



**Bosworth  
Independent  
College**

# Curriculum Policy

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## Introduction

At Bosworth Independent College our aim is to nurture and educate every student in our care, whatever their ability, culture, ethnicity or social background, enabling them to grow in confidence, knowledge and maturity, such that they are well prepared for the next stage of their life. With this in mind we have designed our curriculum to reflect the needs of our students in relation to their age, academic ability, skills in language and their potential career and further education aspirations. We aim to achieve our aims through the depth and breadth of academic subjects, encouragement to be independent learners, extra-curricular activities and our caring teaching and boarding environment. The principal language of instruction is English.

We offer the following courses, known as cohorts:

- A-level two-year programme
- A level accelerated programme commencing January (Y12J)
- GCSE three-year programme commencing in Year 9
- University Foundation one-year programme
- BTEC two-year programme
- APP Academic Preparation Programme. One-year.
- APP1 Introductory Academic Preparation Programme. One-year.

Each cohort has its own Course Director and Assistant Course Director(s). Course Directors not only have a significant role to play in the monitoring of student academic progress, they are also involved in the student's pastoral wellbeing.

All non-native speakers of English must have, or be studying towards, an EFL qualification appropriate to their ability, unless they have already met the minimum standard at GCSE or equivalent.

Our curriculum is managed by the Principal, Assistant Principals and Vice Principal. The relevant Course Directors and Heads of Department are then consulted before any changes to the curriculum are implemented

Lessons are conducted Monday to Friday within a teaching day commencing 8.30am and ending at 5.55pm. There are ten lessons per day and each lesson is of fifty minutes duration. We have a thirty-week teaching year.

At A-level and GCSE we do not generally set students according to ability, the exceptions include this is GCSE and APP Maths and GCSE Sciences.

It is also possible for a student to take subjects from outside their cohort.

Teaching styles tend to be more traditional and teacher led, whilst class sizes are small and average eight students per class, allowing staff to identify and address individual needs. This however, varies according to the age and needs of the group taught.

Our teaching staff are, on the whole, highly experienced and qualified teachers.

We offer a range of courses of full time supervised education to compulsory school age students with respect to linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. We believe these courses satisfy the

intellectual, physical and creative needs of our students. Our students acquire speaking, listening, literacy and numeracy skills appropriate to their age, development, ethnic background and proficiency at English. For example, all British students study English Language, Maths and a Science and attend PSHEE lessons. Overseas students also study these subjects; however, their level of English determines their course of study. All CSA students attend PE (unless a suitable alternative has been agreed with parents or guardians). We aim to offer a wide choice of subjects within a very flexible timetable which generally permits unusual combinations.

Our teachers deliver well planned lessons, use effective teaching methods, use a range of activities and manage class time. Schemes of Work for each subject are prepared by Heads of Department in conjunction with relevant teaching staff. We are not overly prescriptive regarding their presentation; however, the College expects that schemes of work are relevant and useful working documents.

Our staff are supported through our appraisal policy and termly staff meetings. We actively encourage teachers to use creative teaching strategies and one way to encourage this is by having resource boxes in each staffroom which include paper and pens, etc.

Our small class sizes, relatively traditional teaching methods and student focus enables each student to acquire new knowledge, make good progress, increase their understanding and develop their skills.

Some of the ways the College tries to prepare students for life after secondary education are:

- All students have Study Hall periods included on their timetables. These are compulsory sessions where students attend the study hall in the Queen's Building or at Nazareth House and we have a Study Hall Supervisor in each hall. The aim of these sessions is for students to complete homework and revision in a quiet and studious atmosphere. We feel this also enables students to learn the skill of self-discipline and to enable students to self-manage their curricular work. Hopefully the effect is that students begin the journey of thinking and learning for themselves.
- Evening study on Monday to Thursday evenings for CSA and some other boarding students.
- Our discipline system includes 'The Bosworth Code'. This code ensures that students and teachers know the Colleges' expectations and the implications if the code is not followed.
- Revision and study skills via PSHEE lessons for CSA students and during Personal Tutor lessons, Monday P3.

## British values

Our student population is a mixture of home and international students, many of whom we sponsor on our Tier 4 licence. With this in mind, we actively promote British Values to enable all these students to have a good understanding of life in the UK. We do this via:

- PSHEE lessons Wednesday P7 for GCSE and APP / APP1.
- Personal Tutor meetings Monday P3 and the Student Bulletin.
- The Student Council.
- Weekend and term time trips to British institutions, for example, the Houses of Parliament.

- Our teachers are aware that when teaching their subject they must address, where relevant, PSHEE issues according to the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance. These issues have been reinforced in staff meetings and discussed in department meetings.
- Our aims and ethos reflect the College's belief in the importance of British values.
- Our students can wear any religious dress. Cultural differences are celebrated.
- Our PREVENT strategy is included in the Safeguarding Policy and delivered via PSHEE lessons. Our staff have had PREVENT training by the Northamptonshire Police Prevent Officer. We update this as part of their annual safeguarding training.

Another way to instil British Values is through our discipline policy. We use Engage to record when a student is late, does not complete homework, or any other issue deemed to be a matter of discipline. This system keeps students, teachers, house parents and families informed of any problems that may arise. Students are treated with mutual respect with the aim of encouraging them to act responsibly.

### Special Educational Needs

Students can be referred to our SEN specialist, Jane Wright. IEPs are completed, where relevant, and where they are distributed to the relevant staff. Further information can be found in our SEND Policy.

### Compulsory School Age Students

Year 10, Year 11 and 1G (one year GCSE)

Joint Course Directors: Simon Elvin and Rachel Wilkinson.

Year 9 Coordinator: Kerry Varney.

Students in Year 9 study a range of compulsory subjects alongside PSHEE and one enrichment lesson where they can choose from a range of extra-curricular activities. Students also attend Physical Education lessons. These students also attend Study Hall as and when their timetable allows.

In Years 10 and 11 Maths and a Science are compulsory. There is a higher and lower ability Maths class for Year 11 and Year 10. This allows more effective differentiation and movement between groups. GCSE English is compulsory for British students while overseas students must study an English subject appropriate to their ability. All CSA students must attend lessons in PSHEE, PE and a creative subject and also receive exposure to new technology (unless a suitable alternative has been agreed with parents or guardians).

SMSC is delivered through the PSHEE syllabus, Personal Tutor time and also via academic subjects where it is deemed appropriate. All GCSE students must do an enrichment subject. PE is compulsory for all GCSE students under the age of 16 unless a suitable arrangement has been agreed with the student's parents. Work experience is offered but not compulsory.

UK students who have not achieved a pass in English Language or Maths are offered lessons and have an opportunity to take these exams.

## APP

Course Director: Carol Devaney.

This one-year course is for overseas students and prepares them to study either A levels or GCSE depending on their age. Compulsory subjects are:

- IGCSE English
- GCSE Maths
- CSA students: Art, Computer Science, PSHEE and PE.

Optional subjects are: Chemistry, Physics, Biology, Business Studies and Geography.

## APP1

Course Director: Rachel Southgate.

This one-year course is for overseas students who do not meet the language entry requirements for APP.

Compulsory subjects are: IGCSE English or PET, Maths, Science, Geography and Business Studies. CSA students: Art, Computer Science, PSHEE and PE.

## PSHEE

We have a coordinator for SMSC, Simon Elvin, who has prepared schemes of work for PSHEE lessons delivered to Year 9, Year 10, Year 11, 1G, APP 1 and APP students on Wednesdays P6. This programme of work reflects the College's aims of inclusiveness and actively encourages respect between students and also staff. Our teachers are aware they are to highlight SMSC issues in their schemes of work and where relevant, to discuss them as appropriate with the students.

For students in other programmes of study SMSC content is delivered by Personal Tutors weekly.

As well as a PSHEE programme that is relevant to the students' educational needs, we also offer Enrichment lessons which include a variety of extra-curricular activities every Thursday period 7 during the Autumn and Spring terms. This programme is coordinated by Salma Begum. Students choose one activity each term. Activities include: yoga, calligraphy, physical fitness, chess etc. This is compulsory for all CSA students. It is optional for A-level and UFP and BTEC students. There are some compulsory sessions for A-level students regarding UCAS.

## Evening Study Hall

This facility is available for all boarding students. CSA students must complete three sessions of evening study each week. This occurs Monday to Thursday 7.00 to 8.30 pm in Bosworth Hall. Students are use this time to complete homework and revision under supervised conditions.

Students in all programmes may be asked to attend Evening Study Hall if there are concerns over their academic progress.

## For students above compulsory school age we offer the following courses:

### A-Level

A2 Course Director: Paul Lewis. Assistant Course Directors: Tom Pitt and Sue Winship.

AS Course Director: Brenda Renouf. Assistant Course Directors: Paul Boothman and Elizabeth Shepherd.

Typically, students study three or four subjects at AS and three at A2. Usually students receive six 50-minute lessons for each AS subject each week and seven lessons for each second year (A2) subjects. Overseas students may also study for an IELTS qualification which is required for university entrance purposes and also for university applications. We also encourage high achieving students to complete an Extended Project Qualification and also to compete in Science Olympiads and Maths challenge competitions.

The progression for the vast majority of A-level students is to a UK university. Some students apply to overseas universities and we offer a programme of support to enable them to do this.

A-level students are not required to sit the AS level public exams.

As well as academic subjects, A-level students are encouraged to take either an enrichment activity or participate in evening activities and sports. We also offer a programme of trips and activities that occur during weekends and half term holidays.

### January A level (ASJ)

This is an 18-month A-level course for students. The choice of subjects is limited to: Maths, Biology, Physics, Chemistry, and Economics. Each subject has eight lessons per week. Students are treated as a separate AS cohort in their first year. They then join the A2 programme in their second year.

### University Foundation programme (UFP)

Course Director Chris Somerfield. Assistant Course Director Angela Beckett.

This is a one-year course offered to international students.

Students study three subjects and also study for an IELTS qualification which is required for university entrance purposes and also for university applications.

Each subject is taught to A-level standard. Art portfolio lessons are also offered for students applying for Architecture.

Progression from this course for most students is to a UK university.

## BTEC Business Studies Level 3

Course Director Sarah Swallow.

Assistant Course Director Dan Mattock.

This is a two-year course that follows the Pearson Specification.

### Activities

For students above Compulsory School Age, there is an appropriate programme of activities arranged by the Activities Coordinator, Karen Inman, who organises a programme of activities and trips which are offered either during the evening, at weekends or half term holidays.

This includes:

- Sports. Football and basketball occur Thursday and Friday evenings and on weekends.
- Leadership opportunities are offered via the College Student Council, sports teams, Leadership Award and being a student ambassador.

### Careers Guidance

The majority of our students aim to attend university and with this in mind our careers guidance is skewed towards university application support. Kevin Jones and Paul Lewis have responsibility for university admissions. There is a programme of support for students not only applying to UK universities, but also for those applying to overseas institutions. This programme includes a variety of guest speakers and workshops offered during the teaching day and also in the evenings. Additional specific support is offered to students applying to particularly competitive courses, for example: Oxbridge, Medic, Law. We also provide a supportive and guidance service to all our university applicants when results are released in the summer.

The Bosworth non-university careers provision is co-ordinated by Mr Paul Boothman. The non-university provision is underpinned by the Gatsby benchmarks. Although such benchmarks are designed for larger, state sector schools, the philosophy and guiding principles remain. Advice is also provided in line with the current legislation contained within the Education Act 1997 and the Education and Skills Act 2008.

The programme of support for the minority of students not applying to universities runs through from September until the following August and is delivered in conjunction with our independent Careers Advisor, Rowena James. The programme includes self-analysis activities, interactive careers investigations, a CV workshop and a newsletter. Information on the latest Apprenticeship vacancies is available. Around February, the students are offered the chance to attend a presentation on the Apprenticeship route. There is a helpline available throughout the year, again provided by Rowena James, our qualified professional advisor. The students are also offered a personalised one to one interview with Rowena. This advice, in line with current regulations and the Gatsby benchmarks, is independent from Bosworth.



## Learning and progress

We define educational outcomes both in terms of students' academic achievements and in terms of their personal development, skills as learners and ability to thrive in a global workplace

We have a framework to assess pupils' work regularly and thoroughly. Student's attainment is tracked using Engage; a student's progress is monitored using;

- baseline data using external tests by CEM
- results from internal tests and mock exams
- termly subject reports
- Personal Tutor meetings and student targets
- Course Director meetings with the Vice Principal
- Heads of Department meetings with the Assistant Principal
- public exams
- for British students, the results of any GCSE or A-level examinations are collected and recorded in Engage

Personal development outcomes are measured by students' Personal Tutor reports and letters. Termly reports combine academic achievement reports and Personal Tutor letters commenting to parents both on academic and personal development and progress. Personal Tutors and other members of staff identify challenging targets for each student in order to encourage personal development. Students are also encouraged to review their reports and set their own targets.

Scrutiny of academic results and managing support of students takes place through regular meetings of and between two teams:

1. Personal Tutors, Course and Assistant Course Directors, the Head of Boarding and the Vice Principal
2. Subject teachers, Heads of Departments and the Assistant Principal for Teaching and Learning

The work of both teams is unified and overseen by cooperation between the Head of Boarding, the Vice Principal, the Assistant Principals and the Principal.

## High Achieving Students (HAS)

We regard high achieving students as those with exceptional abilities in specific academic disciplines.

Currently students regarded as high achieving are supported in a variety of ways:

- An accelerated curriculum
- Subject specific external challenges such as maths, biology, chemistry and physics
- Bosworth Leadership award
- Encouragement to participate in other national competitions, such as the ISA Essay, Music and Art competitions.

Comparing student baseline data and performance is part of our normal policy at Bosworth College and includes the identification of academically high achieving students. This allows

Heads of Department, Course Directors and Personal Tutors to support these students and ensure their progress.

Our definition of HAS also includes other non-academic areas of achievement such as sport, the Arts and community service. Course Directors lead in monitoring this alongside Heads of Department.