

POLICY STATEMENT



Policy	Curriculum Policy
Date Written	Sept 2023
Written by	M Shaw
Approved by	
Updated	Summer 2025
Next major review date	Summer 2026
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 student 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 our PSHE programmes of study and through the overarching educational philosophy of the school, the '12 pillars'.

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, H&S, EDI etc

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 area
- 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 and initiatives like the Buckswood Certificate (KS3).
- 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.

	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	Blue	Mocks Jan		Green	
L6	Yellow	Blue		Blue		Blue
L6IB	Yellow	Blue		Blue		Blue
U6	Blue	Blue	Mocks Jan		Green	
U6IB	Blue	Blue	Mocks Jan		Green	

Yellow = Summative and Formative Assessment

Blue = Summative Assessment

Green = Public Exams

- 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 tracker reporting system and communication with teachers/**Heads of Key Stage (3, 4 and 5)**

Reasons for this approach...

- We believe it is not appropriate to simply assess a student's ability based on a test they have sat, particularly in KS3.
- We believe that in KS3, 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.
- The introduction of the KS3 'Buckwood Certificate' designed as a multi disciplinary, concept based approach to learning.
- Reduces exam/assessment pressure
- Reduces teacher workload
- 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	7-1
4-5	9-1- U
A level (L6 and U6)	A*-U
IB (L6 and U6)	1-7
UFC	A*-U

Assessment grades are issued to students and parents with the following information..

End of year '**Targets**' are set for each student at the start of the year. Each assessment is colour coded to show progress against this target (Red = well under target, Light Red = slightly under target Amber = on target, Light Green = slightly above target, Dark Green = well above target). Student progress is colour coded by looking at their target, and working out their performance against an equivalent grade across the year. This is shown by looking at the matrix below. For example, a F4 student who is deemed to be a grade 6 GCSE candidate, would have a target of 5.00 for the end of F4. To be on track (Amber) they would be expected to achieve 4.00 in Assessment 1.

An example of this is below (available for all stakeholders to see). Students are also graded on their **Attitude to Learning**, 1-4 (1 is Excellent).

House Ashburnham

Achievement

Subject	Target	Assessment 1	Assessment 2	Mock	Assessment 4	Assessment 5
Business Studies	8.00	7.25	8.75	9.00		
English Language	6.00	6.00	6.00	6.00		
English Literature	6.00	6.00	5.50	6.00		
History	9.00	8.50	7.00	6.00		
Maths	8.00	7.00	8.00	8.00		
PSHE			WA	WB		
Science	7.00	6.00	5.25	6.00		
Triple Science	6.00	6.00	5.25	6.00		

Attitude to Learning

Subject	Assessment 1	Assessment 2	Assessment 4	Assessment 5
Art			2	
Business Studies	1.4	1.7	1.8	
Computer Science	2.0	2.0	2.0	
English Language	1.0	1.0	1.0	
English Literature	1.0	1.0	1.0	
Geography	1.0	1.0	1.0	
Maths	1.3	1.3	1.1	
PE		1.0	1.0	
PSHE		1.0	1.0	
Science	1.8	1.4	1.6	

Grades as they appear in SIMS

KS3 students are graded using the data points below, these are used to assess if they are on track to meet their targets at each assessment point. A Form 1 student with a grade 6 as a target, should be at 2c after data collection point 1 (assessment 1).

FORM 1						FORM 2						FORM 3						GCSE prediction	Comparison
D1	D2	D3	D4	D5	D6	D1	D2	D3	D4	D5	D6	D1	D2	D3	D4	D5	D6		
4c	4c	4b	4a	5c	5c	5c	5b	5a	6c	6b	6b	6b	6a	7c	7b	7a	7a	8-9	A*
3c	3c	3b	3a	4c	4c	4c	4b	4a	5c	5b	5b	5b	5a	6c	6b	6a	6a	7	A
2c	2c	2b	2a	3c	3c	3c	3b	3a	4c	4b	4b	4b	4a	5c	5b	5a	5a	6	B
1c	1c	1b	1a	2c	2c	2c	2b	2a	3c	3b	3b	3b	3a	4c	4b	4a	4a	4-5	C
1c	1c	1b	1b	1a	1a	1a	1a	2c	2c	2b	2b	2b	2a	3c	3b	3a	3a	2-3	D
CHRISTMAS		EASTER		SUMMER		CHRISTMAS		EASTER		SUMMER		CHRISTMAS		EASTER		SUMMER			

KS4 students are graded using the data points below, these are used to assess if they are on track to meet their targets at each assessment point.

FORM 4						FORM 5						GCSE PREDICTION	Simplified Comparison	More accurate
D1	D2	D3	D4	D5	D6	D1	D2	D3	D4	D5	D6			
7.00	7.25	7.50	7.75	8.00	8.00	8.00	8.25	8.50	8.75	9.00	9.00	9	A**	A*
6.00	6.25	6.50	6.75	7.00	7.00	7.00	7.25	7.50	7.75	8.00	8.00	8	A*	A*
5.00	5.25	5.50	5.75	6.00	6.00	6.00	6.25	6.50	6.75	7.00	7.00	7	A	A
4.50	4.50	4.75	4.75	5.00	5.00	5.00	5.25	5.50	5.75	6.00	6.00	6	B+	B+
4.00	4.00	4.25	4.25	4.50	4.50	4.50	4.50	4.75	4.75	5.00	5.00	5	B-	C+ B-
3.00	3.00	3.25	3.25	3.50	3.50	3.50	3.50	3.75	3.75	4.00	4.00	4	C	D+ C-
2.00	2.00	2.25	2.25	2.50	2.50	2.50	2.50	2.75	2.75	3.00	3.00	3	D	D
1.00	1.00	1.25	1.25	1.50	1.50	1.50	1.50	1.75	1.75	2.00	2.00	2	E	E
CHRISTMAS		EASTER		SUMMER		CHRISTMAS		EASTER		SUMMER				

KS5 A level students are graded using the data points below, these are used to assess if they are on track to meet their targets at each assessment point.

L6 A LEVEL						EOY TARGET	AS	U6 A LEVEL					A LEVEL PREDICTION				
D1	D2	D3	D4	D5	D6			D1	D2	D3	D4	D5		D6			
B-	B-	B+	B+	A-	A-			A-	A	A+	A+	A*	A*				
C+	C+	B-	B-	B	B			B	B+	A-	A-	A	A				
D+	D+	C-	C-	C	C			C	C+	B-	B-	B	B				
D-	D-	D	D	D+	D+			D+	D+	C-	C-	C	C				
E-	E-	E	E	E+	E+			E+	E+	D-	D-	D	D				
U-	U-	U	U	U+	U+			U+	U+	E-	E-	E	E				
CHRISTMAS			EASTER			SUMMER			CHRISTMAS			EASTER			SUMMER		

KS5 IB students are graded using the data points below, these are used to assess if they are on track to meet their targets at each assessment point.

L6 IB						EOY TARGET	U6 IB					IB PREDICTION	Comparison				
D1	D2	D3	D4	D5	D6		D1	D2	D3	D4	D5			D6			
5	5.25	5.5	5.75	6	6			6	6.25	6.5	6.75	7	7	A*			
4	4.25	4.5	4.75	5	5			5	5.25	5.5	5.75	6	6	A			
3	3.25	3.5	3.75	4	4			4	4.25	4.5	4.75	5	5	B			
2	2.25	2.5	2.75	3	3			3	3.25	3.5	3.75	4	4	C			
1	1.25	1.5	1.75	2	2			2	2.25	2.5	2.75	3	3	D			
0.5	0.5	0.75	0.75	1	1			1	1.25	1.5	1.75	2	2	E			
CHRISTMAS			EASTER			SUMMER			CHRISTMAS			EASTER			SUMMER		

The setting of tests

Summative tests for Key stage 4 and 5 students are, where applicable, based on past paper examination material and marked using appropriate mark schemes. Tests are 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. Teachers understand that in Assessment 1 students have covered a small amount content and this is reflected in the standardisation of marks (an appropriate spread of marks factoring in the difficulty of the paper).

When students are awarded a grade, departments 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 from exam boards.

Baseline testing – Cognitive ability tests (ALIS) take place at the start of each academic year (Sept/Oct) to better understand the needs of our learners. Departments may also give a subject specific baseline test to understand their strengths and areas for development. Baseline testing is used to inform target setting.

Targets –Following baseline testing and Assessment 1 – the **ALIS target** and the **Agreed target** (following consultation between student and teacher) is entered into the class profiles on SIMS. **Agreed Targets** are available for all stakeholders to view, from Assessment 1. Teachers will comment on the performance of the student against their **Agreed Target** during periods of **feedback** (such as report writing following periods of assessment)

As above, student assessment scores will be RAGged (red, amber and green) to reflect if they are on track to meet their end of year target throughout the year. An example of this is below (available for all stakeholders to see). Students are also graded on their effort, 1-4 (1 is Excellent)

House Ashburnham						
Achievement						
Subject	Target	Assessment 1	Assessment 2	Mock	Assessment 4	Assessment 5
Business Studies	8.00	7.25	8.75	9.00		
English Language	6.00	6.00	6.00	6.00		
English Literature	6.00	6.00	5.50	6.00		
History	9.00	8.50	7.00	6.00		
Maths	8.00	7.00	8.00	8.00		
PSHE			WA	WB		
Science	7.00	6.00	5.25	6.00		
Triple Science	6.00	6.00	5.25	6.00		

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 allow teachers to effectively cater for all their students, there are found on SIMS. 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 teachers with their planning. It is vital this information is used to plan for the needs of all 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. Staff covering a

lesson must fill out a cover feedback form, informing the teacher being covered how much progress was made in the lesson. This should be used to inform planning.

Cover feedback Form To be sent to the teacher who you are covering after the lesson has finished. Please CC in the Head of Dept & Head of Key Stage if there are any specific problems.

Teacher Being Covered:	
Class:	
Lesson Date:	
Cover Teacher:	
Completed Work:	Brief summary of what students completed during the lesson.
Issues encountered:	Note any challenges faced, such as behaviour issues, lack of resources, or difficulties with the lesson content
Comments:	Any additional observations or suggestions for the regular teacher

Post Assessment Analysis – Following an Assessment point, we ask our Heads of Department and Heads of Key Stage to produce a Post Assessment Analysis. The purpose of this is to highlight an areas of concern so that appropriate interventions can be put in place to facilitate progress. These are also reviewed by the Academic Principal.

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

The Use of AI – Generative AI technologies have the potential to be transformative across the economy, and at Buckswood we recognise both their potential in improving the educational experience that we can provide, as well as the need to provide our students with the skills to work with and live with these technologies beyond their time at Buckswood. More details can be found in our use of AI policy (Useful documents)

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. They are an important guide for new colleagues joining departments.

Prep (Homework) - Guidance on expected prep quantities below. Prep timetables are published on the school website.

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 sent to students. 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 quality of feedback is monitored by Heads of Department and Heads of Key Stage as part of half termly **marking audit**, through learning walks, Deep Dives, and external academic consultant visits.

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, sanctions and rewards

The school rules, sanctions and rewards, can be found in the school's Behaviour Policy. Detentions will take place on Mon, Tues and Thurs during Lunch and be led 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. 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

At Buckswood, we believe that high-quality careers education, information, advice, and guidance (CEIAG) play a vital role in preparing our students for future success. Our Careers Policy ensures that all students receive comprehensive and impartial support in exploring career opportunities, making informed decisions, and developing the necessary skills to succeed in a dynamic world.

This policy aligns with **Buckswood's 12 Pillars**, fostering **independence, leadership, and global citizenship**, ensuring students are well-prepared for life beyond school.

2. Aims and Objectives

The Buckswood Careers Programme aims to:

- Provide students with up-to-date careers information and guidance.
- Support students in making informed choices about Key Stage transitions, Post-16 pathways, and career opportunities.
- Develop students' employability skills, self-awareness, and confidence.

- Offer real-world exposure to careers through **industry links, guest speakers, workshops, and visits.**
- Encourage reflection and personal development through the **12 Pillars framework.**

3. Careers Education by Year Group

Year & aims	Strategies	When
First Form (Year 7) – "Settling In & Career Awareness"	<ul style="list-style-type: none"> - Setting personal goals and growth mindset - Adjusting to a new school environment - Understanding different learning styles - Exploring jobs in the community - Guest career talks (parents and professionals) 	Throughout the year, with guest career talks scheduled termly
Second Form (Year 8) – "A Step Up"	<ul style="list-style-type: none"> - Introduction to career pathways - Developing aspiration and ambition - Mini-options discussions (GCSE preparation) - Understanding decision-making in careers 	Autumn Term – Aspiration building Spring Term – Mini-options discussions Summer Term – Career research project
Third Form (Year 9) – "Decisions!"	<ul style="list-style-type: none"> - Making informed GCSE subject choices - Understanding the link between education and careers - Workplace skills (communication, problem-solving) - Guest speakers from different industries 	Autumn Term – GCSE choices sessions Spring Term – Workplace skills workshops Summer Term – Industry guest speaker events
Fourth Form (Year 10) – "Shaping My Future"	<ul style="list-style-type: none"> - Building aspirations and career planning - Introduction to CV writing and employability skills - Understanding work-life balance and personal wellbeing - Career research and reflection exercises 	Autumn Term – Career planning session Spring Term – CV writing workshop Summer Term – Work-life balance discussion
Fifth Form (Year 11) – "Being Aspirational"	<ul style="list-style-type: none"> - Exploring post-16 pathways (A-Levels, IB, apprenticeships) - Creating a realistic career plan - Top-down/bottom-up planning for success - Securing strong academic 	Autumn Term – Post-16 pathways research Spring Term – Sixth Form options events Summer Term – Revision and goal-setting sessions

	performance for career goals - Attending career fairs and employer insight events	
Lower Sixth (Year 12) – "Finding My Future"	- Exploring university, apprenticeships, and gap years - Personal statement writing and UCAS preparation - Work experience, job shadowing, and volunteering - Individual career action plans	Autumn Term – UCAS and apprenticeships introduction Spring Term – Personal statement workshop Summer Term – Work experience placements
Upper Sixth (Year 13) – "Securing My Future"	- Finalising university and job applications - Interview preparation and CV refinement - Industry networking and guest speaker events - Preparing for post-school transitions	Autumn Term – University applications and CV updates Spring Term – Mock interviews and career coaching Summer Term – Transition planning and networking

4. Whole School Career Support

In addition to year-group-specific initiatives, Buckswood offers:

- **Careers Focus Week in each Dept:** A dedicated week where Departments run sessions and events designed to deepen student understanding of subject specific careers.
- **Careers Fair:** Opportunities to meet employers, apprenticeship providers, and universities.
- **1:1 Careers Appointments:** Unlimited access to personalised careers support from our Key Stage and SMT colleagues.
- **Psychometric Testing & Self-Reflection:** Helping students understand their strengths, competencies, and career suitability.

5. Student Support and Guidance

- **Form Tutors and Key Stage Leads** provide individual career guidance and support.
- The **Sixth Form Team** assists with applications for university, apprenticeships, and jobs. Head of Key Stage, Academic Principal, Proprietor, EAL lead.
- **One-to-one career meetings** are available upon request.

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, this is subject to change and varies by Key Stage

Monday - Reflect on the week and weekend that has passed. 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 can lead a discussion about current affairs

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 – 12 Pillars – students to populate their Records of Success

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

12 pillars reflections

At Buckswood, weekly 12 Pillars Reflections are embedded into tutor time to encourage personal growth, self-awareness, and alignment with the school’s core values. Using OneNote, students maintain a digital scrapbook where they record reflections and upload evidence of how they have demonstrated specific Pillars throughout the week. This process promotes a reflective culture across the school, supports the development of key personal qualities such as confidence and responsibility, and helps track individual progress over time. It also strengthens the link between academic learning, personal development, and the Buckswood ethos of helping students “be the best they can be.”

Appraisal

At Buckswood this is called the **Professional Performance Review (PPR)** and should be carried out by line managers as per the Organisational Chart on an annual basis. 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 recognise 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.

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. Our SENCO will also observe lessons/conduct learning walks 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 SMT 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. The school is positioned to recruit and support ECT's.

Each Department is observed by the Academic Principal once a year as part of the Deep Dive process, which is a focused internal review used to evaluate the quality of education within a specific subject or area. It involves lesson observations, work scrutiny, student voice, and staff interviews to gain a comprehensive understanding of curriculum intent, implementation, and impact. Deep Dives are aligned with the school's SEF and development priorities, helping identify strengths, areas for improvement, and ensuring consistency with the Buckswood ethos and 12 Pillars. Findings are shared with staff to inform ongoing development and enhance teaching and learning across the school.

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. There should be a clear rationale for attending training and it is an expectation that outcomes of training are shared as appropriate. The school also pays for, and uses, the TES suite of teacher training resources. The Academic Principal runs lunchtime training sessions for staff dependent on need, a programme is in place to support ECTs as part of their development. Contracted teaching staff are expected to attend our 4 days of academic Inset per year.

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. An example is found here...

Access Time - 1700-1740									
	English/ESOL	Maths	Science	Geog	Art	History/Pol	Business	ICT	Languages
Monday	Mr Markson Brown (40)	Ms Henry (48)					Mr Ngulube (69)		Mr Cayuela (34)
Tuesday	Ms Husher (44), Mr Field (42)		Mr Shryane (66)	Mr Joy (28)	Ms Pasioka (75)				
Wednesday	Mr Mahoney (38), Ms Mahoney (45)	Mr Unlusan (47)	Mr Lawless (67)		Ms Garcia (74)	Mr Barlow (33)	Mr Harrison (63)		Ms Ruggiero (31)
Thursday	Mr Campbell (53)	Ms Naicker (49)	Ms Simes (69)	Mr Barnett (32)		Mr Sharp (27)	Ms Nott (62)	Mr Foster (17)	Ms Li (8)
	Part time members of staff are expected to make arrangements to see students at an appropriate time during the day (break, lunch or after school)								

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

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

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

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.

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. From 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. 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.

Languages

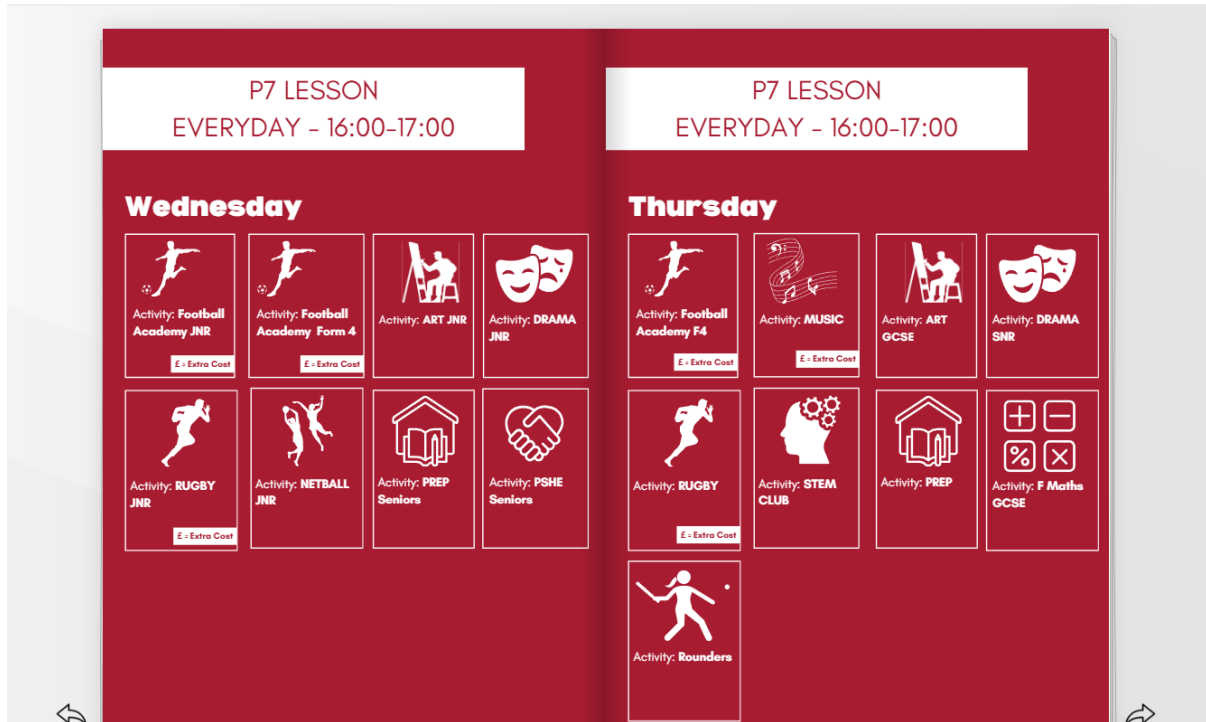
Languages Buckswood has been recognised across the world as a centre for internationalism. We have students from all continents on one campus, a truly global community, living together and learning from one another. Accordingly, we recognise that with some many students coming from diverse backgrounds 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 (1600 – 1700), students are able to create their own programme based on their interests. Details of this provision can be found here.... <https://heyzine.com/flip-book/ff783bd052.html#page/6>



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

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).

Curriculum plan 2023-2024

Reg = 0845 – 0910

P1 - 0910-1005

P2 -1005 – 1100

Break – 1100 – 1115

P3 - 1115 – 1210

P4 - 1210 – 1305

1305-1325 = Lunch 1 – Detention – 1305 to 1345

1325 – 1345 = Lunch 2

1345 – 1400 – Lunch 3

P5 - 1400 – 1455

P6 - 1455 -1550

Break - 1550 – 1600

1600 - 1700 - P7 – Prep or Activities

Access – 1700 – 1740

Junior curriculum

1 lesson = 55 minutes

Form 1			
Subject	Form	Lessons Required	Teacher
English	1A/EN1	4	CM
Maths	1A/MA1	4	AA
Science	1A/SC1	3	CS
Geography	1A/GG1	2	EA
History	1A/HI1	2	LM
Digital Literacy	1A/CO1	2	AGA
PSHE	1A/PS1	1	DSL
Art	1A/AR1	2	GS
French	1A/FR1	2	CSE
Spanish	1A/SP1	2	VAc1
Performing Arts	1A/CN1	2	AA
Games	F2/3/GA1	4	KC/CP

GCSE curriculum (over 2 years)

Form 4 (2 year GCSE)				
Option Bock	Subject		Lessons Required for form	Teacher
Core 1	Games	4/GA1	2	KC
Core 2	English	4E/EN1	6	EH
	English as second lang	4ESO/Es1	6	AMB
	English as second lang	4ESO/Es2	6	KC
Core 3	Maths	4M/MA1	5	AU
	Maths	4M/MA2	5	AA
Core 4	Science	4S/SC1	5	ML
	Science	4S/SC2	5	CSI
A	Art	4A/AR1	4	CAM
	Computer Science	4A/CS1	4	AGA
	Geography	4A/GG1	4	EA
	PE	4A/PE1	4	KC
	Spanish 1 to 1		2	OC
B	Business	4B/BE1	4	JN
	French	4B/FR1	4	CSe
	History	4B/Hi1	4	LM
	Geography	4B/GG1	4	EA
C	Graphics	4C/GR1	4	MGV
	Triple Sci	4C/TS1	4	CSI
	Spanish	4C/SP1	4	OC
	Business	4C/BE2	4	BN
	Drama	4C/Dr1	4	AA

GCSE curriculum (over 1 year)

1 year GCSE (Form 5X) Higher level group					
1	Games	5/GA1	2		KC/CP
2	ESOL		5		With 2 year programme
3	Maths	5X/MA1	5		FC
4	Single Science Biology	5X/SC	4		CSI
5	Business	5Y/Ec1	6		BN
6	Geography	5X/Gp1	6		RJ & MS 3 lessons each
	ESOL		6		KL
7	Digital Literacy		2		Aga

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

Lower Sixth				
A level		Lessons	Code	Teacher
A	Chemistry	6	L6A/CM1	CN
	Art	6	L6A/AR1	CAM
	Geography	6	L6A/GG1	RJ
	Economics	6	L6A/EC1	LS
	Business	6	L6A/BN1	SH
B	Physics	6	L6B/PY1	CN
	Psychology	6	L6B/PS1	FC
	Politics	6	L6B/PL1	GB
	Maths	6	L6B/Ma1	FC
	French	6	L6C/Fr1	CSE
	Business	6	L6B/BN1	JN+SH
C	Biology	5	L6C/Bi1	EB
	Photography	6	L6C/Ph1	MG
	History	6	L6C/HI1	GB
	Maths	6	L6C/Ma1	HWI
	Spanish	6	L6C/Sp1	OC
	PE	5	L6C/PE1	CP
D	ESOL	4	L6D/Es1	GF
	ESOL	4	L6D/Es2	KL
	ESOL	4	L6D/Es3	AM
E	Games	2	F6/Ga1	KC/CPA
F	Further Maths	3	L6F/FM1	GMO
G	English Lang	5	L6F/En1	CM
H	Digital Literacy	2		AGA

IB curriculum

L6 IB				
Option Block	Subject	Code	Lessons Required for form	Teacher
1	English A	L61/ZE1	5	CM
	German A	L61/ZI1	5	SF
	French A	L61/ZG1	5	CSH
	Spanish A	L61/ZS1	5	VAC1
	Russian A	L61/RZ1	5	AK
2	English B	L62/ZF1	5	PM
	Spanish B		5	VAC1
	French B	L62/ZH1	5	CSH
3	Economics		5	LS
	Digital Societies (new)	L6/DS1	5	AGA
	Business Management	L63/BM1	5	JN
4	ESS (SL)	L64/ESS1	3	ML
	Physics (SL)	L64/PZ1	3	CN
	Biology	L64/BZ1	5	EB
5	Maths Applications & Interpretation	L65/MZ1	4	HW
	Maths Analysis and Approaches	L65/ZM1	5	GM
6	Visual Arts	L66/AZ1	3	CAM
	Chemistry	L66/CZ1	5	CN
	Global Politics	L66/GP1	5	GB
	Spanish ab initio (SL)	L66/SZ1	3	OC
	Geography	L66/GZ1	5	EA
Core	TOK	TOK1	2	CM

University Foundation Course

Business Foundation Course (BFC) - Upper Sixth				
Option Block	Course	Lessons	Subject	Teacher
1	UFC/BM1	18	Business Management	BN (12) JN (3) SH (3)
2	UFC/MA1	4	Maths	AA
3	UFC/ES1	4	ESOL	KL
4	F6/GA1	2	Games	KC/CP
6	UFC/Li1	2	Library	

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