

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 the Cambridge/Pearson Edexcel curriculum for Years 10-13, but also the range of co-curricular and 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 (SEND) or English as an Additional Language needs (EAL).

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 embedded within the school 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 co/extra curricular 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 fundamental 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
Computing	2	2	2
PE	2	2	2
Music	1	1	1
PSHE	2	2	1
Art	1	1	1
Clubs	2	2	1
Form Time/assembly	1	1	1
Total	30	30	30

All subjects follow the National Curriculum of England. Lessons are taught in tutor groups across all subjects, with the exception of Modern Foreign Languages (MFL). In MFL, students are grouped according to the foreign language they study.

Where appropriate, EAL (English as an Additional Language) pupils may be withdrawn from certain lessons to receive targeted EAL support. Similarly, pupils with SEND may receive in-class support from a teaching assistant or, where necessary, be withdrawn for additional support sessions.

At the end of Years 7, 8 and 9, students sit end-of-year assessments. In addition, students sit the IGCSE English as a Second Language examination at the end of Year 9.

Key Stage 4

In KS4, students study three compulsory GCSE subjects (English, Mathematics, and Science). In addition to these core subjects, they are required to select four options from: French, German, Spanish, Psychology, AS Classical Studies, History, Geography, Business Studies, Economics, Sociology, ICT, Computer Science, Art, Music, and Drama. Parents are involved in the selection process, and 4 option blocks are subsequently created based on pupil choice. In addition to these subjects, all students will have on their timetable non-examined subjects of Physical Education and 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
Option 1	3	3



Option 2	3	3
Option 3	3	3
Option 4	3	3
PE	2	2
PSHCEE	1	1
Clubs	1	1
Form Time/Assembly	1	1
Total	30	30

All subjects studied in Years 10 and 11, with the exception of Psychology, Art, and Music (which are examined by Pearson Edexcel), follow the Cambridge International Examinations curriculum and culminate in an IGCSE examination at the end of Year 11.

Students completing Key Stage 4 at IBSB will typically achieve between 8 and 10 IGCSE qualifications. Only in exceptional circumstances, and following agreement with the Head of Secondary, may a student be permitted to study fewer than eight IGCSEs.

Where appropriate, EAL (English as an Additional Language) pupils may be withdrawn from certain lessons to receive targeted EAL support. Similarly, pupils with SEND may receive in-class support from a teaching assistant or, where necessary, be withdrawn for additional support sessions.

Key Stage 5

Entry into Key Stage 5 (KS5) is dependent on students achieving a minimum of five passing grades at IGCSE level. Students who do not meet this requirement will be required to repeat Year 11. Students who do not achieve at least a grade C (i.e. receive a grade D–U) in English and/or Mathematics will be required to re-sit the relevant IGCSE subject(s) in order to graduate from IBSB. In addition, students must achieve a minimum grade B in IGCSE Mathematics and a minimum grade B in IGCSE Coordinated Science in order to progress to A Level Mathematics and Science courses.

At KS5, students will be required to study a minimum of three subjects in Year 12, with most students taking four subjects, 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 university applications counsellor.

Parents as partners 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 with C - A* grades. In addition, students wishing to study a given A Level 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 onwards.

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
PSHE	1	1
Form Time/Assembly	1	1
Supervised Study Periods	Variable	Variable
Total	30	30

All the subjects studied in Year 12 and Year 13 (except Art and Music, which follow the Pearson Edexcel curriculum) will follow the Cambridge 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 Policy for detailed information on assessment.*

IBSB also affords Year 12 and 13 pupils the opportunity to sit the Extended Project Qualification (Pearson).

Early entry for examinations – See also Examinations Policy

In Mathematics, students who wish to take their IGCSE Maths examination at the end of Y10, are allowed to do so, if they will achieve an A*. This will only occur with the agreement of the Head of Mathematics and the Head of Secondary. If an A* is not achieved, they must retake the IGCSE in year 11.

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 Year 11, 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 Y9 as mentioned, unless the student is unlikely to achieve a B grade or above, in which case, the exam will be taken at the end of year 11.

Pupils studying AS Level Classics will sit the exam in November of Year 12. Pupils studying A Level classics will sit the exam in November Year 13.



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 aims to maintain a climate and 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 between 1-5 lessons per week depending on need based on the student's current level of English. 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.

Special Educational Needs and Disabilities (SEND)

At IBSB, we believe that all students have the potential to attain a high level and demonstrate a high level of performance. However, some students may take longer to reach this level and may require more support. Having SEND is not necessarily seen as a barrier to performance.

Being a (relatively) small school, we will accept an applicant where we believe we can meet the needs of the child. 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 Educational Support Plan (ESP) completed with extra support outlined and monitored on a half-termly basis.

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.



Pupils with learning needs, disabilities, or specific Special Educational Needs will have their needs reviewed individually, and external specialists will be consulted if additional support is required.

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 PSHE 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. 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 study periods, which are supervised study. This includes use of the Sixth Form study rooms, the Library, and the numerous computer facilities located on both campuses.

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 12 students have the option to undertake a one or two week work experience in the final two weeks of Term 3 after completing their examinations. 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 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 Feedback Policy

Secondary School Assessment Policy

Secondary School Graduation Policy

Secondary School Examination Policy

Secondary School Subject Policies

WS SEND Policy

WS Differentiation Policy

WS Equal Opportunities Policy



Document Control

Draft Issued	AUGUST 2025	
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Signed off by	SLT	
Review Date	AUG 2028	
Review cycle	3 year	