



Bosworth
Independent
School

Curriculum Policy

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Lead for Review	Assistant Head - Academic

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Introduction

At Bosworth Independent School our aim is to nurture and educate every student in our care, whatever their ability, culture, ethnicity or social background, enabling them to grow in confidence, knowledge and maturity, such that they are well prepared for the next stage of their life. We have designed our curriculum to reflect the needs of our students in relation to their age, academic ability, skills in language and their potential career and further education aspirations. We aim to achieve our aims through the depth and breadth of academic subjects, encouragement to be independent learners, extra-curricular activities and our caring teaching and boarding environment. The principal language of instruction is English.

We offer the following courses,

- A-level two-year programme (Y12 Y13)
- University Foundation one-year programme (Y13)
- A level accelerated programme commencing January (Y12J)
- GCSE two-year programme (Y10 Y11)
- GCSE one-year intensive programme (1G)
- 6th Form preparation programme. One-year. (Y11)
- Key Stage 3 (Y7 Y8 Y9)

Cohorts

Year 13	Second Year A Level University Foundation
Year 12	First Year A Level
Year 11	Second Year GCSE GCSE one-year intensive programme 6 th Form preparation programme
Year 10	First Year GCSE
Year 7, 8 and 9	Key Stage 3

Each cohort has its own Head of Year. They have not only a significant role to play in the monitoring of student academic progress, but they are also involved in the student's pastoral wellbeing.

All non-native speakers of English must have, or be studying towards, an EFL qualification appropriate to their ability, unless they have already met the minimum standard at GCSE or equivalent.

Our curriculum is managed by the Headteacher, Deputy Head and Assistant Heads. The relevant Heads of Year and Heads of Department are then consulted before any changes to the curriculum are implemented.

Lessons are conducted Monday to Friday within a teaching day commencing 8.45am and ending at 3.45pm. There are six teaching lessons per day and each lesson is of fifty minutes duration. We have a thirty-three-week teaching year.

At A-level and GCSE we do not generally set students according to ability, the exceptions include this is GCSE Maths and GCSE Sciences.

Teaching style facilitates the learning and small classes with an average of twelve students per class, allow staff to identify and address individual needs.

Most of our teaching staff are highly experienced and qualified teachers but some have industry experience and other professional qualifications.

We offer a range of courses of fulltime supervised education to compulsory school age students with respect to linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. We believe these courses satisfy the intellectual, physical and creative needs of our students. Our students acquire speaking, listening, literacy and numeracy skills appropriate to their age, development, ethnic background and proficiency at English. For example, all British students study English Language, Maths and a Science and attend PSHE lessons. Overseas students also study these subjects; however, their level of English determines their course of study. All CSA students attend PE (unless a suitable alternative has been agreed with parents or guardians). We aim to offer a wide choice of subjects.

Our teachers deliver well planned lessons, use effective teaching methods, use a range of activities and manage class time. Schemes of Work for each subject are prepared by Heads of Department in conjunction with relevant teaching staff. The school expects that schemes of work are relevant and useful working documents that allow all students to progress.

Our staff are supported through our appraisal policy and weekly staff meetings. We actively encourage teachers to use creative teaching strategies and one way to encourage this is by having resource boxes in the staff room.

Our small class sizes, engaging teaching methods and student focus enables each student to acquire new knowledge, make good progress, increase their understanding, and develop their skills.

Some of the ways the school tries to prepare students for life after secondary education are:

- The A level and UFP students have Study Hall periods included on their timetables. These are compulsory supervised sessions in the 6th form hub. The aim of these sessions is for students to complete homework and revision in a quiet and studious atmosphere. We feel this also enables students to learn the skill of self-discipline and to enable students to self-manage their curricular work. Hopefully the effect is that students begin the journey of thinking and learning for themselves.

- Evening study on Monday to Thursday evenings for CSA students of which they attend two sessions per week.
- Our discipline system includes 'The Bosworth Code'. This code ensures that students and teachers know the schools' expectations and the implications if the code is not followed.
- Revision and study skills via co-curricular lessons, PSHE lessons Wednesday period 1 for all students and during Personal Tutor lessons, 15-minute sessions Monday – Friday 8.45-9.00am.

British values

Our student population is a mixture of home and international students, many of whom we sponsor on our Tier 4 licence. With this in mind, we actively promote British Values to enable all these students to have a good understanding of life in the UK. We do this via:

- PSHE lessons Wednesday P1 for all students.
- Personal Tutor meetings 15-minute sessions Monday – Friday
- The Student Council, School Prefect, Head of School House.
- Weekend and term time trips to British institutions, for example, the Houses of Parliament.
- Our teachers are aware that when teaching their subject they must address, where relevant, PSHE issues according to the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance. These issues have been reinforced in staff meetings and discussed in department meetings.
- Our aims and ethos reflect the school's belief in the importance of British values.
- Our students can wear any religious dress. Cultural differences are celebrated.
- Our PREVENT strategy is included in the Safeguarding Policy and delivered via PSHE lessons. We update this as part of their annual safeguarding training.

Another way to instil British Values is through our Behaviour policy. The positive reinforcement of students' good behaviour and ability to follow guidelines and processes is critical to helping build up their confidence. We recognise the challenges that our students face, and we want to help them through encouragement and support, praising and rewarding their attitudes and good behaviour, such as house points and commendations. This is recorded on the MIS as are matters of discipline, when a student is late, does not complete homework for example. This system keeps students, teachers, house parents and families informed of achievements and any problems that may arise. As a school we believe that rewards are more effective than punishment in motivating students. Students are treated with mutual respect with the aim of encouraging them to act responsibly.

Special Educational Needs

Students can be referred to our SENDCO Paul Pomerantz. IEPs are completed, where relevant, and they are distributed to the relevant staff. Further information can be found in our SEND Policy.

Compulsory School Age Students

Year 7, Year 8, Year 9, Year 10, Year 11, 1G (one year GCSE) and 6th Form preparation programme

Head of Year 11: 1G, 6th Form preparation programme: Dan Mattock

Head of Year 10: Zahra Champsey

Head of Key Stage 3 (Year 7, 8 and 9): John Bromilow

Key Stage 3

Students in key stage 3 study a range of compulsory subjects alongside PSHE, an enrichment curriculum afternoon and two after school lessons where they can choose from a range of co-curricular activities. Students also attend PE lessons.

GCSE Year 10 and 11

In Years 10 and 11 Maths and a Science are compulsory. There is a higher and lower ability Maths class for Year 11 and Year 10. This allows more effective differentiation and movement between groups. GCSE English is compulsory for British students while overseas students must study an English subject appropriate to their ability. All CSA students must attend lessons in PSHE, PE and a creative subject and receive exposure to new technology (unless a suitable alternative has been agreed with parents or guardians).

SMSC is delivered through the PSHE syllabus, Personal Tutor time and via academic subjects where it is deemed appropriate. All GCSE students must attend co-curricular activities. PE is compulsory for all GCSE students under the age of 16 unless a suitable arrangement has been agreed with the student's parents. Work experience is offered but not compulsory.

6th Form preparation programme

This one-year course is for overseas students and prepares them to study A levels.

Compulsory subjects are:

- PET/KET English
- IGCSE Maths
- CSA students: PSHE and PE and two after school lessons where they can choose from a range of co-curricular activities.

Optional subjects are Chemistry, Physics, Biology, Business Studies, Geography and Economics.

PSHE

Heads of Year have prepared schemes of work for PSHE lessons delivered to all cohorts of students on Wednesdays P1. This programme of work reflects the school's aims of inclusiveness and actively encourages respect between students and staff. Our teachers are aware they are to highlight SMSC issues in their schemes of work and where relevant, to discuss them as appropriate with the students.

SMSC content is also reinforced by Personal Tutors daily in the PT lessons.

As well as a PSHE programme that is relevant to the students' educational needs, we also offer after school lessons which include a variety of co-curricular activities every day throughout the academic year. This programme is coordinated by the Deputy Head. Students choose activities each term. Activities include physical fitness, chess, art, science club, Medsoc, Oxbridge etc. This is compulsory for all students. There are also some compulsory sessions for A-level students regarding UCAS.

Evening Study Hall

This facility is available for all boarding students. CSA students must complete two sessions of evening study each week. This occurs Monday to Thursday evening in Bosworth Hall. Students are to use this time to complete homework and revision under supervised conditions.

Students in all programmes may be asked to attend Evening Study Hall if there are concerns over their academic progress.

For students above compulsory school age we offer the following courses:

A-Level

Head of Year 13, University Foundation Programme: Angela Beckett

Head of Year 12, Paul Boothman

Typically, students' study three or four subjects at A level in year 12 and continue with three subjects at A level in year 13. Usually students receive six fifty-minute lessons for each A Level subject each week. Overseas students generally study three A level and EFL. In year 12 they study FCE (First Certificate in English) and in year 13 IELTS qualification which is required for university entrance purposes and for university applications. We encourage high achieving students to complete an Extended Project Qualification and to compete in Science Olympiads and Maths challenge competitions.

The progression for the vast majority of A-level students is to a UK university. Some students apply to overseas universities, and we offer a programme of support to enable them to do this from the Heads of Year, Higher Education Officer Pippa Gibbs and relevant academic teaching staff.

A-level students are not required to sit the AS level public exams.

As well as academic subjects, A-level students attend co-curricular activities and are encouraged to participate in evening activities and sports. We also offer a programme of trips and activities that occur during weekends and half term holidays.

UK students who have not achieved a GCSE pass in English Language or Maths are offered lessons and have an opportunity to take these exams.

January A level (ASJ)

This is an 18-month A-level course for students. The choice of subjects is limited to: Maths, Biology, Physics, Chemistry, Psychology Economics. Each subject has eight lessons per week. International student will also have EFL lessons if required. Students are part of the year 12 cohort in their first year. In the second year of the A level programme, they join the year 13 students.

Co-curricular activities

For students above Compulsory School Age, there is an appropriate programme of activities coordinated by the Assistant Head – Pastoral, Deputy Head, Head of Boarding and the Boarding Team a programme of activities and trips which are offered either during the evening, at weekends or half term holidays.

This includes:

- Sports, such as football and basketball.
- Leadership opportunities are offered via the School Student Council, sports teams, Duke of Edinburgh award and being a student prefect or head of house.

Careers Guidance

The majority of our students aim to attend university and with this in mind our careers guidance is skewed towards university application support. Pippa Gibbs, the Higher Education Officer and Angela Beckett, Head of Year 13 have responsibility for university admissions. There is a programme of support for students not only applying to UK universities, but also for those applying to overseas institutions. This programme includes a variety of guest speakers, Uni Fairs and workshops offered during the teaching day and also in the evenings. Additional specific support is offered to students applying to particularly competitive courses, for example: Oxbridge, Medic, Law. We also provide a supportive and guidance service to all our university applicants when results are released in the summer.

A range of activities and visits are put on over the year by our Heads of Year and our Higher Education Officer. These are delivered through a mixture of co - curricular time, HE presentations and discussions with tutors. The school has now added the UniFrog platform for all the students and staff to use.

Learning and progress

We define educational outcomes both in terms of students' academic achievements and in terms of their personal development, skills as learners and ability to thrive in a global workplace.

We have a framework to assess students' work regularly and thoroughly. Students' attainment is tracked using the MIS and progress is monitored using.

- baseline data
- results from internal assessments and mock exams
- termly personal tutor reports

- biannual subject reports
- Personal Tutor meetings
- Head of Year meetings with the Assistant Head - Pastoral
- Heads of Department meetings with the Assistant Head - Academic
- public exams
- for British students, the results of any GCSE or A-level examinations are collected and recorded using the MIS

Personal development outcomes are measured by students' Personal Tutor meetings. Half termly academic achievement data is communicated to parents to update them on student progression. Termly Personal Tutor reports and biannually full subject reports are also completed.

Scrutiny of academic results and managing support of students takes place through regular meetings of and between two teams:

1. Personal Tutors, Head of Year, Head of Boarding and the Assistant Head - Pastoral
2. Subject teachers, Heads of Departments and the Assistant Head - Academic

The work of both teams is unified and overseen by cooperation between the Head of Boarding, the Deputy Head, the Assistant Heads and the Head Teacher.

High Achieving Students

We regard high achieving students as those with exceptional abilities in specific academic disciplines.

Currently students regarded as high achieving are supported in a variety of ways:

- An accelerated curriculum
- Supra-curricular activities, EPQ, LAMDA, Oxbridge, Medics, Competitive Universities,
- Subject specific external challenges such as maths, biology, chemistry and physics
- Duke of Edinburgh Award
- Encouragement to participate in other national competitions, such as the ISA Essay, Music and Art competitions.

Comparing student baseline data and performance is part of our normal policy at Bosworth Independent School and includes the identification of academically high achieving students. This allows Heads of Department, Head of Year and Personal Tutors to support these students and ensure their progress.

Our definition of High Achieving Students also includes other non-academic areas of achievement such as sport, the Arts and community service. Head of Year leads in monitoring this alongside Heads of Department which is overseen by the Assistant Heads and Deputy Head.

High achieving students will also be supported by Pippa Gibbs, the higher education officer, when applying to competitive Russell Group universities or for competitive courses for example: Oxbridge, Medic, Law, LSE. Which is overseen by the Assistant Heads and Deputy Head.

