

# **Curriculum Policy**

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**Brooke House College**

2024/25 Version

## Curriculum Policy

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## **An introduction to a high performance, educational philosophy of the College**

Our community is caring, diverse and inspiring to encourage and empower learners with passion and purpose. We provide a supportive and stimulating environment where every pupil can thrive, relationships are nurtured and a courteous informality is highly valued.

Everyone matters in what is, for nearly all our pupils, their home from home. At Brooke House, we believe passionately in the unlimited potential of every pupil. Blended models of teaching and our unique approach to coaching for peak performance ensures that every learner develops the attributes, values and practices to become the best possible version of themselves in all settings – engaged, confident, creative, enterprising, socially responsible and globally aware learners.

A bespoke teaching and learning experience is paramount. By design our class sizes are small, with an average size of eight, allowing for excellent interaction between pupils and teaching staff across KS3, GCSE and A-levels. We offer an intensive course of English and the highly respected University Foundation Programme. There is a strong passion for a wide variety of co-curricular enrichment activities across sport, the arts and community engagement. Our football academy and motorsport academy are internationally known and respected.

In essence, the child is at the core of a vibrant learning community cultivating curiosity, collaboration and Brooke House to be agile and confident to reach their dreams, innovative and enterprising to address challenges, and be motivated and enthusiastic to make an impact in our shared world. We aim to foster pupils' social, cultural and moral awareness and equip them with transferable skills and competencies for university, employment, elite sport and lifelong learning.

The curriculum at Brooke House College is in line with the philosophy and aims of the **High Performance Learning (HPL) framework**. As a College we are accredited with the World Class Schools HPL Award in June 2023.

- 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.

Features that define HPL delivery in our classrooms and on the pitch or racing track at Brooke House College to promote a performance mentality:

1. Everyone can become a high attainer and act accordingly.
2. We do not talk about the ability we focus on current performance and progress for future development.
3. We define high performance as a mix of academic confidence and attainment, personal values, attitudes and attributes, and an enterprising, problem-solving mindset.
4. We use the cognitive language of the ACPs and VAAs to provide a cross-school language for teaching, mentoring and coaching for learning and personal development.
5. We plan the curriculum to deliver high levels of subject knowledge and subject skills for all students.
6. We pitch learning sessions at a high level and help everyone master the content by making use of the ACPs and VAAs, using minimal differentiation.
7. We set by performance only where they deem it necessary and scaffold learning so lower-performing groups are still aiming for the same high-level outcomes.
8. We use assessment to measure current performance and the current gap between it and high performance, using it to plan the next steps. We do not see assessment as a predictor of long-term outcomes.
9. We expect exam results to reflect high performance for all rather than the traditional bell curve.
10. We try to actively involve parents and help them to help their children to develop the ACPs and VAAs.
11. We see extra-curricular enrichment as important and a great place to practice ACPs and VAAs.
12. We cultivate a positive environment where all students are optimistic about what they can achieve, engage in their own learning and are positive about the opportunities they can create for themselves and others.

Since September 2024, the College has implemented an innovative curriculum called **Learning Without Walls**, to address the particular needs of an elite football academy, for which the majority are aspiring footballers from over fifty countries seeking a professional contract. Previously, as the football academy was developed, we integrated morning lessons (from 8:15am) with afternoon football (2pm – 5pm). Due to the increased numbers in the academy to over 200 in September 2023, the College explored ways of adapting the timetable to enable

football training at our local club with limited facilities. As an HPL school, we evaluated the impact of training and fixtures, increasingly with pro-clubs on evenings to showcase talent, on players' educational, emotional and physical wellbeing. The demanding nature of A-level study and high performance football development brought unforeseen challenges for an increasing number of players. We aim to develop talent beyond the transcript and honour all learning and personal development.

The **Learning Without Walls** innovation, developed earlier to address elite football development in context, pivoted to introduce two separate tracks for the Autumn and Spring Terms 2024/25 – an academic track (lessons 8:15-4pm daily with football training) in the first half term, a dedicated football development track (10:30am – 5pm daily with intense tutorials for assessments and practicals from the start of the day). All fixtures and trails will be facilitated in the second half term with tutorials from 8:15-10:30am, facilitated by full-time SLT (each of which has a dedicated group of students to provide mentoring and success coaching for learning and sport).

## 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 SEND (Students of Determination), 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. 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. The Super Enrichment curriculum is tailored to cultivate resilience and skills.

## 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 (Global Perspectives) for humanities, modern foreign languages, physical education, the arts 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.

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, a bespoke

super enrichment curriculum is provided for stretch and challenge. The Olympiad enhances co-curricular and extra curricular opportunities for every learner.

### **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 9 and 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:

- Art
- Business Studies
- English Literature (2-Year course only)
- Global Perspectives
- Spanish (2-year course only)
- Physical Education
- 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
- Geography
- History
- Psychology
- Sociology
- Economics
- Business Studies
- Media Studies
- 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. Relationships Education, Relationships & Sex Education and Health Education are being taught and assessed. The programme is co-ordinated by a dedicated Head of PSHE, aided by subject specific experts.

## **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 learning 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 follows: -

- 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, <i>'Where does your rabbit live?' 'It lives in my garden.'</i>	Can go to a shop where goods are on display and ask for what they want. For example, <i>'Can I have this drink, please?'</i>	Can understand simple information from a penfriend. For example, <i>'My name is Anita. I'm 16 and I go to school in Brazil.'</i>	Can write a simple message saying where they have gone and what time they will be back. For example, <i>'Gone to school. Back at 5 p.m.'</i>
A2	Can take part in 'small talk' and express simple opinions. For example, <i>'This looks like a good party.'</i> <i>'Yes, and everyone's wearing funny clothes.'</i>	Can ask for what they want and exchange basic information with other customers. For example, who was first in the queue.	Can understand letters with simple descriptions of people, events, ideas and opinions. For example, <i>'I am sad because it is raining.'</i>	Can write a short letter with basic factual information. For example, their name, age, where they live, etc.
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?' '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.
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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 and Creative Expression
- Global Perspectives – Key Stage 3/4
- Graphic Communication

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 elements.

#### 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). The Student 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 or SLT. 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. Our Director of Pastoral and Assistant Principals manage the provision of university information through the involvement of experts and professionals. They pay particular attention to the Gatsby Standards:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

In the Easter Term, the Principal/Assistant Principal KS5 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.

<b>Authorised by</b>	resolution of the Board of Directors
<b>Signed</b> .....	
	On behalf of the Board of Directors
<b>Date</b>	September 2024

### 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	Dropbox – SMT
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	MS Teams – Policies – Master policies
February 2024	IS	Change in SLT responsibilities and following HPL accreditation	MS Teams – Policies – Master policies
September 2024	IS	Updated to incorporate the introduction of the Learning Without Walls curriculum development initiative. HPL Fellowship projects and staffing changes.	MS Teams – Policies – Master policies

### 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	Dec 2023
February 2024	IS	April 2025