



BRADFIELD COLLEGE

Curriculum Policy

Last reviewed/revised: July 2017

The curriculum at Bradfield is dual-purpose with both aims sitting side by side, derived from the aims and values of the College. Our academic curriculum is designed to support the best possible achievement for the individual, preparing them with the academic skills and qualifications for the next stage of their lives, but equally to foster a life-long love of learning; learning for learning's sake.

When joining Faulkner's in Year 9 all pupils gain experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative subjects. The curriculum is broad – from English and Mathematics to Art and Design - and choice at this stage is deliberately limited to a pupil's choice of modern and classical languages. Lessons are very much focussed on developing pupils' attitude to learning whilst at the same time introducing them to new material in the most fun and engaging ways. This is perhaps most obvious in Divisions which introduces elements of history, geography, theology, history of art, the Classics, citizenship and politics whilst inculcating the skills and an approach to learning that pupils can carry forward into the future. Our take on teaching and learning is developed in GCSE and Sixth Form lessons, Years 10&11 and 12&13 respectively, even as pupils prepare for public examinations.

Throughout all courses – Faulkner's, GCSE and Sixth Form – subject matter is used that is appropriate for the ages and aptitudes of all pupils, including those with an EHC plan. Through discussion with various offices - SSSD, Academic Office, EAL – lessons and resources are designed to challenge and support all pupils through each stage of the course material. For any pupil on an EHC plan the curriculum can and will be tailored to ensure that the education fulfils the EHC plan's requirements. This will be regularly reviewed to ensure this remains the case for the duration of any particular course.

Bradfield's curriculum allows all pupils to acquire skills in speaking, listening, literacy and numeracy. Literacy is very much seen as a whole-school responsibility. Science and Mathematics departments work closely ensuring efficient delivery of our numeracy programme. Introductory Information Technology is also taught through the application of these subjects in Year 9.

There are a great number of academic enrichment opportunities outside of the College's lesson timetable. These include clubs and societies as well as the Minerva Lecture Programme. Pupils are encouraged to attend these events in order develop their learning and interests outside of their chosen subjects.

The College's Wellbeing programme sits in and outside of the academic curriculum and timetable and supports a personal, social and health education that reflects Bradfield's aims and ethos. We ask that pupils are open-minded and respectful of others. In the Lower School (Years 9 – 11), all pupils have one timetabled Wellbeing lesson per week while in the Sixth Form time is set aside in the boarding houses of an evening to discuss Wellbeing-related matters. A complementary lecture programme runs throughout each term. Weekly tutorials are also used to address a number of issues.

Pupils receive impartial careers and higher education advice through the Bradfield Horizons office. It goes without saying that our advisors and tutors work very closely with pupils in the Sixth Form regardless of whether a pupil is applying for university, moving directly into employment, or considering an alternative direction. At the end of the Lower Sixth and beginning of the Upper Sixth tutorials will often be focussed on preparing UCAS applications and potentially preparing for interviews. However, Bradfield Horizons is not solely focussed on pupils in the Sixth Form. Our programme extends down into the Lower School and encourages pupils to consider their interests, strengths and weaknesses and what careers and opportunities align with these. Even at this early stage, the programme alludes to the UCAS process but equally introduces pupils to the growing number of alternatives on offer to school leavers.

Departmental teaching programmes are designed so that all pupils have the opportunity to learn and make progress. Learning and progress are monitored regularly and are recorded regularly through the school grading and reporting procedures. Pupils are actively engaged in lessons where education is seen as something that is done with them and not to them.

Numerous aspects of Bradfield's curriculum across all year groups provide effective preparation for the opportunities, responsibilities and experiences of life in British Society, namely Divisions (NC Yr 9), the Bradfield Diploma (Yrs 10 & 11), Extended Project Qualification and IBDP (Yrs 12 & 13), Athena lecture programme (Yrs 12 & 13) and indeed all lessons across all departments when the opportunities arise. Throughout the curriculum all pupils are actively supported in developing an understanding of British Values, UK democracy, UK institutions and citizenship. Departmental schemes of work collectively support the teaching of rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Implicit within Bradfield's holistic education and rich provision of classroom and Co-Curricular activities is a sustained commitment to develop the sort of character and attitude, including resilience and grit, which underpin success in education and employment.

Deputy Head (Academic)

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