



Curriculum Policy – Academic and Sport (Upper School)

Policy number	US014 / ISI 02a
Applies to	Upper School
Endorsed by	Head Master
Responsibility	Head Master
Date reviewed	September 2020
Next review	September 2021

Curriculum Policy – Academic

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.

The core aim of the curriculum is for pupils to develop skills in speaking, listening, literacy and numeracy in accordance with their age and their aptitude.

Each subject is structured to ensure that all boys (including those with SEND and/or ESOL, or More Able (Gifted and Talented) boys) have the opportunity to learn and make progress in competence and understanding, where appropriate leading to the level of skill and knowledge required for GCSE/IGCSE, A Level examinations and the International Baccalaureate Diploma programme. The Qualifications and Curriculum Authority's (QCA) plans and schemes of work are given due respect and consideration in the formulation of syllabuses and the School's own schemes of work. However, departments use the QCA documentation in differing measures and schemes of work may well extend beyond the National Curriculum or differ from it where Heads of Department feel this is most beneficial for the pupils. Where a class is being entered for a public examination it is ensured that all work on the relevant syllabus is covered thoroughly and meticulously. In accordance with the Education Act 1996 (Section 8), full-time supervised education for pupils from Year 9 to Year 13 (13-18 years old) is provided in the Upper School.

The Academic Curriculum Policy is delivered alongside our PSHE Policy (referred to as General Education in Upper School), both of which emphasise the School's belief that each boy should be developed in terms of general education both in and beyond the classroom such that they develop in social confidence and social awareness in order that they are adequately prepared for the opportunities, responsibilities and experiences of adult life.

The Upper School (and Prep School) both have significant programmes to ensure that the above is realised, whilst also recognising that such values are inculcated in every aspect of school life, from tutoring to teaching to life outside the classroom. Within these programmes, the School is aware of its obligations under the Equality Act and actively promotes the Prevent strategy. The School does all it can to keep both boys and staff up-to-date with the latest policy changes.

Curriculum Content

The following aspects are covered within the curriculum:

Linguistic	English Language, French, Spanish, German, Latin, ESOL and Mandarin Chinese (the latter being available off-timetable)
Mathematical	Mathematics, mathematical skills used in other subjects such as Biology, Chemistry, Physics, Geography and Economics, Further Mathematics at A-Level.
Scientific	Science, Additional Science, Biology, Chemistry and Physics (taught as separate sciences at GCSE/IGCSE)

Technological	The use of ICT is integrated within the other subjects, with 'off-timetable' ICT Days included within the Year 9 curriculum. Computer Science is offered as a GCSE and A-Level option, as is Music Technology
Human & Social	History, Geography, Citizenship (through the School's General Education Programme), Politics, Economics, Business Studies, Classical Civilisation, Religious Studies, Careers
Physical	Rugby, Hockey, Cricket, Rowing, Athletics, Badminton, Basketball, Canoeing, Cross-country, Fencing, Fitness, Fives, Hill Walking, Gliding, Golf, Gym, Pilates, Sailing, Soccer, Squash, Scuba diving, Skiing, Swimming, Table-tennis, Taekwondo, Tennis, Water Polo, Weight training and Yoga
Aesthetic & Creative	English Literature, Art and Design, Design and Technology, Music, Music Technology, Singing, Creative Writing, Drama, History of Art and Drama and Theatre Studies

Pupils with SEND

The school has a range of support strategies in place to ensure that pupils with SEND can access and achieve within the main school curriculum. For further details see the Special Educational Needs and Disabilities (SEND) policy.

Pupils with English as a Second Language (ESL)

Pupils with English as a Second Language are also given additional support where required to help them access and achieve within the main school curriculum. For further details please see the school English as a Second Language (ESL) policy.

Differentiation and Independent Learning

We consider it to be essential that pupils are set learning tasks at a level that not only challenges them and interests them, but also ensures progress and a sense of achievement. Differentiation is used in lessons and assessment as appropriate, which may be differentiation by task or by outcome. Teachers have high expectations of the pupils and aim to encourage all pupils including those who are more able, gifted or talented. A wide array of extra-curricular academic societies are open to all and provide an environment in which boys are stretched and challenged, in addition to the classroom.

Preparation for Adult Life

It is recognised that preparation for life beyond school is a crucial part of the curriculum. We aim to develop skills and knowledge, as well as providing support and opportunities in order to adequately prepare boys for the responsibilities and experiences of adult life. This is done through General

Education (notably delivered via Citizenship Mornings), UCAS and Careers Guidance (as detailed below).

General Education (Personal, Social and Health Education)

A comprehensive and well-researched General Education programme, which includes PSHE and Citizenship, is offered within the curriculum. This is most comprehensively delivered via whole school Citizenship Mornings in which pupils come off-timetable to follow specially designed courses. This includes, amongst other aspects, drugs and alcohol awareness courses, sex and relationships education, politics, financial literacy, environmental issues, such as food waste and citizenship. Outside speakers are invited to contribute and boys are encouraged to teach peer-led lessons in a variety of topics.

In addition, there are events which aim to raise awareness of a range of issues across the whole School, through a variety of participatory and fund raising activities. These include the Movember campaign, raising awareness of male health issues and Live Below the Line week where boys and staff eat on £1 a day and raise money for global development charities. Each house also takes turns to collect food for Bedford Foodbank, to whom we make monthly donations. For full details see the General Education section of the School's Academic Plan.

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, Cambridge Occupational Analysts and Inspiring Futures. 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.

Preparation for Further and Higher Education

During the Lower Sixth Year, A Level and IB students begin to explore their Higher Education options and are guided through the application process through a series of presentations including a UCAS Evening (to which parents are also invited and which outlines the UCAS process and offers advice on how parents can assist their son in the choices ahead of him). Sessions are also delivered as part of Citizenship mornings. Boys also complete a Centigrade profile in the second half of the Lower Sixth Summer Term.

Application to Higher Education takes place in the Autumn Term of the Upper Sixth Year and UCAS forms are completed electronically. The Head of Careers and UCAS checks forms and guides pupils through this process; she holds daily one-to-one meetings for boys if they need advice and parents often make use of this service too.

Early applications (Oxford and Cambridge, Medicine, Veterinary Science and Dentistry) applications form part of this procedure, but are additionally overseen by the Oxbridge Coordinator(s). Boys are advised on the process and are given a number of mock practice interviews

Curriculum Policy – Sport

Through Sport at Bedford School, it is our aim to promote physical activity, encourage participation and competition both in the individual and team context and to make boys aware of the benefits of a healthy lifestyle. Our intention is, that having been given access to a wide range of physical activities, the boy will be equipped and motivated to continue his sporting participation on leaving school.

The Aims and Objectives of the Sport Policy are:

- To provide boys of all ages and abilities, from beginner to elite, the opportunity to foster a love and understanding of sport.
- To offer boys of all abilities the opportunity to participate in a wide range of sporting activities.

- To provide, through high quality coaching at all ages, a coherent, structured, progressive and safe coaching programme.
- To improve every individual's skill, game understanding and fitness and thereby maximise his potential.
- To run competitive internal competitions through House Matches.
- To promote the ethos of 'fair play' and respect for: the laws, fellow players, spectators and officials.
- To provide a varied, wide and challenging fixture list for boys of all abilities and ages.
- To ensure the continuation of the School's reputation for sporting excellence on a local, regional and national level.

'Major' Sports Policy

Boys will be required to take part in the major sport(s) for that term, if they are chosen to do so.

The major sports are defined in each term as follows:

Autumn Term	Rugby
Spring Term	Hockey and Rowing
Summer Term	Cricket and Rowing

All other sports will be defined as 'minor'.