

POLICY STATEMENT



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| Policy | Curriculum Policy |
| Date Written | Sept 2021 |
| Written by | M Shaw |
| Approved by | J Reece 2021 |
| Updated | Summer 2021 |
| Next major review date | Summer 2022 |
| Location and disseminations | A copy of the policy can be found on the school website. |

Curriculum Policy

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.

This policy document is aimed at all stakeholders and is designed to provide a description of the mechanism used to drive teaching and learning in the school. This policy should be considered alongside others, including safeguarding, behaviour, online safety, PSHE, staff code of conduct, HSS and accessibility.

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, geopolitical, 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.

Assessment and Reports

Our Assessment structure is simplified below. Student reports are written by teachers following each Assessment point. Grades and reports are all entered on our SIMs system.

Yellow = Summative and Formative Assessment

Blue = Summative Assessment

Green = Public Exams

| | Assessment point 1 | Assessment point 2 | Assessment point 3 | Assessment point 4 | | Assessment point 5 |
|-------------|--------------------|--------------------|--------------------|--------------------|-------|--------------------|
| 1 | Yellow | Yellow | Yellow | Yellow | | Blue |
| 2 | | Blue | Yellow | Yellow | | Blue |
| 3 | | Blue | Yellow | Yellow | | Blue |
| 4 | Yellow | Blue | | Blue | | Blue |
| 5 | Blue | | Mocks Jan | | Green | |
| L6 | Yellow | Blue | | Blue | | Blue |
| L6IB | Yellow | Blue | | Blue | | Blue |
| U6 | Blue | Blue | | Mocks Feb | Green | |
| U6IB | Blue | Blue | | Mocks Feb | Green | |

From academic year 2021, the school is moving away from it's system of assessing each year group 6 times per year, to the model above. Things to note...

- Summative and formative means that students will be assessed on work they have done throughout the period of Assessment (Assessment 1 is Sept to Oct half term), this may include a test too. For example, in Geography Assessment 1 for Form 1, they may be marked on a presentation they have been given plus a test.

- An example of a departmental policy to assessment, is highlighted below and is also covered in departmental handbooks, managed by our **Heads of Department (HoDs)**

- A report will be written following each assessment point.

- Heads of Department and Heads of Key stage also perform a **Post Assessment Analysis**. Here we analyse trends and patterns, seeking to put in place strategies designed facilitate academic progress.

- Where there is a 'white block' no assessment will be sat, no reports or data will be produced. Feedback on progress and attitude can still be found in our weekly effort track reporting and communication with teachers/**Heads of Key Stage (3, 4 and 5)**

Reasons for the change...

- We believe it is not appropriate to simply assess a student's ability based on a test they have sat, particularly in the Junior years
- We believe that in the Juniors year, and at the start of our KS4 and 5 course, skill development is extremely important. In Science this might involve a focus on practical skills, in English it might be communication skills, and so on. Students should be assessed on these skills, not just summative assessment
- Reduces exam/assessment pressure
- Increases the time spent developing subject knowledge

Here is an example of the Maths Department policy to Assessment. Departmental policies can be found in the **Departmental Handbooks**.

Assessment

Assessments are prepared by the classroom teachers in accordance with the assessment timetable.

The assessments are marked and graded in the final two weeks of the half term.

KS3

The assessments take place in the classrooms. The final assessment takes place in the sports hall.

KS4

The assessments take place in the classrooms. The final assessment takes place in the sports hall.

Mock exams take place in the Great Hall or the sports hall.

KS5

The assessments take place in the classrooms. The final assessment takes place in the sports hall.

Mock exams take place in the Great Hall or the sports hall.

Please follow the school guidelines and the relevant progress charts for grading.

EMT- end of module/chapter tests- lasting between 10 and 30 minutes but not to be obtrusive into the time we have for teaching and learning

TWIT – Three week induction test – an assessment taken before the end of week three to ensure students have been entered onto the correct course- to be used with the lower sixth.

PBT – Project based task -

| Year | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 | Assessment Point 5 |
|------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1 | EMT - PBT | EMT - PBT | EMT - PBT | EMT - PBT | |
| 2 | | | EMT | EMT | |
| 3 | | | EMT | EMT | |
| 4 | EMT | | | | |
| 5 | | | Mocks Jan | | |
| L6 | TWIT | | | | |
| L6IB | TWIT | | | | |
| U6 | | | | Mocks Feb | |
| U6IB | | | | Mocks Feb | |

Grading

| Form | Grading |
|---------------------|---------|
| 1-3 | 5-0 |
| 4-5 | 9-1- U |
| A level (L6 and U6) | A*-U |
| IB (L6 and U6) | 1-7 |
| UFC | A*-U |

When Assessment grades are issued this is what parents will see alongside it.

*'The grade that your child has received for this assessment reflects their **current working level** in this subject. This grade may go up or down depending on the progress your child makes over the remainder of the year/academic programme. In KS4 and 5 this grade reflects the grade they are on course for at the end of their academic programme. In KS3 the highest achievable grade is 5 for each assessment period, if performance continued to progress in this manner, students are on track for top grades at the end of KS4.'*

When setting summative tests for Key stage 4 and 5 students, tests must be based on past paper examination material and be marked using appropriate mark schemes. Tests must be cumulative in nature, which means a student taking an end of year test will be expected to answer questions set against knowledge they have acquired across the whole year. Understand that in Assessment 1 students have covered a small amount content, this must be reflected in a standardisation of marks (an appropriate spread of marks factoring in the difficulty of the paper).

When students are awarded a grade, departments much use their own grade descriptors to ensure the marks that are awarded are appropriate to the skills that are being demonstrated. This is more easily applicable in KS4 and 5 where we have published grade descriptors in the exam board specifications.

Lesson Expectations – At Buckswood, we do not believe in a one size fits all approach to teaching. Our pedagogical approach varies from subject to subject, and from class to class, the nature of our school means that two lessons can never be the same. There are however some fundamental requirements (linked to the Teacher standards) that should be in evidence and underpin a good lesson...

Clear objectives shared with students

Warm and welcoming approach from teacher

Reference to prior learning

Structure

Participation and engagement from student

Feedback given

Student centred learning

Use of IT

Differentiation: stretch & challenge + scaffolding for lower ability/SEN

EAL - vocab lists/keyword definitions

Baseline testing – Cognitive ability tests take place at the start of each academic year to better understand the needs of our learners. Following these tests results and predicted grades will be shared with parents and will then be used as part of target discussions with students.

Targets – Following CATs (baseline testing) and Assessment 1 – the CAT minimum target, CAT if pushed target and the Agreed target (following consultation between student and teacher) is entered into the class profiles on SIMS. Targets will need to be discussed with students and recorded in their exercise books/folders. An example of the format to use can be found in **Useful Documents – Teachers Team**.

Following each subsequent assessment point, students will be asked to reflect their progress against their agreed target. Their assessment scores will be RAG (red, amber and green) to reflect if they are on track or not. An example of this is below (available for all stakeholders to see). Students are also graded on their effort, 1-4 (1 is Excellent)

| Subject | Achievement | | | | | | Effort | | | | | |
|-----------|-------------|---|---|----|---|---|--------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| Biology | C | C | B | A | | | 1 | 1 | 1 | 1 | | |
| Chemistry | C | B | B | A | | | 1 | 1 | 1 | 1 | | |
| ESOL | C | | | | | | 2 | | | | | |
| Maths | B | A | A | A* | | | 1 | 1 | 1 | 1 | | |

Effort Tracker

Each week, students will receive an effort grade (1-4, 1= excellent) from each of their teachers. We then create an average from all of their subjects, which then gets added to our Sims systems. We believe this is an effective way for attitude to learning (effort) to be monitored and challenged.

Class profiles

Class profiles, with appropriate contextual information to allow you to cater effectively for all your students, will be provided. In any given year these include: Baseline test results and targets (as above), EAL level, Gender, Academy (sport) status, SEN status, any additional information that may assist with planning. It is vital this information is used to plan for the needs of all your students.

Cover policy – when setting cover for absence, it is important teachers are prescriptive when detailing work to be completed on the online absence form. Work is sent to the cover teacher via email, it should also be placed in the room of the teaching requiring cover, where possible. Cover is allocated via Sims and also Outlook calendar notifications. Work for Sixth Form students is to be posted on Teams for them to complete in the library/TJs, where they are registered.

Post Assessment Analysis – Following an Assessment point, we ask our HoDs and Heads of Key Stage to produce a Post Assessment Analysis (See Assessment work Flow and PAA document in the Useful Documents section of Teams). The purpose of this is to highlight an areas of concern so that appropriate interventions can be put in place to facilitate progress.

Dept Handbooks – Each department has their own handbook, which includes department specific details on a range of topics, from schemes of work to assessment and feedback policy. These are stored on the school’s Microsoft Teams platform.

Prep (Homework) - Guidance on expected prep quantities below

| Year | Prep per week per subject |
|------|---------------------------|
| 1 | 1 |
| 2 | 1 |
| 3 | 1 |
| 4 | 2 |
| 5 | 2 |
| L6 | 2/3 |
| L6IB | 2/3 |
| U6 | 2/3 |
| U6IB | 2 |

Prep

Prep timetables are stored in Teams and online [Access Time and Prep - Buckswood School](#) . Sixth Form Prep is allocated at the discretion of the teacher (2/3 times per week), there is no set timetable. Flexibility is needed with the setting of Prep for the Sixth Form, as there are various other commitments, such as coursework/IA's, exam components, that need to be considered. Teachers are expected to be aware of the demands placed on students, from other departments, at different times of the year (particularly true for IB).

Feedback policy

At Buckswood we strongly believe in ensuring our students receive appropriate feedback that they are able to use to improve their work and make progress. Feedback should come in many forms, we strongly encourage dialogue between teachers and students about their work and how it can be improved. Students should be empowered to 'own' the feedback provided.

Details of appropriate feedback can be found in the Useful Documents section of the Teachers Teams. Look for the Powerpoint entitled 'Feedback policy – ideas for the classroom'. The level of feedback is monitored by HoDs, fortnightly by Heads of Key Stage and through learning walks and external academic consultants.

Here is an example of the Maths Department policy to feedback. Departmental policies can be found in the **Departmental Handbooks**.

Maths Policy

Marking Expectations: By whom and how much

SWC – staff written comment -

LTM – Light touch marking – carried out in class with VF – most efficient method

VF – Verbal feedback in lessons

S – stamps or stickers – youngsters like these

EG – Effort grade – to give an indication to the student whether we are satisfied with performance

AG – Attainment grade – to give students regular feedback on where they are

PA – Peer Assessment – under discussion within the department

QLA- Question Level Analysis- used after important assessments/mocks – could involve use of a visualiser

| Form | Number of Preps | Examples of feedback in evidence |
|------|-----------------|----------------------------------|
| 1 | 1 | SWC VF EG QLA LTM S PA |
| 2 | 1 | SWC VF EG QLA LTM S |
| 3 | 1 | SWC VF EG QLA LTM S |
| 4 | 2 | SWC VF EG AG QLA LTM |
| 5 | 2 | SWC VF EG AG QLA LTM |
| L6 | 3 | SWC VF EG AG QLA LTM |
| L6IB | St = 2 Hr = 3 | SWC VF EG AG QLA LTM |
| U6 | 3 | SWC VF EG AG QLA LTM |
| U6IB | St = 2 Hr = 3 | SWC VF EG AG QLA LTM |

Behaviour and Detentions

A summary of our school rules can be found in the following link [Summary-of-the-rules-2021.pdf \(buckswood.co.uk\)](#) . This can also be found in the Useful Documents section of the Teachers Team. Detentions will take place on Mon, Tues and Thurs during Period 7 and be lead by Head of Key Stage/SMT. See **Detention Policy** in Useful Documents section of the Teachers Team.

PSHE/RSE

PSHE is taught as part of the timetabled KS3 curriculum. PSHE is delivered to KS4 and 5 during weekly 55 minute Form Tutor sessions. It is important to understand that PSHE related topics and attitudes permeate all we do as a school, it is not something that is simply taught in a specific slot.

PSHE requirements are evolving, we have to take account of our setting and students when planning PSHE. As such, to become more adaptable, we are moving to a termly KS4 and 5 focusing on pertinent issues. The academic and safeguarding team aims to provide you with lesson plans and resources for these activities.

Please see PSHE/RSE policy online. Please also see our Online Safety Policy

Careers Education

- 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. 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 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, such as Kent, Sussex 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, college and apprenticeship fairs at a local and regional scale.
- We run 'student only' and 'student and parent' information sessions regarding Buckswood GCSE and Sixth Form options, university and career choices are also discussed, in addition to this provision.

Form Period and the role of the Form Tutor

Being a Form Tutor is a vital role in the school, our Form Tutors are responsible for supporting their tutees academically and pastorally on a day to day basis. It is so important to start the day efficiently and with a focus. Some guidance for tutors and topics to cover are outlined below

Monday - Reflect on the week and weekend that has passed – what were your positive/negative experiences and why. Students can reflect as individuals or as a group. Set goals for the forthcoming week. Prep diary checking should also be actioned by Tutors.

Tuesday - Form tutors should lead a discussion about current affairs. A BBC news update can be helpful here.

Wednesday - Mid-week mindfulness – this can be linked to PSHE, Current Affairs.

Thursday - Log onto SIMS and check out how well I am doing.

Friday - TED Talk. Show TED talks, encourage students to develop their own.

ICT for supporting student progress

At Buckswood, our students have access to a suite of software resources, designed to assist them with their day to day organisation and understand their progress in all areas of their schooling. These resources allow students to access all written and numerical data about their time at school, also to converse and collaborate with teachers and colleagues on a day to day basis.

| Software | Accessed by | Used for |
|-----------------|---------------------------------|--|
| SIMs | Personal school account details | Access to... -Attendance Data -School timetable -Behaviour events (positive and negative) -Academic grades and reports |
| Teams | | Internal communication with staff and students. |
| Email | | Internal communication with staff and students. External communication with outside organisations |

Appraisal

At Buckswood this is called the **Professional Performance Review (PPR)** and should be carried out by line managers as per the Communication Chart (Useful Documents – Teachers Team). A timetable for when these are to take place will be shared by the Academic Principal at the start of each academic year. PPR documents, to be completed, can be found in Useful Documents – Teachers Team. PPR's are designed to support teachers in improving their practice and identify training needs. PPR is also used to identify how teachers can support the wider school ethos and community.

Communication and reports

Utmost professionalism is expected at all times in regards to internal and external communication. When writing reports, it is the responsibility of the teacher and Head of Department to check for grammatical errors, and ensure that the right tone is used. A standard formula for report writing is to highlight what has gone well during the period of assessment, and what can be improved. When writing emails to parents, please use Dear Mr and Mrs...

As a general rule of thumb, all **internal informal** communication should be conducted via Teams. **Formal internal** and **external communication** should be done via email.

SEN

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.

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

Lesson planning

There is no requirement to have a written plan for each lesson (although these are very useful for helping colleagues to organise structured lessons). It is important that in every lesson, students are given the opportunity to make progress, and that the teacher is in a position to facilitate and to evaluate that progress. Teachers are expected to demonstrate how SEND, very able and EAL students make appropriate progress.

Lesson observations

Lesson observations, in the main, are undertaken by Heads of Department, SENCO and the Academic Principal. New teachers will always be observed at least once in the first half of term. Teachers are observed at least once annually by their Head of Department and as part of the PPR process. The Academic Principal will observe HoDs as part of the PPR process. Our SENCO will also observe lessons to ensure strategies to support SEN students are being used and to monitor individual and small group student progress. Learning walks are undertaken by the SLT at least once every half term, and have a specific teaching and learning focus, this could be behaviour, SEN, EAL, marking etc. The school always seeks to share best practice from lesson observations and these are designed to ensure, collectively, we are working towards securing the best possible outcomes for our students. Where teaching does not meet the required standards, observations will be used as part of a capability process.

Inset and Training

Colleagues are expected to explore opportunities for their own professional development, with requests to attend courses being submitted to the Academic Principal via the **Training (CPD) request form**, located in Useful Documents – Teachers Team. There should be a clear rationale for attending training and it is an expectation that outcomes of training are shared as appropriate. Weekly training session will be held by the Academic Principal, these will take place on Monday and recorded for those that cannot attend.

Access Time

Takes place between 1700-1740 and is an opportunity for students to receive additional support. Students should be encouraged to attend, particularly if there are concerns about progress.

| Students are encouraged to book in (via Teams) and sessions held online or face to face | | | | |
|--|---------------|-----------------------|------------------|-------------------|
| Access Time | Monday | Tuesday | Wednesday | Thursday |
| English | Mr Bramley | Ms Husher | | Mr Lappin |
| Maths | Mr Parnham | Mr Unlusan | Mr Morris | |
| Science | Ms Kellet | Mr Shryane/Ms Rodgers | Ms Bramley | |
| ESOL | | | Mr Field | Mr Markson Brown |
| Geog | Mr Joy | | Mr Barnett | |
| History/Politics | Mr Davies | Mr Meek | | |
| Business | Mr Ngulube | | Mr Jinks | Mr Harrison |
| Art/Photo | Ms Pasieka | Ms Garcia | | |
| Spanish | | Mr Rodriguez | | Mr Cayuela-Abenoz |
| French | Ms Shepherd | | | Mr Seymour |
| German/ESOL | | Ms Deane | | |
| Chinese | | Ms Xu | | |
| ICT | | | | Mr Foster |

The Curriculum

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.

ESOL at Buckswood

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

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 revision software, to help them revise for their GCSE and Sixth Form 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 and at A level.

Religious Education

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

| Software | Accessed by | Used for |
|-----------------|---------------------------------|--|
| SIMs | Personal school account details | Access to... -Attendance Data -School timetable -Behaviour events (positive and negative) -Academic grades and reports |
| Teams | | Internal communication with staff and students. |
| Email | | Internal communication with staff and students. External communication with outside organisations |

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 range from: football, futsal, rugby, hockey, netball, tennis, swimming, volleyball, archery, golf and badminton. Students also do fitness training and cross country running. We have specialist academies for football, rugby, netball and golf. 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 2021-2022, 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 these through P7 activity programme and by requesting one to one lessons (below) .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. As above, 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.

[Music and Drama lessons \(google.com\)](https://www.google.com)

Languages

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

Detail on languages offered can be found here [Language Lessons \(google.com\)](#) We will also try to accommodate other language request through appropriate online tutoring as and when required

Lesson 7 – 1600 – 1700 – Spiritual, Moral, Social, Cultural Development

At Buckswood we offer after school clubs, weekend clubs, but also believe in the value of extending our students each day beyond the confines of the classroom. 'Lesson 7' is our extra curricular time during the school day (1550 – 1700) and for the senior school has replaced 'Prep' on the timetable. There will now be a greater emphasis on completion of Prep in the evening and, for Sixth Form, effective use of study periods during the day. Prep will remain for Key Stage 3 and their 'Lesson 7' slot will be on Wednesdays.

Staff have been selected to run 'Lesson 7' activities based on the skills they are able to offer our students. Students select one choice from a selection of activities at the start of each term, where they will remain for the duration. This ensures students work towards appropriate end of term outcomes and achievements, facilitated by the member of staff leading the activity (termly lists of activities will be posted online and in shared areas online).

There are members of staff who are not leading 'Lesson 7' activities. Mostly, but not in all cases, these are HoDs, Heads of Key Stage, teachers who teach across the Key Stages. During Lesson 7, these members of staff will be involved in Training sessions and Dept meetings as per their role. Dept meetings and Training must be recorded on Teams so that colleagues leading 'Lesson 7' activities have access. Under this system, all teachers should gain an extra marking period per week. Those leading 'Lesson 7' activities each evening will not be Form Tutors. Form Tutors of Key Stage 4 and 5 students will lead PSHE and Careers sessions on Weds during 'Lesson 7'.

A timetable for 'Lesson 7' ...

| Key stage | Mon | Tues | Weds | Thurs | Fri |
|-----------|-----|------|------|-------|-----|
|-----------|-----|------|------|-------|-----|

| | | | | | |
|----------|------------|------------|--------------|------------|----------|
| 3 | Prep | Prep | Activities | Prep | Assembly |
| 4 | Activities | Activities | PSHE/Careers | Activities | Assembly |
| 5 | Activities | Activities | PSHE/Careers | Activities | Assembly |

| |
|-----------------------|
| Football Academy |
| Rugby Academy |
| Duke of Edinburgh |
| Netball |
| School Paper |
| Bagpipes |
| Fitness/General Sport |
| Art |
| Model United Nations |
| Music |
| Drama |
| Chinese |
| Cooking |
| Tennis |
| Stocks and Shares |
| Martial Arts |
| Independent Learning |
| Cricket |

The Not so Boring Office – runs a host of other extra-curricular activities and driving lessons. Work experience can also be sought and arranged through this office

[Not So Boring office Activities \(google.com\)](https://www.google.com)

Study periods

These lessons are spent doing independent work in the Library under close teacher supervision. Students who are pursuing fewer subjects at GCSE, and those who are being taught outside the timetable to facilitate a particular option combination will have 'library' sessions on their timetable. Sixth Form students with study periods use the library (Lower Sixth) and TJs (Upper Sixth)

Junior curriculum

1 lesson = 55 minutes

| Subject | Form | Lessons Required |
|--------------|-----------------|------------------|
| English | 1A/EN1 | 4 |
| Maths | 1A/MA1 | 4 |
| Science | 1A/SC1 | 3 |
| Geography | 1A/GG1 | 2 |
| History | 1A/HI1 | 2 |
| Computing | 1A/CO1 | 2 |
| PSHE | 1A/PS1 | 1 |
| Art | 1A/AR1 | 2 |
| French | 1A/FR1 | 2 |
| Spanish | 1A/SP1 | 2 |
| Chinese | 1A/CN1 | 2 |
| Games | F2/3/GA1 | 4 |

GCSE curriculum (over 2 years)

| Option Bock | Subject | Lessons Required fo form |
|---------------|------------------------|--------------------------|
| | Games | 2 |
| Core 1 | English | 6 |
| | English as second lang | 6 |
| Core 2 | Maths | 5 |
| Core 3 | Science | 5 |
| A | Business | 4 |
| | Computer Science | 4 |
| | Graphics | 4 |
| | Geography | 4 |
| | PE | 4 |
| B | Business | 4 |
| | French | 4 |
| | Spanish | 4 |
| | History | 4 |
| | Geography | 4 |
| C | Art | 4 |
| | Triple Sci | 4 |
| | French | 4 |
| | Spanish | 4 |
| | History | 4 |

GCSE curriculum (over 1 year)

| Option Block | Subject | Lessons Required for form |
|--------------|------------|---------------------------|
| 1 | Games | 2 |
| 2 | English | 5 |
| 3 | Maths | 5 |
| 4 | Science | 6 |
| 5 | Geog | 6 |
| | Business | 6 |
| 6 | Extra ESOL | 2 |
| 7 | ECDL | 2 |
| 8 | Enterprise | 2 |

A level Curriculum – Maths and English GCSE retake support is also available, should students require it.

| Core block | Subject | Lessons needed |
|------------|--------------------|----------------|
| A | Chemistry | 6 |
| | Spanish | 6 |
| | Business | 6 |
| | Politics | 6 |
| | Art | 6 |
| B | Maths | 6 |
| | Computer Science | 4 |
| | Physics | 6 |
| | Geography | 6 |
| | Business | 6 |
| C | Psychology | 6 |
| | English Literature | 4 |
| | Physical Education | 6 |
| | Economics | 6 |
| D | Biology | 6 |
| | Maths | 6 |
| | French | 6 |
| | History | 6 |
| E | ESOL | 4 |
| F | Games | 2 |

IB curriculum

| Option Block | Subject | Lessons Required for form |
|---------------------|----------------------|----------------------------------|
| 1 | English A | 5 |
| | German A | 5 |
| | French A | 5 |
| | Spanish A | 5 |
| | Russian A | 5 |
| 2 | English B | 5 |
| | French B | 5 |
| 3 | History | 5 |
| | Business Management | 5 |
| 4 | Physics | 5 |
| | Biology | 5 |
| 5 | Maths Applications & | 3 |
| | Maths Analysis and | 5 |
| 6 | Visual Arts | 5 |
| | Chemistry | 5 |
| | Spanish ab initio | 3 |
| | Geography | 5 |
| Core | TOK | 2 |

University Foundation Course

| Option Block | Lessons | Subject |
|---------------------|----------------|---------------------|
| 1 | 12 | Business Management |
| 3 | 4 | Maths |
| 5 | 4 | ESOL |
| 6 | 2 | Games |
| 8 | 7 | Study |