



THE BUCHAN SCHOOL

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KING WILLIAM'S COLLEGE

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# King William's College and the Buchan School Curriculum Policy

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# KING WILLIAM'S COLLEGE

## CURRICULUM POLICY

### 1 Introduction and Aims

Our aim at King William's College is to offer an education that is distinctive and of the highest quality. As a Christian foundation we believe that education should be of the whole person and we seek to prepare our pupils to be confident and responsible citizens. We aim to offer an education with academic rigour at its heart. This also informs our approach to the curriculum, in particular our endorsement of the values and internationalism of the International Baccalaureate which underpins the education we provide throughout the school. In addition, we aim to support and stretch the individual. To achieve this aim we need to provide teaching and learning of the highest quality together with appropriate support structures and an extensive enrichment programme.

The curriculum is designed:

- To provide a broad and balanced curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education rooted firmly in teaching of the highest quality;
- To develop self-motivated and independent learners;
- To educate learners on their own learning style and to provide differentiated teaching methods to suit their needs, allowing each pupil to realise their full potential;
- To foster the moral and spiritual growth of pupils and to help them to develop an understanding of different cultures to enable them to become fully-rounded members of a global society;
- To reflect the IB Learner Profile by developing learners who are:
  - Inquirers
  - Knowledgeable
  - Thinkers
  - Communicators
  - Principled
  - Open-minded
  - Caring
  - Risk-takers
  - Balanced
  - Reflective

### 2 Learning Support and Academic Enrichment

The breadth of the academic subjects offered along with a range of enrichment activities and opportunities ensures that there is challenge for the most able; equally the school also provides appropriately for those with specific learning needs through the support of individual teachers, form tutors and the Learning Support department. Whilst the majority of students in the Fourth Form and Lower Fifth study two Languages, those who require additional learning support may opt to study only one in order to allow time for them to attend extra support lessons. Further information can be found in the Learning Support Policy.

### **3 English Language Support**

We aim to provide every pupil, regardless of their first language, with an inclusive education that will enable them to feel that they have a valuable part to play within their work, social and cultural environment. To that end we aim to identify the needs of ESOL students early, provide language support for those who require it and address their individual needs.

The Oxford Placement test is administered during the first week of the new academic year to all new ESOL students. This covers grammar and listening comprehension. The results of these tests are used by the Head of ESOL to decide the appropriate level of support each student requires. Those pupils who display a specific need or who require additional help with specific language skills are offered one-to-one support.

Students will undergo formative and summative assessments to monitor their progress and adjust lessons to address their changing needs. Ultimately, students should be enabled to pursue their studies with little or no ESOL support; however, ESOL support can be taken up again at any stage the pupil or their teachers see a need for it.

The school offers lessons for those who wish to gain the IGCSE ESOL, IELTS or similar qualifications.

Further information regarding ESOL provision can be found within the ESOL Policy.

### **4 Personal, Social and Health Education (PSHE) and Careers Guidance**

The School is committed to providing a comprehensive programme of age appropriate Personal, Social and Health Education. Responsibility for developing and implementing this programme rests with the Head of PSHE. The material is delivered by form tutors and is supplemented by input from a range of external agencies.

Careers guidance forms part of the PSHE curriculum and is offered throughout the school, particularly in the Fifth Form, and also the Sixth Form, where there is extensive guidance and support regarding university applications and other post-IB options.

Sex and Relationship Education (SRE) is lifelong learning about social, physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. King William's College delivers Sex and Relationship Education through its PSHE Programme and through Religious Studies (RS) and Science lessons. Further information can be found in the SRE Policy.

## 5 Fundamental British Values

The School is a multicultural community where we celebrate students and cultures from all over the world and our internationalism as well as our Christian foundation are at the core of everything we do. All British schools are required to promote the historical and current values that underpin the national identity known as being British and throughout the curriculum, both within the PSHE programme and within academic subjects, assemblies and tutorials, pupils will be encouraged to uphold the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. As well as being an outward looking, international school, we are proud of our island location and we celebrate the rich cultural, social and political heritage of the Isle of Man.

## 6 Curriculum

The timetable is divided into nine 40 minute lessons per day, with the exception of Friday where there are seven periods followed by a tutorial and then a Whole School Chapel Service.

		8.30-8.45	8.50-9.30	9.30-10.10	10.10-10.50		11.10-11.50	11.50-12.30	12.30-13.10		14.20-15.00	15.00-15.40	15.40-16.20				
			1	2	3		4	5	6		7	8	9	Prep			
Mon	Registration open from 8.10 – 8.30	Year Assembly				Break -- 10.50 - 11.10				Lunch -- 13.10 - 14.20 Registration open from 13.30 – 14.15							
Tues		Chapel															
Wed		Tutorials															
Thurs		Chapel															
Fri		School/ House Assembly												15.00-15.30 Tutorials	15.30-16.20 Chapel		

For the Lower Fifth, their Period 6 runs from 13:00-13:40 with their lunch break being split over 12:30-13:00 and 13:40-14:20.

Information relating to assessment and reporting, marking and pupil tracking can be found in the Assessment Policy.

### Curriculum Review

Each Head of Department submits an annual departmental review which includes an analysis of any external examination results and is followed up with a meeting with the Deputy Head Academic and the Principal.

Responsibility for drawing up Schemes of Work and selecting appropriate syllabuses/exam boards for IGCSE/GCSE courses lies with Heads of Department who work in conjunction with the Deputy Head Academic to ensure that the curriculum offered best fits the needs of our pupils.

Any changes to the overall curriculum are discussed within the Academic Committee which meets termly, is chaired by the Deputy Head Academic and includes representatives from each of the six IB groups along

with the Head of Learning Support, the Academic Enrichment Co-ordinator, the Head of Academic Assessment and the Head of Academic Administration. Any proposals for significant changes would be discussed by the Senior Leadership Team and, where appropriate, by the Governing Body.

#### **Fourth Form (Years 7 and 8)**

In their first two years at College pupils study a core curriculum of Art, Design Technology, Drama, English, French, Geography, History, ICT, Mathematics, Music, Physical Education, Religious Studies and Science, and they have a choice between Spanish or Latin. Both year groups have two afternoons of Games per week. The PSHE programme is delivered by tutors in a weekly lesson which occurs on a rolling timetable.

Upper Fourth take part in the STILL Skills (Survival, Teamwork, Innovation, Leisure and Life) programme on a Thursday afternoon.

Pupils are taught in mixed ability groups except for English, Mathematics and Languages where they are set.

<b>Fourth Form Curriculum</b>		
	<b>Lower Fourth</b>	<b>Upper Fourth</b>
	<b>Number of periods per week</b>	
English	5	4
Mathematics	5	5
Science	4	4
French	3	3
Spanish or Latin	3	3
Art	2	2
Design Technology	2	2
Drama	1	1
Geography	2	2
History	2	2
ICT	2	2
Music	2	1
PE	4	4
Religious Studies	2	2
Games	4	4
PSHE (Rolling timetable)	1	1
STILL Skills (U4 only)	2	2

## Lower Fifth (Year 9)

In the Lower Fifth pupils continue with the core curriculum of Art, Design Technology, Drama, English, French, Geography, History, ICT, Mathematics, Music, Physical Education, Religious Studies and either Spanish or Latin. They have one afternoon of Games per week. The PSHE programme is delivered by tutors in a weekly lesson which occurs on a rolling timetable. This is the first year that Science is taught as three separate subjects (Biology, Chemistry and Physics) and the pupils begin the IGCSE course. Pupils also begin the GCSE in Religious Studies at the start of the Lower Fifth.

<b>Lower Fifth Curriculum</b>	
	<b>Number of periods per week</b>
English	4
Mathematics	4
Biology	3
Chemistry	3
Physics	3
French	3
Spanish or Latin	3
Art	2
Design Technology	2
Drama	1
Geography	3
History	3
ICT	1
Music	1
PE	2
Religious Studies	2
Games	3
PSHE (Rolling timetable)	1

Following the January internal exams, discussions regarding GCSE options begin and pupils are given considerable support by the Head of Fifth Form, their tutors and subject teachers and the Head of Academic Assessment to enable them to choose their options.

## Middle Fifth and Upper Fifth (Years 10 and 11)

At the start of the Middle Fifth pupils begin the rest of their GCSE/IGCSE courses. All pupils study Mathematics and English Language, with the majority also studying English Literature. Students in the top two sets for Science study for IGCSEs in three separate sciences (Biology, Chemistry and Physics), those in sets three and four work towards the IGCSE in Co-ordinated Science which is worth two IGCSEs.

In addition to these subjects, all students study one Language (French, Spanish or Latin) plus one subject from each of three option blocks. These blocks change each year but they normally contain Art, Business Studies, Computer Science, Design Technology, Drama, Geography, History, Music, Photography and Physical Education, Religious Studies as well as either French or Spanish in order to allow students to study two languages.

<b>GCSE Options Middle Fifth 2018-19</b>		
<b>Block A</b>	<b>Block B</b>	<b>Block C</b>
Art	French	Business Studies
Business Studies	DT – Product Design	Computer Science
Drama	DT – Textiles	Geography
History	Geography	Music
Photography	History	Physical Education
	Photography	

<b>GCSE Options Upper Fifth 2018-19</b>		
<b>Block A</b>	<b>Block B</b>	<b>Block C</b>
Art	Business Studies	Computer Science
Business Studies	French	Drama
Geography	History	Design Technology
Photography	Music	Geography
	Physical Education	History

Most pupils will therefore study between 9 and 11 GCSEs/IGCSEs. With the exception of Religious Studies, all external exams take place in the summer term of the Upper Fifth.

Pupils also follow a programme of PSHE which includes a Careers component and they are given considerable advice on their post-16 options. Both year groups also have Games one afternoon a week.

Further details of the GCSE courses are available in the *Fifth Form Guide to the (I)GCSE Programme*.

<b>Middle Fifth and Upper Fifth Curriculum</b>		
	<b>Middle Fifth</b>	<b>Upper Fifth</b>
	<b>Number of periods per week</b>	
English	5	6
Mathematics	5	5
Biology	3	3
Chemistry	3	3
Physics	3	3
Language (French, Spanish or Latin)	4	5
Religious Studies	2	0
Option 1	4	4
Option 2	4	4
Option 3	4	4
Games	3	3
PSHE (Rolling timetable)	1	1

Pupils joining the College in the Upper Fifth follow a specially designed Pre-IB course to help them to develop the language and learning skills necessary for success in the Sixth Form. In addition to intensive English tuition they also study Mathematics and Science together with a reduced number of optional subjects depending on their previous studies and their expected choices in the IB.

### **Sixth Form (Years 12 and 13)**

In the Sixth Form, the exclusive offering is the International Baccalaureate Diploma Programme. Students choose one subject from each of the six groups; they study three subjects at Higher Level (HL) and three at Standard Level (SL). In addition, they must fulfil the core components of the Extended Essay, Theory of Knowledge and Creativity, Activity and Service.



### **Group 1: Studies in Language and Literature**

English A Literature	(HL/SL)
English A Language and Literature	(HL/SL)

### **Group 2: Language Acquisition**

Chinese A Literature [native speakers]	(SL)
[Self-taught]	
French B	(HL/SL)
French Ab Initio	(SL)
German A Literature [native speakers]	(HL)
German Ab Initio	(SL)
Spanish B	(HL/SL)
Spanish Ab Initio	(SL)

### **Group 3: Individuals and Societies**

Business Management	(HL/SL)
Economics	(HL/SL)
Geography	(HL/SL)
History	(HL/SL)

### **Group 4: Sciences**

Biology	(HL/SL)
Chemistry	(HL/SL)
Design Technology	(HL/SL)
Environmental Systems and Societies	(SL)
Physics	(HL/SL)
Sports, Exercise and Health Science	(HL/SL)

### **Group 5: Mathematics**

Mathematics	(HL/SL)
Mathematical Studies	(SL)

### **Group 6: The Arts and Electives**

Biology	(HL/SL)
Chemistry	(HL/SL)
Economics	(HL/SL)
French B	(HL/SL)
Music	(HL/SL)
Spanish B	(HL/SL)
Visual Arts	(HL/SL)
Theatre	(HL/SL)

### **IB Core**

Creativity, Activity & Service (CAS)
Extended Essay (EE)
Theory of Knowledge (TOK)

<b>Sixth Form Curriculum</b>		
	<b>Lower Sixth</b>	<b>Upper Sixth</b>
	<b>Number of periods per week</b>	
Group 1	6	6
Group 2	6	6
Group 3	6	6
Group 4	6	6
Group 5	6	6
Group 6	6	6
Theory of Knowledge	2	2
Games	3	3
PSHE (Rolling timetable)	1	1

Further details of the IB are available in *A Guide to the Sixth Form and the International Baccalaureate Diploma*.

### **Extra-Curricular Activities**

All pupils are encouraged to take part in the extensive range of extra-curricular activities available within the School.

Some activities are directly linked to the curriculum: there are departmental clubs and ‘clinics’ to give pupils the opportunity to develop their interest and gain extra support, there are visiting speakers, an extensive programme of trips both on island and further afield and many subjects participate in national competitions such as the Salter’s Festival of Chemistry and the UKMT Mathematical Challenges.

Pupils can also study Drama and Music on an individual basis. Drama pupils are examined by LAMDA whilst Music pupils are examined by either ABRSM or Trinity Guildhall.

There are numerous opportunities to perform and the House competitions are deliberately designed to involve as many pupils as possible.

Sport is delivered both within the timetable and in an extensive programme of clubs and practices during lunchtime, after school and at the weekends. A wide range of sports is available and there is an extensive fixture list both on and off island for the major sports.

In addition to these core activities a range of specialist interest clubs are offered from chess and dance groups to working for the school newspaper as a ‘roving reporter’.

## 7 The Buchan School Curriculum

### **THE BUCHAN SCHOOL**

#### **Pre Prep Department**

#### **P1 (Reception)**

Pupils in the Reception class follow the Early Years Foundation Stage.

The EYFS is based around four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Learning and Development is broken down into seven areas of learning; Three areas are particularly important for igniting children's enthusiasm for learning. These are the three prime areas of:

- Personal, social and emotional development
- Communication and language
- Physical Development

The three prime areas are strengthened and applied through four specific areas of learning. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Pupils will be taught the majority of these areas of learning and development by their class teacher. However, French, Music, Drama and Physical Education will be taught by specialist teachers.

## **P2 and 3 (Years 1 and 2)**

In Years one and two, the majority of the curriculum is taught by the pupil's class teacher and this includes Numeracy, Literacy, Geography, History, Art, Design Technology, ICT, Religious Education, PSHE and Science.

A range of specialist teachers will teach the pupils the additional subjects of Drama, French, Music and Physical Education.

Pupils are taught in mixed ability groups and are grouped according to ability for literacy and numeracy.

Pre Prep pupils have a limited access to the after school programme.

## **The Prep Department (Years 3-6)**

The whole curriculum is taught through specialist teachers. This includes; Mathematics, English and Drama, Science, Geography, History, Art, Design Technology, ICT, Religious Education, French, Music and Physical Education.

Pupils are taught Mathematics and English in groups according to their ability, however the remainder of the curriculum is taught to mixed ability groups.

PSHE is delivered through the tutor system.

There is an extensive extra-curricular programme which includes a comprehensive after school programme; the subject areas covered are sport, arts and crafts, Latin, audio book club, and specialist interest groups.

*Further details on the Buchan curriculum are contained in Appendix 1.*

## THE BUCHAN SCHOOL

### EARLY YEARS EDUCATION

In The Buchan Early Years Foundation Stage we use the following:

**Statutory Framework for the Early Years Foundation Stage:** sets out both the welfare requirements and the learning and development requirements, which must be followed by all providers in delivering the EYFS.

**Practice Guidance for the Early Years Foundation Stage:** which provides guidance on the legal requirements, details of the areas of Learning and Development and on key areas such as the EYFS principles and assessment.

**The Principles into Practice cards:** which provides practitioners with effective practice across the themes of the EYFS.

The EYFS is based around four themes: Each theme is linked to an important principle:

- **A Unique Child:** Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships:** Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- **Enabling Environments:** The environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development:** Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected.

(The Early Years Foundation Stage; Practice Guidance Crown 2007).

### National Curriculum

The National curriculum objectives will be used for children who are working beyond the EYFSP.

The short term planning is child based and takes the needs of individuals/groups of children into account on a short term basis. It sets out the activities to be carried out by the children based upon the six areas of learning. It includes evaluation and assessment and it informs future planning. It reflects the differentiation required for the teaching of key skills such as phonics, reading and numeracy.

### Organisation of the Learning Environment and Staffing

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day. The learning environment is divided into a variety of different areas. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment.

Children are encouraged to become independent learners and to take responsibility for initiating their own lines of enquiry and investigation.

The outdoor play area is securely fenced and provides a safe play space so the children can develop their physical skills and learn to share with others during structured and informal play. Outdoor play is a very important part of children's development.

## **CURRICULUM AREAS**

The Prep timetable consists of 40 taught 35 minute lessons and one tutor session used for PSHE. The after school session is 45 minutes.

### **Mathematics, English and Science**

The Mathematics, English and Science curriculum is based upon the National Curriculum programme. Prep pupils in Year 6 are introduced to the Common Entrance syllabus. The progress of pupils is established using both formative and summative assessment methods. Summative assessment uses the GL assessment package.

*Mathematics: 8 lessons per week per year group. English: 10 lessons per week per year group up to Year 5 which includes a library session for all pupils. In Year 6, 9 lessons are taught – together with one period of Spanish. Science: 4 lessons per week per year group.*

### **Art**

All pupils are taught a wide range and variety of practical skills and techniques in an extremely positive, supportive and fun learning environment. The subject is taught in accordance with National Curriculum and LCP schemes of work. Each scheme of work includes a practical focus as well as an academic focus on Art history, research skills and Art analysis.

All pupils are encouraged and nurtured to develop their own individual latent creative talents and additionally to develop their analytical, thinking, teamwork, fine motor and Art appreciation skills to an extremely high standard using a wide variety of creative stimuli and resources.

Pupils have an opportunity to display their artwork in formal and non-formal Art Exhibitions both in school and within the Island community.

### **Drama**

Drama is taught with a specific focus on speaking and listening core objectives. Each scheme involves a focus on: Literacy, Acting and Drama Skills and techniques, vocal work, research and evaluation. All pupils are taught a wide range of techniques from character acting to improvisation; performance poetry, physical theatre, public speaking, mime, and mask work in a positive, supportive and fun learning environment.

Pupils have the opportunity to showcase and perform their skills at many events and performances both within school (nativity, services, assemblies and school productions) and outside school (Manx Music and Drama festival, Theatre workshops and Drama groups).

LAMDA has also been offered as class choral speaking since 2012.

## **French and Spanish**

French is taught from P1 throughout the school. The French curriculum is based upon the Catherine Cheater Programme. Each unit is based upon a specific topic e.g. colours, days of the week. Games and songs are used to reinforce learning. French is promoted through French days both within school and on the Isle of Man.

Spanish is offered as a lesson in Form 3 and 4.

## **Humanities**

In Geography the pupils should develop a knowledge and places, themes, features and environments. Our Island provides a wealth of opportunity for pupils to use field study work and geographical skills to investigate topic areas. This is a defining area of our curriculum where local topics of Manx mining, farming, rivers, coastal regions and weather can be studied in a practical manner.

In History, the pupils focus upon our unique Island History and Heritage to study The Celts, Vikings, Victorians as well as other time periods such as the Ancient Egyptians in order to develop a chronological awareness and a sense of the past. Pupils are encouraged to share their understanding in a variety of forms including written, oral, ICT role play and through a special school assembly, which parents can attend. Educational visits are planned at least once per term for each year group. Manx National Heritage sites are visited within this programme offering a wealth of both primary and secondary historical resources.

## **Music**

Music is taught from P1 throughout the school. The teaching of music is ably supported by a specialist team of peripatetic teachers. Pupils who are learning an instrument are entered for ABRSM examinations. Pupils can become a member of one or more of the school choirs or join the school orchestra. There is a chamber choir for pupils who have shown a particularly high ability in singing. The school takes part in a number of Isle of Man competitions and performances during the year. Music theory lessons are also available.

## **PSHE**

Buchan pupils are encouraged to develop the skills, knowledge and understanding they need to lead confident, healthy independent lives and become informed, active responsible citizens in an ever changing society. Pre-prep follow the LCP scheme for PSHE and Prep follow the PSHE society curriculum guidelines. PSHE is delivered through assemblies and in a weekly form tutor session.

Visits from Isle of Man community including the Police, Health Professionals and other visiting speakers are welcomed. Pupils are also involved in a road safety week and in Form 4 a cycling Proficiency week. Form 4 can attend the Crucial Crew day on the Isle of Man which includes drug education.

Pupils are involved in PSHE through the school council body which meet half termly and house assemblies promote teamwork and social skills. PSHE is embedded within the whole curriculum as pupils recognise their own worth, work well with others and become increasingly responsible for their own learning. By respecting diversity and differences, pupils are encouraged to form effective, fulfilling relationships that are an essential part of life and living.

## **ICT**

ICT is taught throughout the school and its use encouraged through all curriculum areas. It is delivered as a separate lesson in the Pre Prep Department by the class teacher to ensure basic skills are mastered before the pupils progress to Prep. In the Prep department, ICT is taught as a cross curricular subject and is planned for accordingly within each subject area. A range of programs are used including word processing, powerpoint, publisher, data logging etc.

## **Differentiation**

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.

The Buchan is committed to providing an environment which encourages all children to maximise their potential and this clearly includes students who display some form of exceptional ability or talent.

Opportunities for enrichment and extension for our most able students are built into our schemes of work.

## **Buchan Badge**

The Buchan Badge programme promotes the development of vital key skills. It provides learning opportunities which encourage pupils to investigate, create, develop, evaluate and communicate. Buchan Badge is a carousel of activities which offer pupils enriched experiences. These include:

- Enterprise
- Healthy living
- Nautical
- Outdoor activities
- Theatre arts

## **Buchan Baccalaureate**

Launched in 2016 the Buchan Baccalaureate is the overarching qualification gained by pupils at the end of Form 4. The Buchan baccalaureate encompasses all subject areas and is assessed via achievement and effort scores throughout Upper Prep (F3 and F4).

Pupils are awarded the Baccalaureate on the basis of merit, honours and distinction.



## 8 Related Policies and Documents

- Assessment Policy
- Learning Support Policy
- Language Policy
- ESOL Policy
- SRE Policy
- Equal Opportunities Policy
- Fifth Form Guide to the (I)GCSE Programme
- A Guide to the Sixth Form and the International Baccalaureate Diploma.