



Secondary School Curriculum Policy

Purpose

The purpose of this policy is to clearly and simply outline the framework for the provision of the Secondary School Curriculum to students in Year 7-13.

Overview

At IBSB, the curriculum includes all the planned activities that we as a school organise in order to promote learning, personal growth, development, and wellbeing. It includes, not only the formal requirements of the English National Curriculum in Years 7-9 and CIE/Edexcel curriculum for Years 10-13, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

IBSB provides a curriculum that is broad and balanced, within international constraints. The school strongly values the place of the arts and creativity and aims to sustain their place within the curriculum. Citizenship will be promoted within PSHE, and across the curriculum through the IBSB core values.

A flexible timetable widens the choices available to students and enables them to follow a curriculum that is best suited to their interests, skills, and needs in the Secondary School. We will continue to follow the policy of admitting only students to IBSB whose curricular needs we are able to meet, including students who have special educational needs or English as an Additional Language needs.

Fundamental to the curriculum is the quality of teaching and learning. We continually look for ways to improve the quality of teaching, based on a British model of quality and a reflective, collaborative approach. High Performance Learning has been introduced as a means of further strengthening the quality of teaching and learning within IBSB, and alongside this, we run a comprehensive INSET/training programme and share good practice between teaching staff and with other schools. The school offers regular staff training opportunities, including attending both internal and external CPD training sessions.

Aims

We aim to teach students how to grow into positive, responsible global citizens, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential. We do this through our core values, alongside the values, attitudes, and attributes of HPL. At IBSB, we aim to offer a balanced and broad based curriculum which provides:

- An enjoyable learning environment
- Development of each child: spiritual, moral, intellectual, social, emotional, and physical
- A learning environment in which all pupils are encouraged to actively participate and where pupils understand that making mistakes is an important part of the learning process



- An accessible curriculum and the support needed to enable our pupils to become confident, successful, independent learners
- A rigorous curriculum which develops critical thinking skills, challenging each and every pupil to strive to be the best they can be
- Encouragement for pupils to set high goals, which can be broken down into a series of smaller achievable targets, and to motivate and inspire our pupils to work toward achieving their goals
- Support programmes to enable each and every pupil an equal opportunity to succeed in their studies
- A rich extracurricular programme to enable them to discover and develop their special talents and abilities
- A pastoral care system which ensures that all pupils feel included and valued
- A safe, comfortable learning environment where pupils feel secure, happy, and cared for
- An exploration of their spiritual, moral, cultural, mental, and physical development
- Opportunities to reflect on British and International values
- Opportunities to learn and practise the basic skills of English, Mathematics, and Computing
- A way to make learning more meaningful by putting it into a relevant context
- Provide challenge, allowing pupils to engage themselves in deeper learning

High Performance Learning

High Performance Learning (HPL) provides young people with a powerful toolkit in the way they approach learning. We truly believe that through HPL our students quickly develop the cognitive and emotional skill-sets to grow in confidence and more fully exercise their intellect. In time, these skills empower them to achieve their dreams and make an informed and valuable contribution within a rapidly changing world.

High Performance Learning (HPL) enables students not only to achieve academic excellence but to develop a way of thinking and learning that develops mental agility, reasoning skills, and an appreciation of the benefits of working hard. Rather than focusing on early signs of under achievement that, in other schools, might have resulted in a student receiving less demanding work with lower expectations, HPL helps each individual to develop a multitude of cognitive and emotional attributes that give them the skills and resources to break through learning barriers.

There is a gap between how success is defined within school systems and what society, the workplace and the individual require in the wider world. At IBSB, we look to increase our students' performance, to look beyond their own geography and embrace a world-wise education. We believe that High Performance Learning liberates our students as high achievers with the skill-set to operate and empathise as true global citizens.

Many of the ACPCs and VAAs were being employed at IBSB, prior to our introduction of HPL. Our focus now is to embed HPL into the day-to-day life of the school and teach students to use these skills within the taught curriculum, during pastoral time, and within extra-curricular activities.

Key Stage 3

In KS3 all students study the same subjects, with the exception of Modern Foreign Languages where students have an option of studying French, German, and Spanish.

The curriculum for Key Stage 3 is as follows:

Subject	Year 7 (lessons/week)	Year 8 (lessons/week)	Year 9 (lessons/week)
English	4	4	4
Maths	4	4	4
Science	4	4	6
Humanities	3	3	3
Drama	1	1	1
MFL	3	3	3
ICT	2	2	2
PE	2	2	2
Music	1	1	1
PSHCEE	2	2	1
Art	1	1	1
Clubs	2	2	1
Form Time/assembly	1	1	1
Total	30	30	30

All the subjects follow the National Curriculum of England. The lessons are taught in tutor groups in all of the subjects. In MFL students are split into three groups depending on the foreign language they study. At the end of Year 7 and Year 8 students will sit Cambridge Progression tests in English, Mathematics, and Science, internally moderated, alongside GL progression tests in English and Maths. At the end of Year 9, students will sit the Cambridge Checkpoint exams in English, Maths, and Science, externally moderated. *See Assessment for Learning Policy for detailed information on assessment.*

Key Stages 4

In KS4 students study four compulsory subjects (English, Mathematics, Science, and ICT/Computer Science). In addition to the core subjects, they are required to select three options from: French, German, Spanish, Psychology, History, Geography, Business Studies,

Economics, Sociology, Art, Music, and Drama. In addition to these subjects, all students will have on their timetable two lessons of Physical Education and one lesson of PSHE.

The curriculum for Key Stage 4 is as follows:

Subject	Year 10 (lessons/week)	Year 11 (lessons/week)
English	4	4
Maths	4	4
Science	5	5
ICT	3	3
Option 1	3	3
Option 2	3	3
Option 3	3	3
PE	2	2
PSHCEE	1	1
Clubs	1	1
Form Time/Assembly	1	1
Total	30	30

All the subjects studied in Year 10 and Year 11 except PE, PSHE, Psychology, Art, and Music (examined by Edexcel) follow the Cambridge International Examination Curriculum and end with an IGCSE exam by the end of Year 11. All students finishing KS4 in IBSB will ideally have 7 to 10 IGCSE qualifications in their portfolio. *See Assessment for Learning Policy for detailed information on assessment.*

Key Stages 5

At KS5, students will be required to study a minimum of four subjects in Year 12 and a minimum of three subjects in Year 13. The option of subjects will be based on the following criteria: the IGCSE grade in the respective subject must be at least a B (we encourage students to aim for subjects where they have achieved A* or A), university preference (if known), and advice from the School's Academic Counsellor. Parents will be involved in the process of choosing subjects for the Advanced Level course.

According to our academic pathway policy, a student can only progress to the Advanced Level Programme if he/she has passed a minimum of five IGCSE subjects (two must be core subjects) with C - A* grades. In addition, students wishing to study a given AL subject must achieve a passing grade of B or higher in the given IGCSE subject (extended component) for automatic entry. Students with a passing grade of C will be required to attend a meeting to

consider whether they will be permitted to start the A Level programme on a 1 Term probationary contract during which time they must prove themselves capable of passing the A Level programme. Students failing to meet the terms of their contract will not be allowed to continue studying the given A Level subject from Term 2 onward. Students failing to pass 5 IGCSE Subjects will be required to repeat Year 11. Students failing to achieve a passing grade of C (D-U graded awarded) will be required to repeat that subject at IGCSE Level before continuing on to study that subject at A Level.

The curriculum for Key Stage 5 is as follows:

Subject	Year 12 (lessons/week)	Year 13 (lessons/week)
Option 1	5	5
Option 2	5	5
Option 3	5	5
Option 4	5	5
Option 5	5	5
CAS	1	1
PSHCEE	1	1
Form Time/Assembly	1	1
Private Study Periods	Variable	Variable
Total	30	30

All the subjects studied in Year 12 and Year 13 (except PE, PSHE and CAS) will follow the Cambridge International Examination Curriculum and will end with an AS and AL exam by the end of Year 13. All students finishing KS5 in IBSB will ideally have 3 to 5 Advanced Level qualifications in their portfolios. *See Assessment for Learning Policy for detailed information on assessment.*

Early entry for examinations – See also Examinations Policy

From September 2018, students will not be entered for AS levels when they are in Y11.

Exceptions to this rule

In Mathematics, students who wish to take their IGCSE Maths examination at the end of Y10, AS in Y11, and A2 in Y12 will only be allowed to do so if they intend to take A Level Further Mathematics in Y13. This will only occur with the agreement of the Head of Mathematics and the Head of Secondary.



In MFL, students will be able to sit IGCSE examinations in the summer examination session in Y10. There will be no first time examinations taken in the November examination session, unless there are special circumstances signed off by the Head of Secondary. Students who take IGCSE early will then start an A Level bridging programme in Y11 which will involve them studying AS level content. They will have 3 lessons a week only. No AS examinations will be taken in Y11.

IGCSE English 2nd Language will be taken by non-native English speakers at the end of Y10. IGCSE English Language and Literature will be studied concurrently - both examinations will be taken in the summer examination session of Y11. English Literature is compulsory, unless advised by the Head of English and Head of Secondary.

Spiritual, Moral, Social, and Cultural (SMSC)

At IBSB, we strive to create a learning environment which promotes respect, diversity, and self-awareness, and equips all of our pupils with the knowledge, skills, attitudes, and values they will need to succeed in their future lives. The curriculum provides a wide range of artistic, sporting, community, and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points. In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE activities.

The school works to maintain a climate or ethos within which all pupils can grow and flourish, respect others, and be respected, accommodating difference and respecting the integrity of individuals. This occurs during the school day, e.g., when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

English as Additional Language

Students whose first language is not English are assessed prior to entry into IBSB and again upon arrival during their induction programme to determine their English language capabilities and needs. Extra support is provided through timetabled EAL (English as an Additional Language) lessons. These lessons aim to develop the students' English language skills and communicative ability and to build the students' confidence to succeed in an English speaking environment.

The number of lessons of EAL a week will vary from between 1-5 lessons per week depending on the student's level. All students with EAL needs will be given a personalised timetable with EAL lessons scheduled during non-core subjects where possible. Where 1-5 hours of focused EAL support is not sufficient, students will be advised to seek additional support outside school, with help in finding a tutor where required.

Learning Difficulties and Disabilities and SEND

At IBSB we strive to screen new pupils for learning difficulties and disabilities during the first four weeks following enrolment, in addition to acting upon any information passed on by the pupil's previous school. The entry assessments carried out aim to highlight those pupils who are more able and those who may have specific learning difficulties. Teachers may also identify a pupil as being SEND or More Able and Talented by completing a referral form to send to the Student Counsellor in order for assessment to be carried out, and where relevant an IEP completed with extra support outlined and monitored on a half termly basis.

Pupils who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs will have their needs considered individually by qualified specialist staff.

The provision for a pupil with a learning difficulty depends on a pupil's need having been formally diagnosed, and may include such help as group support within the classroom. Teaching staff are kept well-informed, have up to date knowledge of effective learning and teaching strategies, and are skilled at teaching differentiated lessons catering to the needs of pupils with learning difficulties and/or disabilities and those with particular special educational needs.

At IBSB, we believe that all students have the potential to attain at a high level, and demonstrate a high level of performance, however some students may take longer to get to this level and may require more support.

Careers and academic counselling

The Career Counselling programme effectively starts at Year 9 at the IGCSE Options Evening, which takes place in Term 2a each year. Unifrog is used as the platform of choice to provide support for pupils. Careers guidance is also provided throughout the course of the year in PSHCEE with specially designed sessions by the university and career advisors and academic counsellors. In addition, the school organises a number of visits by outside agencies, speakers and advisers including a careers week in May of each year. University fairs and trips to universities are part of the process and will happen during the course of the year for Years 11, 12 and 13.

Study Periods

Sixth Form pupils have provision for Private Study, which includes use of the Sixth Form Study Rooms, the Library, and the numerous computer facilities located on both campuses. In some cases, the Sixth Form Team may insist that a pupil attends Supervised Private Study.

Work Experience

Work Experience refers to 'placement on employer's premises in which a student carries out a particular task or duty, or a range of tasks or duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience.' (Work Experience: A guide for employers - Department for Education and Skills - 2002). Years 11 - 13 students have the

option to undertake a one or two week work experience in the final two weeks of Term 3. This is an integral part of the careers education guidance programme at IBSB.

Extracurricular Programme

IBSB offers a rich extracurricular programme designed to help students develop their social, interpersonal skills by working in a team, organising and leading projects and events and being part of the wider community. All of these will happen across the year through a variety of projects and programmes: weekly assemblies, TIV (the school newspaper), interschool sport competitions, interschool and international debate competitions, MUN, student council projects, Prefect body, educational visits, House Games, drama productions, interschool talent show and special days and events celebrating internationalism like the United Nations Day.

PSHE and Citizenship

PSHE and Citizenship is an essential part of our curriculum as they deal with issues affecting our pupils' lives, both on an individual basis as well as the whole school community, which in turn lead to the wider world. It is essential that attention be paid to the requirements of PSHE and Citizenship if we, as a school, are to provide solid foundations for our pupils' futures. Through the PSHE and Citizenship curriculum we aim to give our pupils the knowledge, skills and understanding they need to lead confident, healthy and thoughtfully independent lives. We aim to make continuous positive contributions to our pupils' education, enabling them to become informed, active and responsible citizens.

Updates of the curriculum

The Key Stage Coordinators and Head of Departments have the main responsibility for finding out about any possible updates to the curriculum from the DfE and Examination Boards. They are required to inform the Head of Secondary and the teachers within their department.

Splitting of classes

At some points, it may be necessary to split a class due to an increase in pupil numbers at the school. When this is necessary, students and parents will be asked to declare a maximum of three students that they wish their child to be placed with, and any students they would not like their child to be placed with. The school will then do its best to meet these requests. Students will always be placed with at least one pupil they have chosen to be with. Parents will have an option to request a change of class for the first two weeks of the school year, but after that point, no changes will be agreed to. Parents will not have the right or the possibility to select which group they want their children to join based on teacher allocation.

Transition Programme

We recognise that moving onto Secondary School can be a difficult and stressful time for Year 6 pupils, and their parents, so we have devised a transition programme which should contain the following provision in this order:

- PSHE sessions during Term 3 with moving on and SRE themes.
- A graduation / farewell assembly in the week before the transition week.



- Presentation from some Year 7 pupils to Year 6 to offer guidance and advice.
- A 3 day transition programme in the Secondary School during the penultimate week of the year in which Year 6 follow a typical Secondary School day meeting their form teachers and subject teachers for the following year, if possible. They will have taster lessons and become familiar with the classes and teachers.
- A parent information meeting with the Key Stage 3 coordinator, Head of Secondary and Year 7 form teachers on the last day of the transition programme.
- A graduation ceremony on the penultimate Friday of the year.
- A residential visit to the UK in their final week as Year 6.

In addition, the Key Stage 3 Coordinator is provided with handover information by the Upper Primary School Coordinator which contains the following:

- GL Data and analysis from the Progression Tests in English, Maths and Science.
- Teacher Assessments from Classroom Monitor detailing their progress against the KPI's.
- School report from the end of year
- Relevant pastoral details about each pupil, including strengths, areas for development, social skills, behaviour, familial circumstances, medical issues, SEND etc.

The secondary school will also provide feedback from HoD in core subjects / KS3 Coordinator after the first half term, back to KS2 Coordinator about how students have coped, if the levels are good in core subjects, that allows the Primary school to reflect on their KS2 programme.

Related Policies

Secondary School Marking Policy

Secondary School Assessment for Learning Policy

Secondary School Graduation Policy

Secondary School Subject Policies

WS SEND Policy

WS Differentiation Policy

WS Equal Opportunities Policy