



Bolton School Boys' Division Curriculum Policy

The School's process of selection and admission ensures that successful applicants have the potential to cope with a challenging academic curriculum and entry is granted irrespective of race, religion, political beliefs, disability, physical appearance or sexuality of either students or their parents. The School's strong commitment to its bursary campaign ensures that a good number of boys are able to attend the school regardless of parental income and financial circumstances.

Bolton School Boys' Division provides a full-time, supervised education for all its pupils, giving equal access and experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. All pupils will have the opportunity to learn and make progress and will acquire speaking, listening, literacy and numeracy skills through subject matter appropriate to their ages and aptitudes. This includes those pupils with learning disorders and difficulties and where a pupil has a Statement, an education which fulfils its requirements will be provided. The School will provide Individual Education Plans for pupils with significant learning difficulties or disabilities. Where boys are admitted to the school with a statement of special educational needs or an Educational Healthcare Plan provided by a Local Authority, the school will provide the curriculum in terms of the statement or plan and participate in an annual review. The school also provides support for Boys who have English as an additional language through support and/or a reduced curriculum. Our admissions, discipline and other procedures take account of such pupils' needs by making the necessary, reasonable arrangements.

Where the school provides for pupils above compulsory age the curriculum is appropriate for their needs in relation to personal, social, emotional and physical development and communication and language skills. The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

The principal language of instruction is English. Support will be provided in cases where English is the additional language.

The curriculum helps us to aim to achieve two core school objectives: an all round education with a commitment to the highest standards of academic achievement and equipping pupils with a breadth of academic skills and knowledge.

All subjects encourage the student to develop speaking, listening, literacy and numeracy skills. The curriculum, through the provision of a wide variety of contexts, both within the School and beyond, seeks to encourage the fulfilment for all boys in the areas of:

- **Language skills:** to develop fluency in; accurate use and understanding of English, through listening, speaking, reading and writing; to strive for 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.
- **Mathematics and science:** to acquire skills in numeracy; in problem-solving; and proficiency in mathematical and scientific methods and investigations, through practical activity, exploration and discussion; to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly.
- **Technology:** to experience working with tools, equipment, materials and components to produce good quality products and evaluating processes and products; develop proficiency in the use of ICT and a sense of the importance of being able to develop, plan and communicate ideas.

- Aesthetic and creative: to raise appreciation of, and the development of ability in, the creative and expressive arts; to be concerned with aesthetic and creative aspects and the processes of making, composing and inventing using personal, imaginative and practical responses.
- Human, social and physical: to develop a personal awareness of the importance of these areas; through a 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 physical control and coordination of body and mind and a knowledge and understanding of the basic principles of fitness and health; to develop tactical skills and imaginative responses and to help evaluate and improve their performance; a training in personal, inter-personal and social responsibility.

The Boys' Division provides personal, social and health education which reflects its aims and ethos, such that pupils will leave the School as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good, both in the local community of which the school is part and beyond. We seek to instil an understanding of and develop respect for religious and moral values, for other people and other cultures 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.

In many subjects, across the School, boys are in sets by ability to facilitate the provision of sensible differentiation.

As boys progress through the School there are increasing opportunities for them to follow their own interests. We ensure that a careful balance is struck between providing a curriculum which is broad and balanced, yet allowing pupils to pursue areas of academic specialization through their choice of subjects for GCSE and A-level.

The curriculum is organised in the spirit of the National Curriculum, but is certainly not limited by it, and provides a strong framework for future study, in that it:

- encourages breadth of study and range of experience without sacrificing depth of understanding and combines traditional academic rigour with opportunities for self-expression and creativity in the Lower and Middle School;
- allows choice to give a broad and balanced curriculum in the Middle School for GCSE, offering the chance for boys to study the three science subjects as separate disciplines at GCSE and allowing the possibility of two or more foreign languages being taken through to GCSE;
- offers a wide choice of advanced subjects, at least 3 of which are normally taken through to A2 in the Upper School;
- gives all Lower and Middle School boys experience of outdoor activities;
- provide social, spiritual, practical, physical, personal, pastoral, activity, aesthetic, cultural, creative, community, curiosity, communication, enterprise, entrepreneurial and enrichment opportunities for all boys through the SPACE afternoon programme, assemblies and the pastoral system;
- seeks to foster the development of higher order skills such as critical thinking and creative thinking
- promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance

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

The Lower School [Years 7, 8 & 9] and Middle School [Years 10 & 11] curriculum breakdown/periods per cycle

Lower School	Year 7	Year 8	Year 9
English	7	6	6
Drama	1	1	0
Mathematics	8	6	6
Biology	2	3	4
Chemistry	2	3	4
Physics	2	3	4
French	6	6	5
German	0	6	5
Russian			
Mandarin			
Latin & Classical Civ	4	2	3
Geography	4	3	4
History	4	3	4
Religious Studies	2	2	1
Art	2	2	2
Technology	2	2	2
I.C.T.	2	2	2
Music	3	3	2
P.E.	1	1	1
Swimming	2	1	0
Sport	4	3	3
SPACE	2	2	2

Middle School	Year 10 and 11
English Lang & Lit	8
Mathematics	6
Biology	5
Chemistry	5
Physics	5
All Option Choices	6
P.E.	1
Sport	4
SPACE	2

4 GCSE Options are chosen from

[must choose 1 language & 1 humanity]

Art	History	Greek
Classical Civ	Latin	
IT & Computing	Music	
Drama	Product Design.	
Electronics	R.S	
French	Russian	
Geography	Spanish	
German		

The Upper School Curriculum [Years 12 and 13]

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. All boys follow an enrichment programme and are involved in the SPACE afternoons throughout the Upper School. The Critical Thinking AS is offered as an enrichment programme option for Year 12.

Some boys take AS General Studies at the end of year 12 and boys may opt to continue this to A2 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 are expected to take part in some form of community service.

The subjects offered at AS and A2 [taught on 11 periods per cycle] are;

Art	French	Physical Education
Biology	Geography	Physics
Business Studies	German	Product Design
Chemistry	Greek	Psychology
Classical Civilisation	Latin	Religious Studies*
Computing	History	Russian
Economics	Mathematics PMM	Spanish
Electronics	Mathematics PMS	Theatre Studies*
English Language	Further Mathematics	* indicates only possible if joint lessons with Girls' Division are available by the timetables
English Literature	Music	

Enrichment

The School endeavours to provide an extensive programme of co-curricular activities to give enrichment in academic subjects, sport, music, drama and through clubs and societies; to cater for the needs of its pupils and develop their leadership skills, to complement the skills and knowledge learned in the classroom and, to help develop wider interests.

Boys may also opt to take part in the particularly wide range of individual instrumental lessons offered in parallel to the timetable.

The personal, spiritual, moral, social, cultural and health curriculum is delivered through the SPACE afternoon programme, via the pastoral system, assemblies and form meetings, through curriculum study and the wide variety of co-curricular activities. This 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 this aspect of the curriculum and other pastoral issues to the SMT.

In the spiritual, moral, social, cultural and health area of the curriculum, we seek to;

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- provide pupils with a broad general knowledge of public institutions and services in England;
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions; and
- encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- ensure that when and wherever political issues are considered, a balanced presentation of opposing views is offered.

Careers Education

Effective and detailed careers guidance and Higher Education advice are provided at appropriate points throughout a pupil's school career. The Boys' Division has a Careers Department with a teacher designated as the Head of Careers to oversee the provision in this area and the Career's rooms, in the Main School and in the Sixth Form Centre, which are staffed by Careers Assistants.

The careers education provided enables pupils to know how their strengths, weaknesses and interests relate to the world of work and provides them with skills needed to be successful in making applications and at interview. Careers advice is presented in an unbiased and impartial manner encouraging boys to fulfil their potential. Boys learn about different careers and opportunities and gain information about further education and occupations beyond school. Individual guidance and advice is provided to help pupils choose their GCSE subjects, A-Level subjects, Higher Education courses and future employment.

All pupils in Year 8 spend a day on Work Experience. In the Middle School, all boys take the Morrisby test and have a follow-up interview to identify possible career options. Boys are encouraged to undertake work experience in the summer holiday from Year 11 onwards.

In the Upper School, there is a residential Business Enterprise Skills Training course in Year 12; an annual Careers Fair in conjunction with the Girls' Division, which gives pupils the opportunity to meet professionals from a wide variety of careers; Joint Interview Skills evenings where pupils undergo mock interviews with people from different areas of the business world; a World of Work day, with presentations on the varied range of careers that interest our pupils.

The UCAS applications are overseen by the Director of Higher Educational Applications. Each boy's application is closely monitored throughout by his form tutor and expert advice on university and course choice is provided, along with a careful scrutiny of their Personal Statements. There are regular lunchtime talks on different aspects of Higher Education. Boys with aspirations of becoming medics or going up to Oxford or Cambridge are catered for from a very early stage.

Support Provided for LDD, SEN and EAL Pupils

Bolton School Boys' Division is 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 requirements.

The Head of Learning Support provides 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.

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 and allow access to learning across the whole curriculum and to external assessments.

Further information is provided in the Boys' Division's Policies for *Specific Learning Difficulties or Disabilities* and *Provision for EAL Pupils*.

Curriculum Management and Delivery

The teaching staff is made up of highly qualified professionals with expert knowledge of their subject. The curriculum content and delivery is managed by the Academic Deputy Head, who leads the Heads of Department. This group meets 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.

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. The nature of classroom teaching is guided by Bolton School Boys' Division's Teaching and Learning Policy.

The work undertaken in particular subjects often goes well beyond what is strictly required of students in public examinations. We want to ensure that boys are gripped by a fascination for the subject and take their studies further out of interest, not in order merely to gain a particular examination grade.

The normal way of working in School is handwriting with pen and paper, although boys who have been issued with iPads will use these to access resources and complete tasks in some lessons.

Each boy's progress is monitored and formally reported to parents on five occasions a year via a written report, grade reports and a Parents' Evening. The progress of boys is monitored through a tracking system and there are various ways by which teachers and tutors follow the development of the boys and use assessment to inform future teaching and learning.

The teaching in the Senior School endeavours to:

- enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- foster in the boys the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- provide opportunities for colleagues to experiment, to explore innovations and to develop an imaginative repertoire of classroom practice, including resource development and behaviour management strategies. Strong emphasis is placed upon academic skills and providing intellectual challenge, in an atmosphere which is inclusive and encouraging.
- show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- deliver appropriate knowledge and understanding of the subject matter being taught;
- provide a framework to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils may progress;
- utilise effective strategies for managing behaviour and encouraging pupils to act responsibly

The Deputy Head [Academic] 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 nlf@boltonschool.org

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