

BMS Curriculum Philosophy and Policy 2018-19

The school is aware of the need for the curriculum to be accessible to all students and will take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan and will make all necessary reasonable adjustment.

The whole school statement of curriculum philosophy

- An academic culture, with high expectations and a rigorous, differentiated curriculum.
- It will not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Additionally, teaching will not discriminate against pupils on the basis of protected characteristics¹ or a special educational need.
- We wish each student to achieve his/her full academic potential. Thus our aim is to add as much value as possible to what they know and can do in a multiplicity of academic scenarios. The aim always is to challenge and extend them through a rigorous grounding in academic skills.
- The curriculum is broad and balanced, flexible and responsive to change. It is subject to continuous assessment and review. It is made up of 60 periods over a two-week cycle.
- Whilst there is a logical progression from year to year and key stage to key stage students joining the School at any time will be able to integrate into the academic culture comfortably.
- We are conscious of the National Curriculum and recognise that an awareness of it needs to inform the academic life of the School so as to enable students from maintained sector Schools to make a seamless transition to BMS. It is, however, inappropriate for a School which selects from largely the upper quartile of ability nationally. Subject syllabuses start in parallel with it but soon go beyond its bounds and limitations.

Many aspects of the curriculum support, enrich and extend our pupils.

Develop issues which are covered in our extensive programme of Personal, Social, Health and Economic Education (PSHEE).

Junior School curriculum philosophy

- We encourage the pupils to achieve the best possible results whilst developing a love of learning for its own sake.
- Apart from Mathematics, which is taught in ability related sets throughout Years 3-6, all teaching groups are mixed ability within the selective intake referred to above. All classes are tailored for the maximum educational benefit of the students they comprise and differ within and between subjects.
- We aim to provide the best possible all round Junior School education for each individual pupil in our care.
- We prepare them for the next stage of their education with a view to that taking place in our Senior School.
- By whatever means we ensure that the transfer at 11+ is as seamless and straightforward as possible.

¹ Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
Curriculum Philosophy and Policy 2018-19

- Through the specified curriculum and co-curricular activities we provide as broad and as enriching an experience as we can by ensuring that we challenge the able, support those requiring it, but set achievable goals for all.
- We reflect on our teaching practice in all subjects. This best practice may include traditional methods for laying foundations, innovative ways of increasing knowledge and/or relevant aspects of both to enhance the pupil's learning. To this end we should be guided by the subject co-ordinators and be willing to learn from each other; responding if our tried and trusted methods are no longer appropriate or need revision and being willing to employ new techniques of proven worth.
- All of the above is achieved in a challenging yet nurturing and safe environment in which we set and accept only the highest standards of behaviour and attitudes to study.
- A lesson a cycle is dedicated to Reflection and Wellbeing.

Senior School Curriculum Philosophy

- All students in Y7-9 acquire the MOS (Microsoft Office Specialisation) Certification, which is an adult, industry standard qualification which equips them to make full use of the extensive IT facilities throughout the School.
- Apart from Mathematics, which is taught in ability related sets throughout years 7-13, and some setting in Modern Foreign Languages, all teaching groups are mixed ability within the selective intake referred to above. All classes are tailored for the maximum educational benefit of the students they comprise and differ within and between subjects.
- An important element of the curriculum is the unusual degree of student choice in the selection of the curriculum from Y8 onwards. It is very rare that the School is unable to provide any required options: but reserves its right to ask students to think again if option combinations are unsatisfactory for either economic or educational reasons.
- We are concerned especially to balance the imperative of achieving the best possible results with the insistence of developing a love of learning for its own sake: which involves the development of the faculties of critical and lateral thinking, information gathering, independent learning and objective reflection.
- Study skills are delivered outside of and through the timetable using a mixture of internal and external providers.
- There is an extensive programme of guidance provided throughout the careers of our students especially at the key points of transition. The realistic goal of the vast majority of our Sixth Formers is a place at their first choice University.

Curriculum Policy

Year 3 and 4

Students follow a broad based curriculum in Years 3 and 4. English have 12 lessons per cycle, Maths have 12 periods and Humanities have 8. Science have 4 and it is topic based and takes place in their classroom. In Year 3 formal French is introduced for 2 lessons per cycle with a specialist linguist and this is then continued in Year 4. DT and Art are assigned 3 periods each per cycle and 2 for Music and ICT. Children are taught 1 Drama lesson per cycle but have elements of drama embedded in the English schemes. They have 6 lessons of Games, 2 PE lessons and 2 Swimming lessons. See page 5 for curriculum plan.

Year 5

Students follow a broad based curriculum in Year 5. English have 11 periods per cycle, Maths have 11 periods and 8 for Humanities. Science is increased to 5 periods per cycle and they also have 2 French lessons taught by a specialist. The creative subjects of Drama,

ICT, DT, Music and Art have the same time allocation as in Year 4. They have 7 lessons of Games, 2 PE lessons and 2 Swimming lessons. See page 5 for curriculum plan.

Year 6

Students follow a broad based curriculum in Year 6. English have 10 periods per cycle, Maths have 10 periods and 8 for Humanities. Science have 5 periods per cycle. There are 4 periods of languages per cycle; 2 French and 2 Spanish The creative subjects of Drama, ICT, DT, Music and Art have the same time allocation as in Years 4 and 5. They have 7 lessons of Games, 2 PE lessons and 2 Swimming lessons. See page 5 for curriculum plan.

Junior School Exams

All children in the Junior School are examined at the end of the academic year in Maths and English. This is developed further in Year 4, 5 and 6 with an exam in Science. From Year 4 onwards, end of topic tests are administered in Humanities and Science.

Years 7 and 8

Students follow a broad based curriculum in Years 7 and 8. English, Maths and Science (where students have a single teacher for combined science) all have equal weighting of 7 periods per two-week (60 period) cycle. Humanities (Geography (3), History (3) and RE (3)) have 9 periods, whilst students study French, German and Spanish in Y7 and a choice of two from three plus Latin in Y8. Art, Music, Drama, Design Technology and ICT all have a similar weighting throughout the two years. PE and Games makes up 6 periods in both years. Students in Y7 have 2 periods of Games skills. See page 6 for curriculum plan.

Year 9

The first major choice students make is in Y9 when they have to choose 4 subjects from 8. This is explained to them by the Deputy Head (Academic) in an assembly and to their parents at parents' consultation evenings. The options are French, German, Spanish, Latin, Art, Design Technology, Music and Drama and they do 4 periods of each per cycle. The only constraint is that students must do at least one Modern Foreign Language. Students who struggle with English may be encouraged to join a small English Support Group which counts as one of their 4 options, and is intended to get them to a level where they can tackle GCSE in Year 10 with confidence. English (6), Maths (7) and Science (4+4+4) still dominate their timetable but now they have 4 periods each of Biology, Chemistry and Physics taught by subject specialists and begin the GCSE courses. The three Humanities subjects retain 9 periods whilst PE and games occupies 6 periods. Students also have ICT for 3 periods whilst they complete their MOS qualification and follow an enrichment programme for one period per cycle. See page 6 for curriculum plan.

Years 10 and 11

Most students will sit 10 GCSEs. The compulsory core is English and English Literature (7 periods), Mathematics (7) and separate GCSEs in Biology, Chemistry and Physics (15) plus 4 other GCSEs. Within these choices students who may struggle to cope on a full GCSE programme may be encouraged to study one less option subject and make use of the study support centre, giving them a total of 9 GCSEs. We appreciate the logic behind the English Baccalaureate and expect all students to study at least one Humanities subject (Classical Civilisation plus Geography, History and Religious Studies) and one Language (unless given permission by the Deputy Head (Academic)). This is likely to be because they have joined in Y9 or Y10 without having previously studied a language that we offer. They also follow an enrichment programme in Year 10 (2) in which time they complete an independent project and can certify it as a Higher Project Qualification and in Year 11 where they do a

carousel of service activities as well as receiving a course in leadership. The options subjects from which they have a totally free choice (on 6 periods per cycle) are:

French, German, Spanish, Latin, Classical Civilisations, Geography, History, Religious Studies, Drama, Music, Computing, Design Technology:Product Design or Design Technology:Design Engineering, Art and PE.

They also have 5 periods of non-examined PE and Games. See page 7 for curriculum plan.

Exams

Students will sit school exams in the summer term for Years 7 to 10 and January of Year 11 in preparation for public exams in the Summer Term of Year 11.

Years 12 and 13

In Year 12 students choose four subjects from a possible 28, on 12 periods per cycle. They are given a totally free choice, and we then build the options around their choices. Obviously late changes must fit within the option blocks once confirmed. The expectation is that most will drop to three subjects in Year 13. We also offer students the opportunity to do an Extended Project (EPQ), worth half an A level during Year 13. Students can study any of the subjects offered at GCSE level plus we also offer:

Politics, Philosophy, Psychology, Film Studies, Economics, and Business.

See page 7 for curriculum plan.

Sixth Form Exams

Students sit trial exams in all subjects at the end of Year 12 to aid university applications. Pupils will then sit A level exams at the end of Year 13.

Matt Price
Deputy Head (Academic) - Senior School

Kate Harpin
Director of Studies - Junior School

October 2018
Review Date October 2019

2018/19		Junior School																																																											
Year3		Key: R - Reflection and Wellbeing																																																											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60		
12												12												8								4				2		2		1		3			3			2		1		4				2		2		2	
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Year4																																																													
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Year5																																																													
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Year6																																																													
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En											Ma											Hum								Sc				Fr		Sp		Mu		Dr		Ar			Dt			ICT		R		Ga				KS		Pe		Sw	

<p><u>Subject Key</u></p> <p>En-English Ma-Maths Hum- Humanities Sc-Science Fr-French MFL-Modern Foreign Languages Mu-Music Dr-Drama Ar-Art Dt-Design and Technology ICT- Information Communication Technology R – Reflection and Wellbeing</p>	<p>Ga-Games KS-Key Skills Pe-Physical Education Sw-Swimming</p>
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Year 10/11 Curriculum Plan																																																												
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GCSE Subject Options

Key: Et - Enrichment

- Classical Civilisation
- Geography
- History
- Religious Studies
- French
- German
- Spanish
- Latin

Year 12/13 Curriculum Plan

Key: Et - Y12 Enrichment, Act - Y13 Activities

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
Y12	Option A						Option B						Option C						Option D						Ga		Et	Private Study																																
Y13	Option A						Option B						Option C						Option D						Ga		Act	Private Study																																

Sixth Form Subject Options

- Fine Art
- Computer Science
- Design & Technology - Design Engineering
- Design & Technology - Product Design
- Biology
- Chemistry
- Physics
- Drama & Theatre Studies
- English Language and Literature
- English Literature
- Film Studies
- Geography
- History
- Religious Studies
- French
- German
- Spanish
- Classical Civilisation
- Latin
- Further Mathematics
- Mathematics
- Music
- Business
- Economics
- Politics
- Philosophy
- Psychology
- Physical Education