



Academic Plan

2020 - 2021

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The School Statement

Bedford School aims to develop the possibilities within each of its boys by using to the full the opportunities provided by its long history and high investment in staff and facilities. These possibilities exist in academic endeavours, in a sense of community, and in recreational, sporting and cultural activities. Developing intellectual excellence is paramount, and it complements and informs all else that is undertaken.

Through its staff the School aims to provide expertise and commitment. In the admission of its boys it aims to recruit those who will make best use of what it offers in academic, communal, recreational, sporting and cultural areas, and who will contribute most towards them. The School is the community of its staff, boys and parents; understanding of this drives much of its character.

Sensitive to its past, the School has a commitment to innovation and to the best contemporary practices. It aims to provide equally for those of any racial or religious background, to integrate its rich mixture of boarders and day boys and, while retaining the benefits of single sex education, to develop strong links with its sister schools and with the community beyond its estate. It helps pupils develop a sense of their own worth and to value others, to delight in achievement, to experience hard work and to see its results, to find lifelong pleasure in sport, drama, music and art, and to leave the School with their ambitions extended.

The Academic Organisation of the Upper School

The Upper School Curriculum covers five years:

Year 9:	Fourth Form	The foundation year
Year 10:	Remove	GCSE/IGCSE assessed work commences
Year 11:	Fifth Form	GCSE/IGCSE assessment
Year 12:	Lower Sixth	A Level courses commence* IB courses commence
Year 13:	Upper Sixth	A Level courses continue* A Level assessment IB courses commence The IB Diploma assessment University applications

*The Government's reforms to A Level mean that all subjects now taught at Bedford School to the Lower Sixth are reformed. Boys follow a two-year linear course with final external assessment in the Upper Sixth, and internal assessment towards the end of the Lower Sixth.

The Curriculum during all of these years is as broad as we can make it. It provides a wide range of subject choices and combinations; in particular, we provide an options scheme in the Removes which aims to ensure doors are kept open at A Level or IB study.

Daily management of a boy's progress is done by his Tutor. Full reports are sent home regularly (at least two a year), and these are complemented by Grade Cards and at least one Parents' Evening a year. Additionally, boys have regular Academic Tutorials with Tutors to discuss their progress, review their reports and set aspirational targets. The School has a thorough academic monitoring and tracking system in place; monitoring is close, with a rapid follow-up where problems arise.

The Deputy Head (Academic)

The Deputy Head (Academic) oversees the work of the academic Faculties and Departments, and provides guidance on curriculum matters. He is Secretary to the Academic Sub-Committee. He operates subject options for the appropriate boys and organises sets/subject combinations (in conjunction with the Head of Academic Planning and Academic Year Heads), and monitors applications to Universities (in conjunction with the Head of UCAS and Careers Coordinator). He is available to parents, boys and staff to discuss academic matters.

The Assistant Head (Teaching and Learning)

The Assistant Head (Teaching and Learning) oversees teaching and learning throughout the Upper School and coordinates staff professional development and review.

The Director of IB

The IB Diploma Programme is managed and organised by the Director of IB, who is available to parents, boys and staff to discuss matters related to the IB Diploma.

Heads of Faculty and Heads of Departments

Every subject has a Head of Department who is responsible for the management of all aspects of the teaching of that subject and is managed by a Head of Faculty.

Using the IB hexagon as a model of a Faculty approach, the following Faculties are in place:

English	English
Maths	Computing; Maths
Science	Biology; Chemistry; Physics; Design Technology
Languages	Classics; French; German; Mandarin; Spanish
Humanities	Economics & Business Studies; Geography; History & Politics; Theology and Philosophy
The Arts	Art; Drama; Music

(NB The Classics Department consists of Language, Classical Civilisation and Ancient History, but for ease, the department as a whole is within the Languages faculty).

The Heads of Department also manage the professional development of their staff, and they are subject experts for University Entrance.

The Faculty Committee

The Committee is chaired by the Deputy Head (Academic)/Head Master and drives development and implementation of academic policy school-wide. It is especially concerned to provide choice and flexibility in the curriculum, particularly as national initiatives have increased the pressure on pupils' time. The committee meets regularly and its membership consists of the following - Head Master, Deputy Head (Academic), Prep School Deputy Head (or member of SLT), Assistant Head (Teaching and Learning), Director of IB, the Head of Academic Planning, the Head of Academic Support and the six Heads of Faculty.

Heads of Faculty consult their appropriate Heads of Department and bring their views and observations to Committee meetings. Heads of Faculty subsequently report back to Heads of Department after Faculty Committee meetings. In addition, Heads of Department meet as a body at least once a term in a meeting chaired by the Deputy Head (Academic) and attended by the Head Master.

The 13 to 16 Curriculum: The Fourth Form (Year 9)

A boy enters the Upper School in Year 9, our 'Fourth Form'. In this year he follows a broad **foundation course**, with some subjects closely co-ordinated, and including Art, Music, PE, RE and Design Technology. Other subjects in this year are English, Mathematics, the three Sciences (where the IGCSE specification is followed), History and Geography. All boys study two languages, unless they use one of the language blocks for EAL learning. The Sciences consist of Biology, Chemistry and Physics and are all taught by subject specialists. ICT instruction is given as part of the overall curriculum and through the Fourth Form Mathematics course.

The allocation of teaching time in the Fourth Form is as follows:

English	5 x 40 minute periods per week.
Mathematics	5
Sciences	8
Design Technology	2
History	3
Geography	3
Religious Education	2
Physical Education	1
Art	2
Music	1
Modern Language 1	3
Modern Language 2 or Latin	3
Drama	1
	= 39 periods each week.

There are two '**option blocks**' in which a boy must choose two languages from French, German, Spanish and Latin. It is possible to start German or Spanish in the Fourth Form without prior exposure to these languages. However, we would expect, for sound educational reasons, that anyone who arrived in the 4th Form having already studied either of these languages would continue with it.

Information about the languages options is given to parents in the Spring prior to a boy joining the Upper School; the Deputy Head (Academic) is available to give help in making the decision if needed.

Boys needing EAL are taught this subject in place of their second language; these boys therefore study only one language other than English. EAL boys can also follow an ESL English curriculum, as determined by the Head of Academic Support and EAL Co-ordinator.

In addition to the programme described here, boys in the Fourth Form have two games afternoons (on Tuesday and Thursday) and there is Saturday afternoon sport for selected games players involved in school matches.

Grouping in the Fourth Form

The year group is split into two streams, X and Y, to facilitate the scheduling of other lessons. Within each stream the Sciences, Music and RE are grouped together in three bands (X1 to X3 and Y1 to Y3) and the same happens for English, History, Geography and Drama. Mathematics classes are grouped separately and all boys are taught Mathematics at the same time. The two language blocks also span the whole year group, and grouping is completed within each language choice based on previous experience (i.e. there are ab initio groups for Spanish and German).

Towards the end of the 4th Form

1. Information is given to boys and parents about options for GCSE, with an Options Evening in February.
2. Boys are asked to indicate their GCSE Options at the Spring Term half term.
3. End-of-year examinations help us to confirm a boy's strengths and confirm a sensible GCSE programme.

The 13 to 16 Curriculum: Remove and Fifth Form (Years 10-11)

GCSE/IGCSE Preparation

In the Remove Form (Year 10) a boy starts, in most subjects, his formal two-year course to the GCSE/IGCSE examinations. Some academic departments may have started elements of the IGCSE/ GCSE course in the Fourth Form.

For this two-year period some subject choices are made: we propose which Science course is most appropriate to a boy (Double or Triple Award) at the end of the Remove form year, and the boy / parents make some choices as to his other subjects for GCSE.

The Sciences start their IGCSE course in the Fourth Form. The end of year exams, continuous assessment data and advice from teachers are used to select the science set and course which is most appropriate to a boy. All boys then continue to study all three sciences and are taught by subject specialists, but different course structures and final IGCSE examinations will be chosen for individual boys. Some boys will take the 'IGCSE Science Double-award' which examines all three sciences and for which two IGCSEs are awarded; other boys will study a wider range of scientific content and gain in the end three IGCSEs. Both routes provide the necessary foundation for A Level or IB study in any of the sciences. Final decisions are made following the end of year Remove Form exams.

The rest of the curriculum also offers some degree of choice. All boys study a core of IGCSE English Language and English Literature, Mathematics, a Modern Language and all three Sciences (IGCSE). The core Modern Language has to be chosen from French or German or Spanish; boys may choose more than one Modern Language if they wish; in this case boys would choose French from one of the Option Lists below, and select either German or Spanish for their Core Language. In addition, a boy must choose one subject from each of these lists of subjects:

List 1	List 2	List 3
DT	Computer Science	Art
French	Drama	Drama
Geography	DT	Geography
History	Geography	History
Latin	Music	Religious Studies
Music	Religious Studies	Computer Science

Information about GCSE/IGCSE courses, including subject statements and advice on subject combinations, is published in a Course Guide, copies of which are available in hard copy and via the school website at www.bedfordschool.org.uk

Please note the following:

1. These lists indicate our curriculum approach. They may change in detail from year to year.
2. A boy must choose at least one of History, Geography or Religious Studies.
3. EAL teaching can take the place of a Core Modern Language, where it seems necessary.

The allocation of teaching time in the Remove Year is as follows –

English and Eng. Literature	6 x 40 minute periods per week.
Mathematics	5
Core Modern Language	4
Sciences	9
ToK	1
Physical Education	1
Option Block 1 subject	4
Option Block 2 subject	4
Option Block 3 subject	4
Supervised Study	1 = 39 periods each week.

Boys follow the same curriculum pattern in the Fifth Form except one extra supervised study period replaces ToK.

In addition to this programme, boys have Games on Tuesday and Thursday afternoons (and there is Saturday afternoon sport for selected games players involved in school matches). They participate in the Combined Cadet Force or the Duke of Edinburgh's Award Scheme or take up one of the many projects, pursuits and courses in the Extra-curricular programme.

Grouping in the Remove and Fifth Form

All boys will usually study the same number of subjects; pupils will make their GCSE options from three option blocks and then they will also take Maths, Science, a core language, English language and English literature. For English and Languages the year group is split into two streams (those studying French as a core language in one half, those studying German or Spanish in the other half), and these streams are then grouped according to prior attainment.

Maths and Science are grouped together, with students broadly placed in three ability bands across seven sets. Two groups are specifically for students who will go on to take an additional Level 1 qualification in addition to GCSE Maths.

In Fifth Form grouped are reviewed in light of internal assessments and changed if necessary, then the five or six groups take separate Triple Award sciences, while the other groups take Double Award Science (with a view to maximising their grade potential).

The GCSE/IGCSE workload

On the basis of what has been written above, boys can gain at least 10 certificated subjects at GCSE/IGCSE (or 9 if they take the 'Double-Award' Science specification in the end). No subjects take an early GCSE/IGCSE before the Fifth Form (with the exception of some first language candidates in Chinese or Russian).

University and Careers research

During the year, the boys undertake extensive careers research, as described under 'Careers' in this document.

Towards the end of the Fifth Year

A presentation to boys and parents about the Sixth Form options available to boys is given in the first half of the 5th Form Autumn Term. The Core Management Team (CMT) and other senior colleagues interview 5th Form boys to discuss decisions and beyond, including their provisional Sixth Form choices in November. Boys and their parents may also opt for Careers interviews led by independent experts in the Autumn Term of the 5th Form. After the Trial examinations in the January of 5th Form, a Parents' Evening is held to discuss the results and the possible Sixth Form A Level and IB choices. The boys then have some time to reflect and explore the possibilities and indicate a final decision at the half term of the Spring Term.

The Sixth Form Curriculum: Lower and Upper Sixth (Years 12 – 13)

Information about Sixth Form courses for A Level and IB, including subject statements, entry qualifications and advice on subject combinations, is published in Course Guides, copies of which are available in hard copy and via the school website at www.bedfordschool.org.uk This is updated regularly. Here we offer further practical guidance on patterns of work, offering some thoughts on organisation, indicating what is expected of a sixth-former, and providing thoughts on the combination of subjects needed for particular careers.

Entry into the Sixth Form

On entering the Sixth Form, all boys embarking on A Level will study four subjects in the Lower Sixth Year, with most reducing to three A Levels in the Upper Sixth Year. Those embarking on the IB Diploma will study three subjects at Standard Level (SL) and three subjects at Higher Level (HL). Sixth Form entry requirements are given in the Sixth Form courses document via the school website at www.bedfordschool.org.uk

Transfer from Lower Sixth to Upper Sixth

A Level

It is important that any boy entering the Upper Sixth does so with as strong a foundation as possible, not only so they can be sure of being able to cope with the increased challenge of Upper Sixth study, but also because academic results in the Lower Sixth directly affect any predictions the School can make about boys final A level performance for UCAS applications. The School, usually via a member of the Core management Team, will therefore assess with boys and their parents the wisdom of continuing with a subject (or subjects) into the Upper Sixth if they do not achieve at least a D Grade in the Lower Sixth internal assessments in those subjects. Careful consideration should be given at that stage to the structure, location and timings of future study, with the best interests of the boy(s) always at the heart of any decisions.

IB

It is important that any boy entering the Upper Sixth does so with as strong a foundation as possible, not only so they can be sure of being able to cope with the increased challenge of Upper Sixth study, but also because academic results in the Lower Sixth directly affect any predictions the School can make about boys final IB performance for UCAS applications. The School, usually via a member of the Core management Team, will therefore assess with boys and their parents the wisdom of continuing with a subject (or subjects) into the Upper Sixth if they do not achieve at least at least a level 3 in any Higher Level subject they are studying in the end of Lower Sixth IB1 internal assessment. If boys don't achieve a level 3, it will be necessary to reconsider which subjects a boys studies for HL and which for SL at IB2. Boys are also advised that they need to obtain a minimum of 22 points in their IB1 assessments; otherwise careful consideration should be given at that stage to

the structure, location and timings of future study, with the best interests of the boy(s) always at the heart of any decisions.

Thinking about the Sixth Form

When boys join the Sixth Form, they embark upon an A Level or the IB diploma course in the Lower Sixth which conclude with terminal externally assessed exams in the Upper Sixth. Their choice of subjects will determine the immediate future of their main academic studies and help chart the direction of a possible career.

A Level and IB are quite different courses and will suit boys with different needs and different interests. A Level suits those boys who are happy to specialise in three or four subjects in the Sixth Form.

The International Baccalaureate Diploma (IB) offers a curriculum which provides a preparation for study in specialist areas while ensuring that boys maintain a broad range of courses. Once a boy has decided whether to take the A Level course or the IB they then need to decide on a suitable combination of subjects. Both these decisions, the choice of A Level or IB, and the choice of individual subjects, are very important and will shape studies at University and an eventual career.

For GCSE, boys tend to follow the pace and procedures of their teachers: in the Sixth Form, boys will have to show that they are capable of directing themselves. Boys are expected to observe, analyse, make sound and well-structured notes, build up vocabulary, write up experiments, and write essays. It all takes time and perseverance. **It is therefore vital that boys choose subjects in which they are really interested and in which they have shown some ability.** All subjects require long periods of study. Boys will achieve their best grades in those subjects which fire their interest and for which they are prepared to sustain the greatest sacrifice in terms of time, effort and output. These grades will then determine University prospects and affect their choice of career.

Sixth Form Courses

The A Level Programme

In the Lower Sixth Year boys usually embark upon four A Level subjects. Each subject is taught for eight periods each week. Boys will take internal examinations in all subjects towards the end of the Lower Sixth. In addition, there is one 'studies' period each week which provides boys with an opportunity to produce an Independent Project/piece of work on a topic of their own choice. This course is also designed to provide academic extension and, towards the end of the Lower Sixth, provides support for University applications.

In the Upper Sixth Year most boys reduce from four to three subjects and proceed to A Level certification in those subjects at the end of the year. Each subject is taught for eight or nine periods each week. In addition, Private Study periods and a programme of lectures by outside speakers provide additional focus for study and opportunities for a broadening of thought.

This scheme provides considerable flexibility. For example, a very small number of boys might embark upon only 3 A Level subjects (usually as a result of an SEND need), to be continued as 3 A Levels; others who are especially able might like to continue with the 4 subjects which they have embarked upon in the L6th (especially if they are Further Mathematicians). The pattern of subjects

offered in the option blocks makes it possible for an enormous combination of subjects to be offered and taken up.

Subjects for Study

The subjects, which are usually offered at A Level (subject to demand), are:

Art	Biology
Religious Studies	Chemistry
Music	Physics
English Literature	Mathematics
History	Further Mathematics
Geography	Economics
French	Business Studies
German	Computing
Spanish	Design Technology
Latin	Drama and Theatre Studies
Classical Civilisation	Government and Politics
Music Technology	

Mandarin is also available off-timetable.

Choosing an A Level Combination of Subjects

The Sixth Form timetable is organised into 'Blocks' of teaching time. There are four major blocks, called A, B, C and D. There are also periods for Private Study which is inside the block structure, and one period of Study Skills/Independent Project.

Boys must choose their A Levels from these four major blocks of subjects. Only one subject may be chosen from each of these blocks. The A Levels that are subsequently studied in the Upper Sixth occur in the same blocks as the subjects in the Lower Sixth.

The expected block system from which boys must choose is published in the Sixth Form Course Guides, on the school website and via the Options Forms distributed in the Spring Term.

A boy should bear in mind the following when choosing a subject combination:

1. Their possible career
2. A Levels **required** by Universities, apprenticeships and the professions
3. A Levels **preferred** by Universities or the professions
4. Their own ability and preferences (since boys will have to work for two years in three of the subjects)

In choosing A Levels boys might aim for a fourth subject which *contrasts* with their other three (main) subjects in order to extend the educational value of their course; or they might choose one which *complements* their other subjects to bring an extra dimension to them. Some combinations are specifically required for University entrance or employment (see below for more details).

Not all combinations are desirable - the Deputy Head (Academic) reserves the right to suggest alternative combinations of subjects where appropriate.

Whilst the School offers all subjects listed on the Options Forms at the outset of the process, it may not be possible to ultimately timetable all subjects if demand for subjects does not make this viable.

The International Baccalaureate Programme (IB)

The IB is a diploma examination in which each boy must choose six subjects – normally three at Higher and three at Standard Level. The IB diploma is a full entry qualification to Higher Education. The balance of Higher and Standard Level subjects meets the needs of both specialist university systems and those of a broad, general and effective education. There are several other distinctive features in the IB diploma pattern. Every diploma student must:

- Write an Extended Essay – a piece of personal research of some four thousand words.
- Follow a course on the Theory of Knowledge (“critical thinking”).
- Spend the equivalent of one half day a week on some form of creative, aesthetic activity or on active community service.

Boys wishing to join the Diploma Programme will need to satisfy the Sixth Form entrance requirements for this course (see above). The programme is hard work and requires self-discipline and organisation, but the rewards are very significant. It aims to foster critical and compassionate thinking, respect for the diversity and richness of other cultures and attitudes, international understanding and responsible citizenship as well as providing an academically and intellectually stimulating course. In an increasingly international market, this passport to more than 700 universities in 66 countries serves students well.

The IB Diploma Programme

Bedford School offers the International Baccalaureate (IB) Diploma Programme as an alternative to A level in the Sixth Form. This provides an additional choice for our boys and an opportunity to follow a highly regarded pre-university course.

The IB Diploma curriculum consists of six subject groups and a course in Theory of Knowledge. The student must opt for one subject from each of the groups, i.e. a total of six subjects – normally three at Higher (HL) and three at Standard Level (SL). The usual options available to boys are given below (although these are subject to change, and in the event of insufficient numbers opting for certain subjects or type of subject, the School reserves the right to withdraw options):

Group 1: Language A (first language): including the study of selections from world literature in English. We also offer English Language and Literature.

Group 2: Language B (second language): French, German, Spanish, Latin (all Higher and Standard) and Mandarin and Spanish ab initio (for beginners). German A is an option for native speakers.

Group 3: Individuals and Societies: Economics, Geography, History and Philosophy (all Higher and Standard).

Group 4: Experimental Sciences: Biology, Chemistry, Physics and DT (all Higher and Standard)

Group 5: Mathematics: Mathematics Higher, Mathematics Standard, Mathematical Studies (Standard)

Group 6: Creative Arts: Art (Higher and Standard), Music (Higher and Standard) and Theatre Arts (Higher and Standard)

Or:

You may choose another language or a second subject from 'Individuals and Societies', or a second subject from 'Experimental Sciences'.

The Diploma Programme also includes an Extended Essay (a research project on a subject of the student's choice) and a Creativity, Activity and Service component (the extra-curricular side of the IB).

Subject Requirements for certain university courses

Some combinations are specifically required for University entrance or employment and the following is a brief guide to the most important of these:

Engineering: must usually include Physics and Mathematics and possibly Further Mathematics.

Medicine/Dentistry/Veterinary Science: a choice of subjects that allows a continuation and combination of Mathematics, Biology, Physics and Chemistry.

Economics: at least an A Level or Standard Level in Mathematics is usually required.

Oxbridge: For any mathematical or physical sciences degree, Further Mathematics is usually expected.

For the most up-to-date information about subject combinations we advise boys and parents to view the Russell Group University 'Informed Choices' document (available online).

Sixth form minority class time

There is no requirement for additional study on boys who choose the IB Diploma course.

However, if a boy chooses to study A Level then he will be required to attend additional courses which form an integral part of Sixth Form study. These courses provide a range of skills and information. In the Lower Sixth pupils attend one lesson a week to prepare an Independent Project and gain academic extension; in the Upper Sixth there is a lecture programme.

The Bedford School Independent Project, to which one lesson a week is dedicated in the Autumn and Spring terms, requires Lower Sixth A Level boys to work on a topic of their own choice, the research for which takes the boys beyond the confines of their A Level subject syllabuses and allows them to explore in detail an area of personal interest. As well as being a worthwhile educational exercise in itself, the Project is designed to provide boys with a tangible way of enhancing any future university application by giving them an opportunity to demonstrate to Admissions Tutors their interest in and commitment to a subject they may wish to read at University. The Project, therefore, is designed to mirror the Extended Essay option which IB boys are required to undertake.

One timetabled period a week is allocated to this Project in the Autumn Term, with teacher supervision, although the most successful Projects require boys to work on their submissions outside of timetabled lessons as well. Boys are given a variety of options for their Project, including an Extended Essay, a school or external essay competition piece, a piece of creative writing, or a series of magazine/blog articles and/or opinion pieces.

Boys are required to complete their Projects by the end of the Autumn Term, and to give a presentation to their classes about the work they have undertaken. Boys have the opportunity to work on their Projects in more detail in the Spring Term. These boys have an opportunity to formally present their work at a Project Presentation evening. Some boys may choose to convert their Bedford Independent Project (BSIP) into an externally assessed EPQ.

At the end of the Summer Term, boys use these lessons to begin UCAS application procedures and to investigate the results a university subject aptitude test. (This is delivered to IB boys during their usual CAS time at the end of the Summer Term).

In the Upper Sixth, all pupils attend a general studies lecture programme. The lecturers are all experts and the programme is designed to be varied, informative, challenging and popular in equal measure.

These courses provide boys with the opportunity to broaden and extend their interests and knowledge and to develop the range of their skills.

These times are also used to provide those boys who are identified as in need of extra support to attend additional Academic or ESOL Support lessons.

Curriculum Patterns in the Sixth Form

A Level

The Lower Sixth Curriculum: Period Allocations.

4 x 8 A Levels	=	32	Teaching periods
1 x Skills/Independent Proj.	=	1	
6 x PS	=	6	Private Study Periods

39 Periods per week

The Upper Sixth Curriculum: Period Allocations.

3 x 9 A Levels	=	27	Teaching Periods (boys can opt to take 4 subjects)
2 x G.E. lecture	=	2	General Education Lecture Programme
10 x PS	=	10	Private Study Periods

39 Periods per week

International Baccalaureate (both years)

Period Allocations.

3 x 6 Higher Levels	=	18	Teaching periods.
3 x 4 Standard Levels	=	12	Teaching periods
2 x Theory of Knowledge	=	2	Teaching periods
4 x Private Study	=	4	Private Study Periods
3 x CAS	=	3	Creativity, Activity and Service

39 Periods per week.

Some Academic Advice

1. Each Sixth Form lesson is a **joint activity** between the teacher and the taught. Both are engaged in interesting work and both must work hard to make each lesson a success.
2. In the Sixth Form boys will be **set tasks** such as essays which will require research and writing up. Usually these will be set once each week for each teacher who takes you. For some subjects this might be two or more teachers. It is essential that boys keep up to date. Boys will need a diary and must organise their time well.
3. **Patterns of work** are important. The Library is a place for quiet study with facilities for both independent silent working and collaborative work. Study periods are supervised and boys can expect help and advice in finding resources and developing their work. Study Periods may be taken here, or in other areas as described in the notice issued by Tutors. In the Lower Sixth, study periods that occur during the main subject blocks are likely to be taken in the relevant subject area. Boys may not leave the School Estate during the school day, except with the consent of a Housemaster or Tutor. Boys should put in about 6 hours of their own work each

week in each subject outside lesson time if they are to gain strong grades: failure to realise this is the most common reason for lack of success in the end.

4. Boys must never submit work late, unless they have explained a reason for this in advance. **Late submission** will be a real indicator that boys are not coping with their courses. If work is late boys must expect a detention for completion of the work, and possible exclusion from other school activities in extreme cases.
5. If boys have to **miss a lesson** (e.g. for a Music lesson) then they must clear this with their teacher in advance and arrange to make up the lost ground. If they miss lessons unexpectedly (e.g. because of illness) then it is essential that they do their best to catch up quickly. Notes in particular must be completed: what gaps they have will otherwise always be with omissions.
6. Boys must devise **their own system** for note taking, using files and storing essays or other written tasks. Using a box file at home/boarding house for work and ring binders or card folders at school. This will keep papers together and clean. Do not bring more than is needed to school: most of your notes should be held safely at home.
7. Boys should remember to work hard at establishing what the examination questions require of them in their subject. Boys should get used to looking out for the key words in a question - unless these are spotted much of what is done will be irrelevant. This is called **technique** and it varies in every subject. Learning the necessary skills is as important as the facts.

Assessment Policy

There is a School Assessment Policy. At its heart is the proposition that syllabus planning, assessment, recording and reporting are integrated activities which have the one aim of enhancing learning.

Proper assessment is regarded as a necessary incentive to working hard and successfully, and is essential to good diagnosis of weaknesses in factual recall and examination skills.

After entry into the Upper School, the progress of all boys is regularly assessed both formally by the School and informally by Departments and teachers.

Assessment at School level

Years	9	10	11	12	13
Access Reading Tests	*				
MidYIS Baseline	*				
YELLIS Baseline		*	*	(for new boy entrants only)	
Internal Block Tests	*	*	*	*	*
Internal End of Year Exams	*	*			
5 th Form Trials			*		
GCSE			*		
ALIS				*	
A Level Internal Exams				*	
IB1 End of Year Internal Exams				*	

A Level and IB Trials

*

A Level and IB Diploma External Exams

*

Some notes on data collection

1. The Access Reading Test is taken by all Fourth Year boys on entering the Upper School. It helps identify levels of literal comprehension, vocabulary, comprehension requiring inference or prediction and opinions and comprehension requiring analysis. It is used to assess student's ability to access the school curriculum and can flag up potential learning difficulties boys with which boys may need support. It can also be used for ongoing monitoring of progress of intervention programmes to improve reading skills.
2. MidYIS Baseline testing establishes a score for a boy in specific skills which go beyond the verbal. This baseline is used to help predict and to judge subsequent performance at GCSE. Only on such a basis can a verdict of under- or over-performance be made - and some notion of value-added be arrived at. The tests are devised by the CEM Centre at Durham University, and are marked there. These tests form the basis of our Academic Tracking system in the 4th, Remove and 5th Forms.
3. YELLIS Baseline testing (which operates in a similar way to MidYIS) is undertaken by any boys new to the School in the Remove or 5th Forms.
4. ALIS is a data collection system that indicates to the School whether a cohort of boys in a subject at A Level has achieved what should be expected of it. It provides a measure of value-added. The tests are devised by the CEM Centre at Durham University, and are marked there. These tests form the basis of our Academic Tracking system in the Sixth Form.

Assessment at Departmental Level

All staff are required to set regular preparation ('preps'), to use regular Block Tests and to play their part in end-of-year examinations, 'Trial' examinations, and other subject exercises. Records of these assessments are held by Heads of Departments and centrally and results are communicated to parents through the School Reporting procedures as appropriate.

Homework

Homework (Prep) is always set for each boy according to this programme.

In the **Fourths, Removes and Fifths** boys can expect to be set one prep a week per subject on average. These preps should last for approximately 30 minutes each for the Fourths and 40 minutes for the Removes and Fifths. Submission dates will be clearly stated.

In the **Sixth Form**, tasks may be set with a longer timespan, which might involve research and writing up. Submission dates will be clearly stated. Each boy should expect to undertake about 6 hours of work in each subject each week, outside taught time, if he is to score well at AS and A Level. For IB there are extensive additional requirements (e.g. the Extended Essay).

Much work at GCSE/IGCSE, A Level and IB is assessed coursework. The need to focus on this for sustained periods might disrupt a boy's homework timetable, but it remains his responsibility to ensure that all set work is up to date when needed.

Preps are recorded via Firefly (the School's VLE platform) in 4th, Remove and 5th Forms, and often for Sixth Form. Boys (and parents) may view their Firefly Prep details via the internet and via a mobile device app. Additionally, boys are issued with Prep Diaries which may also be used to record Preps.

All Departments follow a School Prep Policy, details of which are published via School Policies on the School website and via Tutors to boys directly.

Marking

Most class and homework will be marked by teachers, and the marks recorded where appropriate. The mark schemes must be known to all staff and applied with consistency, and should be known and understood by boys. Markbooks (including those which are on-line) are always available to Heads of Faculty, Heads of Department and the Deputy Head (Academic) for inspection and scrutiny.

It will be usual for marks awarded to be supplemented by comments which provide a degree of diagnosis but also encouragement. Marking should be regarded as being formative in addition to being summative and also in accordance with the School's Literacy Policy.

Departments are encouraged to use internal marking regimes which relate to GCSE/IGCSE, A Level or IB. Reference to this will be made in the relevant Departmental Handbook.

General Education

The General Education Department is made up of a team of four staff, managed by the Head of General Education and it looks to draw together and co-ordinate all the School's provisions and programmes other than mainstream academic courses, sporting activities and specialist music, art and drama. The Department oversees the delivery of Citizenship and PSHE content and works closely with UCAS and Careers preparation and Charities and Outreach initiatives. It is a collaborative and inclusive venture, and is coherent with Whole School Policies regarding the Equality Act 2010, Prevent, and KCSIE updates.

During the course of the academic year there are five Citizenship mornings where boys are taken off timetable. The starting point for the General Education curriculum is seen in the table below and incorporates and extends the PSHE Associations recommended programmes and those within the National Curriculum:

Programmes of study – National Curriculum PSHE and Citizenship

PSHE	Citizenship
Careers and work related learning	Democracy and justice – participation and decision making
Financial capability	Rights and responsibilities
Drugs – alcohol, tobacco, illegal drugs	Identity and diversity – school, local, national, global scale
Sex and relationships	
Anti - bullying	
Safety – water, transport, sport	
Social, emotional and behavioural skills	

While PSHE and Citizenship remain a crucial element of what is furnished, extension is also included from year to year via such initiatives as Key Skills and Revision Workshops, an extra-curricular activities fair for all Fourth Form boys, cooking sessions for Sixth formers and code-breaking workshops from Bletchley Park to name but a few.

There is a focus on ‘learning by doing’ and as such, the General Education department also runs several whole-school initiatives aimed at raising awareness of local and global issues, where pupil participation is key. A successful annual Movember campaign involves Upper Sixth boys teaching younger boys about male health issues, as well as fund-raising for related charities. In the past two years, they helped to raise over £22,000 in this campaign. In the Spring Term, we focus on the issue of homelessness and boys may participate in an annual ‘Sleepout’ run by the YMCA, as well as listen to visiting speakers on the subject. In the summer, we draw attention to the issue of extreme poverty and join the ‘Live below the line campaign, where boys and staff live on £1 a day for their food for a whole week. Again, there is an emphasis on participating and on peer – led learning. In addition, following annual presentations from National Citizen Service (NCS), a number of boys are engaged in work with them in the holidays. Boys also undertake the Chocolate Challenge as part of the Citizenship programme, which is designed to give them experience of running a business. We are proud that Bedford School is used as the case study school by both Movember and Live below the Line campaigns, on their websites and we have helped these national charities to develop teaching materials.

It is also important to recognise that many lessons within the curriculum contain within them elements of General Education that would also form part of the overall syllabus, again derived from PSHE schemes of work. Examples would include sex education in Biology and comparative religions and ethics in RE. It is also the case that School Assemblies are also seen as a key part in the process as there are short talks three times a week on matters of ethical, religious, political or social topics.

The following pathway is used to plan a boy’s progression through their citizenship career with us. Many of the issues that we cover in the early years are also reinforced later in a boy’s time at Bedford:

YEAR GROUP	HEALTH/ EMOTIONS BULLYING	DRUGS	SEX AND RELATIONSHIPS	POLITICS/ CITIZENSHIP	DIVERSITY AND PREJUDICE	CAREERS AND FINANCE	UCAS AND STUDY SKILLS	OTHER TOPICS
4THS	Anti – bullying; resilience.	Smoking, alcohol - intro	The sexualisation of our culture; internet safety	UN Rights of the child	Bedford school – a global community; Educate Girls	Chocolate Challenge Careers (Inspiring Futures)	Optional study skills evening	Food waste; extra-curricular activities fair
REMOVE	Body image; facing bereavement; life skills	Sports supplements	‘Crashing’ drama; STIs and contraception; relationships	An introduction to politics	Learning about our differences.	Futurewise Careers profiling	Elevate Education: Revision Skills workshop	Fair trade
5THS	Testicular cancer; informed consent	Alcohol Illegal drugs	Pornography and relationships/the law.	National Citizen Service	LGBT education; prejudice and polarisation	Futurewise tutorials; CV and employability	Elevate Education: GCSE study skills	Live below the line
LOWER SIXTH	Movember campaign	Driving safety/alcohol	STIs and Contraception – update – taking responsibility	Political studies and debating. Meet an MP. Immigration and racism; National Citizen Service	Holocaust education; drama production ‘Labels’	Centigrade profiles; OB Careers Fair; National Citizen Service	UCAS introduction – Unifrog; Elevate Education: Study Skills	Homelessness
UPPER SIXTH	Movember campaign; understanding relationships; mental health	Impacts of drug taking on those around you	Learning about consent; sexual health audit	Politics; prejudice and polarisation	U6 lecture circuit	Presentation skills. OB talks; OB Careers Fair	UCAS personal statement workshops. Medic, vet, Oxbridge workshops	Preparation for uni life – Hungry Men Challenge

In addition to the topics above, which will mainly be covered during Citizenship mornings there will be a programme of other events to get involved in, beyond your academic, sports and extra-curricular activities. The programme will include participation in whole school activities such as the Movember campaign and Live Below the Line, a Parliament workshop and various new school trips – cultural/current affairs/political - to sign up for. *More detailed schemes of work are available in the PSHE Programme of Study.*

Our aim is to build a General Education programme that is stimulating as well as properly comprehensive, and to make this important aspect of communal school life something truly exciting, for pupils and staff alike. Resources are stored on our Firefly site and disseminated to staff prior to Citizenship events.

Citizenship days following the format of a four-lesson series plus a tutorial period. Such an approach allows for themes to be addressed in a variety of ways to maximise the impact on our boys, through the use of guest speakers, workshops and outings where necessary.

The Lower Sixth Skills and Independent Project programme provides further extension and engagement opportunities (details above), as does the IB CAS programme. The school offers AQA's EPQ as an optional extra qualification designed to broaden pupil's academic interests and enhance their ability to research and express themselves. These are completed in communication with the Head of Careers and UCAS and have led to discounted UCAS offers for boys each year.

The Upper Sixth Lecture Programme has been a notable feature of school life for many years, and it encompasses an impressive array of speakers and topics. Several speakers have proved hugely successful and have become regular visitors to the School discussing a wide variety of topics and ideas. Further to this programme, all boys in the school attend the Head Master's Ashdown Lectures periodically where eminent speakers are invited into the school, the first of which was inaugurated by Lord Ashdown (OB).

A course entitled ToK (Theory of Knowledge) forms part of the Remove Form timetable. The course introduces students to certain fundamental ideas and information in the three areas as well as aesthetics and ethics. It also seeks to engage our pupils in issues of current affairs and encourages them to think, and learn how to think.

In the Fourth Form and throughout the school boys are encouraged to choose from our impressive array of clubs and societies. The Duke of Edinburgh Award and Combined Cadet Force are both very active within the school community alongside over sixty clubs and societies. Many of these arrange weekly activities including external trips, visits from guest lecturers and practical sessions on a variety of themes.

Specific provision for Gifted and Talented pupils is provided most ostensibly via two societies, the Archer Martin Society (4th, Remove and 5th Forms) and the Mitre Club (Sixth Form). However, there are a myriad of other academic and extension societies which meet regularly and which are open to all boys. A pupil-edited school magazine is produced, and the Ousel publication provides an opportunity for an annual round up of school activities. All these opportunities are equally available to those boys on the SEND and ESOL registers.

Finally, it is recognised that UCAS and Careers preparation becomes more complex by the year and both of these areas are run by dedicated members of staff. Students are advised and supported in completing their application to university, both through group and face-to-face meetings with our Head of UCAS and others. The Careers Department is well resourced and has developed a programme that operates both within and outside our Citizenship mornings. The Sixth Form Careers Fair/OB Careers Fair allows students to discuss potential lines of employment with professionals from a wide-ranging field. Use is made of the excellent Centigrade and other career profiling services to assist boys in making choices about future study and careers options.

The Academic Support Department

This Department is responsible for ensuring the correct support is in place to enable pupils with specific learning difficulties and students with English as an additional language to access the school curriculum and achieve their academic potential in school.

Please see the English as a Second Language (ESL) Policy and the Bedford School Special Educational Needs and Disabilities Policy.

Information Technology at Bedford School

Computer Facilities

Bedford School is equipped with excellent ICT facilities which extend throughout the School estate. The School network is supported by the IT Director and a specialist team of Systems and Support Engineers. All the computers within the School are networked together to share resources. Filtered access to the Internet is readily available via redundant connections, and all boys have their own school e-mail address.

There are two main computing rooms in the Main Building, and five other computing rooms in various Departments. Each classroom has a computer on the teacher's desk, and most now have projectors and interactive whiteboards. This provides ready access to ICT facilities across the entire curriculum. Additionally the School has Music AV Suites, site wide Wi-Fi, remote access to resources, full use of Office 365, Google Apps and iPad and Chrome Book Class sets.

ICT in the School Curriculum

We aim to ensure that all pupils and staff are educated in ICT. Boys make use of ICT throughout their school career; we fully integrate ICT into the education that we provide. This is most explicit in the 4th Form ICT programme of study, which provide boys with opportunities to learn about internet safety, coding and Excel. Our Virtual Learning Environment (eLearning site) developed through Firefly provides many resources and opportunities for independent and interactive learning. Laptops in the Library are available to boys to access podcasts developed by GCSEPod and other academic content. As they progress through the school all boys will grow in their appreciation of the potential (and pitfalls) of ICT through experiencing the use of computers in appropriate contexts. For example, in Geography GCSE coursework boys will use spreadsheet software for processing and presenting data. This will then be incorporated into their reports using a word processor. In Mathematics boys use spreadsheets to solve GCSE problems and for IB coursework. Computer controlled lathes, computer aided design and printed circuit design software are used as routinely as more traditional tools in Design and Technology lessons. In Science, when important experiments cannot be performed in the classroom, computer simulations can provide essential experience, and in practical work automatic data capture is available, allowing more complex lengthy experiments to be undertaken. More and more teachers and students are using Microsoft OneNote and OneNote Classroom technology along with Google Classroom in the prep school. This provides the ability for staff and students to

communicate lesson notes, preps, hand-outs and other vital digital information through the use of ICT. This is also being used to help build valuable notes for SEND boys.

The Internet extends the boundaries of education well beyond the limitations of traditional textbooks. Physics and Chemistry pupils turn to the Internet to research latest developments in science in universities and laboratories around the world. Politics and Economics pupils particularly value up-to-the-minute information for their projects. The availability of foreign newspapers through the Internet adds a new depth to the study of Modern Languages, as does the use of resources such as YouTube. Boys are not only able to develop their linguistic skills by reading articles that have been downloaded but will gain a deeper appreciation of other cultures through acquiring a wider perspective on contemporary news stories.

In parallel with the use of ICT use within the curriculum, there is a rapid growth in the use of ICT to deliver the curriculum. Projection facilities are widely used in all Departments. Some staff make use of a school iPad to enhance their teaching and learning.

The ICT department continues to work collaboratively with all other academic departments to develop this use of ICT.

The school offers students the chance to join the school Robotics Club where they will put to use ICT skills and programming in the design, build and testing of a robot which the regularly competes in the national Student Robotics competition.

Physical Education and Games at Bedford School

We recognise the benefits gained from sport and physical education as an essential component in a student's development. Hence a boy is required to partake in PE in all but his final two years and in Games throughout his school career. Boys in the 4th, Remove and 5th Forms have one timetabled period of Physical Education each week. All boys participate in, according to their level of performance, at least two hour-long games sessions. In these sessions they normally experience at least three sports within one year. Those who achieve 'team' status will have a far greater involvement than this minimum requirement.

All boys in the Upper School have access to the Recreation Centre facilities at specified times and are able to join a number of clubs to develop further their particular sporting interests. These clubs include canoeing, fencing, weights, water-polo, basketball, archery, swimming, table tennis, badminton and squash. Boarders have further access to the Centre in the evenings and on Sundays.

4th Form

In his PE period, a boy will complete a block of learning on Basketball in the Autumn Term. He will then look into the effects of exercise on the body and the concept of the benefits of healthy living during a health related fitness component. He will have his fitness assessed and recorded and will learn information that will enable him to produce a personalised training programme. During the Summer Term, he will receive instruction on a number of Athletics disciplines. He will also embark on three separate components in the pool: Water Safety, Stroke Improvement and Water Polo.

Remove Form

In a boy's PE periods during the first two terms, Basketball and second block of 'fitness' are targeted. The progressions for further athletics disciplines will be introduced in the Summer Term. He will also embark on 3 separate components in the pool: Stroke Improvement, Further Water Safety/Lifesaving (A group only) and Water Polo.

5th Form

The 5th Form are timetabled for PE and their time is spent on a four-week rotation of activities such as Badminton, Basketball, Volleyball, Core Stability, Table Tennis and Squash. Further emphasis and time will be spent developing further skills and enhanced game understanding.

6th Form

The Sixth Form have no timetabled PE but they continue a wide-ranging involvement in an increasing diversity of options in their extensive games time. The major sports of rugby, hockey, cricket and rowing will occupy the majority of boys. Others can choose, from such sports as Basketball, Badminton, Squash, Swimming, Fives, Weights, Cross-Country, Athletics, Golf and Tennis.

Swimming

The School is very conscious of the importance of water safety, water confidence, swimming skills, personal survival and general pool based disciplines. Within his Physical Education lessons, each boy will follow a broad based swimming curriculum covering stroke efficiency, stroke technique, entries and diving, water polo and, importantly, water safety, survival and rescue techniques. Boys can opt for swimming as their games' choice and the better swimmers will attend squad sessions and represent the School in inter-school competitions. A record of 'non' or 'weak' swimmers will be kept and regularly updated and there is a weekly extra-curricular session that these boys are encouraged to attend.

Higher Education

General

Most Sixth Formers from Bedford proceed to Higher Education in the October of the year that they leave the School. Some defer entry for a year and some prefer immediately to enter the world of business, apply for higher-level apprenticeships, join the armed forces or take up other professional training.

Bedford School has a distinguished record in preparing students for Higher Education. The majority of our Upper Sixth Formers achieve the necessary grades for entry to their first choice universities. Pupils choose to study a wide diversity of subjects from Aerospace Engineering to Zoology but a distinctive

feature of the School is the high proportion of engineering and science entries, and the proportion of boys entering Russell Group universities exceeds 75% year on year.

The School has a good record in preparing students for entrance to Oxford and Cambridge Universities, as well as overseas universities.

Procedures

In the Fifth Form boys are given individual independent Careers interviews and each boy sees a senior member of staff to discuss their Sixth Form options. During the Lower Sixth Year A Level and IB students begin to explore their Higher Education options and are guided through the application process via a series of presentations, the use of online resources such as Unifrog, and lesson time. Towards the end of the Lower Sixth Year parents are invited to attend a presentation that outlines the UCAS process and offers advice on how they can assist their son in the choices ahead of him. Guidance on the writing of Personal Statements is available to all boys through Tutors and Heads of Departments. Additionally the Head of Careers and UCAS is available for one-to-one meetings. Application to Higher Education takes place in the Autumn Term of the Upper Sixth Year and UCAS forms are completed electronically via the School computer network. The Head of Careers and UCAS checks forms and guides pupils through this process. Rigorous procedures and dedicated staff produce high quality applications. University interviews take place in the Autumn and Spring Terms, preceded by practice and mock interviews in School and offers are confirmed at the start of the Summer Term; with these offers the candidate approaches A Levels or their IB diploma in the Summer.

Oxford and Cambridge applications form part of this procedure, but are separately handled by a dedicated member of staff. Additional application forms and Admissions Tests may be needed, as is a particular knowledge of courses and Colleges. For both Universities there are interviews in November and December; and at both the outcome is known in the subsequent January. Boys are advised on the process and are given a number of mock practice interviews by Heads of Departments and senior members of staff prior to the real interviews.

The Library

A place of study, collaboration, development, creativity and knowledge - the Upper School Library provides a wide range of resources for the whole school community, both within the library and across the network. Our aim is to ensure that all of these resources are relevant, accessible, appropriate and up-to-date and that we identify and remove barriers to information and learning including poor communication, restrictive procedures and negative policies and regulations.

The Library has the dual role of being a sixth form study area and an information and resource centre and we provide a studious environment that is based on mutual respect and courtesy. Teachers are encouraged to bring classes to the library and seminar room and the library staff are on hand to help with research and resources.

The Library is a multimedia resource centre providing information across the school network, the virtual learning environment and at home, and boys can visit the library to borrow books, magazines, laptops, iPods, e-books, eBook readers or logon to access the online resources.

Library staff work closely with the Heads of Department and new resources are purchased in line with current curriculum needs and in response to subject and individual requests. We also address the needs of the IB extended essay, EPQ, BSIP, coursework and wider reading for university applications. Large works of reference are generally available online; either free or through subscription, and we maintain a small reference section in the library. In general more recreational needs are met by resources such as periodicals, online sources and digital resources, including academic podcasts.

The Library has an extensive range of current book stock that is regularly reviewed to ensure that it is current, relevant, appropriate, accessible, and in reasonable condition. In addition, we have reserve stock which consists of books that are of special interest, classics, or are still relevant for research, particularly for sixth form study or wider reading. We also have a collection of rare books that has been developed and maintained over the years.

The Library staff also have responsibility for the extensive school archive.

Appendices

1. GCSE Coursework (Controlled Assessment) management

We are aware of the pressures that GCSE coursework (Controlled Assessment) can impose on candidates during their pre-GCSE terms. Not all subjects are required to produce coursework, but in those subjects where coursework is part of the syllabus, we try to schedule coursework tasks across the year, to relieve pressures where possible. There is a Controlled Assessment Schedule which is available through the portal and is known to all Heads of Faculty and Departments – it is updated regularly. This is adhered to by Departments, and presents few difficulties.

2. Early GCSEs

Boys do not generally take early GCSE/IGCSEs in any of their Fifth Form subjects, though much subject teaching takes them beyond the needs of GCSE/IGCSE, particularly to stretch the more able.

For example, in Mathematics all Removes and Fifth form boys take a two-year course to GCSE. However the most able Mathematicians cover within the teaching programme some of the work required for the first module of the A Level Mathematics syllabus. This adds considerably to the algebraic skills of the more able boy and they sit a Level 2 qualification at the end of the Fifth Form.

Other subjects develop skills and extend the range of data and vocabulary so as to strengthen GCSE/IGCSE and provide a platform for the IB and A Level.

3. Retake GCSEs in the Sixth Form

Inevitably, some boys wish to re-take one or more GCSEs in the Sixth Form. Re-take Mathematics and re-take English candidates receive staff guidance, but not tuition unless this has been privately arranged through the relevant Head of Department.

Except for English and Mathematics, or where entry to the Sixth Form has been dependent upon extra GCSE passes, we dissuade boys from collecting extra passes. The Sixth Form programme is full enough as it is, and non-taught time is needed for private study for both the IB and A Level. Moreover, recent changes to GCSE specifications mean that, in most subjects, re-take opportunities are not available until the June of the Lower Sixth.

4. Examination Boards and Specification Codes

The School tries to respond positively to a request from a Head of Department to follow the syllabus of a particular Awarding Body. The current list of examination boards can be viewed on the Examinations Officer Firefly site.

5. Publication of Public Examination Results

The dates of publication of Public Examination results are shown in the School Calendar and given to candidates during their examination briefing. For Summer examinations this currently means the Thursday dated around August 14th for A Levels and August 21st for GCSEs. IB results are always published on July 6.

Candidates can see their own results on the School's Portal, accessed via the Internet.

Some GCSE candidates decide to modify their A Level or IB choices in the light of these results: this is only possible if they visit, email or telephone the Deputy Head (Academic) before the start of the Autumn Term.

6. Careers Education and Guidance

There is a full careers guidance programme for pupils from Year 7 to Upper Sixth. Much more detailed and specific information is given to pupils and parents at the time of GCSE and A Level/IB choices concerning the requirements of university courses and various careers and individual interviews are held with each pupil in Year 11 to establish areas of interest and give suggestions. At this time, pupils are exposed to Futurewise profiling activities from Inspiring Futures to assist with these individual interviews. Pupils are encouraged to undertake work experience at the end of 5th Form and beyond. The Careers Department offers an extensive range of careers resources in the Careers Library and online. These include numerous books, up-to-date magazines, computer programmes and brochures. Reference books as well as books about job-seeking skills, Curriculum Vitae and interviews all help boys in their preparation for entry into Higher Education and the world of work. There is a dedicated member of staff for Careers and UCAS, and a team of specialised advisors, available at careers@bedfordschool.org.uk. The School also has close links with the National Citizen Service and

Cambridge Occupational Analysts. The School is also the holder of the Onslow Trust's Gold Award for Education to Employment and holds the nationally accredited Careers Mark.

In the Fourth Form all boys take part in a careers research experience entitled 'The Chocolate Challenge'. In the Remove Form and Fifth Form, boys are introduced to the online career profiling service Futurewise (previously mentioned) which boys can then access online in their own 'Careers Room' until they are 18 and beyond. The resultant report is discussed with an independent specialist, their Fifth Form Tutor and an action plan is formulated. The emphasis is placed not on specific job titles but on assessing personal strengths and interests in relation to the wide range of careers open to the boys. Boys take a COA 'Centigrade' assessment in the Lower Sixth to assist with university and career choices. Pastoral staff are specifically trained to help the boys interpret and use these reports to their best advantage. There is also a Careers Fair open to all boys held in conjunction with the OB Club in the Spring Term. Speakers representing a broad range of different careers give presentations to pupils and their parents throughout the evening. Pupils are encouraged to attend as many sessions as possible and to ask questions freely.

Throughout the year Careers events are held with a focus on enthusing and informing boys regarding certain career pathways. Recent events include a law event, a journalism event, The Times 100 Top Employers event, and subject-specific events.

Being a member of the Independent Schools Organisation, currently rebranding as 'Inspiring Futures' (as already referred to) representatives are present at Fifth and Sixth Form Parents' Evenings' in order to provide advice and support. IF also attend Citizenship Mornings and deliver crucial Careers sessions to all year groups.

7. Reports

The School Reporting Schedule is published on Firefly under Upper School – Supporting Learning. Boys are reported on regularly via Full Reports and Grade Cards. At least one Parents' Evening per year group is also held each year.

8. The Supply of Books

Below the Sixth Form the school issues most textbooks. These then remain school property and are returned at the end of the Summer Term. If returned in good condition no further charge is made for their use. We also charge boys for English examination texts at IGCSE and Music Scores at GCSE as they are heavily annotated and of no subsequent use to other students. Texts for use by Sixth Formers on their A Level and IB studies are purchased by the boys, the charge being made through the termly 'Blue Bill'. At present, all necessary paper and exercise books are issued to boys without charge, through the Bell Room.

9. Advice and Support

Every effort is made to give advice and support of an academic nature to boys. The Tutors, Housemasters and Heads of Faculty and Departments all contribute to this, and the Deputy Head (Academic) is always available to boys and parents. Typical issues for discussion are options at

GCSE/IGCSE, A level and IB, Oxbridge and other University entrance, classroom performance, or just the need for academic or moral support. The school website should be visited for immediate or updated needs - www.bedfordschool.org.uk

In addition there is a well-equipped Careers Office with a dedicated Head of Careers and UCAS and Higher Education.

Finally, there are Academic Year Heads for each year group who support the work of Tutors and Housemasters in order to ensure boys' academic progress is monitored and supported as effectively as possible.

10. Number of sets by subject 2020-21

Year 9	
Subject	No. sets
Art	9
Drama	7
DT	9
English	7
EAL	1
French	6
Geography	7
German	3
History	7
Latin	2
Maths	7
Music	7
PE	4
RE	7
Science	7
Spanish	4

Year 10	
Subject	No. sets
Art	3
Drama	2
DT	4
English	7
EAL	1
French	4
Geography	5
German	1
History	4
Latin	1
Maths	7
Music	2
PE	7
RE	3
Science	7
Art	3

Year 11	
Subject	No. sets
Ancient History	1
Art	3
Drama	2
DT	4
English	7
EAL	2
French	4
Geography	5
German	2
History	4
Latin	1
Maths	7
Music	2
PE	7
RE	3
Science	7

A Level Year 12	
Subject	No. sets
Art	3
Biology	4
Business	4
Chemistry	4
Class civ	1
Computer Sci	1
Drama	1
DT	2
Economics	4
English	2
Further Maths	2
French	1
Geography	4
German	1
History	2
Latin	1
Maths	5
Music Tech	1
Music	1
Physics	4
Politics	2
RE	2
Spanish	1

A Level Year 13	
Subject	No. sets
Art	3
Biology	3
Business	4
Chemistry	4
Class civ	1
Computer Sci	1
Drama	1
DT	2
Economics	4
English	3
Further Maths	2
French	1
Geography	4
German	1
History	2
Latin	1
Maths	5
Music Tech	1
Music	1
Physics	3
Politics	2
RE	2
Spanish	1

IB Year 12	
Subject	No. sets
Art	1
Biology	1
Chemistry	2
Mandarin ab initio	1
Economics	2
English Lit	1
English Lang A	1
English Lang B	1
French B	1
Geography	1
German A	1
German B	1
History	1
Latin	1
Maths	3
Physics	1
Philosophy	1
Spanish ab initio	1
Spanish B	1
Theory of Knowledge	3

IB Year 13	
Subject	No. sets
Art	1
Biology	1
Chemistry	2
Mandarin ab initio	1
Economics	2
English Lit	1
English Lang A	1
English Lang B	1
French B	1
Geography	1
German A	1
German B	1
History	1
Latin	1
Maths	3
Physics	1
Philosophy	1
Spanish ab initio	1
Spanish B	1
Theory of Knowledge	3