information from texts or to follow a process or argument, as well as strategies for reading for understanding and enjoyment in more intensive reading tasks. Pupils are taught how to summarise, critically evaluate or rewrite texts in different genres, in order to adapt these for different purposes.

For further details please see our Literacy policy

### Numeracy across the curriculum

All subject teachers will, as and when appropriate, develop students' numeracy, during the course of their lessons. Pupils are helped to make calculations, to understand and appreciate patterns in number and space and to develop a capacity to think logically. This may be done via asking pupils to present information via graphs, tables, etc, as well as asking pupils to calculate/estimate, using basic mental arithmetic or formulae. Lessons may be in practical sessions, investigations, discussion as well as written work.

For further details please see our Numeracy policy

### Science

We follow the National Curriculum for Science at KS3 and KS4. Where possible, links across the curriculum are made

The teaching of Science subjects comprises a combination of hands-on, practical experimentation, enquiry-based study and guided study in the natural environment of the school campus, on field trips, museum trips, etc

The study of Science teaches processes of great, cross-curricular value such as: observation, hypothesis formation and carrying out experiments, recording results that prove or disprove a hypothesis.

### ICT across the curriculum

All subject teachers will give pupils the chance to develop their ICT skills during the course of their lessons, by using ICT tools to support learning and by asking pupils to use ICT tools to present and demonstrate understanding of lesson content. Buckswood's VLE system is used by all students to hand in prep, read articles and watch films provided by subject teachers to enrich pupils' learning. Buckswood also subscribes to 'Newsademic', which provides current news articles suitable for independent reading or whole-class text analysis. Pupils have access to GCSEPod, to help them revise for their GCSE examinations and there is an extensive ICT suite, including film editing and sound recording sections to allow pupils to be creative with ICT tools.

ICT is taught throughout KS3 leading to the ECDL qualification. GCSE computing is offered should pupils wish to pursue this in KS4

For further details, please see our ICT policy

### Human and Social Experience

Students learn about the world; its peoples and its environments. They learn how human action has shaped the world we see today and how our lifestyles will shape the future. The History and Geography components of the curriculum largely contribute to this category.

## Health and safety

All subject teachers have a duty to comply with Health and Safety guidelines and complete risk assessment forms for their teaching areas. However we recognize that some subject areas require pupils to be taught, specifically, how to recognize hazards and take appropriate steps to control the risk of these to themselves and to others, to operate equipment safely, to move safely in order to minimize risk of injury to themselves and others in controlled environments.

For further details please see our Health and Safety Policy

## SMSC/PSHE

This curriculum encompasses material for students to learn how to keep safe both online and in the real world. They learn about the responsibilities of being a good citizen and of economic considerations. (For a greater description please see SMSC policy.) Elements are woven through other curricula strands such as ICT and RS.

Students also learn about Prevent, CSE and FGM and their responsibilities towards these. They learn to reduce risk and build resilience. We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and give them the values, skills and behaviours to prepare them for life in modern multi-cultural Britain and globally.

This is partly delivered through a series of 'off-timetable' events, whereby teams of PHSE experts, including singers and actors, teach themed days on sex education, safe and healthy relationships, bullying, self-esteem etc. It is further delivered via our KIP programme (weekly lectures delivered by outside speakers). In addition to this, PHSE and careers guidance lessons are taught, by form tutors, on alternate Tuesdays during prep.

E-safety is taught by our ICT team, as well as in PHSE sessions.

SMSC topics are also delivered at our whole-school weekly assemblies, during KiP sessions and at house meetings.

For further details please see our PSHE plan.

## Physical Education

All pupils receive at least two hours of PE per week, although many pupils opt to do more, via participation in sports squads.

Sports covered are: football, rugby, hockey, netball, tennis, swimming, volleyball, golf and badminton. Pupils also do fitness training and cross country running. We have specialist academies for football, rugby and golf.

## Aesthetic and Creative Curriculum

We believe that creative subjects, such as Music, Art and Drama have a highly positive effect on the development of the brain and thus, on learning and learners. Music is taught at KS3 for all pupils. We also offer Music at GCSE and A level.

Pupils are encouraged to perform in assemblies and concerts, to gain experience and enhance their skills. Pupils also take part in trips to theatre/musical productions and concerts, both locally as well as in London. We can provide one to one tuition for most musical instruments and will always strive to find local tutors for more unusual instruments.

Theatre Studies is taught at KS3. Drama is taught at GCSE and A level. Both these subjects are supported by theatre trips and where possible, cross-curricular links are made.

Art is taught at KS3,

Art & Design and Graphics are taught at KS4

Art & Design and Photography are taught at KS5 All these subjects are supported by: visits to exhibitions, field trips, talks by visiting artists, photographers and film-makers.

## Careers Education

The school has developed a comprehensive post-secondary educational and career guidance system, as outlined below.

- The Head of Sixth form, together with the rest of the Sixth Form staff, greatly support the pupils, often on a 1 to 1 basis, in respect to university applications and university choice. The Head of Sixth Form meets with each member of the Sixth Form, more than once, to discuss university pathways, often on a 1 to 1 basis or as part of information sessions.
- The school organises university advice, personal statement and CV writing workshops, run by the 'Life Skills Company'.
- The school uses the online platform UniFrog to enable students to research a wider range of university and apprenticeship courses. From Sept 2017, this has been rolled out to all KS4 and 5 student, with KS3 coming online

at a later date. This platform provides students with key information about university and apprenticeship requirements, as well as being a centralised system for recording their achievements, to enable effective evidence and CV building.

- Every fortnight, all Key Stages receive careers and post-secondary information through our PSHE programme. A key part of this strategy is to invite guest speakers in to inform our students of the different post-secondary options available to them; this may also include taking students off site to careers events local to the school.
- The school has access to an independent careers advisor should the need be identified. This support enables students to access independent guidance, which we believe to be important, but also provides additional expertise not currently offered by the school.
- The school hosts its own Buckswood University Fair every September, with a range of national and international undergraduate providers, working with the students to discuss options, accommodation, Visas and entry requirements. This is then followed up by school supported and led visits to attend university open days.
- Each year, Buckswood takes students to local universities, Kent and Surrey. This private tour allows our students to get a deeper insight into UK university life and, get their specific questions answered.

In addition to the Post-secondary and Careers support above, the school believes it is important that all our students receive Post 16 guidance across the age ranges, in order to help them decide on the most suitable and appropriate academic pathways, be it the IB DP, A levels or our University Foundation Course.

Consequently:

- Each department produces a Departmental handbook, reviewed annually, which sets out subject specific careers guidance and university information where appropriate. We believe it is important that all our subject specialists are able to offer appropriate support and guidance to students, when helping them identify subject specific pathways.
- We also run 'student only' and 'students and parents' information sessions regarding Buckswood Sixth Form options, university and careers choices are also discussed, in addition to this provision.

## Languages

Buckswood has been recognised across the world as a centre for internationalism. We have students from all continents on one campus, a truly global community, living together and learning from one another.

Accordingly, we recognise that with some many students coming from diverse backgrounds and nationalities all teachers are, in practice, language teachers with responsibilities in facilitating communication.

At Buckswood School we understand that:

- Language is a primary means of communicating and learning.
- The acquisition of language is a life-long process and is a central component of intellectual and personal growth.
- Proficiency earned in one language is transferable to other languages, and language proficiency aids the student in acquiring competencies in other curricular areas.
- Language is an expression of culture and must be valued as an integral part of a student's identity.
- The development of the mother-tongue language is critical for maintaining one's cultural identity.
- Language learning promotes internationalism and multicultural understanding.
- Language learning must be fostered in all aspects of the school community.

## Junior School

Pupils study Mandarin, French and Spanish in forms 1 and 2. They then choose 2 of these languages to study in form 3. If they so wish, pupils may also study Latin, free of charge, outside the main school timetable. Similarly, pupils may study extra languages outside the main school timetable.

Pupils receiving academic support may choose to reduce the number of languages they study in order to fit in PEN (personalised educational needs) lessons.

## GCSE

Pupils are required to study at least one language at GCSE and our international pupils are required to study their mother tongue to GCSE

### A Levels

A range of languages are taught at A level, including French, Spanish, Mandarin in the main option blocks and German, Italian, Russian and Turkish, to name but a few, as extra-curricular subjects. Further to this, pupils are encouraged to take an EPQ, (Extended Project Qualification) where they can research a subject of personal interest and submit an extended essay for additional UCAS points (equivalent to half an A level).

### The IB programme

It is a requirement of the IB programme that students study at least one language from group 1: their mother tongue. Bi-lingual students may study a further language from this group

At Buckswood the Language options we offer for this group are:

- Italian
- Spanish
- French
- Russian
- German
- English

It is also a requirement of the IB programme that students study at least one subject from group 2, where the main emphasis is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language

At Buckswood the Language options we offer for the group 2 options are:

- English
- Spanish
- Italian
- French
- German

Please see our IB policy for further details

## Academic support

Baseline testing is carried out at the start of each academic year. Pupils who need academic support are referred to our Learning Support Co-ordinator who will provide appropriate additional learning support, throughout the academic year (Please see below). Further testing for dyslexia etc, will be carried out subject to parental consent. Should pupils require extra support during public examinations (extra time, use of laptops, etc) both our LSC, PEN teacher and Examinations Officer will do their very best to ensure this support is provided. However, it is imperative that if a pupil has a statement of SEN, we receive this *as soon as possible*, so that we can put systems in place in time to ensure pupils have the support they need, in their public examinations.

## SEND

All subject teachers are responsible for the learning of pupils with SEN, however we recognize that some pupils will require extra help and support in order to achieve their potential. Our PEN (personal educational needs) service provides both group and individual lessons to support these pupils. Our PEN teacher liaises closely with form, subject teachers and SMT to ensure that our PEN students are working well and positively towards achieving their academic and personal goals.

## G&T

All subject teachers are responsible for ensuring their lessons are sufficiently differentiated to allow all pupils to make good, sustained progress. However, we recognize that some pupils who have significantly higher abilities than their classmates may need extra support/ challenge in order to ensure they reach their potential. For this reason, our new G&T co-ordinator will be working individually with our G&T pupils and liaising with subject teachers to ensure all our G&T pupils reach their potential. He will also, in conjunction with the Head of T&L, be delivering training to support teachers in this endeavour.

## ESOL at Buckswood

### Departmental Statement – Teaching and Learning

- The department aims to develop the English language ability of our learners, recognising and addressing their different needs.
- With particular reference to Intensive English classes, there will be an early focus on spoken English skills so that learners can gain the confidence to play a full part in the school community.
- The department will also act in liaison with other departments in order to support students' access to the main school curriculum. The consideration of the needs of speakers of English as a Second Language is a requirement for all teachers at Buckswood School, and is expected to be evidenced in observed teaching.

### General Methodology

- We prepare our learners for EAL examinations, which remain a significant factor of motivation within the school.
- The EAL department will include content related to fundamental British Values
- Lessons will be communicative, interactive and collaborative.
- A variety of input/tasks is encouraged, to provide flexibility for the teacher and to maintain interest for the learner. The department advocates the utilisation of textbooks, online resources, podcasts, video, readers and other teacher-generated input.
- We aim to promote independent learning practices among our students whereby individuals take responsibility for the progress of their own linguistic skills. Monitoring of self-access materials such as grammar books, graded readers and podcasts is effective, as is to instil an understanding that an inquisitive nature on a variety of topics enriches one's language and helps develop skills.
- Students should be aware of their progress according to the Common European Framework of Reference for Languages, simplified on the Buckswood ladder, be given clear goals and know how to achieve them.

### Provision by year

- Forms 1 and 2 - There is a school policy of integrating students with UK students in the junior school. Supplementary International Learning Support will be given on a case-by-case basis after testing has been administered.

- Form 3 (Year 9) – 5 lessons per week Students assessed at a level above B1 at the commencement of the course will be placed in English classes with UK students. Those below B1 will be placed in a Second Language group with the aim of taking PET as appropriate. Further International Learning Support for this year group will be made available according to the needs of the learner.
- Form 4 (Year 10) - Students are classed into three groups for Second Language English. – 5 to 9 lessons per week
  - Form 4 Integrated – students have been assessed at the beginning of the year as having a level of English above B1, and will aim to take FCE by the end of the year.
  - Form 4 Level 2+ – these students have been assessed to be of sufficient proficiency to follow a course at B1. They will take 5 core lessons of EFL per week, with an additional 4 lessons of ‘Extra English’.
  - Form 4 Intensive (see ‘IE’ below) – these students are mostly new students. Whilst they are members of ‘Main School’, they need more EFL support. They will initially follow an elementary course based around the Level 1 (A2) course with a strong lexical focus before progressing to a Level 2 (B1) ‘intermediate’ course.
- Form 5 (Year 11) – 5 to 9 lessons per week
  - Target qualification: IGCSE English as a Second Language.
  - IGCSE grade C (Core or Extended tiers) is regarded as a ‘Buckswood Level 3’ (CEF B2) qualification. It is therefore proposed that a Level 2 (CEF B1) be a minimum entry requirement.
  - Additional English lessons are provided on the Two-Year GCSE course in place of the ‘Core Language’ on the GCSE timetable. The aim of this part of this course is primarily to build vocabulary and confidence.
- Sixth Form (Year 12-13) – 4 lessons per week
  - IE2 (Year 12) – “Pre-Sixth”
    - Benchmark - The aim is to obtain a B1 (PET/IELTS 5.0) qualification by June.
    - Study skills in preparation for Sixth Form
    - Learner autonomy through independent project work
  - Sixth Form (Lower 6 – Year 12 and UFC)
    - Students in this year will follow a course in EAP – English for Academic Purposes.

- Students are to obtain English second language qualifications that either fulfil or exceed their prospective university entrance requirements.
- Sixth Form (Upper 6 – Year 13) – 2 lessons per week
  - Students in this year will focus on taking IELTS for UCAS.E

All international pupils complete a placement test to determine their level of English (using CEF levels) and thus the extent to which they can be integrated into main school lessons as well as the amount of ESOL support lessons they will require in order to integrate into mainstream lessons. All our international pupils have the opportunity (depending on their level of English) to take one or more of the Cambridge suite of EFL examinations, including IELTS.

For more information, please see our ESOL policy

### Religious Education

Religious Studies and Ethics are taught at KS3 via Current Affairs. Pupils may also take RS at GCSE.

### Monitoring

The Head of Teaching and Learning is responsible for the implementation of the policy; as are Key stage Heads, Heads of Department, teachers and house staff. This policy is supported by Schemes of Work and departmental handbooks (developed by teachers and HoDs) which can be found on the school VLE.

## Curriculum plan

The timetable comprises of 6 x 55 minute lessons per day, Monday to Friday. Extra-curricular lessons are taught after school and on Saturday mornings.

### Key Stage 3

Subjects are not taught in sets until form 3, when pupils begin learning GCSE topics

Subject	Timetabled Lessons
English	5
Maths	4
Science	3
Geog	2
History	2
Art	1
Music	1
French	1
Spanish	1
Chinese	2
Current Affairs	2
Sport	4
Theatre Studies	1
Computing	2

### Form 3 (pre-GCSE)

Subject	Timetabled Lessons
English	5
Maths	5
Science	3
Geography	2
History	2
Computing	2
Art	1
Business Studies	1

French	1
Spanish	1
Chinese	2
Theatre Studies	1
Sport	4

KS4: (Forms 4 and 5)

We offer GCSEs over a 2year programme (F4 and F5) and, for our international students, a condensed 1year GCSE programme in F5

2yr GCSE course – Form 4

Option Block	Subject	Timetabled lessons
Core 1	Games	2
Core 2	English	6
	Maths	5
Core 4	Science	5
Option 1	PE	4
	Drama	4
	ICT	4
	History	4
	Spanish	4
	RE	4
	Geog	4
	Media	4
	Graphics	4
Option 2	Geog	4
	History	4
	Art	4
	Business	4
	Triple Sci	4
Option 3	Chinese	4
	French	4
	Spanish	4
	EAL	4
	Study Skills	4

2yr GCSE course – Form 5

Option Bock	Subject	Timetabled lessons
Core 1	Games	2
Core 2	English	5
Core 3	Maths	5
Core 4	Science	5
Core Lang	French	4
	Spanish	4
	Spanish	4
	Chinese	4
	EAL	4
Option 1	French	3
	Business	3
	Graphics	3
	Geography	3
	PE	3
Option 2	Spanish	3
	History	3
	History	3
	ECDL	3
	Triple Sci	3
	Geography	3
Option 3	Chinese	3
	Art	3
	Media	3
	Business	3
	Geography	3

1 year GCSE course

Subject	No of lessons
English (1 <sup>st</sup> or 2 <sup>nd</sup> Language)	5-7
Mathematics	6
Combined Science	6
Geography	6
Business Studies	5-6
Own language	1 (extra curricular)

ECDL	1
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## Key Stage 5: 6<sup>th</sup> Form

6<sup>th</sup> form students have 3 study pathways: A level, International Baccalaureate and University Foundation Courses

### AS and A Levels

The number of 'A' levels a student takes will largely depend on their academic capability. International students have the option to study their mother tongue languages at 'A' level as an extra subject.

#### L6 (AS level)

Option Block	Subject	Lessons
1	Chemistry	7
	Further Maths	7
	Business	7
	Spanish	7
	History	7
	Art	7
	Maths	7
	Geography	7
	BTEC Sport	7
	Intensive Bus AS (5 lessons)	5
2	Physics	7
	Maths	7
	Business	7
	Geography	7
	Photography	7
	Economics	7
	BTEC Sport	7
	Intensive Bus AS	5
3	Biology	7
	Maths and Further Maths	7
	Maths	7
	Business	7
	French	7
	Politics	7
	English Literature	7
	Accounting	7

	Media	7
4	Mandarin	7
	EPQ	2
	Global Perspectives	7
	Environmental Science	3
	Accounting	7
	Psychology	7
	Further Maths 1 to 1	3
	Maths - <i>new course</i>	7
	English Language	7
5	EAP	4
	GCSE English retake	2
	GCSE Maths retake	2

U6th (A Level)

Core block	Subject	Lessons
1	Maths	6
	Business	6
	Chemistry	6
	Spanish	6
	Art	6
	History	6
	Further Maths	6
	BTEC Sport	6
2	Maths	6
	Physics	6
	Geography	6
	Photography	6
	Economics	6
	Business	6
	BTEC Sport	6
3	French	6
	Biology	6
	English Literature	6
	Business	6
	Politics	6
	Further Maths	6

	Maths	6
	Media	6
4	Accounting	6
	EPQ	2
	World Devt	6
	Mandarin	6
	Environmental Science	3
	Maths AS	3
5	EAP	2
	GCSE Maths Retake	2

### International Baccalaureate

*IB (From September 2017 onwards)*

Option Bock	Lessons	Subject	Form
1	5	English (Lit and Lang) A	L6th IB
	5	German (Lit) A	L6th IB
	5	French (Lit and Lang) A	L6th IB
	5	Italian (Lit and Lang) A	L6th IB
	5	Spanish (Lit and Lang) A	L6th IB
	5	Russian (Lit and Lang) A	L6th IB
2	5	English B	L6th IB
	5	French B	L6th IB
	5	Spanish B	L6th IB
3	5	History	L6th IB
	5	Buisness management	L6th IB
4	5	Physics	L6th IB
	5	Biology	L6th IB
	5	ESS	L6th IB
5	5	Maths Studies	L6th IB
	5	Maths SL	L6th IB

6	5	Visual Arts	L6th IB
	5	Geography	L6th IB
	5	Chemistry	L6th IB
	3	Chinese ab initio ( <i>SL only</i> )	L6th IB
	3	French ab initio ( <i>SL only</i> )	L6th IB
	3	Spanish ab initio ( <i>SL only</i> )	L6th IB
	3	German ab initio ( <i>SL only</i> )	L6th IB
	3	Italian ab initio ( <i>SL only</i> )	L6th IB
Core	3	TOK	L6th IB

IB (May 2018 cohort only)

Option Bock	Lessons	Subject	Form
1	5	English (Lit and Lang) A	U6th IB
	5		
	5	French (Lit and Lang) A	U6th IB
	5		
	5	German (Lit) A	U6th IB
	5	Russian A (Lit)	U6th IB
	5	Spanish A	U6th IB
5	Italian A (Lit and Lang)	U6th IB	
2	5	English B	U6th IB
	5	Spanish B Gp1	U6th IB
	5	French B Gp1	U6th IB
3	5	History	U6th IB
	5	Business management Gp1	U6th IB
		Business management Gp 2	U6th IB
4	5	Physics Gp 1	U6th IB
	5	Biology	U6th IB
	5	Chemistry Gp 1	U6th IB
	5	ESS	U6th IB
5	5	Maths Studies	U6th IB
	5	Maths SL	U6th IB

6	5	Visual Arts	U6th IB
	5	Geography	U6th IB
	5	Spanish B Gp 2	U6th IB
	5	French B Gp 2	U6th IB
	5	Physics Gp 2	U6th IB
7	5	Chemistry Gp 2	U6th IB
Core	3	TOK	L6th IB

## University Foundation Course

Option Block	Lessons	Subject
1	12	Bus Management
2	5	Maths
3	2	ICT
4	4	EAP
5	5	Debate