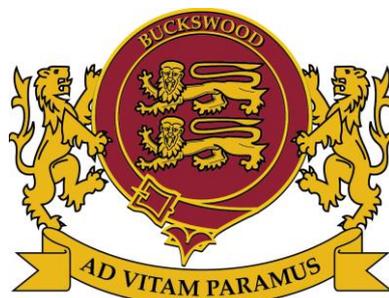


POLICY STATEMENT



Policy	Curriculum Policy
Date Written	19 th March 2019
Written by	M Shaw
Approved by	M Shaw
Updated	22nd August 2020
Next major review date	19 th August 2021
Location and disseminations	A copy of the policy can be found 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.

Statement of intent

At Buckswood, it is our goal to equip our learners with the skills to thrive in a globalised world, 2020 and beyond.

In the classroom, our academic programme embodies our overarching educational philosophy – The Buckswood Difference. Whereby we aim to nurture every student so that they can be the best they can be; global citizens with a sense of adventure, who are able to discover where their skills and passions lie, and harness these to inform future careers.

On the many different academic pathways you can travel at Buckswood, our teachers will be there to spark your interests, build your skills and talents and develop, we hope, a lifelong love of learning.

Buckswood's curriculum is designed to allow each of our students 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 students 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

- Engage our students and develop **skills, knowledge** and discourse related to subject disciplines. Our students develop these according to their age, aptitude and interests.
- Ensure our students develop a thirst for knowledge through **enquiry**, a broad desire to learn more.
- Ensure our students can use the skills they have learned to **solve problems** with confidence, showing **resilience** and resourcefulness; even when tasks seem difficult at first.

- Ensure our students know where and how to source help when it's needed, and generally be good **communicators**.
- Ensure our students can concentrate and work effectively, using **initiative and organisation** skills, whether in teams, pairs or individually.
- Ensure our students 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
- Ensure our students develop **Leadership** skills, the ability to lead and manage other people is a vital skill in the 21st century work place, it also takes a varied skill set – the ability to listen for example shouldn't be underestimated. We present our students with the opportunities to develop these skills through our academic and extra curricular curriculum.
- Ensure our students both appreciate human achievement in all subject fields and enjoy their own personal **achievements** in these areas during their time at Buckswood.
- Ensure our students 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.
- Ensure our students can transfer and **apply skills and knowledge** between subject areas
- Ensure our students develop **Digital intelligence and awareness** – we want our students to be safe online and be responsible consumers of content like 'social media'. We also want them to 'critically consume' information they come across in the digital world.

[Our curriculum takes the form of](#)

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

[Linguistic skills across the curriculum](#)

Because we want all of our students to become good communicators, literacy and associated linguistic skills are of paramount importance. Therefore, in all subject areas, students 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. Students 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. Students 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. Students are taught how to summarise, critically evaluate or rewrite texts in different genres, in order to adapt these for different purposes.

[Mathematical skills across the curriculum](#)

All subject teachers will, as and when appropriate, develop students' numeracy, during the course of their lessons. Students 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 students to present information via graphs, tables, etc, as well as asking students to calculate/estimate, using basic mental arithmetic or formulae. Lessons may be in practical sessions, exploration and discussion as well as written work. Where possible, links across the curriculum are made

[Scientific skills across the curriculum](#)

This area is concerned with increasing students' knowledge and understanding of nature, materials and forces. 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.

[Technological skills across the curriculum](#)

All subject teachers will give students the chance to develop their ICT skills during the course of their lessons, by using ICT tools to support learning and by asking students to use ICT tools to present and demonstrate understanding of lesson content. Buckswood's Microsoft Teams suite of packages is used by all students to hand in for numerous school based task and communications..

Students have access to GCSEPod, to help them revise for their GCSE examinations and there is an ICT suite, including film editing and sound recording sections to allow students to be creative with ICT tools.

ICT is taught throughout KS3. IGCSE computing is offered should students wish to pursue this in KS4

[Innovation in the curriculum](#)

The school runs Innovation classes across the Key stages. This course seeks to engage students by asking them to come up with solutions to school and/or community based problems. The course does not just facilitate an understanding of the value of a new product, rather it allows our students to understand the value associated with the process of developing something new – enquiry, risk taking, communication, evaluation etc. The programme fundamentally develops, we believe, the skills that are required by learners to thrive in a post 2020 world.

[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, Politics and Geography components of the curriculum largely contribute to this category. Clubs such as the Debating society and the Charity society also develop this knowledge

[SMSC/PSHE including RSE](#)

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. Elements of religious education are woven through the cultural aspects of PHSE study.

Students also learn about Prevent, RSE, CSE and FGM and their responsibilities regarding 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 students 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 students 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 and

relationship education, including building safe and healthy relationships, as well as raising awareness of and how to counteract bullying behaviours, how to build self-esteem etc. PHSE topics are further delivered via our KIP programme (weekly lectures delivered by outside speakers). In addition to this, KS4 and 5 PHSE and careers guidance lessons are taught, by form tutors, on alternate Tuesdays during prep. For KS3 students there are timetabled lessons

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 (Knowledge is Power) sessions and at house meetings.

For further details please see our PSHE plan (PHSE Association Scheme of Work KS3-5). RSE at Buckswood is detailed below

[RSE at Buckswood School](#)

This is delivered in part in PHSE lessons and in part by outside specialist theatre companies and guest speakers

It has three main elements:

- Attitudes and values
 - – learning the importance of values and individual conscience and moral considerations;
 - – learning the value of family life: marriage, or other stable and loving relationships for the nurture of children;
 - – learning the value of respect, love and care;
 - – exploring, considering and understanding moral dilemmas; and
 - – developing critical thinking as part of decision-making.
- Personal and social skills
 - – learning to manage emotions and relationships confidently and sensitively;
 - – developing self-respect and empathy for others;
 - – learning to make choices based on an understanding of difference and with an absence of prejudice;

Understanding consent: having the courage to say 'no' and the maturity to respect your partner's decision.

- – developing an appreciation of the consequences of choices made;
- – managing conflict; and
- – learning how to recognise and avoid exploitation and abuse.

- Knowledge and understanding
 - – learning and understanding physical development at appropriate stages;
 - – understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - – learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - – learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
 - – unplanned pregnancy: understanding choices and consequences.
 - The delivery is monitored and evaluated by Heads of Year, HTL and student voice
 - Parents have a right to withdraw their children from RSE lessons

Religious Education

Religious Studies and Ethics are woven into the relevant sections of our PHSE/RSE curriculum, particularly sections concerned with social mores and cultural practices.

Physical Education

Students gain knowledge and understanding of the basic principles of fitness and health.

Students have access to two hours of PE per week, although many students opt to do more, via participation in sports squads, sports clubs and enrichment programmes,.

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

This area aims to develop students' physical control and co-ordination, as well as tactical skills and imaginative responses. Furthermore, we aim to help students to evaluate and improve their performance. For academic year 2020-2021, following an extended period of Covid lockdown and concerns about the transmission of the illness in Music, the school is providing an extra X2 lessons of PE per week for KS3.

Aesthetic and Creative Curriculum

This area is concerned with the processes of making, composing and inventing. 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.

For academic year 2020-2021, following an extended period of Covid lockdown and concerns about the transmission of the illness in performing arts (music and Drama), the school is providing an extra X2 lessons of PE per week for KS3, which will replace our performance arts provision. Students wishing to learn an instrument and partake in Drama can access Peri lessons.

We offer Music at GCSE and A level, as students look to complete their public exam programmes of study. Students are encouraged to perform in assemblies and concerts, to gain experience and enhance their skills. Students 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.

.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. The study of literature (in all the languages that we teach) also calls for personal, imaginative and often practical responses.

Careers Education

We aim to promote understanding of how a student's strengths and weaknesses and interests can relate to the world of work.

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

- The Head of Year 13, together with the rest of the Sixth Form staff, greatly support the students, often on a 1 to 1 basis, in respect to university applications and university choice. The Head of Year 13 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'.
- Every term, all Key Stages receive careers and post-secondary information through our PSHE programme on Tuesday afternoon. 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 hosting careers events at Buckswood and taking students offsite 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 / 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.
- Each year students also, mainly in Key stages 4 and 5, attend job fairs at a local and regional scale

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 career 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

Students study French, Chinese and Spanish in forms 1 and 2. In addition to French and Spanish, Form 3 they can opt to study either PE or Mandarin. If they so wish, students may study extra languages outside the main school timetable, including Latin.

Students receiving academic support may choose to reduce the number of languages they study in order to fit in learning support sessions. Gifted and talented linguists may be offered extra languages to learn or may be 'fast-tracked' to GCSE and A level, where appropriate.

GCSE

Students have the option to study at least one language at GCSE (unless SEND issues preclude this). Our international students are encouraged to study for and sit 1st language IGCSE examinations. We also strongly encourage these students to continue their 1st language up to A level or IB

A Levels

A range of languages are taught at A level, including French, and Spanish, in the main option blocks and Mandarin, German, Italian, Russian and Turkish, to name but a few, as extra-curricular subjects. Further to this, students 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.

The IB programme

It is a requirement of the IB programme that students study at least one language from group 1: their 1st language. 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 languages we offer for group 2 options are:

- English
- Spanish
- French

[Academic support](#)

We aim to achieve baseline assessments of all students in order to determine starting points, abilities and aptitudes.

Baseline testing is carried out at the start of each academic year. This involves CAT testing and, for those students who may benefit from this, we screen for dyslexia and dyscalculia. New KS3 students are also given the Schonell Reading Test. Students who demonstrate a need for academic support are referred to our Learning Support Co-ordinator who will provide appropriate support, throughout the academic year (Please see below). Further testing for dyslexia etc, will be carried out subject to parental consent. Should students require extra support during public examinations (extra time, use of laptops, etc) both our Learning Support Co-ordinator (LSC) 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 or EHC, we receive this *as soon as possible*, so that we can

put systems in place in time to ensure students have the support they need, in their public examinations.

SEND

All subject teachers are responsible for the learning of students with SEN, however we recognise that some students will require extra help and support in order to achieve their potential. Our service provides both group and individual lessons to support these students where possible and appropriate. Our SENCO liaises closely with form, subject teachers and SMT to ensure that our SEND students are working well and positively towards achieving their academic and personal goals. Where the LA has concluded a child should be placed at Buckswood under an EHC plan or a LAC, the day-to-day responsibility for that child's provision rests with the Learning Support Coordinator (LSC). The LSC will be the named liaison with the relevant authority.

Any child with an EHC plan will be reviewed annually in accordance with LA practice. During the year, any revisions will be under the direction of the LSC. Progress and support will be recorded at all stages.

G&T

All subject teachers are responsible for ensuring their lessons are sufficiently differentiated to allow all students to make good, sustained progress. However, we recognize that some students 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 SENCO liaises with subject teachers to ensure all our G&T students reach their potential. She will also, in conjunction with the Head of T&L, deliver training to support teachers in this endeavour. Further support and monitoring of teachers is provided by departmental DEAL (Differentiation and EAL) ambassadors, who meet termly to share good practice. DEAL members may observe lessons, both in their own departments and in other depts, as requested, to support/coach their peers in order to ensure that all students are appropriately challenged, in order to achieve their best possible personal outcomes. Oversight of this is provided by the Academic Principal.

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 students 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 in order to minimize risk of injury to themselves and others in controlled environments.

For further details please see our Health and Safety Policy

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 ESOL examinations, which remain a significant factor of motivation within the school.
- The ESOL 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.

Aims/Syllabi 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 the term has begun and testing has been administered. Juniors may be entered for Cambridge exams. Some students may be placed in IE1 as appropriate.
- Form 3 (Year 9)
 - 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 by June 2021 as appropriate. Further EFL support for this year group will be made available.
- Form 4 (Year 10)
 - Students are classed into two groups for Second Language English in Form 4.
 - Students who have been assessed at the beginning of the year as having a level of English above B1 will aim to take FCE by the end of the year.
 - Students who have been assessed to be of sufficient proficiency to follow a course at B1 with an exam aim of 'Preliminary' by the end of the year will take 6 core lessons of ESOL per week, with an additional 4 lessons of 'International Learning Support' should they not opt for a modern foreign language in.
 - Focus on strengthening and lengthening writing in preparation for F5.

Form IE1 (if there is demand) - Intensive English

- Classroom Language
- Cambridge Key (Exams in December or June).
- Study visits, Project Work, Reading (Graded Readers Library)
- Benchmark – In exceptional cases students may move to a full Year 9 (Form 3) or 10 (Form 4) course if progress is very good after assessment.
- Alternatively, it is desirable for these students to take PET in June and to progress to either Form 4 One-Year GCSE course the following September.

- Maths –IE students are to be timetabled into maths classes with Form 3.
- Form 5 (Year 11)
 - Target qualification: IGCSE English as a Second Language.
 - Development of exam skills
 1. Reading Comprehension
 2. Information Transfer
 3. Note making
 4. Summarising
 5. Writing (prose/reports/letters etc.)
 - Oral examinations at end of Easter term.
 - Streaming and benchmarking:
 - IGCSE grade C (Core or Extended tiers) is regarded as a 'Buckswood Level 3' (CEFR B2) qualification. It is therefore proposed that a Level 2 (CEFR B1) qualification (PET) be a minimum entry requirement. New students will have the opportunity to take this examination in November, and existing students who do not yet have Level 2 must retake. Students either not possessing an L2 qualification may not be entered for IGSCSE when names are submitted in February, and will continue to work towards either PET or IELTS to be taken in June.
 - IGCSE grades A*, A or B (7+) are considered to be CEFR C1. Candidates who demonstrate work of this level in the Christmas term may be entered for the higher tier.
 - Candidates holding a Level 3 qualification (FCE) or who have demonstrated that level of competence in the placement process will be considered for entry for the Edexcel IGCSE English Language B syllabus, which is offered to German students hoping for Middle School equivalence.
 - Form 5 also has 'International Learning Support classes timetabled in addition to their IGCSE input classes. These are to be used as study skills lessons, helping 1-year GCSE students (both 'Second Language' and 'First Language Germans') to manage their workload. Liaison with other departments with regard to pre-teaching of vocabulary will be necessary, and an early start on 'red files' recommended. Advanced students may also be issued with grammar texts as a self-study resource.

- IE2 (Year 11) (if there is demand)– “Pre-Sixth Intensive English”
 - Benchmark - The aim is to obtain a B1 (PET) qualification by June.
 - Autumn term – general English initially based on A2 Syllabus with the aim of taking KET in December.
 - Spring and summer – PET preparation – the syllabus for this group will be re-evaluated before January.
 - 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 – see ‘EAP syllabus’ document.
 - Students are to obtain English second language qualifications that either fulfil or exceed their prospective university entrance requirements.
 - IGCSE English as a Second Language will be offered to this year group as appropriate.
 - Guidance in writing personal statements

- Sixth Form (Upper 6 – Year 13)
 - Students in this year will focus on taking IELTS for university application.
 - Guidance in writing personal statements

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, in classes where students begin learning GCSE topics

Form 1

Subject	Form	Lessons Required
English	1A/EN1	4
Maths	1A/MA1	4
Science	1A/SC1	3
Geography	1A/GG1	2
History	1A/HI1	2
Innovation/ICT/Coding	1A/CO1	2
PSHE	1A/PS1	1
Art	1A/AR1	2
French	1A/FR1	2
Spanish	1A/SP1	2
Chinese	1A/CN1	2
Games	F1/2/GA1	4

Form 2

Subject	Form	Lessons Required
English	2A/EN1	4
Maths	2A/MA1	4
Science	2A/SC1	3
Geography	2A/GG1	2
History	2A/HI1	2
Innovation/ICT/Coding	2A/CO1	2
PSHE	2A/PS1	1
Art	2A/AR1	2
French	2A/FR1	2
Spanish	2A/SP1	2
Chinese	2A/CN1	2
Games	F1/2/GA1	4

Form 3 (pre-GCSE)

Subject	Form	Lessons Required
English	3A/EN1	5
English	3B/EN1	5
ESOL	3AB/ES1	5
Maths	3A/MA1	4
Maths	3B/MA1	4
Science	3A/SC1	3
Science	3B/SC1	3
Geography	3A/GG1	2
Geography	3B/GG1	2
History	3A/HI1	2
History	3B/HI1	2
Innovation/ICT/Coding	3A/CO1	2
Innovation/ICT/Coding	3B/CO1	2
Art	3A/AR1	2
Art	3B/AR1	2
French	3A/FR1	2
French	3B/FR1	2
Spanish	3A/SP1	2
Spanish	3B/SP1	2
PSHE	3A/PS1	2
PSHE	3B/PS1	2
Games	3/Ga2	2
Chinese	3/Ch2	2
Games	3A/GA1	2

KS4: (Forms 4 and 5)

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

Form 4

Option Bock	Subject		Lessons Required for form
Core 1	Games	4/GA1	2
Core 2	English	4E/EN1	6
	English	4E/EN2	6
	English as second lang	4ESO/Es1	6
	English as second lang	4ESO/Es2	6
Core 3	Maths	4M/MA1	5

	Maths	4M/MA2	5
	Maths	4M/MA3	5
Core 4	Science	4S/SC1	5
	Science	4S/SC2	5
	Science	4S/SC3	5
A	Business	4A/BE1	4
	Computer Science	4A/CS1	4
	Graphics	4A/GR1	4
	PE	4A/PE1	4
B	Business	4B/BE1	4
	French	4B/FR1	4
	Spanish	4B/SP1	4
	Geography	4B/GG1	4
	<i>Football Academy</i>	FA1	4
C	Art	4C/Ar1	4
	Triple Sci	4C/TS1	4
	Spanish	4C/SP1	4
	History	4C/Hi1	4
	DOFE/Extra English (CP) and Maths (HW)	4C/Do	4
D	History	4D/Hi1	2
	Geography	4D/GG1	2

Form 5

Option Bock	Subject		Lessons Required for form
Core 1	Games	5/GA1	2
Core 2	English (UK students)	5U/EN1	6
	English (UK students)	5U/EN2	6
	English (iGCSE ENG Lang)	5ESO/ES1	5
	English as second lang	5ESO/ES2	5
Core 3	Maths	5M/MA1	5
	Maths	5M/MA2	5
A	Music	5A/Mu1	4
	Graphics	5A/GR1	4
	History	5A/Hi1	4
	Chinese	5A/CN1	4
	Geography	5A/GG1	4
	Computer Science	5A/CS1	4
	Business	5A/BE1	4

	Football Academy (MFA)	FA1	4
B	Triple Sci	5B/TS1	4
	PE	5B/PE1	4
	Business	5B/BE1	4
	Science	5S/SC2	5
C	Spanish	5C/SP1	4
	French	5C/FR1	4
	Extra ESOL	5C6/ES1	2
	Science	5S/SC3	5
D	Art	5D/Ar1	4
	Geography	5D/GG1	4
	History	5D/Hi1	4
	Science	5S/SC1	5
E	Drama	5E/Dr1	4
	Computer Science	5E/CS1	2

Form 5 1 year

Option Bock	Subject		Lessons Required for form
1	Games	5/GA1	2
2	English (timetabled with 2 yr)	5ESO/ES2	5
3	Maths	5X/MA	5
4	Science	5X/SC	6
5	Geog	5X/GG1	6
	Business	5X/BE1	6
6	Extra ESOL	5C6/Es2	2
7	ECDL	5X/CO1	2
	Football Academy (MFA)	FA 1	2
8	Innovation	5X/IN1	2
	Football Academy (MFA)	FA 1	2

Key Stage 5: 6th Form

6th 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. Students can take a subject just to AS if they wish

Lower Sixth – A levels

Core block	Subject	Code	Lessons needed
A	Spanish	L6A/SP1	6
	Business	L6A/Bus	6
	Politics	L6A/PL1	6
	Art	L6A/AR1	6
B	Maths	L6B/MA1	6
	Geography	L6B/GG1	6
	Business	L6B/Bus	6
	Photography	L6B/PT1	6
C	Biology	L6C/BI1	6
	Maths	L6C/MA1	6
	History	L6C/Hi1	6
D	SFA (Senior Football Acad)	SFA1	6
	Psychology	L6D/Py1	6
	Economics	L6D/EC1	6
	Innovation	L6D/IN1	2
E	ESOL	L6E/Es1	4
		L6E/Es2	
F	Games	F6/GA1	2

Upper Sixth A levels

Core block	Subject	Code	Lessons needed
A	Chemistry	U6A/CH1	6
	Spanish	U6A/SP1	4
	History	U6A/Hi1	6
	Drama	U6A/DR1	4
	Art	U6A/AR1	6

	Business	U6A/BS1	6
B	Physics	U6B/PH1	6
	Maths	U6B/MA1	6
	Geography	U6B/GG1	6
	Photography	U6B/PT1	6
	Business	U6B/BS1	6
C	Biology	U6C/BI1	6
	Maths	U6C/MA1	6
	French	U6C/FR1	4
	Politics	U6C/PL1	6
	Accounting	U6C/AC1	6
D	Psychology	U6D/PY1	6
	Global Perspectives	U6D/GE1	3
	Music	U6D/MU1	4
	Economics	U6D/EC1	6
	Chinese	U6D/CN1	4
	Games	F6/GA1	2
E	ESOL	U6E/Es1	2
	SFA (Senior Football Acad)	SFA1	6

International Baccalaureate

IB (From September 2019 onwards)

NB Higher level subjects have 5 taught periods per week, Standard level subjects have 3 lessons per week

Lower Sixth

Option Block	Subject	Code	Lessons Required for form
1	English A	L61/ZF1	5
	German A	L61/ZI1	5
	French A	L61/ZH1	5
	Spanish A	L61/ZS1	5
	Russian A	L61/RZ1	5
2	English B	L62/ZF1	5
	French B	L62/ZH1	5
3	History	L63/Hi1	5
	Business Management	L63/BM1	5
4	Physics	L64/PZ1	5
	Biology	L64/BZ1	5
	Environmental Studies	L64/ES1	3

5	Maths Applications & Interpretation	L65/MZ1	3
	Maths Analysis and Approaches	L65/ZM1	5
6	Visual Arts	L66/AZ1	5
	Chemistry	L66/CZ1	5
	Spanish ab initio	L66/SZ1	3
	Geography	L66/GZ1	5
Core	TOK	TOK1	2

Red denotes areas FA students need to choose HL options from.

Upper Sixth

Option Bock	Subject	Code	Lessons Required for form
1	English A	U61/ZF1	5
	German A	U61/ZI1	5
	French A	U61/ZH1	5
	Russian A	U61/RS1	5
	Spanish A	U61/ZS1	5
	Chinese A	U61/CH1	5
	<i>Italian A</i>	<i>U61/Ita1</i>	3
2	English B	U62/ZF1	5
	Russian B	U62/ZF2	3
	Spanish B	U62/ZS2	5
	French B	U62/ZF3	5
3	History	U63/Hi1	5
	Business Management	U63/BM1	5
4	Physics	U64/PY1	5
	Biology	U64/BZ1	5
	ESS	U64/ES1	3
5	Maths	U65/MZ1	3
	Maths HL	U65/ZM1	5
6	Chemistry	U66/CZ1	5
	Geography	U66/GZ1	5
	Spanish Abi	U66/AF1	3
	Art	U66/AZ1	5
7	French Abi	U67/Sz1	3

Core	TOK	TOK1	2
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University Foundation Course (UFC)

Option Bock		Lessons	Subject
1	UFC/BM1	12	Business Management
3	UFC/MA1	4	Maths
5	UFC/ES1	4	ESOL
6	F6/GA1	2	Games
			DofE
7	U6/XC1	1	
8		7	Study

Intensive English (IE2) – Key stage 4

Lessons req for option block	Subject	code	Form
17	ESOL	5ESO/EsIE2	IE2
2	Games	5/GA1	5
5	Maths	5X/MA	5
2	Study		
2	Innovation	5X/N1	5
2	Extra ESOL	5C6/ES2	5

Academy and PE timetable

	M	T	W	Th	F	SAT
1	MFA	SFA	F3	MFA		All ACAD
2						
3	SFA	F2	F2		SFA	
4						
5	F5	F4	L6	SFA	F3 (op)	
6						
Prep	JFA/RFA		MFA/JFA/RFA	JFA/RFA		

For Academic year 2020-2021 – the school will also be supporting students by providing access to online learning, for those unable to travel

[Prep/Homework and Marking](#)

Timetabled as P7 on Monday and Thursday.

KS3

Prep is timetabled for three subjects each weekday and is set by subject teachers on a day in which students attend that teacher's lesson. The content is directly related to the subject content of the lesson and encourages a deeper exploration of the subject. All tasks take into account the wide ability range in each of the classes. All prep is marked by the subject teacher and constructive comments are made in the exercise books, to facilitate further progress.

When assigning prep, the details must be recorded in the students' prep diaries. Prep assignments can be added to Teams, on the relevant page.

KS4

Prep is set following a timetable based upon the students' need for structuring their time at Key Stage 4. Every weeknight there are at least 3 prep tasks set. Prep is assigned by subject teachers and reflects the material being covered in lessons at that time. Tasks are designed to reinforce learning from the lessons and to allow the teacher to ascertain levels of understanding amongst students and identify areas of concern. Prep is marked weekly and feedback is given in books.

Prep is recorded in prep diaries and teachers can also record it on Teams either as a set task or on the relevant subject page. Completion of prep is an integral part of assessing progress and also in ensuring that a student develops a positive attitude to lifelong learning.

KS5: A level, IE2 and IB

There is no set prep (homework) timetable for students studying in the Sixth Form. Our aim is to develop independent learners and as students have 5+ lessons per week, we believe it is important that staff have the flexibility to set prep as and when they see fit. We encourage staff to engage with their students and other members of staff about the issue of prep. It is important that staff know about the current workload of students so that this can inform their setting of prep in order to consolidate learning and hone exam skills

There is the expectation that each subject sets a more substantial piece of work over the weekend. There is flexibility in this, but in order to consolidate the learning for the week, students in subjects like History, for example, may be set an essay. Past papers are also examples of more extensive work that can be set.

Prep is marked weekly and feedback is given; where possible, in relation to exam board expectations.

Prep can be noted in two places. Students have prep diaries in which work can be written by hand and signed off by the staff member and/or set via Teams. Staff must keep records of prep performance in their own mark books. An Attitude to Learning grade, (incorporating both frequency and quality of prep, classwork and engagement with learning) is given at the end of each assessment period. Prep is an integral part of the school. Failure to complete prep may result in sanctions (see sanctions policy).

Marking policy – general guidelines – for students and staff.

Key Presentation Guidelines

Your book is a record of your learning and progress. It should demonstrate the positive and proud way in which you approach your learning.

Expectations:

- Write the date and title at the top of your page. Underline them neatly using a ruler.
- Keep your book neat and tidy - no graffiti or doodles.
- Do not waste space in your book.
- Write in either black or blue pen
- Drawings, diagrams, tables and graphs should be done in pencil.
- Ensure all worksheets are secured in your book.
- If you make a mistake, put one neat line through the error. Do not use Tipp-Ex
 - Take on board feedback from your teachers and use it to continually improve your work

Marking

Your teachers will:

- Use a different colour to Black/Blue to mark your work.
- Provide **Oral** feedback – your teacher will, throughout your studies, talk to you about what you are doing well, what needs to improve and how you can do this.
- Provide **Summative feedback/marking** - This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the students, as a class or in groups. Any peered marking should be done in a different colour pen.
- **Deep marking** – Teachers may give you more detailed written feedback in your book which tells you what you have done well with a piece of work,

how it could be improved and how you can do this. Detailed written feedback will also be evident in your half-termly reports.

Your teacher will use a combination of these strategies throughout your studies.

Monitoring

The Head of Teaching and Learning is responsible for the implementation of the policy; as are Year 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 made available on request.

What do our students want? – our ethos (here are some key principles we what those who deliver or curriculum to action)

A teacher that encourages me

A teacher that sets high expectations for me and the class

A teacher that understands and has time for me

A teacher that demonstrates a consistent, strict and fair culture of behavior in the classroom

A teacher that that doesn't make empty promises

A teacher that gives me feedback on my work

A teacher that has a sense of humour

A teacher that makes lessons interesting

A teacher that empathises with the international make up of the school.

A teacher that pushes me to try new things

