

## Senior School Curriculum Policy

### Introduction

The aim of the policy is to provide an overarching framework which translates the values and aims of the school into effective teaching and learning so that all children may realise their full potential.

We believe that all members of the community are entitled to a rich and stimulating experience. This is particularly significant for children with English as an additional language, the more able and those requiring Learning Support.

It is important to recognise that the curriculum is not solely about the lessons received in the classroom. The curriculum embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school day. Providing a range of activities beyond the school day recognises the different learning needs of children, as well as meeting the needs of their families.

- The policy is reviewed by the Education Committee of the Board of Trustees. The execution of policy is the responsibility of the Heads of Departments Committee (reporting to the Assistant Head - Teaching and Learning). The committee comprises of the Assistant Head Teaching and Learning (Chair), Assistant Head (Academic), heads of academic departments, the ICT Coordinator, and the IB Coordinator. The committee meets at least six times a year.
- The Senior School is divided into the Lower School, Years 7 to 9, the Middle School, Year 10 and 11, and the Upper School, Year 12 and 13. Pupils in the Middle School will sit IGCSE examinations at the end of Year 11 whilst pupils in the Upper School will sit for the IB Diploma (or IB Certificates) at the end of Year 13 (unless they have graduated and left at the end of Year 12).
- All departments publish their curriculum and (where appropriate) an annual scheme of work for each year, which is available to all teaching staff and updated at the start of each academic year.

### **Intended Outcomes:**

- a) Promotion of high achievement and excellence for all students.
- b) Promotion of the personal and social development of all students including intercultural understanding and respect for other cultures, beliefs, attitudes
- c) Encouragement of a positive attitude to learning from all students.
- d) Provision of a curriculum of breadth, balance, coherence, relevance and differentiation in the context of lifelong learning.
- e) Continuity within and across phases of education.
- f) Empowering of students to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work.

## ***The Curriculum***

### **LOWER SCHOOL**

The Lower School Curriculum (Years 7 to 9) is designed to give pupils a taste of all academic subjects prior to the choices which must be made at the start of Year 10. Parents must, however, choose between Spanish and French for entrants to Year 7 (or 8); Arabic may also be available. English as an additional language is also available, lessons taking the place of either a foreign language or Modern Greek. In Year 9, pupils must choose two out of the four available creative subjects: Art, Design, Music and Drama. Year 9 pupils also have the possibility to choose German in the place of one creative lesson.

### **MIDDLE SCHOOL**

In the Middle School (Years 10 and 11), all pupils follow courses in English, Mathematics and PE. They must in addition choose an additional **six** courses, including at least one language, one science and one humanity. Courses in the creative arts and IT are also available.

### **UPPER SCHOOL**

All students in the Upper School (Years 12 and 13) follow the IB Diploma programme. A SAT preparation class is also available for students in Year 12 who wish to apply to universities in the United States.

Access to particular IB courses, however, may be limited as follows:

Students will normally be required to have achieved at least five passes, including English and Maths at IGCSE (grade C or higher or the equivalent) to be admitted to a full IB programme: this applies to our own students, and applicants from outside the school. Provided that this condition is met, a student may opt for:

- any Standard Level course, provided that any necessary basis has been obtained at IGCSE;
- a Higher Level course, subject to having obtained a grade C or better at IGCSE. Where courses offer the core/extended option, the extended course must have been followed. Without an IGCSE grade C (extended), entry to a Higher Level course is at the discretion of the Head of Department and/or IB Coordinator.
- Mathematics Higher (HL) requires at least an A grade in Extended Level IGCSE whilst entry to Economics HL requires at least a C pass in IGCSE Mathematics at extended level.

### **Extended Essay and Diploma Candidature**

- 1) Students following three subjects at Higher and three at Standard level, and who hope to register as full Diploma candidates, will choose their Extended Essay topic at the start of the spring term of Year 12, and begin work on it in the second half of the spring term.
- 2) Students are registered for IB exams in October of Year 13. Registration in the Diploma category is conditional on:
  - Passing the end-of-year examinations without an IB Diploma “failing condition” (or, in the event of obtaining such a condition, achieving satisfactory grades in the resits

immediately before the start of the Autumn Term).

- Submission of a complete Extended Essay draft at the start of Year 13.

### **Creativity, Action & Service (CAS); Theory of Knowledge (TOK)**

- 1) All Year 12 students, whatever their programme, participate in the CAS programme. Full Diploma candidates must complete the programme, with the necessary documentation, in Year 13.
- 2) All Year 12 students follow a course in TOK. Full Diploma candidates only continue the course in Year 13.

### **LEARNING SUPPORT**

Learning Support is available for pupils in Years 7 to 11. Identification of a possible need for learning support is made by individual teachers, who pass their concerns on to the Year Tutor, who will then consult with the Learning Support coordinator.

Pupils are removed from language lessons to receive learning support, according to the recommendations of the Year Tutor working with the Learning Support teacher.

### **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL pupils. However, where appropriate, for pupils in Years 7-11, this is supplemented by the teaching of “Extra English” in a small classroom environment (timetabled against the learning of an additional language).

**Reviewed: November 2022**

**Next Review: October 2025**