



SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK

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Introduction

The School's Curriculum Policy is written in support of the Mission Statement which pledges to "offer an inspirational English language education" for students. The policy seeks to provide an outline framework to explain what it means to be part of our "community of learning" and the emphasis on language which "brings our community together". The policy traces the school journey from Early Years to Y13 providing clarity, insights and advice for parents, students and staff. Shrewsbury's definition of High Quality Learning (Appendix 1) provides a further aspirational framework for the learning community. The theme of intercultural learning in a British-system school is given clear priority.

Shrewsbury values all curriculum time and when it is unable to provide such due to reasons beyond its control, it works to ensure continuity of education. Initially, Shrewsbury provides continuity of education through the use of Firefly (as per School Closure Guidelines for Staff), but in the case of events preventing educational provision for a prolonged period, Shrewsbury will find alternative methods to ensure all students have access to education. This would be deemed a critical incident (please see Critical Incident Policy). When curriculum time is lost through planned change, Shrewsbury

ensures mitigation within the framework of the published term dates and may adapt timetables accordingly.

Early Years Foundation Stage (EYFS)

1. Introduction

The Early Years curriculum is based upon the Early Years Foundation Stage (EYFS). There are seven areas of learning which are split into the Prime Areas and Specific Areas.

The Prime Areas are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The Specific Areas are:

- Mathematics
- Literacy
- Understanding of the World
- Expressive Art and Design

At Shrewsbury, students in Early Years learn through purposeful play, allowing them to explore and direct their own learning. Teachers use carefully selected resources, observation and meaningful interactions to help guide and build upon the student's learning process. As learning is guided by the student's interests, they are more engaged and much more open to challenges. Learning is individualised to support every student's developmental needs. The Areas of Learning are developed both indoors and outdoors, and the students are given the freedom to choose where they would like to learn, and are given time to play at length and in depth.

When planning and guiding learning and development, teachers also reflect on *how* students learn. Teachers focus on the three characteristics of effective learning: playing and exploring, active learning and creating and thinking critically.

Alongside their class teacher, they also have a range of specialist teachers who join the Early Years Environment to enhance the learning. This includes specialist Thai, Music and Physical Education.

The school day for EY1 is from 7.30am until 12.20 every day, with a 'soft start' between 7.30am- 8.00am. In EY2 the day runs from 7.30am-2.20pm, similarly with a 'soft start' between 7.30am- 8.00am. All students take part in a balance of adult led activities, child-initiated activities and specialist lessons.

2. Communication and Language

2.1. A rich language environment is created throughout the Early Years. The curriculum is split into three strands; listening and attention, understanding and speaking. Students develop their confidence in expressing themselves and are encouraged to speak and listen in a range of situations. Students are exposed to a range of reading materials to ignite their interest. In EY1, students use Plan Do Review to verbalise what they have been learning and are encouraged to share their learning with others.

3. Physical Development

3.1. Physical Development involves providing opportunities for students to be active and to develop their coordination, control and movement. It is made up of the following aspects:

3.1.1. Movement and Space - students learn to move with confidence, imagination and safety, with an awareness of space, themselves and others.

3.1.2. Health and Bodily Awareness - students learn the importance of keeping healthy and the factors that contribute to maintaining their health. They are also encouraged to become independent in managing self-care tasks, such as dressing and undressing, toileting, eating and hand washing.

3.1.3. In EY2, students are taught specific skills in Games, Gymnastics, Athletics, Dance and Swimming by specialist teachers.

4. Personal, Social and Emotional Development

4.1. Personal, Social and Emotional Development (PSED) are the building blocks of developing life skills. The Early Years environment supports students to come to understand who they are, develop confidence and a positive self-image. The collaborative nature of the environment means students are able to form positive relationships with others, make friends, develop respect and understand the rules of society. They are supported with how to manage their own feelings and those of others and allow students to develop an ability to see things from another point of view, referred to as empathy.

5. Literacy

- 5.1. Students begin learning the art of storytelling through Helicopter Stories. Encouraging students to verbally tell stories is the first building block to writing. The students will then listen to and act out each other's stories, building on their speaking and listening skills. Alongside this, there are resources around the environment to encourage and build upon student's learning. Students begin to make marks, draw and write. Students also become attuned to the sounds around them, develop their blending and segmenting skills, learn the sounds letters make and begin to read simple words and phrases.

6. Mathematics
 - 6.1. Mathematical understanding will be developed through stories, songs, games and imaginative play so that students enjoy using and experimenting with counting and numbers and begin to show awareness of shapes and measures. They are given opportunities for solving problems and are encouraged to apply their mathematical knowledge and skills through their play.

7. Expressive Arts and Design
 - 7.1. Creativity emerges as students become absorbed in action and explorations of their own ideas, expressing themselves through music, movement and art. Encouraged, and provided with opportunities to use their imagination, students make and transform things using a variety of media and materials. Creativity involves students initiating their own learning, making choices and decisions and responding to what they see, hear and experience.

8. Understanding the world
 - 8.1. The students are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Students learn to recognise and know about the similarities and differences between these things, talk about changes and begin to explain why some things happen and how things work.

9. Technology in the curriculum
 - 9.1. A rich environment is provided in which students can build up an understanding of the world through play. They help students to be curious about technology in real world contexts: what happens inside a microwave? or a photocopier? what happens when Mummy puts her card

in the machine outside the bank? what is the machine called? why does she have to type a number in? students in EY are given numerous opportunities to solve problems independently, whether it be through making mud pies or channelling water to a desired place – these opportunities lay the foundations of computational thinking. Digital opportunities are also given and vary from basic control of iPad apps to more exploratory control activities with devices such as BeeBots.

10. Global Citizenship (Appendix 2)

10.1. Through exposure to a range of festivals, cultures and traditions, students develop an understanding of the wider world, and respect for ways of life that may be different from their own. Their experiences are enhanced by participation in festivals and events to further help to develop their awareness of cultural diversity.

11. Home Learning

11.1. There are no formal Home Learning tasks set but teaching staff give advice and guidance as to the sorts of activities that parents can do at home with their child to reinforce, develop and extend the learning from school. At this stage the school is keen to emphasise the key role of learning through play as the way to teach students a love of learning.

12. Related documents:

12.1. *EYFS Development Matters Document, 2012;*

12.2. [Early Years Foundation Stage Profile 2019](#)

Key Stage 1

1. Introduction

Shrewsbury International School has adopted the best aspects of the National Curriculum for England and continues to adapt and develop its own unique curriculum to meet the needs of its talented, multi-lingual, international students.

2. Curriculum structure

The 5-day rolling timetable comprises of five 55-minute and one 35 minute period each day. After morning registration there are two periods followed by a break and two more periods before afternoon registration. Lunch is then followed by two afternoon lessons.

3. English

Students in Key Stage One continue their learning from the Early Years to develop their early reading and writing skills. Reading continues to be taught through discrete Phonics (following the *Read Write Inc.* Programme) and Guided Reading lessons. Alongside this the students have English lessons, usually based around a key text linked to their topic. In these lessons, students take part in a range of different activities to develop their understanding of a text and bring stories to life. Students have opportunities to write on a regular basis, read for pleasure and develop their speaking and listening skills.

4. Mathematics

Mathematics is taught using the Maths Mastery approach and is linked to topic work where appropriate. The students revisit and build on previous learning using the concrete, pictorial, abstract approach that develops a deep and sustainable understanding of mathematics. Each lesson focuses on developing the skills of fluency, reasoning and problem solving.

5. Science

The focus in Key Stage One is to enable students to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They are encouraged to be curious and ask questions about what they notice. They use different types of scientific enquiry to answer questions, including observing changes over a period of time, noticing patterns, grouping and classifying objects or living things and carrying out simple comparative tests. They begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.

6. Thai Language

Studying Thai builds the student's appreciation of Thai culture along with learning the Thai language; speaking, listening, reading and writing. The students have three Thai lessons a week and daily Thai through soft start activities and Thai Guided Reading lessons.

7. Physical Education

Understanding the importance of an active and healthy lifestyle is vital for all our students at school and in life beyond. Students are taught by Physical Education specialists who place a strong emphasis on developing physical skills. Activities are centered around developing students

fundamental skills, becoming increasingly competent and extending their agility, balance and coordination. . In addition, students develop cooperative and competitive qualities through team games.

8. Humanities

Learning in KS1 is based around a termly topic. Each topic will have a Geography or History focus, incorporate Art and also usually link to Science learning.

9. Other curriculum areas

9.1. Technology in the curriculum

9.1.1. A variety of engaging activities and tasks develop students' computational thinking through solving fun, gamed-based challenges. The use of Seesaw promotes their skills as Empowered Learners and allows the students to capture their progress through a variety of digital tools, including; video, photography, audio and annotation. Their journeys start as Digital Citizens, and is supported with content from Common Sense Media, in which students are encouraged to discuss their thoughts on constitutes good behaviour. Throughout the curriculum, students are given opportunities to integrate technology in order to enhance their learning.

9.2. The Co-curriculum

9.2.1. At the heart of our You-Time programme is the aim for students to appreciate that qualities are just as important as qualifications. Students are introduced to the after-school programme through external provider activities and activities provided by the teaching staff. The aim of this programme is to build upon learning in school and for students to have the opportunity to focus on areas of particular interest to them.

9.3. Student support

9.3.1. Students are treated very much as individuals and, as such, their particular needs are met in a variety of ways. Some students may require extra support in some subject areas others benefit from more challenging work. Careful monitoring allows the needs of each child to be understood and, in close consultation with parents, to be responded to accordingly.

9.3.2. English is the principal language of instruction and the common tongue for social interaction among members of the community. Students are supported in their acquisition of the language in all areas of their learning. Dedicated EAL specialists work alongside the classroom teacher to support those students who need extra support in developing their English.

9.4. Global Citizenship

9.4.1. Links between the United Nations' Global Goals and the Topic curriculum are made throughout Key Stage One. Students focus on specific goals, explore the reasons for and link it to their own lives and how they can have a positive effect on the world they live in. Topic areas within the curriculum also enable students to gain an understanding of different nations and cultures.

9.5. Home Learning

9.5.1. Home Learning consolidates learning in school, encourages students to stretch and challenge themselves and allows students to explore in more detail topics or areas that are of personal interest to them. Homework consists of daily reading, weekly spelling, which is completed on Literacy Planet, and a termly homework grid (Appendix 4).

10. Important Note - Extra Tutoring

10.1. Extra tutoring should only be considered after discussion with the school.

11. Related documents:

- 11.1. Key Stage 1 Curriculum Guide;
- 11.2. Year 1 and 2 National Curriculum Objectives;
- 11.3. Assessment Policy

Key Stage 2

1. Introduction

1.1. Introduction

1.1.1. Shrewsbury International School has adopted the best aspects of the National Curriculum for England and continues to adapt and develop its own unique curriculum to meet the needs of its talented, multi-lingual, international students.

2. Curriculum structure
 - 2.1. The 10-day rolling timetable comprises of five 55-minute and one 35 minute period each day. After morning registration there are two periods followed by a break and two more periods before afternoon registration. Lunch is then followed by two afternoon lessons.

3. English
 - 3.1. Students in Key Stage Two continue their learning from Key Stage One to further develop their reading and writing skills. Reading continues to be taught through Guided Reading lessons. Alongside this the students have English lessons, usually based around a key text linked to their topic. In these lessons, students take part in a range of different activities to develop their understanding of a text and bring stories to life. Students have opportunities to write at length on a regular basis, read for pleasure and develop their speaking and listening skills.

4. Mathematics
 - 4.1. Mathematics is taught through Maths Mastery and is linked, where possible and appropriate, to the topic for each half term. This makes it meaningful and real for students, allowing them to apply their knowledge to a variety of situations. Students revisit and build on previous learning each term using the concrete, pictorial, abstract approach that develops a deep and sustainable understanding of mathematics. Each lesson focuses on developing the skills of fluency, reasoning and problem solving ensuring progression throughout the years through Number, Shape, Space, Measure and Handling Data.

5. Science
 - 5.1. Students start to learn about a wider range of living things, materials and phenomena. Encouraged to go beyond a simple description, students learn to explain what they experience using simple scientific models and theories. Students are also taught to begin to appreciate and evaluate the impact that science has on our lives. In their practical work students develop a more systematic approach to investigating problems and learn to use a wide range of scientific conventions to communicate their ideas.

6. Thai Language

Studying Thai builds the student's appreciation of Thai culture along with learning the Thai language; speaking, listening, reading and writing. The

students have five Thai lessons per cycle and access to Thai Guided Reading.

6. Languages

6.1. Language is the communication tool to express thought and foster understanding between individuals. Learning languages supports and empowers all students in their learning and in achieving personal excellence, regardless of their individual circumstances as well as understanding the differences between cultures. In addition to Thai Studies, students select one Modern Foreign Language (MFL) - Mandarin, Japanese, French or Spanish.

7. Physical Education

7.1. Understanding the importance of an active and healthy lifestyle is vital for all our students at school and in life beyond. Students are taught by Physical Education specialists in groups. Within these groups, students develop practical skills, their ability to make and apply decisions and learn how to analyse and evaluate their own and others' performances. Together with these key concepts students also develop cooperative and competitive qualities and an appreciation for taking part in physical activity.

8. Other curriculum areas

8.1. Students are exposed to a host of academic experiences which encourage them to experiment and explore different areas. Alongside core subjects, students study Topic, Computing, Design Technology, Art, Music, and Drama. English language acquisition is fundamental throughout these subjects.

8.2. Technology in the curriculum

8.2.1. Junior School Computing is divided into 3 main parts; Computer Science (CS), IT Integration (ITI) and Digital Literacy (DL). CS gives pupils the opportunity to develop their computational thinking skills through a course of online and unplugged challenges. Coding forms a significant component of CS as students develop their understanding of block-based coding in order to solve on-screen problems and/or challenges. The majority of materials that we use at SHR come from Code.org which provides teachers with an efficient way of setting tasks for students and monitoring their progress in real-time. DL sessions are designed to promote a

greater awareness of the implications that technology has on our lives. Through carefully designed lessons and ongoing class discussions it is our aim to prepare our pupils as responsible Digital Citizens. Various topics include; Rings of Responsibility, Our Online Tracks and Private and Personal Information. A large proportion of the content we deliver has been curated by Common Sense Media, an organisation whose main focus is on promoting and safeguarding children's digital awareness.

8.3. The Co-curriculum

8.3.1. At the heart of our You-Time programme is the aim for students to appreciate that qualities are just as important as qualifications. Students are introduced to the after-school programme through external provider activities and activities provided by the teaching staff. The aim of this programme is to build upon learning in school and for students to have the opportunity to focus on areas of particular interest to them.

9. Student support

9.1. Students are treated very much as individuals and, as such, their particular needs are met in a variety of ways. Some students may require extra support in some subject areas others benefit from more challenging work. Careful monitoring allows the needs of each child to be understood and, in close consultation with parents, to be responded to accordingly.

9.2. English is the principal language of instruction and the common tongue for social interaction among members of the community. As such students are supported in their acquisition of the language in all areas of their learning. Dedicated EAL specialists work alongside the classroom teacher to support those students who need extra support in developing their English.

10. Global Citizenship

10.1. Links between the United Nations' Global Goals and the Topic curriculum are made throughout Key Stage One. Students focus on specific goals, explore the reasons for and link it to their own lives and how they can have a positive effect on the world they live in. Topic areas within the curriculum also enable students to gain an understanding of different nations and cultures.

11. Home Learning

- 11.1. Home Learning consolidates learning in school, encourages students to stretch and challenge themselves and allows students to explore in more detail topics or areas that are of personal interest to them. Class homework consists of daily reading, weekly spelling, which is completed on Literacy Planet, and a termly homework grid. Students will also be given Thai and MFL homework from their specialist teachers.
12. Important Note - Extra Tutoring
 - 12.1. Extra tutoring should only be considered after discussion with the school.
13. Related documents:
 - 13.1. Key Stage 2 Curriculum Guide;
 - 13.2. Years 3 - 6 National Curriculum Objectives;
 - 13.3. Assessment Policy.

Key Stage 3

1. Introduction
 - 1.1. Shrewsbury has adopted the best aspects of the National Curriculum in England and will continue to adapt and develop our unique curriculum to meet the needs of our talented, multi-lingual, international students. The teaching and learning that takes place in Years 7, 8 and 9 lay the foundations for IGCSE courses in Years 10 and 11 and then A levels in Years 12 and 13. Public examination courses may seem to be a long way off but the skills, work habits and increasing independence and initiative required of Senior School students established during Year 7 and thereafter, form crucial preparation. All subjects are taught by specialist teachers in departmental areas.
2. Curriculum structure
 - 2.1. The 10-day timetable comprises six 55 minute periods each day. After morning registration there are two periods followed by a break and two more periods before afternoon registration. Lunch is then followed by two afternoon lessons.
3. English
 - 3.1. The KS3 curriculum focuses primarily on understanding and developing proficient reading and writing skills, as well as speaking and listening. The curriculum aims to develop creativity, independent thought and an appreciation for the value of discussion, alongside an enthusiasm for language learning in a variety of contexts. The English curriculum is

underpinned by a wide canon of literature which provides students with opportunities to explore international cultures and current issues.

4. Mathematics

4.1. One of the principal aims is to ensure better progression and continuity from year to year. Mathematics equips pupils with uniquely powerful ways to describe, analyse and change the world. Our main aim is to stimulate students' confidence in their own ability, and to encourage them to extend their potential. Students will study topics from number, algebra, shape and space, and data.

5. Science

5.1. The KS3 Science curriculum aims to help students become confident scientists both in their knowledge of the fundamental concepts of Biology, Chemistry and Physics and in their practical skills. Students will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes, using the scientific method and the power of rational explanation. At the same time, we aim to develop a sense of excitement and curiosity about natural phenomena and inspire students to explore science beyond the curriculum. The students are therefore well prepared to develop their understanding further when they start their IGCSE Science courses in Year 9.

6. Languages

6.1. The curriculum offers students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. As languages are the national heritage that reflects the identity of each country, studying languages will construct an understanding and appreciation of each community, and develop students' diverse cultural awareness to prepare them for a life in an increasingly international world. The curriculum promotes the development of the four skills of Listening, Reading, Speaking and Writing, with an emphasis on the key skills of Listening and Speaking in order to support fluent communication in a language. The curriculum will prepare students to pursue their language studies at GCSE level.

6.2.

7. Physical Education

7.1. The curriculum places emphasis on developing an enjoyment of physical activity through both competitive games and functional exercise such as Health Related Exercise and Strength and Conditioning. Students will also develop a greater tactical and strategic awareness of a broad range of sporting activities taught, whilst also being introduced to the theoretical

aspects of Physical Education. Year 9 is the point at which students start to consider if they would like to pursue PE to GCSE level.

- 7.2. Understanding the importance of leading an active and healthy lifestyle is vital for all our students at school and in life beyond. Students are taught in single sex ability groups. Within these groups, students develop not only their practical skills but also their ability to make and apply decisions as well as analyse and evaluate their own and others' performances.
8. Other curriculum areas
 - 8.1. Alongside core subjects, students study History, Geography, Computing, Design Technology, Art, Music, Learning for Life and Drama. English language acquisition is fundamental throughout these subjects.
 - 8.2. Digital literacy
 - 8.2.1. The school uses the ISTE standards for students as a guide for the skills for students to develop through the curriculum.
 - 8.3. The wider curriculum
 - 8.3.1. At the heart of our enrichment programme is the aim for students to appreciate that qualities are just as important as qualifications. Through a commitment to activities outside the classroom as part of our You-Time and Excellence programmes we encourage students to develop personal attributes, self-confidence and a broad range of interests, nurturing these into areas of expertise and excellence where appropriate. We celebrate effort and achievement, promote student voice and aspire for our students to become broad-minded individuals who are aware of their responsibilities both as part of the school community and the wider world.
 - 8.3.2. Students are assigned to one of six houses. The house system encourages participation in sporting and cultural competitive activities and promotes community involvement and leadership development.
9. Student support
 - 9.1. Students are treated very much as individuals and, as such, their particular needs are met in a variety of ways. Some students may require extra support in some subject areas others benefit from more challenging work. Careful monitoring allows the needs of each child to be understood and, in close consultation with parents, to be responded to accordingly.
 - 9.2. English is the principal language of instruction and the common tongue for social interaction among members of the community. As such, students are supported in their acquisition of the language in all areas of their learning. For those students who need support in developing their English,

EAL specialists work with mainstream teachers in a range of subjects to support language acquisition and teach dedicated English lessons to target support on a needs basis.

10. Global citizenship/Intercultural learning
 - 10.1. As a British Curriculum school in the Kingdom of Thailand, our curriculum draws upon the wealth and richness of Thai culture, language and history and its neighbouring countries to enrich the learning of the students. Students are made aware of the diversity which is found in different cultures, languages, and heritages. All students learn about Thai culture in Thai Studies lessons and all subject areas use local and international examples to explain their subject content.
11. Home Learning
 - 11.1. Teachers set students a range of tasks to tackle at home to consolidate, develop and extend the learning at school. Much of the learning in the classroom is collaborative and Home Learning rightly highlights the role that independent study skills and practice play in the most successful students. A well balanced day would comprise six lessons, a You-Time activity (or Excellence programme), some family time, dinner and some home learning. Students should complete home learning in a suitable environment and without distraction.
12. Related documents:
 - 12.1. Key Stage 3 Curriculum Guide;
 - 12.2. Assessment Policy

Key Stage 4

1. Introduction
 - 1.1. Shrewsbury has adopted the best aspects of the National Curriculum for England and continues to adapt and develop our unique curriculum to meet the needs of our talented, multi-lingual, international students. During Key Stage 4 students work towards IGCSE and GCSE qualifications. The courses in Years 10 and 11 are designed to provide a challenging education, allowing students to begin to specialise in certain areas of interest without sacrificing a balance of subjects and skills.
2. Curriculum structure
 - 2.1. We run a 10-day timetable with six 55 minute periods each day. After morning registration there are two periods followed by a break and two more periods before afternoon registration. Lunch is then followed by two afternoon lessons.
3. English

- 3.1. English is vital for communicating with others in school and in the wider world; students learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively. Through the study of literature, students learn to become enthusiastic and critical readers, gaining access to the pleasure and world of knowledge that critical reading offers. They investigate how language works, enabling independent appreciation and interpretation of a wide variety of texts.
4. Mathematics
 - 4.1. The IGCSE Mathematics curriculum encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. The course aims to build students' confidence by studying number, algebra, shape and space, and data as well as placing a strong emphasis on solving problems and presenting and interpreting results. Students also gain an understanding of how to communicate and reason using mathematical concepts.
5. Science
 - 5.1. The IGCSE science courses enable students to acquire understanding and knowledge of the concepts, principles and applications of biology, chemistry and physics so that they may develop an informed interest in matters of scientific importance, recognise the usefulness, and limitations, of scientific method and be suitably prepared to embark upon further studies in any of the pure and applied sciences. The courses also aim to develop the students' scientific practical and thinking skills, stimulate their curiosity, interest and enjoyment in science and encourage them to recognise how the language of science is universal.
6. Languages
 - 6.1. Learning languages to IGCSE level can prepare students for public examination but also allows them to develop their diverse cultural awareness while maintaining a cultural heritage as global citizens. Throughout the course of study, students develop lifelong learning skills using language as the medium.
7. Physical Education
 - 7.1. Understanding the importance of leading an active and healthy lifestyle is vital for all our students at school and in life beyond. Students are taught some of the theoretical aspects from the GCSE Short Course which places a large emphasis on developing personal fitness levels. Some students choose to study the GCSE Full Course. They are introduced to the pathway performers take from the grass root level to elite level within the UK. Again, a large emphasis of the course is based on developing a deeper

understanding of improving and maintaining fitness levels and studying four practical activity areas in depth.

8. Other curriculum areas

8.1. Students choose five options subjects as part of their Key Stage 4 curriculum. These cover all the subjects they have encountered in Key Stage 3 as well as new subjects such as Economics, Business Studies, Religion, Philosophy and Ethics and Psychology. The advice and support given to students encourages them to take a balanced range of subjects that help develop all the skills they need to succeed in further study and beyond. All of these courses allow students to begin to explore a subject area in depth as well as preparing them for the rigour of A Level.

8.2. Technology in the curriculum

8.2.1. The school uses the ISTE standards as the basis for structuring students' use of technology in the curriculum. Students are taught to use technology to enhance their learning, understand their role as digital citizens, curate digital resources and information, be innovative in their design thinking, approach problems computationally, communicate creatively and collaborate constructively.

9. The Co-curriculum

9.1. At the heart of our enrichment programme is the aim for students to appreciate that qualities are just as important as qualifications. Through a commitment to activities outside the classroom as part of our You-Time and Excellence programmes we encourage students to develop personal attributes, self-confidence and a broad range of interests, nurturing these into areas of expertise and excellence where appropriate. We celebrate effort and achievement, promote student voice and aspire for our students to become broad-minded individuals who are aware of their responsibilities both as part of the school community and the wider world.

9.2. Students are assigned to one of six houses. The house system provides the framework for students' extra-curricular activities, encourages participation in sporting and cultural competitive activities and promotes leadership development.

10. Student support

10.1. Students are treated very much as individuals and, as such, their particular needs are met in a variety of ways. Some students may require extra support in some subject areas others benefit from more challenging work. Careful monitoring allows the needs of each child to be understood and, in close consultation with parents, to be responded to accordingly.

11. Global Citizenship

- 11.1. The school's definition of global citizenship structures the opportunities available to students to develop their intercultural learning. The curriculum aims to inspire students to be involved in community action, recognise how global issues are reflected in local concerns, embrace the diversity in school and local communities, develop students' ethical awareness and sophistication, learn about and from other cultures, and appreciate the value of sustainability in approaches to problems.
12. Home Learning
 - 12.1. Independent study skills are crucial for successful life-long learning and throughout the IGCSE courses teachers will increasingly set students tasks to tackle at home to encourage them to take responsibility and initiative in organising their learning. Alongside this tasks will focus on both consolidation of classroom learning and stretching students beyond the material covered in school.
13. Related documents:
 - 13.1. Key Stage 4 Curriculum Guide;
 - 13.2. Assessment Policy.

Key Stage 5

1. Introduction
 - 1.1. Key Stage 5, more commonly known as the Sixth Form, is where students begin to specialise their learning to their particular areas of interest and expertise. Students normally pick three or four subjects to study at A Level and have 11 lessons in each subject over the 10-day cycle. The primary goal of most courses is to provide an in-depth examination of a particular subject that prepares students, in terms of knowledge and skills, for degree-level study at university. In particular, the curriculum is designed to encourage students to take increasing responsibility for their own learning and the evaluation of their own development.
2. Curriculum structure
 - 2.1. A 10-day timetable comprises six 55 minute periods each day. After morning registration there are two periods followed by a break and two more periods before afternoon registration. Lunch is then followed by two afternoon lessons.
3. Reading the World
 - 3.1. All students in the Sixth Form are enrolled on the Reading the World course which is designed to promote the skills of critical thinking and intellectual debate, as well as give students more confidence in evaluating and voicing their opinions. The course uses Harkness-style learning to help

develop students' skills and confidence in listening and discussion. This is a core part of the preparation for success at university and beyond.

4. Physical Education

4.1. Students follow a programme of Sport and Physical activity through selection of a range of sports and activities throughout the academic year. This covers the major sports such as Football and Basketball and some less traditional areas, such as Yoga, functional fitness and strength and conditioning. Understanding the importance of leading an active and healthy lifestyle is vital for all our students at school and in life beyond. Students develop not only their practical skills but also their ability to make and apply decisions as well as analyse and evaluate their own and others' performances.

5. Technology in the curriculum

5.1. Technology in our classrooms looks to extend learning beyond those four walls and supports the development of the 21st century skills that our students require to thrive in higher education and the future workplace – these core fluencies include collaboration, creativity, communication, information literacy and digital citizenship. Students are encouraged to use technology to help define problems, think critically from multiple perspectives and visualise possibilities and solutions. The School aims to foster independence amongst the students by educating them on appropriate conduct online and taking personal responsibility for their behaviour when using technology.

6. The wider curriculum

6.1. At the heart of our enrichment programme is the aim for students to appreciate that qualities are just as important as qualifications. Through a commitment to activities outside the classroom as part of our You-Time and Excellence programmes we encourage students to develop personal attributes, self-confidence and a broad range of interests, nurturing these into areas of expertise and excellence where appropriate. We celebrate effort and achievement, promote student voice and aspire for our students to become broad minded individuals who are aware of their responsibilities both as part of the school community and the wider world.

6.2. Students are assigned to one of six houses. The house system provides the framework for students' extra-curricular activities encourages participation in sporting and cultural competitive activities and promotes leadership development.

7. Student support

7.1. Students are treated very much as individuals and, as such, their particular needs are met in a variety of ways. Careful monitoring allows

students' needs to be clearly understood and, in close consultation with parents, to be responded to accordingly.

8. Internationalism

8.1. The curriculum reflects the school's definition of global citizenship and asks students to think about the cultural diversity and the values of the histories and traditions of people which encourage students to further explore such significant future-focused issues as sustainability and the interconnectedness of the modern world.

9. Home Learning

9.1. Home Learning is an integral part of study at this level. What students do outside of the classroom to stretch and challenge their subject knowledge is as important as learning in the classroom. Teachers direct students to use Home Learning for consolidation and also to deepen and broaden their knowledge and understanding. Students are expected to take increasing responsibility for managing their own learning in order to develop the study skills needed for success at university.

10. Related documents:

10.1. Sixth Form Curriculum Guide;

10.2. Assessment Policy.

Appendix 1 - [High Quality Learning](#)

Appendix 2 - [Global Citizenship](#)

Appendix 3 - Digital Literacy and ISTE (coming soon, Work in Progress)

Appendix 4 - [Home Learning Grid and Timetable](#) (Example)