

Curriculum Policy

Brooke House College

2022/23 Version

Curriculum Policy

Contents:

1. An introduction to the academic philosophy of the College
2. Curriculum Aims
3. An outline of the College Curriculum for Key Stage 3
4. An outline of the College Curriculum for GCSE
5. An outline of the College Curriculum for A Level
6. An outline of the College Curriculum for University Foundation Programme (UFP)
7. An outline of the College Curriculum for the Intensive English Programme (IE)
8. An explanation of how we meet the requirements of The Education (Independent School Standards) Regulations 2014 Part 1 – Quality of education provided, Paragraph 2

An introduction to the academic philosophy of the College

Brooke House is an independent college offering Key Stage 3, GCSE, A Level, University Foundation Programmes and Intensive English programmes to pupils from a diverse range of educational, social and cultural backgrounds. The College aims to provide an academic environment and a place for learning. Our vision is that pupils should grow up to be independent learners who are able to explore learning within a curriculum which is relevant, engaging and academic. While we want our pupils to know things, we also encourage them to weigh the evidence and be critical of what they hear, see and read. Therefore, Brooke House aims to provide an energetic, positive, supportive, challenging educational environment where pupils often make rapid and significant increases on their previous levels of academic success.

Although Brooke House offers an academic, exam-focused learning environment, the needs and abilities of all pupils are assessed, monitored and provided for. We take account of the ability of every pupil and ensure that each is challenged and his or her talents fostered. As class sizes are small, a great deal of attention can be given to tailoring learning to individual pupils' needs; building on strengths and addressing weaknesses. At a broader level, Brooke House seeks to foster pupils' social, cultural and moral awareness and equip them with a set of transferable skills in preparation for higher education, careers, and to become informed constructive members of the community. When pupils leave Brooke House, we want them to be knowledgeable and informed young people who have the skills to sustain a life-long love of learning.

The Head of Careers and Higher Education is experienced and trained in University Admissions, giving guidance to the staff in the PSHE sessions guiding pupils and helping to apply to the most suitable courses at the most appropriate universities. The University and College Application (UCAS) office contains a comprehensive careers section where pupils can independently investigate and receive advice in their Higher Education options and career choices. Each year the college holds University Fairs where representatives from a wide range of UK universities visit the college to publicise available courses and answer queries from pupils. In addition, the College has joined the Alumni Returning to School Scheme to benefit from their experiences at university. More specific

'master classes' in key subject areas are on offer from university subject specialists, as well as preparation for certain key entrance tests such as SAT, LNAT, BMAT & IELTS. In November, each year there is an Options Choices afternoon for both Year 9 (GCSEs) and Year 11 (A-level and UFP).

The curriculum at Brooke House College is in line with the philosophy and aims of the High Performance Learning (HPL) framework.

- High Performance Learning is a research-based, pedagogy-led **philosophy** that responds to our growing understanding of human capability.
- It sees all students as potential high performers who are not limited by ability. Some may take longer to reach high performance, but most are capable of this over time. High Performance Learning makes the goal of high performance the expectation for all students in the school and uses a unique teaching and learning **framework** to systematically grow minds and develop the cognitive skills, values, attitudes and attributes needed to reach success.
- The framework is flexible to adapt to the strengths and needs of a growing school and allow each individual school to develop their own interpretation of the High Performance Learning philosophy. The whole-school community develops a performance mindset and professionally reflective teachers/lecturers, who become more ambitious for students and themselves. They own their individual professional development and develop their expertise to become great HPL classroom practitioners.

High Performance Learning significantly improves student academic outcomes, creates students who have the **values, attitudes and attributes** that enable them to meet the challenges of adult life and enables the school to achieve these outcomes consistently. HPL provides a shared philosophy and language for teaching and learning that smooths transition and enables professional collaboration.

1. Curriculum Aims

The College's curriculum provides a targeted yet broad education to suit the needs and choices of all our pupils.

More specifically, the curriculum aims to:

- Promote High Performance Learning (HPL) across the whole College.
- Contribute effectively to the pupils' intellectual, physical and personal development
- Prepare pupils for university and the world of work
- Provide a suitable and effective learning environment for pupils requiring special provision, including the very able and those who have English as an Additional Language
- Provide equality of access and opportunity for all pupils to learn and progress
- Provide enrichment courses and activities to broaden the educational experience of all pupils.

The academic programme is further supported by the co-curricular activities programme, which operates on two afternoons a week. This currently offers academic extension opportunities in certain subject areas as well as a provision for the Extended Project Qualification (EPQ). Other activities include some additional sports clubs, general activities and the highly respected Duke of Edinburgh's Award Scheme. Furthermore 'life skills' activities such as first aid, driving theory test and others are also offered.

We use a coding system for our year groups and courses which follows the National Curriculum year groups and description of the course allied to the pupils within them being footballers or non-footballers.

Year	Division	Form
7	KS3	7&8
8	KS3	7&8
9	KS3	9A
9	KS3	9B
10	2 Year GCSE	10A
	1 st Year	10B
		10C
11	2 Year GCSE	11A
	2nd Year	11B
		11C
11	1 Year GCSE	11YA
		11YB
12	1 st Year A level	12A
		12B
		12C
		12D
		12E
		12F
13	2 nd Year A Level	13A
		13B
		13C
		13D
13	UFP	UFPA
		UFPB
		UFPC
		UFPD
13	Pre-sessional	PS

2. An outline of the College Curriculum for Key Stage 3

The College provision for Key Stage 3 is broad in nature and follows a general pattern, which allows pupils to study English, mathematics, science, project based learning (Perspectives), humanities, modern foreign languages, physical education, art, drama, music and PSHE.

The structure also allows for those with English as an additional language the opportunity to practise additional skills in speaking, writing and culture.

The Key Stage 3 programme is comprised of a Core programme of 3 lessons each in English and mathematics along with three in humanities, 3 in science, 3 in Art and 3 in IT. The 3 science lessons

are divided equally into 3; split into biology, chemistry and physics. The MFL provision offers one lesson a week in either EAL, Spanish, or German if required. There is a physical education lesson a week along with either the Wednesday afternoon sports programme and sporting activities within the co-curricular programme or, for those within the Football Academy, a full training programme each afternoon provided by the football coaches. For non-football academy students, Drama, Music, extra sports and library study is also provided.

3. An outline of the College curriculum for GCSE

The College operates a 2 tiered system for GCSE:

- 1 Year GCSE. This is a one year course. Some subjects are limited or unavailable.
- Year 10/2 Year GCSE is the first year of the two year course and Year 11 is the second year.

All pupils study the following core subjects:

- English Language
- Mathematics
- Science

Pupils all choose additional option GCSE subjects including the following:

- ICT
- Art
- Business Studies
- English Literature (2 Year course only)
- Geography (2 year course only)
- History (2 year course only)
- German (2 year course only)
- Spanish (2 year course only)
- Physical Education
- Additional Maths (2 year course only)
- Psychology (2 year course only)
- Sociology (2 year course only)

Private study takes place in the evenings, supervised by the pupils' Residential Teacher.

Both the one-year and two-year GCSE courses offer pupils the potential for progression to A Level studies.

4. An outline of the College curriculum for A level

Pupils generally study 3 A Levels. All pupils are also timetabled for compulsory PSHE lessons. Where required, a pupil will study for an IELTS qualification alongside their own chosen subjects. Pupils are able to choose from the following list of subjects:

- Maths
- Further Maths
- Biology
- Physics
- Chemistry
- English Literature

- Geography
- History
- Psychology
- Sociology
- Economics
- Business Studies
- Computer Studies
- German
- Spanish
- PE
- Law
- Art

5. An outline of the College curriculum for the University Foundation Programme (UFP)

During the first term all pupils have compulsory lessons in Core Maths, Communication Skills, and IELTS (if required) along with one or two option modules. All pupils are timetabled for compulsory PSHE lessons.

Thereafter the College offers a broad choice of modules which enables the pupils to choose a comprehensive and interesting course, leading them to progress forward and choose from a wide range of degree courses. In total, 8 option modules and the Core Mathematics plus Communication Skills modules make up the final total for the qualification. The course contains 500 hours of teacher-led sessions per academic year and runs from two start dates: September – June and January – August. Pupils are able to choose from a list of subjects which provide a foundation of knowledge in preparation for university studies. (These are in line with the A Level subject choices listed above)

6. An outline of the College curriculum for Intensive English Programme (IE)

An Intensive English (IE) Language Course is available to those pupils who need to improve their English language level as quickly as possible before embarking on an academic course. Each IE course is tailored to the individual academic needs of the pupil, based on an initial assessment of the pupil's CEFR standard. The course is designed to prepare them as thoroughly as possible for their GCSE, A Level or UFP course with an opportunity to sit for Cambridge International examinations and IELTS examinations. The Cambridge International English assessments are:- The Young Learners Exam [level A1], Key for Schools exam [level A2], Preliminary for Schools exam [level B1], First for Schools exam [level B2], Cambridge Advanced exam [level C1] and Cambridge Proficiency exam [level C2].

Flexible start dates are available throughout the academic year.

Intensive English support is available to pupils whose first language is not English. The experienced teachers of English as a Foreign Language ensures the quickest possible progress.

8. Personal, Social, Health Economic (PSHE) and Relationships Education RSE

PSHE is taught in age specific, and sometimes gender specific groups as well as catering for EAL specific pupils. The programme encompasses the national curriculum guidelines, but is more closely aligned to the PSHE Association curriculum. As of Sept. 2019, Relationships Education, Relationships & Sex Education and Health Education are being taught in readiness for this subject area being

mandatory in Sept. 2020. The programme is co-ordinated by a dedicated Head of PSHE and a small team of fellow teachers, aided by subject specific experts.

PSHE will be delivered within the Mentor Programme

9. An explanation of how we meet the requirements of The Education (Independent School Standards) Regulations 2014, Part 1 – Quality of education provided, Paragraph 2

Brooke House College is registered with the Department for Education as an independent school. Under the terms of its registration with that department and in order to ensure its continued registration as an independent school, the College must meet the minimum requirements laid down in The Education (Independent School Standards) Regulations 2014 (ISSRs, 2014). Paragraph 2 of Part 1 of the Schedule to those regulations requires the College to set out in writing how it provides for a number of matters specified in the paragraph's sections and subsections. The following paragraphs in this document are designed to show how the College meets the regulations.

ISSRs, 2014, Part 1 Paragraph 2 (1) (a) and (b) (i) and (ii)

To support the curriculum policy, each teacher is responsible for producing lesson plans and schemes of work for each of their classes. The production and content of these plans and schemes of work are overseen by the Heads of faculty (HoFs). Full Schemes of Work are in place for the GCSE, A Level, UFP and IE programmes available for pupils between the ages of 11-19. When overseeing the production and content of plans and schemes of work and in addition to the matters specified in the paragraphs below, the HoFs ensure that proper account is taken of the ages, aptitudes and needs of all pupils, including those with EHC plans (See the College's Policy on Special Educational Needs and Learning Difficulties). Schemes of Work for GCSE and A-level courses and, where applicable, for the UFP and IE programmes, are tailored to exam board specifications. It is the responsibility of the HoFs also to ensure that any plans and schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

To support the learning of each pupil, they have an academic tutor who reviews their progress at each reporting period, sets appropriate targets based on the pupils' ability as assessed by normalised baseline testing, along with the pupils' teachers' knowledge of them. The college also offers interventions in the form of lunchtime catch-up sessions, support sessions, key pupil support sessions and a more formal 'report card' structure for a lesson-by-lesson monitoring of a pupil.

ISSRs 2014, Part 1 Paragraph 2 (2) (a)

The College provides full-time, supervised education for all pupils of compulsory school age. The minimum timetabled teacher-led commitment for every pupil of compulsory school age is 22 hours. Further, all pupils of compulsory school age are given experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education as outlined below.

Mathematical

The College offers mathematics at GCSE and Mathematics and Further Mathematics at A level. All GCSE pupils study Mathematics as a core subject and have the option to study Additional Mathematics. They are also given the opportunity to enter the Intermediate Maths Challenge and A Level pupils are given the opportunity to enter the Senior Maths Challenge.

Scientific

All GCSE pupils study Science, which are taught as discrete subjects (biology, chemistry and physics)

At A Level we offer Biology, Chemistry and Physics, all of which may be taken as an AS or A2 course. Pupils are given the chance to participate in Biology, Chemistry and Physics Olympiads and challenges.

Linguistic

The College offers pupils opportunities to develop their communication skills. To foster linguistic skills all pupils take GCSE in English Language. Brooke House also offers other foreign languages including French, German and Spanish.

Pupils are also encouraged to develop their communication skills through the PSHE Programme. EAL pupils follow the CAIE English qualification structure as follow:-

- Young Learners (CEFR Level A1);
- Key for schools exam (CEFR level A2);
- Preliminary for schools, (CEFR Level B1);
- First for schools exam (CEFR level B2);
- Advanced, (CEFR level C1); and
- Proficiency, (CEFR level C2).

The CEFR is a very practical way to show how learners progress through the levels. It describes the things that learners **Can Do** at each level. Here are some examples.

CEFR level	Listening skills	Speaking skills	Reading skills	Writing skills
	<i>This example is about having a social conversation</i>	<i>This example is about buying items in a shop</i>	<i>This example is about reading postcards/letters</i>	<i>This example is about writing letters/messages</i>
A1	Can take part in basic, factual conversations. For example, 'Where does your rabbit live?' 'It lives in my garden.'	Can go to a shop where goods are on display and ask for what they want. For example, 'Can I have this drink, please?'	Can understand simple information from a penfriend. For example, 'My name is Anita. I'm 16 and I go to school in Brazil.'	Can write a simple message saying where they have gone and what time they will be back. For example, 'Gone to school. Back at 5 p.m.'
A2	Can take part in 'small talk' and express simple opinions. For example, 'This looks like a good party.' 'Yes, and everyone's wearing funny clothes.'	Can ask for what they want and exchange basic information with other customers. For example,	Can understand letters with simple descriptions of people, events, ideas and opinions. For example, 'I am sad because it is raining.'	Can write a short letter with basic factual information. For example, their name, age, where they live, etc.

		who was first in the queue.		
B1	Can take part in a casual conversation for a reasonable period of time. For example, <i>'How was your camping holiday this year? Did you get washed away in all that rain?'</i> <i>'When we got there the campsite was closed because of flooding. But we were really lucky – the holiday company offered us a cottage instead for the same price.'</i>	Can go to a counter service shop (where goods are not on display) and ask for most of what they want.	Can understand letters with a range of personal opinions.	Can write simple letters stating facts and events.
B2	Can take part in conversations on a range of topics. For example, conversations about events currently in the news.	Can bargain for what they want and ask effectively for a refund or exchange an item.	Can understand what is said in personal letters, even where colloquial (informal) language is used.	Can write letters expressing opinions and giving reasons.
C1	Can take part in conversations on a range of abstract topics with a good amount of fluency and a variety of expressions.	Can deal with complex and sensitive transactions.	Can read quickly enough to cope with an academic course.	Can write letters on any subject with good expression and accuracy.

IELTS, (CEFR level B1 – C2) assesses all of pupils' English skills — reading, writing, listening and speaking, and is designed to reflect how they will use English in their studies.

Technological

Computer Studies and Graphic Communication are offered to pupils at A Level and UFP. At GCSE, ICT is an option subject. ICT skills are also incorporated across the curriculum and used to develop, communicate and plan ideas.

Physical

All GCSE pupils have at least one lesson of Sports/PE on their timetable. All pupils have extra-curricular sporting activities on a Wednesday afternoon or Football Training. Pupils are encouraged to propose their own activities via the Pupil Council and the College organises them. We believe that pupils learn a lot from taking initiative and gathering interest from their peers and that it is a good preparation for university life and the future. Examples of activities that have been set up due to pupil demand are horse riding and dance. If there is the demand, we organise participation in the Duke of Edinburgh's Award Scheme.

For those studying within the Football Academy, there is a significant programme of coaching, training and playing, which operates six days a week. The training takes into account, tactical knowledge, psychological preparedness, strength and conditioning, access to professional clubs through trials and 'exit' matches, along with a full programme of age appropriate leagues and cup competitions.

Aesthetic and Creative

Pupils have access to:

- Fine Art
- Music – Key Stage 3
- Drama – Key Stage 3
- Perspectives – Key Stage 3
- Graphic Communication*

*A Level and UFP only

Many of these aesthetic and creative elements are incorporated across the curriculum. For example, creativity is encouraged in project work in many subjects; social topics are discussed in English Literature etc. Some aspects of the Sports and Activities Programme will also have an aesthetic and creative element i.e. Beauty Club.

Human and Social

Citizenship, careers and study skills are offered as part of PSHE (The PSHE Scheme of Work indicates clear guidance of the curriculum taught on the college). The Pupil Council organises a many charitable events throughout the year. The College offers: History, Geography, Government & Politics, Economics, Sociology, Psychology, Accounting and Business Studies.

ISSRs 2014, Part 1 Paragraph 2 (2) (b)

Attention is paid to skills in speaking and listening, literacy and numeracy across the curriculum and not just in mathematics, sciences, English and modern foreign languages. Pupils are assessed in literacy and numeracy by appropriate work set in each year, through formal examinations, mock examinations and tests. Pupil participation in class at every level ensures that high standards of speaking and listening are maintained, the latter are also tested by written work and formal assessments each half term.

ISSRs 2014, Part 1 Paragraph 2 (2) (c)

The principal language of instruction at Brooke House is English. Therefore, the requirements contained in this subsection do not apply at the College.

ISSRs 2014, Part 1 Paragraph 2 (2) (d)

The PSHE programme is drawn-up to reflect the College's aims and ethos. The programme recognises and encourages respect for other people and pays particular regard to the protected characteristics contained in the in Chapter 1 of the Equality Act 2010. These issues are dealt with specifically in the PSHE Programme, including economic education, by timetabled sessions (1 hour per week for approx 30 weeks), visiting speakers, experts' presentations and occasionally in assemblies. Many issues are also raised and discussed in other subjects and are highlighted in the Scheme of Work. Health education matters are dealt with by external specialists.

ISSRs 2014, Part 1 Paragraph 2 (2) (e)

Every pupil entering the College is interviewed by a member of the Admissions Team, Principal, Vice Principal, Marketing Team or a HoF. When being given advice on GCSE, A Levels or UFP choices, every pupil is asked to reflect on and discuss a broad range of career paths. When offering guidance members of staff encourage pupils to fulfil their potential. They are encouraged to know themselves and how their strengths weaknesses and interests relate to the world of work (this is also addressed in the PSHE programme). Pupils are educated so they can make an informed choice on GCSE and post 16 courses. Further discussion about careers is offered in an impartial, non-biased way via the HoFs. The Head of Careers and Higher Education manages the provision of university information through the involvement of experts and professionals. In the Easter Term, the Vice Principal meets with all GCSE pupils to identify their A Level choices or post-GCSE study plans and communicates this information, to the admission team, parents and guardians who are invited to contribute their opinions and raise any concerns.

ISSRs 2014, Part 1 Paragraph 2 (2) (f) and (g)

Compulsory school age (CSA) ends on the last Friday of June in the school year in which the pupil becomes 16. For CSA pupils, the college provides a programme of activities which is appropriate to the educational needs of the pupils in relation to personal, social emotional and physical development. Many of these activities are covered in the PSHE programme. To support the PSHE programme and to put the theory taught in the classroom into practice in the houses, resident staff provide their charges with informal activities throughout the academic year. Such activities might include film and pizza nights, board games or canal path walks. Physical Education and Wednesday afternoon sports activities are compulsory for all CSA pupils. Non-compulsory age pupils continue to study PSHE. They attend the leisure centre for sports on a Wednesday afternoon as well as weekend trips and activities. From time to time, there are discos, and social evenings for all pupils and an end of year Prize Giving.

ISSRs 2014, Part 1 Paragraph 2 (2) (h)

All pupils have the opportunity to learn and make progress. The college ensures that all significant groups of pupils are properly provided for; these groups will include, but are not limited to, those pupils with learning difficulties (please see the College's Policy on Pupils with Special Educational Needs and Learning Difficulties), those for whom English is not their first language and the very able. The College's strategy of providing very small classes contributes significantly to its ability to properly provide for all groups. Through small classes, teachers are able easily to identify pupils who might require special attention, and they are able to cater for individual needs through differentiation. Pupils who attend the College's Football Academy have significant commitments to training and matches. The College works hard to ensure that members of the Academy have the opportunity, along with all other pupils, to learn and make progress.

ISSRs 2014, Part 1 Paragraph 2 (2) (i)

Pupils at Brooke House are introduced to, and prepared for, life in British society in several ways. The College rules are consistent with British law and the expectations placed on pupils are in line with UK traditions, culture and customs. Upon enrolment at the College, pupils receive an induction on College rules and the expectations which the College places on them. Thereafter, the PSHE programme covers topics relevant to living responsible lives in British society. The co-curricular and social programme consists of education visits to places of cultural and historic interest such as London, Oxford, Cambridge and Stratford-upon-Avon. These visits further promote an appreciation of, and sympathy with, British life and culture among pupils at the College.

The breadth of the curriculum provides pupils with experience of many issues which they will face whilst living within British society and in adult life. Moreover, appropriate careers and Higher Education advice is provided, whether in the form of visiting speakers or activities such as the Duke of Edinburgh's Award Scheme. The academic curriculum, academic teacher periods, PSHE and co-curricular activities encourage pupils to develop enthusiasm, confidence and self-esteem, to participate in team work, develop self-knowledge and self-responsibility, and become active, independent learners. The curriculum allows all pupils to develop key skill areas, engage with different knowledge areas and learning styles, link academic study to their own experience and apply learning to adult life.

We believe that learning to organise your own time and to be trusted as a young adult is part of developing responsibilities for the future.

Authorised by	resolution of the Board of Directors
Signed	
	On behalf of the Board of Directors
Date	August 2022

Schedule of Updates

Date document updated	Document updated by	Summary update/comments	Location of saved file
April 2016	GIW / RP / RC / SF	Updated in response to Inspection Report Feb 2016 and in keeping with terms of Action Plan of March 2016. VWV advice taken.	Dropbox – SMT – Policies Final
July 2018	MCO	Updated in response to new staffing structure of HoFs & VP	Dropbox – SMT – Policies Final

July 2019	MCO	Updated in response to new RE, RSE & HE provision	Dropbox – SMT – Policies Final
July 2020	MCO	Updated in response to new MIS year group coding and changes to Key Stage 3	Dropbox – SMT – Policies Final
July 2021	MCO	Updated to reflect changes in IE examinations	Dropbox – SMT – Policies 2021-2022
Aug 2022	IS / GC	Updated with High Performance Learning framework	

Schedule of Review

Date of document review	Reviewed by	Scheduled date of next review
July 2017	MCO	July 2018
July 2018	MCO	July 2019
July 2019	MCO	July 2020
July 2020	MCO	July 2021
July 2021	MCO	July 2022
Aug 2022	IMS	Aug 2023