BRADFIELD COLLEGE

Curriculum Policy

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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 - albeit choice at this stage is intentionally limited to modern and classical languages. In Year 9 the aims are as follows:

- to introduce, teach and formally assesses a set of skills that the modern world of work demands, now and increasingly so in the future;
- to continue to drive knowledge acquisition within an environment of academic challenge, rigour and ambition;
- to assess pupils in different ways, where creativity and innovation are celebrated;
- to teach pupils how to work more independently and more efficiently;
- to allow for a smooth, but appropriately challenging transition from our feeder schools where a broad and varied range of curricula already exists.

We believe this curriculum develops curious, independent learners, better equipped than ever before to thrive in their academic studies and excel in the exam room.

This Year 9 curriculum comprises five spheres of learning. The design of these courses is driven by our understanding that the best learning comes when what is being taught is set in context, helping pupils to see its relevance in the world around them. We have broken down walls between subjects, allowing for authentic links to come to the fore, enhancing learning as pupils see how real-world ideas and concepts draw together information and thinking from across the curriculum.

Elements of each course require interdisciplinary thinking. For example, within Environment and Sustainability pupils are required to think as *scientists* rather than solely as a biologist, chemist or physicist. Equally, there are activities when a pupil needs to look through the lens of the linguist as opposed to that of a hispanist or classicist.

People & Society brings together Geography, History and Religious Studies. Taught as distinct subjects, each has its own body of knowledge, intellectual traditions and methods of enquiry. Collectively, they invite pupils to grapple with some of the most compelling questions about our world: how societies are shaped, why they change, what people believe, how places and communities are connected, and how we should respond to the challenges of our own time.

Our take on teaching and learning is developed in GCSE and Sixth Form lessons, Years 10 & 11 and 12 & 13 respectively, and even as pupils prepare for public examinations.

Throughout all courses – Faulkner's, GCSE and Sixth Form – plans and schemes of work take into account the ages, aptitudes and need of all pupils, including those with an EHC plan. Through discussion with various offices - SSSD, Academic Office – 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.

Bradfield's curriculum allows all pupils to acquire skills in speaking, listening, literacy and numeracy.

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 (see Wellbeing Policy) 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 the community respects **all** people – pupils and adults. Through Years 9 – 12, all pupils have timetabled Wellbeing lessons. For pupils in Year 13, 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 which encourages them to fulfil their potential. It goes without saying that our advisors and tutors work closely with pupils in the Sixth Form to make informed decisions regardless of whether they are applying for university, moving directly into employment, or considering alternative options. 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.

As part of pupils' economic education, those in Year 9 are introduced to general economic matters through the CORE Programme. Sixth Form pupils receive various presentations on university student finances.

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 People and Society and CORE (Year 9), the Bradfield Diploma (Yrs 10 & 11), Extended Project Qualification and IBDP (Yrs 12 & 13), Minerva lecture programme, 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 and institutions. 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)