

## E.1 Curriculum Policy

### E.1.1 Introduction

The curriculum at Bishopstrow includes all the planned activities that are organised in order to promote learning and personal growth and development. It includes the range of extra-curricular activities that the College organises in order to enrich the experience of the students. It also includes the 'hidden curriculum', or what the students learn from the way they are treated and expected to behave. We aim to teach students how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

### E.1.2 Values

The curriculum is the means by which the College achieves its objective of educating students in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The values of our College are given in our 'mission statement' and are those on which we have based our curriculum:

- We value the way in which all students are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We will incorporate the needs of students with an Educational, Health and Care plan into the planning of our academic and boarding provisions.
- We value the rights enjoyed by each person in our society. We respect each child in our College for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the students in our College.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own. This includes the incorporation of Fundamental British Values into every aspect of our teaching and learning at the College, both within the academic environment and socially.

### E.1.3 Aims and Objectives

The aims of our College curriculum are:

- To enable effective learning by a wide variety of teaching methods that will excite and extend the intellect of every student.
- To foster within our students a sense of responsibility, sensitivity and a genuine love of learning.
- To promote knowledge and understanding and mastery of intellectual, creative and physical skills through academic, aesthetic and creative education.
- To provide sufficient breadth and depth of information, skills and experiences to create a firm basis for future educational growth.
- To provide the knowledge and skills in order to prepare students for their next schools.
- To incorporate the use of information technology throughout all academic and creative subjects.
- To contribute to the development of personal qualities, attitudes and moral values.
- To provide the skills, experiences and knowledge necessary for a happy and healthy life,

|             |             |  |
|-------------|-------------|--|
| Section E.1 | Page 1 of 7 |  |
| Updated     | Chris Lewis |  |

- participation in the culture of our society, and involvement in family, social and civic life.
- To raise awareness and instil in our students an understanding of Fundamental British Values in all aspects of their life in the UK.
- To provide the means by which our students will be able to grow fully as individuals in order to adapt to the demands of an ever-changing world and to prepare them for the challenges of the future.

## E.1.4 Organisation and Planning

Our curriculum is planned in three phases. There is a long-term plan for each language level, this indicates what topics or skills are to be taught in each term. We call this our 'syllabus'. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We call this our 'scheme of work'. Our short-term plans are those that the teachers write on a weekly or daily basis. We use these to set out the 'learning objectives' for each session.

At Key Stage 2 National Curriculum guidelines are observed. At Key Stage 3 the Common Entrance syllabus compliments the National Curriculum closely in some subjects, such as science and maths. At Key Stage 4, pre-IGCSE and IGCSE study is offered. In all key-stages, differentiated learning and scaffolded learning helps teachers to adapt the syllabus for students of differing levels of language ability. In our English language classes, we take our syllabus from the Common European Framework of Reference for Languages (CEFR), a brief guide to this is presented below.

**Grammatical Structures at different Levels in a typical Structural Syllabus** (Based on the Common European Framework of Reference for Languages)

### (A1) Beginners and Elementary

The verb to be: positive, negative, questions

Personal pronouns: e.g. me, my, mine

A/an + nouns

Singular and plural nouns

This/that/these/those

There is/there are

A/some/any and countable/uncountable nouns

Present simple +,-,?

Possessives

Adverbs of frequency (always, never, etc.)

Modal verb: Can/can't for ability

WH question forms (What, who, where, how many etc.)

Past of to be (was/were)

Past simple (+,-) regular and irregular verbs

Simple linkers: and, but, so, because etc.

Going to for future plans

Present continuous for temporary events around now

Present continuous for future arrangements

Have got

Prepositions of time (e.g. in, at, on etc.) place (near, next to, opposite etc.) and movement (to, from, into, out of etc.)

Comparative and superlative adjectives (bigger, the biggest)

A/an v. the v. zero article

|             |             |  |
|-------------|-------------|--|
| Section E.1 | Page 2 of 7 |  |
| Updated     | Chris Lewis |  |

# Bishopstrow College – Policy Manual

Would like to / want to

Modal verbs: have to/don't have to / must/ mustn't

Infinitive of purpose (I went to Tesco to buy some sausages)

Present Perfect simple +, -,

Will and verb for spontaneous decisions (I'll take it)

There is likely to be a stronger focus on lexis (vocabulary) than grammar, including functional phrases for: introductions, offering, making suggestions, inviting, refusing, agreeing, giving basic opinions, making excuses, giving directions

## **(A2) Pre Intermediate**

This level would include revision and further extension of many elementary areas as well as introducing new items.

Question forms

Present simple v. present continuous

Past simple v. present perfect

Modals: can, can't, must, mustn't, have to, don't have to, should, shouldn't. Different future forms: going to, present continuous, will + verb, planning to, thinking of, etc.

Articles

Modals: May, might, will for possibility

Present tense after if, when, before, etc.

Used to...

Past continuous

Gerunds (-ing forms) after verbs (e.g. like, can't stand). This will have been introduced briefly at beginner's level.

Gerunds vs. infinitives like doing vs. would like to do

Passive forms (it was directed by...)

Present perfect continuous (I've been living here since)

Conditional sentences with will and would (If you do this, I'll do that)

There is likely to be a stronger focus on lexis (vocabulary) than grammar, including functional phrases for: introductions, offering, making suggestions, inviting, refusing, agreeing, giving basic opinions, making excuses, giving directions, making complaints, persuading, etc.

## **(B1) Low Intermediate**

This level would include revision and further extension of many pre-intermediate areas as well as introducing new items.

Question forms all tenses so far.

Questions with 'like' (What's she like?)

Present simple v. present continuous

Past simple v. past continuous

Present perfect: different uses

Modals: can, can't, must, mustn't, have to, don't have to, should, shouldn't, allowed to. Past forms e.g. had to, didn't have to.

Different future forms: going to, present continuous, will + verb, planning to, thinking of, etc.

Articles further rules

Modals: May, might, will for possibility and past forms: e.g. must/might/could/can't have been.

Present tense after if, when, before, etc.

Used to...

|             |             |  |
|-------------|-------------|--|
| Section E.1 | Page 3 of 7 |  |
| Updated     | Chris Lewis |  |

# Bishopstrow College – Policy Manual

Gerunds (-ing forms) after verbs (e.g. like, can't stand). Extension of verbs concerned.  
Gerunds vs. infinitives. Like doing vs. would like to do  
Passive forms (it was directed by...)  
Present perfect continuous (I've been living here since)  
Conditional sentences with will and would (If you do this, /I'll do that) and zero conditional.  
Time expressions: e.g. since, until etc.  
Indirect questions, e.g. Do you know where he lives?  
Question tags e.g. You drink coffee, don't you?  
Reported speech

There is likely to be a stronger focus on lexis (vocabulary) than grammar, including functional phrases for: introductions, offering, making suggestions, inviting, refusing, agreeing, giving basic opinions, making excuses, giving directions, making complaints, persuading, etc.

## **(B1/B2) Mid Intermediate**

In addition to the Intermediate syllabus;

Past perfect (When I got there she'd arrived)  
'Third conditional' (If I'd known, I would have come)  
Verb patterns e.g. more verbs with infinitive or gerund  
Questions ending in prepositions 'What did he spend his money on?'  
Gradable and un-gradable adjectives e.g. very good (ok) very fantastic (incorrect) further work on passives - other tenses  
Quantifiers (a lot of, a great deal of, plenty of, a few, few etc.)  
I wish + past simple  
More complex linkers: although, however, as well etc.  
Relative clauses A prescription is the paper which a doctor gives you.

There is likely to be a stronger focus on lexis (vocabulary) than grammar, including functional phrases for: introductions, offering, making suggestions, inviting, refusing, agreeing, giving basic opinions, making excuses, giving directions, making complaints, persuading, etc.

## **(B2) Upper Intermediate**

General review of all tenses and all grammar so far  
Other uses of the gerund (-ing form) e.g. smoking is bad for you  
Passives all tenses and it's said/claimed/thought/known that...  
Future continuous I'll be seeing him so I can give it to him  
Future perfect I'll have finished it by tomorrow morning  
Review of article use a/an/the/zero article  
Conditionals review  
I wish I'd / hadn't  
Relative defining and non-defining clauses  
More complex linkers: moreover, furthermore, as a result, etc.  
Reported speech with verbs that summarise: deny, refuse, insist, etc.

There is likely to be a stronger focus on lexis (vocabulary) than grammar, including functional phrases for: introductions, offering, making suggestions, inviting, refusing, agreeing, giving basic opinions, making excuses, giving directions, making complaints, persuading, etc.

## **Differentiation**

|             |             |  |
|-------------|-------------|--|
| Section E.1 | Page 4 of 7 |  |
| Updated     | Chris Lewis |  |

Students who are very able are given differentiated work within the class and encouraged to be more responsible for areas of their own learning. High achieving students are given extra or differentiated work across all key stages.

## **E.1.5 Balance of the Curriculum.**

We consider that the curriculum should have a good balance of English as a second language, maths, science, humanities, specialist vocabulary and physical education. The balance of subjects is reviewed by the Principal and Director of Studies as an on-going cycle of review, and adjusted as necessary after consultation with teaching staff.

## **E.1.6 Amount of Homework**

We increase the amount of homework that we give the students as they move through the College. We expect students at Key Stages 2 and 3 to spend 60 minutes each night on set homework, totalling to 5 hours per week. This includes a 30 minute English language progress test at the weekend. Students at Key Stage 4 are expected to spend 1.5 hours 5 evenings a week, to include extra reading, complete unfinished work, or project work and catch up on any missed work. In addition, KS4 students sit a 90 minute progress test in English over the weekend.

We set homework for all students as a normal part of College life. We ensure that all tasks set are appropriate to the ability of each student, and we endeavour to adapt any task set so that all students can contribute in a positive way. The work produced from students during prep, and the results of their weekly English testing, enable teachers to set individual progress targets to guide students successfully through the syllabus.

Homework is supervised and staff accessible to answer queries if they arise. Students are encouraged to study in the classrooms or library rather than struggle unaided in their rooms.

## **E.1.7 English Language**

Progression in the English language is at the forefront of teaching at the College. Students are encouraged to use English as the medium of communication in all that they do, both inside the classroom and during everyday life around the College.

On arrival, students will be assessed in their English language ability and placed in appropriate sets for both English language tuition and the study of subjects such as Science and Humanities. Within these classes, teachers will adapt materials and assessments to suit the needs of the students, with a particular focus given to building English language skills within the subject as well as developing subject knowledge.

English language classes cover an array of linguistic functions within the areas of general and academic English. Students will study towards a Cambridge English Assessment (as detailed below), learn how to use the language and produce a variety of text types related to the study of subjects at the appropriate key stage, and learn how to read and respond to English literature. Students also take part in debates, seminars, presentations and lead assemblies on an array of PSHE related topics.

## **E.1.8 Physical, Social and Health Education (PSHE)**

|             |             |  |
|-------------|-------------|--|
| Section E.1 | Page 5 of 7 |  |
| Updated     | Chris Lewis |  |

# Bishopstrow College – Policy Manual

As part of the curriculum, students will cover modules in PSHE in assemblies as a whole College and in small tutor groups with their English language teacher. Topics such as 'Relationships', 'Internet Safety' and 'Maintaining a Healthy Lifestyle' are delivered throughout each term, and students are assisted in preparing class assemblies, within which each student will take part in presenting a topic to their peers.

## E.1.8 Examinations

Students are closely assessed in relation to standardised assessments throughout their time at the College. As the academic year progresses, advice and recommendations will be made to students, agents and parents with regards to potential success in upcoming exams. If relevant, students will be given the opportunity to sit IGCSE or Cambridge English language exams in the College's third term (approximately May/June). A list of examinable subjects is presented below:

### English language:

| CEFR | EXAMINATION                              | LEVEL              | NOTES   |
|------|--|--------------------|---|
| A2   | Cambridge Key English Test (KET)         | Elementary         | Basic qualification in English  |
| B1   | Cambridge Preliminary English Test (PET) | Intermediate       | Proves competence in English at a basic level of communication in both social and work situations.  |
| B2   | Cambridge First Certificate              | Upper Intermediate | This is the most widely taken of all the Cambridge EFL examinations requiring knowledge of all the language skills. It is widely recognised by business, commerce, industry and educational institutions as proof of language ability at the higher intermediate level. |
| C1   | Cambridge Advanced English (CAE)         | Advanced           | Offers a high level final qualification in English for those who need to use the language extensively in their job.   |

### IGCSE: (For students in year 11 or above)

| SUBJECT                      | EXAMINATION BOARD                   | NOTES   |
|------------------------------|-------------------------------------|---|
| English as a Second Language | Cambridge International Exams (CIE) | A useful qualification to show students have been prepared for academic study beyond Key Stage 4.   |
| Mathematics                  | Cambridge International Exams (CIE) | A secondary school qualification in Mathematics; often a prerequisite to study Maths related subjects at A-level.   |
| Additional Mathematics       | Cambridge International Exams (CIE) | The Additional Mathematics syllabus is intended for high ability candidates who are likely to achieve, Grade A*, A or B in the Cambridge IGCSE Mathematics examination. |
| Combined Science             | Cambridge International Exams (CIE) | A single IGCSE qualification in all three sciences; Physics, Biology and Chemistry.   |

# Bishopstrow College – Policy Manual

Academic

Section E.1 – Curriculum

|                          |                                     |  |
|--------------------------|-------------------------------------|--|
| Co-ordinated Science     | Cambridge International Exams (CIE) | A double IGCSE qualification in all three sciences; Physics, Biology and Chemistry. This assessment covers each science in greater detail.   |
| History                  | Cambridge International Exams (CIE) | The IGCSE History qualification covers some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. |
| Business Studies         | Cambridge International Exams (CIE) | The Business Studies assessment covers the workings of business in both the private and public sectors of the economy, and shows how important it is to comprehend the importance of change and technological advancement.   |
| Student's First Language | Cambridge International Exams (CIE) | Languages such as Japanese, Chinese, Russian and Thai (more are available) as assessed at IGCSE level.   |