



Blundell's

CURRICULUM POLICY

2019/2020

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INTRODUCTION

Underpinning the curriculum is the school's policy of 'roots and wings', developed through emphasis on the following areas:

1. Character

To develop depth and breadth of character, which will encourage resilience, optimism, self-control and generosity within the rich Christian values that we have.

Within the curriculum, this is seen not only in the close working relationship between staff and pupil, but also within the positive relationships encouraged in the classroom between pupil and pupil. Part of developing our own characteristics of generosity and self-control includes our provision for enhancing understanding of fundamental British values, including democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is woven not only into the teaching of the whole curriculum but also specifically addressed in our lunchtime lectures, and in the PSHE, assembly, chapel and tutor programme.

2. Social Responsibility

To develop a sense of social responsibility and to be mindful of our role in our community towards each other, our role in society at large and in the global environment, which will encourage consideration, mindfulness and respect.

This is central to the conduct of our teaching and learning and is the guiding principle behind the PSHE programme, cross curricular events, trips and Field Day programme. Opportunities to develop social responsibility are built into the school week through tutor time, house meetings and through the organisation of the different teaching groups.

3. Independence

To develop independence, taking responsibility for our own growth and development which will enable us to show initiative, take ownership and feel satisfaction in what is achieved.

Within the curriculum, independence is encouraged not only through lesson activities and the demands of prep but also through marking and feedback, as pupils are given the opportunity to reflect with pride on their successes and to take responsibility for their own progress. Use of the library and BYOD is important here, allowing pupils opportunities to research and extend their knowledge outside the classroom. Opportunities for pupils to reflect on their progress and set themselves targets are built into the tutor programme and through formal self-assessment each reporting cycle. Examples of this in the classroom are the number of pupils who take EPQs, our pupil-nominated Phoenix Society and the number of opportunities for pupil presentations; science research projects, School House project, etc.

4. Excellence

To pursue excellence, aspiring to do everything as well as it can be done, which will develop a sense of justifiable pride and ambition

At Blundell's we define excellence as the development of pupil potential. Thus our curriculum facilitates the attainment of high standards in relation to the age, ability and needs of our pupils. We take pride in our individualised approach which allows every pupil to thrive and make progress. The

most able are encouraged to broaden their learning while those who need additional support have it built into their programme, rather than as an 'add-on'.

5. Adventure

To develop confidence and a sense of adventure which will foster courage, curiosity and enterprise and originality.

Academic confidence begins with an excitement about learning both inside and outside the classroom. Pupils are encouraged to explore links between their classwork and the wider world through a wide variety of trips, visits and cross curricular events. This begins in the earliest years with the School House Roots and Wings program which encourages the personal development of skills such as independent learning through the curriculum and engagement with a personal and a team project.

ORGANISATION OF THE CURRICULUM

- Blundell's provides a broad curriculum experience which allows pupils the opportunity to have progressively more challenging linguistic, mathematical, scientific, technological, aesthetic, creative, physical, human and social educational experiences, and to build positively on their learning in those areas within a supportive environment.
- We offer a varied and balanced academic curriculum, with 21 subjects available at GCSE and 26 subjects in the Sixth form, whilst offering additional opportunities for students to participate in a wide range of extra-curricular activities, drawing on the expertise and support of a dedicated, enthusiastic and well-qualified staff.
- Every department supports the development of pupils' understanding of democracy, rule of law, individual liberty, and mutual respect (British values). This can be seen through direct links in individual lessons for example on the causes of the Civil War in Year 8 History, the role of women in *Of Mice and Men* in Year 10 English or the 'moral choices' components in the Key Stage 3 and 4 Drama lessons. Moreover, throughout the curriculum, we ensure pupils are given a balanced viewpoint and the opportunity to explore a range of views – and, through classroom discussion and an open and tolerant atmosphere, pupils are taught to respect the views of others.
- We have a strong commitment to optimising teacher to pupil ratios, and catering afresh for the academic preferences of pupils each year with timetable block flexibility at GCSE and A level whenever possible. Class sizes are therefore only occasionally ever greater than 20, and may be less than 5 for some A level subjects. More typically, classes are between 14-20 until Year 11, and then 10-14 in the Sixth Form although these will vary each year.
- Our focus is to enable senior pupils to access the academic subjects which most closely match their interests, aptitudes and aspirations; this helps them to develop their potential with enthusiasm and confidence. Academic departments work closely with tutors to ensure each pupil has the right programme for them and the Year 11 tutors working with the PSHE department take the lead in using the Morrisby feedback provided by the Careers department to help the pupil make the best possible decisions.
- Regular Parents' meetings for each year group and twice a year in Year 7,9, 12 and 13, allow parents the chance to meet pupils' teachers and tutors in person. Each of these is preceded by an Academic Parents' Forum which is led by the Deputy Head, Academic, covering detailed information relevant to that year group and looking ahead to the next stage. The Head of the Year and the Head of Careers will also participate in these forums where relevant, and communication is encouraged at any other

time as required. Parents receive regular feedback on academic progress and personal development via tutor reports, full reports and tutor letters.

ENRICHMENT

- We are committed to ensuring that opportunities to learn outside the classroom are available every year to each pupil as they progress through the School. We have a Field Day each term when all pupils are invited to participate in trips, outings, visits and workshops. We are fortunate to be in a geographical location which allows easy access to some outstanding facilities such as the Eden Project, Dartmoor, Exmoor, Haldon Forest, Broomhill Sculpture Park, Woolacombe Bay, Dunster Castle, Cheddar Gorge, Longleat, Escot Park, @Bristol, Paignton Zoo and the Blackdown Hills amongst others.
- An imaginative programme of cross curricular events are devised for Years 7 – 9. In Years 7 and 8 these form an integral part of the Roots and Wings program every Wednesday afternoon where external speakers and internal lectures challenge and stimulate students. These have included lectures on cryptography, workshops from visiting artists and authors and engineering challenges. Every weekend during term, different groups of pupils will have outings arranged (in addition to a full sports fixtures programme) which have included coasteering, paintballing, quad biking, cinema visits, Ten Tors training and Duke of Edinburgh expedition practice. Participation in these is voluntary and we are delighted that so many pupils take up these opportunities, bringing a real sense of community to the school throughout the weekend as well as the working week. Opportunities for wider travel and adventure come through projects such as the Community Laos project, the World Challenge trips to Borneo and links with projects such as the House of Hope orphanage in Nepal. All School House pupils take part in the “Islands Project” over 3 days in the summer term of Year 8 where they work as governments to ensure the survival and success of their own Island
- Years 9 and 10 are invited to join the Phoenix society aimed at “the intellectually curious”. Structured around a talk and a visit, this has taken pupils to Hinckley Point, Jaguar LandRover, Flybe, the Houses of Parliament, the Supreme Court, a magistrates’ court (in session) to name but a few.
- Years 11-13 have regular time on a Friday after school when visiting speakers, whole year lectures as well as smaller interest groups run. These consist of a mix of compulsory and optional activities.
- The Activities programme offers a wide range of opportunities to develop pupils’ leadership and teamwork skills. These range from participation in the Enterprise programme (via the Economics Society or the Young Enterprise scheme), to contribution of the editorial team of the school magazines and publications as well as giving pupil opportunities for senior pupils to run Academic Societies. Through the School Council, pupils have the opportunity to comment on events such as Field Day and suggest improvements. Pupils participate in whole school events which reflect the national scene, including the 2015 mock election and the planned 2017 referendum on the EU.
- We are involved with the local community in many different ways, ranging from volunteering (visits to residential care homes; work with primary age pupils) to support of charities through local fundraising events such as joint Art exhibitions and musical concerts; and hosting lectures (including the Royal Geographical Society and the Royal Institute of Economic Affairs), dramatic productions and local clubs such as the Tiverton Astronomy Society, from which our parents, staff and pupils also benefit. We host local schools including Tiverton High School and Heathcoat Primary School to events such as author visits and take our responsibility within the community very seriously.
- We seek to broaden pupil horizons through a varied programme of sport and activities which are provided after lessons, with many opportunities to develop physical, mental, aesthetic, creative and

problem-solving skills. Choir, Chamber Choir, Big Band and Orchestra are some of the larger musical ensembles, whilst annual House Plays and school plays or musicals provide a range of opportunities to perform, design and direct. Over 200 pupils take instrumental music lessons. The house public speaking and debating competitions are fiercely contested. All major sports are coached, and a full fixtures programme allows for pupils with different levels of sporting ability to participate in matches. Blundellians have reached prominence at both County/Regional and National level in Rugby, Athletics, Cross Country, Hockey, Equestrian, Fives, Squash, and Target Rifle. The annual Devizes to Westminster Canoe Race is proud tradition, as is the historic inter-house Russell Cross-Country Cup and Open Competition which is a highlight of the Spring Term. Many pupils volunteer for the Ten Tours Challenge and all our Year 9 pupils take part in the Williams Cup in the Autumn.

- The Combined Cadet Force (CCF) is compulsory for four terms (Year 9/10) but many pupils opt to continue their involvement in working towards NCO rank promotion and developing a wide range of leadership and personal skills through adventurous training.
- Ancient Greek is offered as an extra GCSE option for those pupils who are interested in expanding their knowledge of the Ancient World.

THE PSHE, CAREERS & 'FUTURES' PROGRAMME (see also Careers Policy)

- The PSHE programme has protected time each week and is taught by experienced staff. Girls and boys are taught separately in Years 7-9 and for specific topics thereafter, otherwise in co-educational groups in the older years. The emphasis here is on enabling pupils to make the right decisions for themselves. Topics include e-safety; bullying & cyber-bullying; children and the law; nutrition and healthy eating; self-esteem & assertiveness; time management; puberty & adolescence; divided families; peer pressure; sexual health; alcohol and drug use/abuse; discrimination; the work of the police; UK and European government; rights & responsibilities; political participation; human rights; personal budgeting; mass media; global issues (water wars, famine, organic & GM crops, population growth, women's rights, AIDS/HIV).
- The programme for PSHE in the Sixth Form includes presentations from visiting experts and agencies. These presentations are well received by pupils, particularly on topics such as sexual health, safe driving, drugs and alcohol. The talks are generally scheduled into study periods or Futures periods without affecting teaching time.
- All Sixth Form pupils follow a 'Futures' programme in their free 'block' (1 period per fortnight on an annual programme). This comprises an introduction to UCAS and Careers advice, advice on interviews, Oxbridge entry and preparation and related topics. Pupils not wishing to go on to University are also guided and supported; destinations have included the Armed Forces, Foundation courses and direct employment. Pupils work with the same Futures teacher throughout the year in small groups with full ICT access, which allows for a very personal level of support, additional to the guidance received from their Academic Tutor, advice from the Head of Careers and the resources of the Careers Department.
- The Lower Sixth programme begins with pupils' presentations and self-reflections on their work experience before moving into familiarising pupils with the UCAS process and website (University & College Admissions System) which most will use to apply for places at Higher Education Institutions. This is also the focus in the Autumn Term of the Upper Sixth, with the Spring term programme focusing on managing a budget whilst away from home. Many pupils return for advice as Old Blundellians (for example if they are making an application in a GAP year) and we are happy to provide time and expertise to support them.

- The focus of careers guidance in the younger years is on providing access to a range of activities which inspire young people. This takes place for example in lectures and assemblies when Year 12 students give presentations to Years 7-9 on their work experience. Students consider their own strengths and weaknesses from Year 8 in PSHE which begins to sharpen their ideas on the sorts of work which might best suit them. In Year 9, guidance is given both in PSHE, in year group assemblies and by the tutors regarding GCSE options and different careers that they may lead to. Strong links are built with employers, many of them who are Old Blundellians. They come to the school to give 'Careers lunches' open to students in Years 9-13; recently we have welcomed speakers from John Lewis, the agricultural sector and the marketing sector.
- Year 11s also take the online adaptive Morrisby test and discuss their findings with their tutor and a report is written to parents. This leads into the Employability event, in which students have the opportunity to work in small groups with leaders in different careers. Work experience is completed by the Year 11 students after their GCSE exams.

SUPPORTING LEARNING (SEND/EAL)

- All our students have full access to the curriculum. Students with SEN or EAL are assessed as they enter the school so the right provision can be put in place for them. A small number of pupils who will struggle to access the full curriculum successfully may follow a reduced programme which is determined in consultation with their families, the EAL or Learning Support Department, Houseparents and the Deputy Head, Academic. Close monitoring of the progress of such pupils can allow for adjustment at any point during an academic year. Should any pupils have a statement, their needs are suitably accommodated.
- The Learning Support department is fully integrated within the curriculum. Links are made with the pupil's primary / prep school in Year 6 so the appropriate provision can be made. We are flexible in the design of an individual pupil's curriculum so pupils can gain the support they need – with the aim of the support being phased out as they get older and make the appropriate progress in their learning.
- Pupils on the Learning Support Register all have an individual education plan which is designed in conjunction with the pupils themselves and which is made available to staff through the 3SYS management information system.
- The EAL department is similarly integrated and offers help for pupils whose first language is not English - usually around 10% - 12 % pupils. Lessons for EAL pupils are integrated into the curriculum and, in the lower years, are usually timetabled in place of a Modern Foreign Language. International Students in Year 11 may take IGCSE in English as a Second Language. International Students in the Sixth Form will take the IELTS qualification in addition to their A Level studies and may also take an A Level in their native language.
- There is close liaison between the Learning Support and the EAL department and the other departments. Advice is offered by both departments for teachers to ensure that pupils with special needs are fully supported within the curriculum as well as with additional support. Both departments offer 'clinics' in the activity programme to which pupils can bring work which they are finding difficult.
- Close liaison between these Departments and the Exams Officers also caters for access arrangements in some internal exams as well as public exam situations, such as pupils requiring extra time or use of a laptop or scribe. These pupils are in the minority but their needs are carefully identified. We benefit from employing an Educational Psychologist, as Head of Learning Support. She and a member of her

team are qualified in assessing the appropriate levels of need and where feasible, separate examination arrangements are put in place for extra time candidates in order to minimise the level of disruption experienced.

CURRICULUM IN YEARS 7, 8 AND 9

- There are four academic teaching groups in each of Years 7 & 8 to accommodate around 60 pupils, and five teaching groups in Year 9 (for around 90 pupils) setted to some extent by ability in maths, English and Languages. We make minor adjustments each year if the academic profile and needs of the cohort dictate.
- Year 7 setted separately for Maths and otherwise in carefully organised sets to ensure students are placed alongside those with whom they will work well.
- Year 8 setted separately for Maths, otherwise in carefully organised sets to ensure students are placed alongside those with whom they will work well.
- Year 9 setted separately for English, French, second language (Spanish/German) and Maths. The sets are arranged using data on the whole year performance together with new pupil entrance /scholarship exam data used for setting.
- The number of teaching periods allocated to each subject is given in the grid below.
- Each teaching period is 50 minutes long.
- Years 7 & 8 have lessons on Monday-Friday only and on Wednesday morning. Wednesday afternoon is set aside for sports matches and the Roots and Wings program. In Year 9 and above pupils have Saturday morning school (which consists of 3 academic lessons)
- A termly programme of activities and games is arranged for the time between lessons and the end of school at 5.30pm.
- PSHE is taught in groups by a team of experienced PSHE teachers. There is also academic Tutor contact time built in to the week as additional pastoral support.
- In Years 7 & 8 almost all pupils study French and Latin. In Year 9 they may choose German or Spanish as a new (second) Modern language, and may choose whether or not to continue with Latin.
- For pupils who choose to continue with Latin (usually between one quarter and one third of the year group), we have created a termly rotation of the Expressive Arts (Drama, Music, DT, Art) catering for their preferences. Pupils not studying Latin in Year 9 will do the periods as indicated below.
- For one set of pupils, generally those who receive EAL or Learning Support, the study of a second language will only be taken at the discretion of the Head of MFL. Additional support lessons may be timetabled in these slots.

SUBJECT	YEAR 7	YEAR 8	YEAR 9
English (speaking, reading, listening and writing skills are all developed)	3.5	3.5	3
Mathematics	3.5	3.5	3
Separate Sciences are taught throughout			
Biology	1.5	1.5	2
Physics	1.5	1.5	2.5
Chemistry	1.5	1.5	2.5
French (speaking, reading, listening and writing skills are all developed)	2	2	2.5
Latin	1	1	3
Art (photography and digital as well as drawing, painting and 3D skills)	1.5	1.5	2
Design & Technology (including Graphics and Computer Aided Design/Modelling)	1.5	1.5	2
Drama	1.5	1.5	2
Music	1	1	2
Computing	0.5	0.5	1
Geography	1.5	1.5	2
History	1.5	1.5	2
Physical Education (& timetabled Games)	1 (& 1)	1 (& 1)	1
Religious Studies	1	1	1
German	-	-	2.5 (one only)
Spanish	-	-	2.5 (one only)
PSHE (Personal, Social, Health & Economic Education)	1	1	1
TOTAL number of periods per week	27	27	30

CURRICULUM FOR YEARS 10 & 11

In the Spring term of Year 9, students are asked what subjects they would like to choose at GCSE following guidance sessions with the Head of Careers within the PSHE programme from tutors as part of the tutorial programme, consultation with parents at the annual Parents' meeting, an Academic Forum led by the Deputy Head, Academic and Head of Careers, Parents and pupils are also directed to the Launchpad website (via the school's login) which is an excellent resource in helping to make decisions about future courses of study.

The teaching blocks are then constructed, based on these choices, to enable as many students as possible to study their chosen combination. For at least the past five years virtually every student has been able to study their chosen subjects.

All examined GCSE/iGCSE courses have 3 periods per week, except English (3.5 periods) and Maths (3.5 periods). Pupils are set by ability in these subjects and if appropriate can move sets during the two years without negatively impacting on any other lessons. Pupils are also set by ability for Modern Languages.

Pupils will sit 9 or 10 GCSEs from the 21 subjects available, comprised of the following:

English Language and English Literature or a combined English programme when it is deemed appropriate.

Mathematics

A minimum of two separate Sciences (Biology, Chemistry, Physics)

For the remaining five subjects almost all students will take a Modern Foreign Language and most pupils study at least one, along with at least one Humanity (History, Geography, RS) from the options below.

- Art
- Design & Technology (Resistant Materials OR Graphic Products courses available)
- Computer Science
- Music
- Drama
- French
- Spanish
- German
- Latin (Greek may also be taught and examined although lessons may be off timetable)
- Geography
- History
- Religious Studies
- Classical Civilisation
- Mandarin

Students requiring EAL may take fewer GCSEs subjects and receive additional lessons in that subject block. Alternatively, they will follow a full GCSE programme and receive lessons in the General PE/RS non-examined block. In addition, pupils have a period of each of the following in Year 10:

- PSHE (Personal, Social, Health & Economic Education)
- Non-examined general Religious Studies/General PE rotation.

SIXTH FORM STUDIES

We recommend that students choose 3 or 4 subjects to study to Year 12 and then to continue with 3 of these to A2 level (although it is possible to do more than this). The majority of subjects are timetabled for 6 periods each week but this may be reduced if there are only a small number of students wishing to study a particular subject. If numbers are exceptionally small, the option may not be viable but this is unusual.

Pupils choose their subjects in Spring of Year 11 and the timetable grid of blocks is devised to best suit the options selected and to allow the largest number of pupils the opportunity to study the combinations of subjects they have chosen.

Art (Fine)	Geography
Art (Photography)	German
Biology	Government & Politics
Business Studies	Greek (* teaching will be available if demand is sufficient)
Chemistry	Latin
Classical Civilisations	Mandarin (where pupils have experience of this subject prior to Sixth Form)
Computing	Mathematics / Further Mathematics (guided choice)
History	Music/Music Technology
Design and Technology	Physics
Drama and Theatre Studies	PE
Economics	Psychology
English	Religious Studies
French	Spanish
Film Studies	

Reviewed by CHL Autumn 2019

Amendments:

Autumn 2019 – Date update only