

# CURRICULUM

## 1. Policy Statement

*Bournemouth Collegiate School (BCS) provides full time supervised education for pupils of compulsory school age (ages 5-16) and education appropriate to EYFS pupils and pupils aged 16-19. The curriculum is designed to allow scope for the development of pupils' talents and interests at all stages and to provide a variety of learning experiences that are broad, balanced, challenging and enriching.*

*At BCS curriculum provision enables all pupils to have the opportunity to learn and make progress including those with special education needs. We are committed to providing opportunities for all pupils, to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum provision also enables pupils to acquire and develop skills in speaking, listening, literacy and numeracy.*

*In addition, we provide a PSHE and Citizenship programme which reflects the school's aims and ethos and which gives pupils experience in spiritual, moral, social and cultural education and Career Guidance appropriate to their age and ability (See Careers Policy). This programme is delivered through discreet lessons, assemblies, circle times and discussion. Details of this programme and how it is delivered can be found in the PSHE and Citizenship policy document and Schemes of Work.*

*The curriculum is planned to be appropriate to the age and aptitude of its pupils to prepare them for their subsequent education and the opportunities, responsibilities and experience of adult life. Where a pupil has identified specific learning difficulties appropriate support and guidance is provided through their Individual Education Plan. Where a pupil has a statement of Special Educational Needs, education is provided to meet their requirements (See LDD Policy). Pupil's needs are reviewed at least annually.*

*BCS seeks to implement this policy through adherence to the procedures set out in the rest of this document. This written policy statement on the curriculum is also supported by long term, medium term and short term plans and the work of the Heads of Departments Subject Leaders.*

*BCS is fully committed to ensuring that the application of this Curriculum policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.*

*This policy is applicable to all pupils in both senior and prep schools, including those in boarding and EYFS and BCS seeks to implement this policy through adherence to the procedures set out in the rest of this document.*

*In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the Senior school and Prep school offices and should be read in conjunction with the following documents: Teaching and Learning; Assessment, Recording and Reporting, Departmental Schemes of Work.*

*This document is reviewed annually by Vice Principal and Head of Prep or as events or legislation change requires. The next scheduled date for review is June 2012.*

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## **3. Key Personnel**

Curriculum in the Senior school is led by the Vice Principal, Peter Harris.

Curriculum in the Prep school is led by the Head of Prep, Kay Smith.

Curriculum in the EYFS is led the EYFS Coordinator, Charlotte Hayes.

## **4. Procedures**

Through our broad and varied curriculum we give pupils experience of the following:

**a. Linguistic education:** This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.

At BCS there are lessons in written and spoken English. Other languages are also taught across the school, including French, Spanish, German, Chinese and Russian. English is the main medium of instruction at BCS.

**b. Mathematical education:** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

**c. Scientific education:** This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

**d. Technological education:**

This area is concerned with increasing pupils' technological skills. This includes the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

**e. Human and social education:** This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. At BCS, History, Geography, RS and SMSC education make a strong contribution to this area.

**f. Physical education:** This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils also acquire knowledge and understanding of the basic principles of fitness and health.

**g. Aesthetic and creative education:** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects in all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

**h. Personal, Social, Health Education and Citizenship:** This area aims to develop the pupils' knowledge, skills and understanding needed to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It is taught as a discreet subject but also developed through all curriculum subject, assemblies and the ethos of the school.

These learning experiences are delivered through a range of curriculum subjects, which are timetabled as appropriate to age of the pupils.

## **A. Senior School**

In Years 7 and 8 our pupils have lessons in English; Mathematics; Science; French; Spanish; Geography; History; Religious Education; Physical Education; Art; Drama; Food Technology; Music; Information and Communication Technology; and Design and Technology and Personal, Social and Health Education (PSHE) and Citizenship. German, Chinese, and Russian are offered as well.

In Year 9 our pupils have lessons in English; Mathematics; Science; Geography; History; Religious Education; Physical Education; Drama; Information and Communication Technology. Pupils may choose either one or two languages (French and Spanish) and this is part of an options choice with Art, Design Technology, Home Economics and Music. In addition pupils are taught Personal, Social and Health Education (PSHE) and Citizenship.

During Year 9, pupils choose their GCSE subjects which they will then study in Years 10 and 11. Most pupils take ten subjects although this is tailored individually, with some taking eight/nine and some even eleven. Most take English, English literature, Mathematics and usually one modern language. They then have the option of taking the three separate sciences (Biology, Chemistry and Physics) or Science and Additional Science. In addition, pupils choose up to three further subjects from Geography; History; Religious Education; a second modern language; Business Studies; Art and Design; Drama; Home Economics; Music; Design and Technology; and PE. Qualifications in ICT are encouraged, as are those in speech and drama and instrumental music. Spanish, French, German, Chinese and Russian are offered at GCSE level.

### **1 Year GCSE**

A one year GCSE course is offered for Year 11 / pre A level pupils. Pupils largely study iGCSE in English Language, Mathematics, Biology, Physics, Chemistry, Business Studies and Geography. In addition they also study EAL, Art, Design and Technology, Games, PE and PSHE.

In Year 12 most pupils will study four subjects for AS levels and will be examined in these subjects before going on to study three of them to A2 level. A three year A-level course with a Foundation year is available to overseas boarding pupils. BCS pupils regularly achieve excellent results in LAMDA examinations (which now count towards UCAS points), arts festivals and public speaking competitions. The drama clubs put on productions each year, ranging from Shakespeare and Gilbert and Sullivan to modern musicals and comedies. Important though academic qualifications are, school is also an essential training ground for life in the outside world. At BCS there is a full Enrichment programme whereby we discuss current affairs; personal values and morals; coping with peer pressures; and 'hot topics' such as relationships, racism, alcohol and drugs, to help ensure pupils become a confident, responsible and tolerant adults. Pupils may also become involved with one of the community projects sponsored by the school, from fundraising for charity to assisting in social events for disabled children or entertaining elderly people from the local community. Sixth Form pupils are also given responsibility both as School Prefects and heads of House.

## **B. Prep School**

### **Curriculum content**

The curriculum for pupils in Years 1 – 6 includes the following: English, Mathematics, Science, Geography, History, RS, PSHE and Citizenship, French, Art & Design, Design and technology, ICT, PE and Games, Swimming. SMSC education is embedded into all lessons and extra – curricular activities where appropriate. Creative subjects include art, drama, design technology, ICT and music. Creativity flourishes beyond the traditional curriculum, with the choir, instrumental lessons, concerts, plays and competitions.

Cross- curricular opportunities are planned to enhance the provision. Pupils are in mixed ability classes, with setting in some of the older year groups. The curriculum is further enhanced by weekly library sessions and peripatetic music lessons.

In Years 5&6 support is given to those children preparing for the 11+ test. Additional 11+ preparation classes are available as an extra-curricular activity and VR/NVR lessons are timetabled into the curriculum

Subject polices and well planned schemes of work based on National Curriculum (and more) ensure continuity and progression throughout the curriculum.

In Yrs 1-3 the pupils are generally based in their own classroom, with their class teacher delivering the curriculum. However they do benefit from specialist teaching in PE and Games, D&T, French and ICT. In Yrs 4 - 6 the pupils have specialist teachers for most lessons and the pupils moved to different rooms for their lessons.

The core curriculum subjects Maths and English are taught most days and other curriculum subjects are spread across the week. We aim to provide a balanced programme of physical, practical and intellectual activities. The timetable is produced by the Head in consultation with the MMT. Lessons are mostly 1 hour with some 40 minute sessions.

### **Curriculum monitoring**

All staff are involved in the Review and Monitoring of the effectiveness of the curriculum and the schemes of work. Teachers own planning, reflection and evaluation also inform this process. The Long Term – Curriculum Overview is adapted accordingly. The curriculum is also monitored through lesson observations by the Head of Prep and the subject coordinators and through work scrutiny.

## **Extra-Curricular Activities**

We have an extensive extra-curricular programme in place to enhance the opportunities for SMSC education and for building teamwork, self-esteem, confidence and key skills such as listening and speaking, emotional intelligence, resilience, persistence etc. The programme includes:

- An extensive extra-curricular activities programme
- Class assemblies, concerts and productions
- School council
- Positions of Responsibility eg Head Boy/Girl, Prefects, House captains
- Fixtures, competitions, charity events
- Educational visits, trips and lessons outside the classroom

All staff are expected to take an extra-curricular activity.

## **LDD/Gifted and Talented**

Our curriculum serves the needs of all pupils and through our flexible approach and effective differentiation staff are expected to adapt and/or extend the curriculum to meet the needs of those pupils with LDD or those identified as highly able. (See LDD Policy and Gifted and Talented Policy) Developing Highly Able pupils may involve extending their curriculum by allowing them access to opportunities outside of school during the school day eg sports coaching. The performance and learning needs of all pupils are monitored through termly pupil progress review meetings and provision mapping.

## **Partnership with Parents**

Curriculum Evenings, Curriculum letters and booklets, open afternoons and special events all help to inform parents about the curriculum and how they can become involved in their child's learning.

### **C. EYFS setting**

The curriculum for pupils in the EYFS is based on the requirements of the Statutory Framework for EYFS and covers the 6 areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem solving, reasoning and Numeracy
- Knowledge and understanding of the World
- Physical Development
- Creative Development.

With this creative curriculum pupils learn through both child initiated and teacher led learning opportunities. They benefit from specialist teachers for Music, Dance and Swimming.