

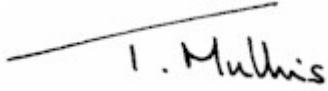


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# CURRICULUM POLICY

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BEDSTONE COLLEGE

<b>Last Reviewed</b>	September 2022
<b>Review Frequency</b>	1 Yr
<b>Review Date(s)</b>	Sept 2023
<b>Signed Off</b>	

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# Curriculum Policy

## Introduction

1. Bedstone College is a non-selective, co-educational school of 150 students. Approximately 27 are in the Junior School aged between 4 and 11, approximately 90 in the Middle School, Year 9-11 and the Sixth Form numbers just over 35. The school has an Learning Support Department which caters for the specific learning needs of approximately 35% of the students.
2. The College's mission statement sets out the vision that: "Our purpose is to deliver an educational experience with academic rigour, treating everyone individually and equally to be equipped to thrive in contemporary society. Our aim is to develop students with the intellectual inquisitiveness to prosper, as well as the emotional strength, community awareness and moral compass to become the very best global citizens that they can be. We seek to inspire and nurture every student, from the youngest in our dedicated Junior School to the oldest in our Senior School or Sixth Form, helping to build on their unique strengths and leave Bedstone as well-rounded individuals."
3. Bedstone College provides a holistic curriculum that strives to maintain breadth and balance for the child in the following areas:
  - Academic Bedstone
  - Sporting Bedstone
  - Co-Curricular Bedstone
  - Creative Bedstone
  - Pastoral Bedstone
  - Community Bedstone

## Broad Aims of the Curriculum

4. These are:
  1. **To keep the range of subjects as wide as possible, for as long as possible, for as many students as possible.**
    - a) It is the College's belief that, by keeping the range of subjects wide, students will have a greater opportunity to discover their strengths and talents.
    - b) Many of our students will excel in subjects on the fringe of the National Curriculum and it is important that they be allowed to recognise these skills and to succeed. Success builds their confidence.
    - c) Students will not normally be asked to narrow their range of subjects until the start of Year 9 and when choosing GCSE options for the start of Year 10. As students enter Year 9, some subject choice is offered (allowing for greater opportunity in subject provision within the curriculum).
    - d) A Sixth Form enrichment programme is being designed, to be implemented alongside the IB CP, allowing all students the opportunity to choose activities that either support their main academic studies and to develop their broader skills and experiences.

2. **To promote both literacy and numeracy at the earliest possible age.**
  - a) The Junior School Reading Programme is designed to encourage reading amongst those students in KS1, KS2 & KS3.
  - b) In the Junior School, all subject teachers are encouraged to provide feedback that enables both literacy and numeracy skills to be developed in context. This might involve correction of spellings etc. This is closely monitored by the Learning Support teachers as over-correction of spelling can cause a lack of confidence.
  - c) The KS2 Literature and Maths Coordinators oversee the promotion and tracking of students within this age group.
  
3. **To provide excellence in our feedback, assessment and marking strategies to ensure that progress is made in each lesson, enabling students to meet their Target Grades.**
  - a) Staff will apply Assessment for Learning Strategies within each lesson. They will plan their lessons with 'assessment in mind'.
  - b) Staff will receive regular INSET enabling them to keep abreast of new research related to assessment.
  - c) Staff will utilise a variety of assessment strategies in addition to regular marking in order to ensure that all students 'close the learning gap'.
  - d) Staff will adhere to the College's 'Marking Policy' and Teaching and Learning Guidelines.
  
4. **To provide exceptional support for all students as well as those with Additional Needs. To ensure that teaching styles are tailored to the learning styles and needs of the students.**
  - a) The College has an expertise in most areas of additional need.
  - b) All students are academically screened on entry, whether or not they have arrived with an up-to-date EP report or EHCP.
  - c) Students attending Learning Support lessons will, ideally, not be withdrawn from core subjects in Year 9 -13 or any subject that the students might resent missing. If a negotiated settlement cannot be reached, break times, before school or after school may be used.
  - d) The Learning Support department writes a student profile on all of the students within their department (stored on Schoolbase) and liaises on a day-to-day basis with all the staff teaching the students. The students also have the opportunity to create a student information sheet, advising staff on how to support them.
  - e) See Bedstone College 'SEND policy' for notes on students with EHCP.
  
5. **To provide additional linguistic support for students for whom English is not their first language.**
  - a) EAL students are overseen by the head of the EAL department
  - b) Students are prepared for appropriate examinations e.g. TESOL, Cambridge International GCSE and IELTS etc. depending on university requirements.
  - c) Currently the College has very little in the way of EAL students below sixth form and these students have a high level of spoken and written English.

6. **To provide a core of subjects for all students up to the age of 16 that both meets as far as possible the requirements of Government education policy and provides every student with the ability to matriculate for higher education.**
  - a) Students will take a wide range of subjects to maintain breadth until the end of Year 8. This ought to provide them with the opportunity to identify their strengths.
  - b) All students will take Computing as a discrete subject until at least the end of Year 9.
  - c) The 'core subjects' are English, Maths and Science. Almost all students study a language until the end of Year 9.
  - d) The College provides 17 GCSE (or Level 2 BTEC) subjects and 20 subjects (a range of A Levels and BTECs in the Sixth Form. From Sept 2023 it will also be offering the IB Career Path.
7. **To provide a sufficient range of subjects for all students to gain success, find their strengths and boost their self-esteem.**
  - a) The College builds confidence in its students by allowing students to succeed in areas of strength. This enables them to succeed and to persevere in areas where they are not so strong.
  - b) A range of creative subjects are on offer at both GCSE and A level. These subjects have an appeal to a range of students and provide a vehicle for success and confidence.
  - c) Success builds confidence which leads to more success, something which is referred to on a regular basis for both staff and students.
8. **To ensure that subjects taught at the school are regularly appraised to meet criteria on success (in value added terms) and effectiveness.**
  - a) All the subjects taught at KS4 and KS5 are appraised annually through the line management system and undergo an examinations results review with the Headmaster.
  - b) There is an expectation of 'added value' based upon the baseline data of CAT, ALIS and MidYIS.
  - c) If the subjects are not fulfilling their purpose, the College will question their place on the curriculum.
9. **To ensure that, from 16 plus, students have enough and appropriate opportunities to allow access to higher education and all career paths.**
  - a) The choice of subjects at A level and Level 3 alternative qualifications provides for access onto any and all degree courses at university.
  - b) Advice is given to all students entering the Sixth Form to ensure that they enrol on the correct courses in order to allow them access to their likely university courses.
  - c) The Head of Sixth Form monitors the higher education system to ensure that all students are successfully prepared for access to their chosen courses. The Head of Sixth Form has responsibility for UCAS applications.
  - d) Appropriate careers advice is provided by the Tutors in Tutor time, and the ability to arrange one-to-one meetings.
10. **To provide a full range of co-curricular activities to stretch students and to teach interpersonal skills, leadership and team working.**
  - a) A wide variety of sporting activities give students the opportunity to work and compete in teams at different levels.
  - b) The Duke of Edinburgh Award, Outdoor Education and other such activities provide alternatives to sport for team building.

- c) Leadership opportunities are offered through the house system, Captaincy of team sports, Boarding Leadership and the College Prefect system.
- d) A range of academic clubs, creative clubs, individual sports, Performing Arts' clubs, entrepreneurial activities and creative arts clubs are on offer for students in the Senior School and Junior School.

**11. PHSE and RSE is provided in all years.**

- a) A full PHSE and RSE scheme of work details the extent of provision provided.
- b) All programmes are devised to suit the age and experiences of students.
- c) Tutors and PHSE department members deliver the PSHE and RSE programme alongside a series of visiting speakers.
- d) Lessons are delivered in ways appropriate to students' age.
- e) External speakers are invited to deliver talks in specialist areas such as drugs, internet safety, contraception etc.
- f) At the start of the Autumn Term there is an RSE day, off timetable, for the whole school to support the Personal Development agenda and delivers a proportion of the RSE scheme of work.

**12. To provide, at every age, the guidance required to help students with subject, university and career choices.**

- a) The guidance will start at the end of KS3 where advice will be given on GCSE choices. This will be informed by the CAT and MidYIS testing (and the chances graphs) as well as the aspirations of students towards particular careers.
- b) Careers profiling (Morrisby) is undertaken at the start of Year 11 to prepare students for their post-16 choices and in Year 12 to prepare students for their post-18 pathways. All Year 11 students have a one-to-one meeting after the profiling, with all meetings occurring before the end of the Spring Term. This will give general information on qualifications etc. and guide the students towards their desired goals and careers.
- c) At the end of KS4, considerable guidance is given to help with A level choices. Student interviews, as well as extensive support from College staff, point some students in directions away from A level courses and on to our alternative Level 3 qualifications, or a hybrid of both. A small number of students may also decide that Bedstone College may not be the right environment for them at Sixth Form.
- d) In Year 12, guidance is given to students on their university choices. Open Day visits are arranged. Students are encouraged to consider a range of options including University, apprenticeship schemes, foreign universities as well as workplace opportunities.
- e) Guidance is given at every stage of the UCAS application process by tutors and mentors in Year 13. All Year 13 students have a weekly session with their tutor/Head of 6<sup>th</sup> Form for UCAS guidance.
- f) Having left the College, any student requiring further help or guidance is counselled and supported by senior staff until they find a place at higher education.

**13. Homework should support the work done in the classroom. It should enhance learning and not be used as a vehicle for disenchantment of the students.**

- a) Opportunities for students to complete homework or 'prep' are supervised during the school day for Year 3-11. Sixth Form students are given private study time within their timetable. Students are expected to complete their prep after the school day has finished.
- b) Homework support is available in the boarding houses for boarders each evening.

- c) A schedule of when homework is set is provided for Year 3-11 to help students manage their own time and workload.
- d) Teachers are provided with homework setting guidance within the Teaching and Learning framework.
- e) Homework is set using Schoolbase to enable students, parents and tutors to clearly identify the task that has been set.

**14. To enrich the school experience with activities designed to promote good behaviour, manners and spiritual and cultural awareness.**

- a) The College believes in educating the whole person. Leadership, teamwork, social skills, tolerance and manners are all important and are included in the broader curriculum. All subjects target spiritual, moral, social and cultural awareness and understanding through the schemes of work followed. Examples might be:
  - The College's Ten Basic Courtesies provide an expectation for behaviour. These are values that promote a sense of community and responsibility.
  - Communal dining with adults and children mixing at every meal.
  - Cultural and academic trips abroad, together with exchanges, help to broaden the students' experience of other societies.
  - Carol and Remembrance services provide a community focus.
  - Assemblies, lectures and presentations by adults and fellow students.

**15. To provide ample opportunity for students to develop proficient IT skills to support them in their continuing education and to provide foundation for later employment**

- a. Bedstone uses the Microsoft 365 environment for learning resources. Teachers utilise Office 365, the Adobe suite and other age appropriate and relevant apps to enhance learning.
- b. Digital safety is built into the PSHE programme, the ICT and Computer Science curriculum and forms part of the Year 9 creative development carousel.

# The Curriculum by Cohort

## Junior School

### Vision

1. To empower and support every child to achieve their personal best both inside and outside of the classroom.

### Mission

2. At Bedstone College Junior School, we educate and nurture the whole child, providing opportunities for each child to discover and develop their unique talents and abilities, both inside and outside of the classroom.
3. This is achieved through a broad, creative, multisensory academic curriculum with appropriate differentiation and intervention. The academic curriculum is complemented by a rich co-curricular programme.
4. The educational experience throughout Bedstone College is underpinned by excellent pastoral care as we create a culture of achievement within a vibrant, challenging and stimulating learning environment.

### Aims

5. We aim to provide a holistic approach, where the spiritual, moral, social and cultural values we espouse are embedded in every aspect of school life.
6. We aim to foster and develop a caring community where everyone feels respected and valued, and children are happy and fulfilled.
7. The aims of Bedstone College Junior School are to:
  - a. Produce happy, confident children who are well prepared for the future.
  - b. Have high but appropriate academic expectations for all children in a nurturing environment.
  - c. Motivate every child through a fantastic educational experience.
  - d. Afford every child a broad and well-rounded education.
  - e. Recognise every child's worth through their all-round achievements.
  - f. Ensure that parents, teachers and children are all part of the team and enjoy their time with Bedstone College Prep School.
  - g. Recognise and celebrate personal bests for all children.
  - h. Provide excellent pastoral care and engender strong social values which strengthen our community.
  - i. Establish a courteous, respectful, caring and self-disciplined community which embraces the principle that every child matters.

### Overview of the Curriculum

8. At Bedstone College we believe that happy, confident, children learn. A curriculum is the knowledge, skills, and concepts that children learn, implicitly as well as explicitly, as a result of direct instruction.



9. Bedstone College is proud of our unique approach to teaching and learning across the whole school. We understand that children develop at different rates and always assess children at the start of their Bedstone career to determine where they are on their educational journey. We strive for each child to develop confidence in their ability to learn and overcome the challenges they will inevitably face along the way. This essential self-belief and resilience are crucial to academic development and success.
10. We deliver the curriculum using a variety of multisensory teaching strategies to accommodate students' different learning styles. We use a combination of classroom teaching; year-based cross-curricular themes; school-based activity weeks; and our creative curriculum.
11. We also gradually increase the number of subjects taught by subject specialists as each student progresses through the Junior School.
12. We ensure that, through an appropriately differentiated curriculum, all children are challenged and supported within a framework of high expectations.
13. Our vision, in more detail, is for Bedstone Junior School children to become independent, lifelong learners, growing in confidence and competence. Most important is that they are helped to develop the skills to become autonomous learners; if they do not know something, they can find the answers for themselves.
14. This is achieved through:
  - creating a culture of achievement and positive reinforcement at all levels of ability
  - adopting a forward-looking and creative approach which reflects our awareness of current and future educational trends without sacrificing traditional strengths
  - providing high-calibre staff who are themselves open to learning and who are given extensive training opportunities for continuing professional development providing a high-quality learning environment with a happy, vibrant atmosphere, and within it a sense of purpose and a climate of open, friendly communication built through mutual trust and respect
  - educating the whole child by providing opportunities in breadth and depth for the concurrent development of all dimensions of school life – emotional, spiritual, academic, cultural, moral, linguistic, physical and creative
  - discovering and fostering the unique talents and abilities of each individual, in accordance with the philosophy and vision of the school
  - encouraging students to understand how they learn best
15. In Year 1 to 6, students have a form teacher who is responsible for teaching a significant portion of the curriculum. Most academic teaching takes place in spacious, light and attractive classrooms.  
Nevertheless, even at this age there is specialist teaching in French, Music, P.E. and Games.
16. In Year 6, English, Maths and humanities are taught by the form teachers while many other subjects are taught by subject specialists and children move around the school.
17. A wealth of co-curricular clubs and activities are available including: ballet, horse riding, mountain biking, Junior Duke, art and craft, and sport.

## Years 7 & 8

### Aims

The aim of the curriculum in Year 7 and 8 is to give the students experience of a broad base of subjects. In the school day, these subjects are taught to all:

- a. **Core:** English, Maths, Science and MFL (French and Spanish).
  - b. **Humanities:** History, Geography, PRE. All core and humanities subjects promote literacy and numeracy. This will involve sensitive spelling correction and encouragement in numeracy. Lessons will also promote spiritual, moral, social and cultural development
  - c. **Creative Curriculum:** Art, Design & Technology, PE, Music, Computing.
  - d. **PSHE & RSE** is taught through a weekly period.
  - e. **Games:** 3 sessions each week including one afternoon of competitive matches on a Wednesday.
1. **The MFL policy** is intended to give all students in Bedstone College Prep School the opportunity to pursue a language. More able Linguists may study both Spanish and French.
    - a. Students with SpLDs are expected to study a language in Year 7, 8 and 9 but at a more appropriate level. Some may be allowed to drop MFL.
    - b. Good linguists have the opportunity to take a second MFL.
  2. **Setting** – There is no setting in Years 7 & 8.
  3. **Homework:** This should amount to approximately 40 minutes each evening in Year 7 and 8.
  4. **Team sports** provide both team building and leadership skill opportunities.
  5. **A co-curricular activities programme offers:**
    - a. A range of evening activities after school and in the evenings. Flexi-boarding is on offer.
    - b. Saturday morning activities. Outdoor activities eg Mountain Biking and climbing.
  6. **Learning Support lessons:** These are once each week as per the school's policy, and are typically one-to-one lessons with a specialist teacher.
  7. **Assemblies & Tutor Periods:** There are two full School assemblies each week. Tutors will meet with their tutees for registration each day in the morning and in the afternoon.
  8. **Most able:** Any students identified as being more able or having an academic scholarship should be given extra challenges where possible. Such students are identified and monitored by the Oxbridge and Gifted and Talented coordinator.

## Year 9

### Aim

1. **The aim of the curriculum** in Year 9 is to promote a wide variety of options open for students, whilst allowing for some specialisation through subject choice. This actively encourages students to consider their curriculum, and to begin to think about GCSE options for Year 10. All students are given the opportunity to try a variety of subjects in the hope that they will identify strengths for GCSE.

2. As part of the Year 9 curriculum all pupils will study the full range of subjects – as in Yr 7 & 8.
3. **Setting:**
  - a) All the main subjects are setted by ability. These sets should reflect pupils strengths.
4. **Homework:** This should amount to approximately 1 hour each evening. A prep timetable is published at the start of the year and homework is recorded using the Schoolbase portal.
5. **PSHE & RSE:** The school delivers PSHE as a period once each week. All Year 9 students follow a year group specific programme, which includes lectures on antibullying, alcohol, anti-drugs, relationships, and online safety.
6. **Learning Support lessons:** These are once each week as per the school's policy, and are typically one-to-one lessons with a specialist teacher. Activity sessions, break time sessions, games sessions (where appropriate), and supervised prep sessions are times used for a regular weekly lesson.
7. **Team sports:** Year 9 students attend two games sessions per week (equal to two school periods per sessions).
8. **Assemblies:** There are usually a full school assemblies on Monday and Friday mornings. House meetings, year group assemblies and tutor periods may occur during this time.
9. **Tutor Period:** Tutors meet with their tutees for registration twice each day (8.25am and 4.20pm).
10. **Co-curricular activities:** A full co-curricular activities programme is offered from 4.00pm each day. Some lunchtime activities are offered where it is possible for them to fit within the timetable provision (these are usually music based). A full outdoor activity programme is offered throughout the week, with weekly Saturday morning activities provided.
11. **Careers:** From Year 9, students are introduced to Morrisby and some careers-based terminology. Students are encouraged to talk and think about their interests and how this might relate to future careers.
12. **Most able:** Any students identified as being more able or having an academic scholarship should be given extra challenges where possible. Such students are identified, monitored by the Assistant Head, Teaching and Learning.

## KS4 Years 10 & 11

1. The curriculum at GCSE should ensure that all students will take between 8 or 10 GCSE subjects (if a triple scientist and studying English Literature) except under exceptional circumstances. Any student allowed to drop to a lower number of subjects will have a bespoke curriculum timetable put in place in agreement with parents and will be closely monitored throughout.
2. **Core:** All students are expected to take the core of English, English Literature, Mathematics and Separate/Combined Science. Some SEND students and EAL students may not take English Literature.
3. **Setting Policy:** All core subjects will be set depending on their pathway e.g. Triple or Combined Science, Higher or Foundation Maths. However, depending on the cohort different patterns may exist. CAT / MidYis data and prior attainment is used to inform setting decisions.
4. **Homework:** This should amount to approximately 1 hour each evening. A prep timetable is published at the start of the year and homework is recorded using the Schoolbase portal.

5. **Options:** As well as the core subjects, students have a free choice of optional subjects to build up their 9 subjects. These can be chosen from: Art, Design Technology, Music, Computing, PRE, Geography, History, French, Spanish, Drama, Business and PE.
6. **Learning Support lessons:** These are once each week as per the school's policy, and are typically one-to-one lessons with a specialist teacher. They do not take place during academic lessons. Activity sessions, break time sessions, games sessions (where appropriate), and supervised prep sessions are times used for regular, weekly lessons.
7. **Team sports:** Year 10 & 11 students attend two games sessions per week (equal to two school periods per session).
8. **Assemblies:** There is usually two full school assemblies on Monday and Friday mornings. House meetings, year group assemblies and tutor periods may occur during this time.
9. **Tutor Period:** Tutors meet with their tutees for registration twice each day (8.25am and 4.20pm).
10. **Co-curricular activities:** A full co-curricular activities programme is offered from 4.00pm each day. Some lunchtime activities are offered where it is possible for them to fit within the timetable provision (these are usually music based). A full outdoor activity programme is offered throughout the week, with weekly Saturday morning activities provided.
11. **Careers:** Through Tutor Periods, careers advice and opportunities for research are provided. Outside speakers will also address the two year groups during the course of each year. All Year 11 students complete a profiling test at the start of Year 11, and then attend a one to one interview to discuss that report with the Head of Careers at some point in the first two terms of Year 11.
12. **Most able:** Any students identified as being more able or having an academic scholarship should be given extra challenges where possible. Such students are identified, monitored by the Assistant Head, Teaching and Learning.

## KS5 – The Sixth Form Years 12 & 13

1. The curriculum in the Sixth form should ensure that all students will take three subjects, with the possibility of also pursuing an EPQ award.
2. **Subjects on offer:** All students will make a free choice from the subjects available, these are: Art, D&T, Music, Physics, Chemistry, Biology, Psychology, Computing, Maths, Further Maths, Geography, History, English Literature, Philosophy and Ethics, French, Spanish, Economics; Business (BTEC), Sport (BTEC); Agriculture (BTEC). These subjects enable the right academic pathway to be agreed with each student.
3. **From September 2023** The College will be offering the IB Career Path.
4. **Breadth:** The College believes that it has enough breadth to satisfy any career aspiration. The College continues to review the curriculum actively.
5. **Team sports:** Sixth Form students attend Senior Games sessions (two games sessions per week equal to two 45-minute periods per session).
6. **Assemblies:** There is usually two full school assemblies on Monday and Friday mornings. House meetings, year group assemblies, orchestra and tutor periods may occur during this time.
7. **Tutor Period:** Tutors meet with their tutees for registration twice each day (8.25am and 4.20pm).

8. **Co-curricular activities:** A full co-curricular activities programme is offered from 4.00pm each day. Some lunchtime activities are offered where it is possible for them to fit within the timetable provision (these are usually music based). A full outdoor activity programme is offered throughout the week, with weekly Saturday morning activities provided.
9. **Careers:** Through Personal Development sessions, careers advice and opportunities for further and ongoing research are provided. Outside speakers representing different professions are invited in during the course of each year. All Year 12 students attend a university UCAS workshop, and a higher education and apprenticeship day of seminars. There will be opportunities to go to a careers fair and university open days. Guidance should be as detailed as possible throughout the Sixth Form. The school uses Morrisby as a platform to help students and teachers plan and prepare for higher education applications.
10. **Most able:** Any students identified as being more able or having an academic scholarship should be given extra challenges where possible. Such students are identified, monitored by the Assistant Head, Teaching and Learning. Activities are arranged to support applicants for Oxbridge as well as veterinary and medical applicants.
11. **Prefects:** All Sixth Form students have the opportunity to apply for the role of prefect. The boarding houses also appoint Year 12 boarding Captains. In the summer of Year 12, students can apply by letter to become College prefects and, following an interview process (with the Headmaster and Deputy Head), along with staff and student feedback, they may then be selected to serve. Prefects should, first and foremost, be role models for the younger students, an embodiment of what we believe the College turns out as its end product.
12. **Sixth Form Induction Process:** At the start of Year 12, all students attend a three-day residential trip with their tutors and other key staff. They also attend the Year 12 Sixth Form Dinner on the second weekend of term, attended by parents, staff and students.