

## Bolton School Boys' Division Curriculum Policy

The curriculum is arranged to help us achieve two core school objectives

1. An all round education with a commitment to the highest standards of academic achievement
2. To equip pupils with a breadth of academic skills and knowledge.

Within the curriculum, the aims for all boys must be:

- fluency in, and accurate use and understanding of, English;
- skill in numeracy; in problem-solving; and proficiency in mathematical and scientific methods and investigations;
- proficiency in at least one foreign language, with the opportunity to attain knowledge and understanding of at least one other foreign language, modern or classical;
- an appreciation of, and development of ability in, the creative and expressive arts;
- proficiency in the use of ICT;
- proficiency in the knowledge of concepts, issues and applications in history, geography and technology; a knowledge and appreciation of humankind, our heritage, human achievements and aspirations; and a concern for environmental and ecological issues;
- the development of the coordination of body and mind;
- a training in personal, inter-personal and social responsibility; the understanding and development of a respect for religious and moral values, for other people and, above all, for oneself;
- the development of independent thought and study, and the active encouragement of a sense of curiosity and a spirit of enquiry and adventure;
- the provision of a wide variety of contexts, both within the School and beyond, that encourages the fulfilment of these aims.

### The School Curriculum

The curriculum at Bolton School Boys' Division is organised in the spirit of the National Curriculum but is certainly not limited by it.

The curriculum operates on a 60 period two week cycle, with six 50 minute periods per day.

It provides a strong framework for future study, in that it:

- encourages breadth of experience without sacrificing depth of understanding;
- combines traditional academic rigour with opportunities for self-expression and creativity;
- offers a breadth of study and range of experience for the Lower School;
- gives a range of choice to give a broad and balanced curriculum in the Middle School for GCSE;
- offers the chance for boys to study the three science subjects as separate disciplines at GCSE;
- allows the possibility of two or more foreign languages being taken through to GCSE;
- offers a wide choice of 4 AS subjects, and at least 3 are normally taken through to A2 in the Upper School;
- gives all Lower and Middle School boys experience of outdoor activities at Patterdale Hall;

### The Lower School Curriculum

Year 7	English	Maths	Biology	Chemistry	Physics	French	Latin	Geography	History	Art	Technology	Rel Studies	I.C.T.	Music	P.E.	Swimming	Sport	P.S.H.E.
Periods per cycle	7	7	2	2	2	6	4	4	4	3	3	2	3	3	1	2	4	1

Year 8	English	Maths	Biology	Chemistry	Physics	French	German or Russian	Latin	Geography	History	Art	Technology	Rel Studies	I.C.T.	Music	P.E.	Swimming	Sport	P.S.H.E.
Periods per cycle	7	7	3	3	3	5	6	2	3	4	2	2	2	2	3	1	1	3	1

Year 9	English	Maths	Biology	Chemistry	Physics	French	German or Russian	Latin or Classical Civ	Geography	History	Art	Technology	Rel Studies	I.C.T.	Music	P.E.	Sport	P.S.H.E.
Periods per cycle	6	6	4	4	4	5	5	3	4	3	2	2	1	2	3	1	4	1

## The Middle School Curriculum

In years 10 and 11, boys study the core subjects of English Language and Literature [8 periods per cycle] and Mathematics [6 periods] to GCSE.

All boys take Biology, Chemistry and Physics as separate subjects to a minimum of the GCSE Additional Science award [2 GCSE's] on 3 periods per cycle.

Boys choose 5 subjects from the pool of subjects below to give a total of ten subjects taken to GCSE. Each subject has 6 periods teaching per cycle.

Art	History
Classical Civilisation	Latin
Drama	Music
Electronics	Philosophy & Ethics
French	Technology
Geography	Russian
German	Science Enrichment
Greek	Spanish

The Extra Science choice is 2 further periods each of Biology, Chemistry and Physics, leading to a GCSE in each of the Sciences, an option chosen by the vast majority of boys.

At least one Foreign Language and one Humanities subject must be chosen.

Spanish is only available as a second Modern Foreign Language choice.

Electronics cannot be chosen as well as Product Design.

PSHE [1 period per cycle], PE [2 periods per cycle] and Sport [4 periods per cycle] are compulsory non-examined subjects taken by all boys.

## The Upper School Curriculum

Boys choose 4 subjects to study to AS Level in year 12 and continue with at least 3 of these in year 13 to A2 Level. Each subject has 11 periods per cycle in each year group.

All boys choose 3 subjects in an enrichment programme in both years of 4 periods per cycle.

AS Level Critical Thinking is offered as an option in the enrichment programme in year 12.

All boys in year 12 take AS Level General Studies modules in year 12 and boys may opt to continue this to A2 Level in year 13.

There is an opportunity for boys to enter for the AQABacc award by doing the Extended Project Qualification.

All boys participate in Sports lessons and in Community Service work.

The subjects offered at AS and A2 Level are;

Art	History
Biology	Mathematics PMM
Business Studies	Mathematics PMS
Chemistry	Further Mathematics
Classical Civilisation	Music
Computing	Physical Education
Economics	Physics
Electronics	Product Design
English Language	Psychology
English Literature	Russian
French	Spanish
Geography	Drama*
German	Religious Studies*
Greek	Theatre Studies*
Latin	

\* indicates only possible if joint lessons with Girls' Division are available by the timetables

## **Support Provided for LDD, SEN and EAL Pupils**

Bolton School Boys' Division are committed to supporting the right of all boys to have equal access to a broad, balanced and relevant curriculum, thus enabling them to reach their full potential and to achieve as high a degree of independence as possible within the community. We therefore aim to provide support for pupils who have LDD, or SEN or EAL requirements.

Subject teachers are expected to be aware of the learning support needs of the boys whom they teach and are expected to address the learning support needs of the boys in their lessons, and to recognise when a greater degree of intervention is appropriate to enable boys to learn effectively. The Head of Learning Support provides all subject teachers with information on the characteristics of specific conditions and the recommended strategies for dealing with them. IEPs inform subject teachers of specific strategies and targets in individual cases.

All staff teaching a pupil for whom English is not the language spoken at home are made aware of the pupil's needs by the Head of Year, to allow them to make provision in their lessons; by planning to use concrete and visual materials, allowing group work with fluent English speakers and providing differentiation in activities and tasks. Support for EAL pupils is normally provided in the form of extra English lessons, to help improve the pupil's spoken and written English, to enable the pupil to use English confidently and competently; to allow access to learning across the whole curriculum and to external assessments [GCSEs/AS/A2 Levels].

Further information is provided in the Boys' Division's Policies for *Special Educational Needs and Provision for EAL Pupils*.

## **Departmental Planning and Delivery**

Within this overall curriculum structure the responsibility for devising schemes of work and delivering the curriculum lies with the Heads of Departments. A department's handbook will often describe the particular departmental emphasis in each part of the school and schemes of work will guide the day to day work of colleagues. Departments are encouraged to have an agenda item on teaching and learning at their planned meetings. The nature of classroom teaching is guided by Bolton School Boys' Division's Teaching and Learning Policy. The work of the Heads of Department is managed by the Academic Assistant Head.

## **Personal Social Health Education and Careers Guidance**

PSHE and careers guidance are delivered through the PSHE lessons in Lower and Middle School, by the pastoral system, assemblies and form meetings, through curriculum study and the wide variety of extra-curricular activities. The work is managed by the Deputy Head with the Heads of Year and the HoD PSHE and HoD Careers. The Pastoral Group recommends strategic decisions on the aspect of the curriculum and other pastoral issues to the SMT.

## **Curriculum Management and Delivery**

The curriculum content and delivery is managed by the Academic Assistant Head, in leading the team of Heads of Department, who meet each half term to discuss issues affecting the curriculum and teaching and learning. The Learning Development Group, chaired by the Director of Learning is a forum for discussing teaching and learning initiatives, which are fed back to staff on inset days and inform the agenda of Heads of Department meetings.

**Mr D J Jones** (Academic Assistant Head) is responsible for the organisation of the curriculum throughout the School and welcomes contact from parents or prospective parents to discuss any aspects of our provision in this area. Contact can be made via email at [djj@boys.bolton.sch.uk](mailto:djj@boys.bolton.sch.uk)

DJJ [November 2010]