

Curriculum Policy

[Paragraph 2, Part I ISSR]

Bablake Senior School

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Related Policies, Procedures, and/or Documentation	<ul style="list-style-type: none"> ▪ Life Choices Policy ▪ Bablake Advantage ▪ Extended Project Qualification ▪ Outreach Programme
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VERSION HISTORY

Version Number	Amendment(s) Or Formal Review	Date [Month/Year]	Summary of change(s)
1.0	Formal Review	April 2023	Formal Review and Approval at Full Governing Board
1.1	Update	April 2024	Updated Role Descriptors / Titles; Re-branded and converted to new policy template and structure. Reviewed by Head





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Curriculum Policy

Bablake provides supervised full-time education for pupils between Shells (Year 7) and 13 (Upper Sixth). Pupils gain experience in a wide range of subjects including linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Through their curriculum, all pupils acquire speaking, listening, literacy and numeracy skills. The principal language of instruction is English.

The Lower School (Years 7 to 9, Ages 11 to 14) is based on Key Stage 3 of the National Curriculum. The policy of the School is to provide all pupils with a broad education and to introduce them to as many academic disciplines as possible so that they can find subjects which they enjoy and in which they can be successful. Some subjects begin their GCSE course of study in the latter part of Year 9.

In Year 9 there is an options system that allows pupils to choose to study specific Modern Foreign Languages and creative subjects. A booklet is issued in the Spring Term to all Year 8 pupils that explains these options.

From January of Year 9 all pupils are guided as to which GCSE subjects to take in consultation with tutors, subject teachers, careers staff and parents. Information is shared via a parental information evening, options booklet and Life Choices lessons.

The Middle School (Years 10 to 11 – Ages 14 to 16) is based on Key Stage 4 of the National Curriculum and leads to either GCSE or IGCSE qualifications in most subjects. All pupils take the core subjects of English Language [IGCSE], English Literature [IGCSE], Mathematics, a Modern Foreign Language [IGCSE] (with some exemptions), at least two sciences from Biology, Chemistry and Physics [all IGCSE], a humanity (Geography, History [IGCSE], Classical Civilisation or Religious Studies). In addition, several other subjects are available from the option block system. Greek is also offered off-timetable for a small number of pupils.

The vast majority of pupils take ten (10) GCSE subjects, though occasionally pupils might take nine (9) by dropping a foreign language (or another subject) and instead attending Learning Support. Some exceptional pupils will take eleven (11) if they study Greek. Top set mathematicians also have the opportunity to take FSMQ Additional Maths at the end of the Fifth Form (Year 11).

I Sixth Form Curriculum (L6 & U6, Ages 16-19)

On average, 85% of the Year 11 pupils (Fifth Form) remain at Bablake after their GCSEs and others join at this point.

The award of Grade 6 or above in the General Certificate of Secondary Education in five subjects, and preferably of Grade 7 in any which have been selected for A level, is expected, although the Head reserves the right to alter this for any pupil. At least '7' is expected in the more hierarchical subjects, including Chemistry, Physics, Biology and Modern Languages; at least a '7' is expected in Mathematics and Computer Science; students and parents should consult the relevant sections of the Sixth Form Prospectus.



2 Period Allocation

YEAR	L6 th	U6 th
A Level courses	12	12
Bablake Advantage	3	-
Non examined enrichment	3	4
Games/CSV	4	4
Life choices	1	1
Private study	up to 12	up to 15
	60	60

Pupils can choose from a range of subjects. Currently, these include Art, Biology, Business, Chemistry, Classical Civilisation, Computer Science, Design Technology, Drama & Theatre Studies, Economics, English Literature, English Language, French, Further Mathematics, Geography, German, History, Latin, Mathematics, Music, Physical Education, Physics, Psychology, Religious Studies, Spanish & Theatre Studies. Where possible, we also offer A Level Law, taught at King Henry VIII.

The school works hard to construct option blocks to ensure that pupils are able to take any combination of subjects that they choose. Unfortunately, in a very small number of instances, options cannot run if numbers are insufficient. **In the case of subjects where the take up is four students or below, these subjects may be taught on a reduced allocation. Similarly, some subjects may be taught at King Henry VIII if subject numbers are low.**

Students take at least 3 A Level subjects and a small number will take 4. Students also have the opportunity to study the Extended Project Qualification. We have recently included the Young Enterprise Scheme, Engineering in Education Scheme and Gold Crest Awards as alternative Advantage options instead of those timetabled; all of these have been administered successfully for many years. We have also added an Outreach programme to local primary schools that students can participate in when they are not in timetabled lessons.

3 Curriculum Structure

The table overleaf outlines the structure of the curriculum, and the number of teaching periods allocated per subject:





	Shells	60	Year 8	60	Year 9	60	Year 10	60	Year 11	60	Year 12	60	Year 13	60					
1	Life Choices	1	Life Choices	1	Life Choices	1	Life Choices	1	Life Choices	1	Life Choices	1	Life Choices	1					
2	Games	4	Games	4	Games	4	Games	4	Games	4	Games	4	Games	4					
3																			
4																			
5																			
6																			
7	PE	3	PE	2	PE	3	PE	2	PE	2	Pupils pick 3 (or 4) A-Level options from: Art, Biology, Business Studies, Classical Civilisation, Chemistry, Computer Science, DT, Economics, English Language, English Literature, French, German, Geography, History, Law, Maths, Further Maths, Music, Physics, Psychology, RPE, Spanish, Sports Science, Theatre Studies	Pupils pick 3 (or 4) A-Level options from: Art, Biology, Business Studies, Classical Civilisation, Chemistry, Computer Science, DT, Economics, English Language, English Literature, French, German, Geography, History, Law, Maths, Further Maths, Music, Physics, Psychology, RPE, Spanish, Sports Science, Theatre Studies							
8	Drama	2	Art	3	Pupils must choose 4 subjects, including at least one MFL from: French, German, Spanish, Art, Classical Civilisation, Computer Science, DT, Drama, Food, Latin, Music, Learning Support, Textiles	Pupils must choose 5 subjects, including at least one humanity and one MFL from: Classical Civilisation, Geography, History, RPE, French, German, Spanish, Art, Computer Science, DT, Drama, Food, Latin, Music, PE, Biology, Chemistry, Physics, Photography, Learning Support	Option 1	6	12	12									
9																			
10	Art	2	Drama	1									4	4	5	Option 2	6	12	12
11	Music	2	Music	2															
12	Food and Textiles	3	Food and Textiles	2															
13	DT	2	DT	2															
14	DT	3	Latin	4									4	4	5	Option 3	6	12	12
15	French, German or Spanish	3	French, German or Spanish	4															
16	French, German or Spanish	3	French, German or Spanish	4									4	4	5	Option 4	6	12	12
17	Geography	4	French, German or Spanish	4															
18	Geography	4	Geography	3									4	4	6	Option 5	5	12	12
19	History	4	History	3															
20	History	4	History	3	4	4	6	Option 5	5	12	12								
21	RPE	4	RPE	3															
22	RPE	4	RPE	3	4	4	6	Science Option 1	5	12	12								
23	Biology	4	Biology	4															



39	Computer Science	2	Computer Science	2										
40														
41														
42					Physics	4								
43							6							
44	Science	8	Science	8				Science Option 2	5					
45														
46					Chemistry	4								
47												12	12	
48														
49								English	8					
50														
51	English	6	English	6	English	6		English	7					
52														
53														
54														
55										Enrichment	3	Advantage	3	
56														
57	Maths	6	Maths	6	Maths	6		Maths	7					
58														
59										Outreach	4	Enrichment	4	
60														
	Shells	60	Year 8	60	Year 9	60	Year 10	60	Year 11	60	Year 12	60	Year 13	60

- a) As the preceding curriculum details show, Bablake provides a curriculum that is appropriate for the ages and aptitudes of pupils in a selective school.
- b) Pupils acquire skills in speaking and listening, literacy and numeracy throughout the curriculum. These skills are utilised in many subjects.
- c) The principal language of instruction is English. A tutor in English as an Additional Language visits the school one afternoon per week to instruct Chinese pupils.
- d) Appropriate provision is made for the few pupils who have a statement of educational needs or an educational, health and care (EHC) plan. However, when pupils enter the School in Year 7 (the Shells) at the age of 11, it is assumed they can read fluently, can express themselves clearly and are numerate enough to be accurate in mathematical skills. The School’s entrance examination will also be used as a diagnostic test to discover any pupils who may require additional help. Over and beyond this, the essential requirement is for pupils to be well motivated. There is excellent support for pupils who have some degree of learning difficulty, which is often dyslexia, through the Learning Support department. Where pupils are wheelchair users, or have other specific physical needs, their curriculum and timetable is adapted appropriately. For more information about the level of support available, parents should contact **Ms N L Wing (Head of Learning Support)** either by telephone (024 7627 1200) or email (NLW@bkhs.org.uk). Gifted and Talented pupils



are also identified and are given extra support throughout their time in the School. There is a Gifted and Talented coordinator who co-ordinates the provision for pupils identified as being Gifted and Talented.

- e) Life Choices: Pupils are taught Life Choices throughout their time at Bablake. The various units that pupils undertake at each stage of their Bablake education provide an opportunity for them to learn and grow as individuals, by developing self-awareness and taking responsibility for managing their emotions, time and money. In each year, pupils undertake five units. The units are: Personal Well-being including emotional intelligence, and Sex and Relationship Education; Physical Well-being; Economic Well-being; Developing as a Citizen; Study Skills. The Head of Life Choices reviews the course annually following comments from colleagues and pupils. More online resources are being added each year. The syllabus is spiral and developmental in nature; it is reviewed regularly by the Head of Life Choices with input from form tutors. The various courses delivered to all year groups aim to prepare pupils for the opportunities, responsibilities and experiences of British society.
- f) Life Choices also adheres to the school's aims and ethos and encourages respect for other people, including those who have protected characteristics set out in the Equality Act 2010.
- g) The school has a specialist careers advisor who is available to advise pupils at the different stages of their progress through the school and particularly at those points requiring decisions about subject choices or further education. A structured programme is in place through Life Choices lessons, organized events, individual interviews for Year 11 and Upper Sixth students and the opportunity for informal discussions. Options advice and university guidance are also given by other members of staff as appropriate.
- h) Up to date careers advice is presented in an impartial manner, enables pupils to make an informed choice about a broad range of careers options and encourages them to fulfil their potential.
- i) The curriculum affords effective preparation of pupils for the opportunities, responsibilities and experience of life in British society.
- j) For pupils above compulsory school age, as well as a full Games and CSV programme, examined and non-examined advantage/enrichment activities, including the Extended Project Qualification, are available in the L6th and U6th.
- k) All pupils have the opportunity to learn and to make progress. All academic departments understand the importance of giving formative and summative assessments and such plans form a part of the departmental handbook mark schemes. Bablake uses CEM baseline testing and other academic data to track pupils' progress and to set targets; Heads of Department, subject teachers, form tutors and Heads of Year are all involved in this process. Pupils between Years 11 and 13 are set agreed target grades. Examinations at the end of each year also inform pupils, parents and teachers of the progress pupils have made that academic year and ways to move forward in terms of their academic progress through tangible targets. Reporting is also used as a summative and formative tool.

Reports capture students' attitude to learning and achievement in specific assessments at key points each year. The reporting process is supported by annual subject tutor evenings, allowing parents to discuss their child's progress with each individual subject teacher. In the first term, the school also holds pastoral information evenings, so that academic and pastoral matters can be discussed at an early stage.

- l) There are adequate opportunities to prepare for opportunities, responsibilities and experiences of adult life. As detailed above, the school uses Life Choices to foster discussion about the world beyond school. Co-curricular activities, of which there is a wealth, foster responsibility, teamwork and spirituality. Pupils have



further opportunities for responsibility within the prefect, peer support and house systems. In addition, the school's full-time Head of Careers has a detailed grasp of employers' and universities' expectations.

- m) Pupils that are above compulsory school age are sitting their Upper Sixth Year (either as a re-sit year or having repeated their Lower Sixth). These students follow the GCE curriculum.

4 Review, Approval and Publication

The Deputy Head Academic has strategic oversight of this policy which is reviewed every year unless otherwise required owing to a change in policy/legislation or guidance; once reviewed, the policy is presented to the Education Oversight Committee for their formal recommendation to present it to the Full Governing Board for final approval.

This Policy will also be made available to parents/carers via the School's website; and, published to the ISI Portal.

5 Related Policies and Procedures

This policy may need to be read in conjunction with the following Foundation/School policies:

- Life Choices Policy
- Bablake Advantage
- Extended Project Qualification
- Outreach Programme

And/or with reference to the following legislation or governance provisions:

- The Independent School Standards Regulations (ISSR).
- Independent Schools Inspectorate (ISI) - Para 2, Part I ISSR – Curriculum/Quality of Education Provided
- The National Curriculum, Key Stage 3 and 4

6 Appendices

There are no appendices to this policy.

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