



Curriculum Statement



Our aims

At the heart of our school ethos is our aim to provide a curriculum to develop inquisitive, independent thinkers with a love of learning. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged.

We intend that our curriculum should imbue in our pupils these qualities: responsibility, independence and a sense that learning can excite and invigorate throughout life.

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons as well as events, routines and learning that take place outside the classroom. The Curriculum Policy should be seen within the overall aims and ethos of the school, which are at the core of its objectives and not the specific subjects or topics taught.

Our curriculum is designed to allow each pupil to:

- Achieve the best possible academic qualifications and standards.
- Ensure high levels of engagement, enjoyment and personal development.

Within the framework of a broad and balanced education for each pupil, we intend for our curriculum to allow a high level of personalisation so that each child can develop specialisms, existing and new interests and achieve their personal best in all that they do.

Our curriculum provides a broad and balanced education which allows pupils to become:

- **Successful learners** who enjoy learning, make progress and achieve their academic potential.
- **Confident individuals** who are able to live safe, healthy and fulfilling lives.
- **Responsible citizens** who can make a positive contribution to society.

a) **We aim for our curriculum to develop successful learners who:**

- Are inducted into the essential knowledge, skills and discourse of subject disciplines and are able to develop specialisms appropriate to aptitude.
- Can appreciate human achievement in the fields of languages, mathematics, science, technology, humanities, physical and aesthetic pursuits and creative and expressive arts, and to experience a sense of personal achievement in these fields during their time at school.
- Are able to link areas of knowledge in a spirit of enquiry.
- Are able to pursue courses appropriate for their stage of learning and particular abilities in order to achieve their personal best in lessons which differentiate for pupil needs.
- Are able to learn independently and with others.
- Can acquire the study skills and self-knowledge necessary to realise their learning potential and are motivated to achieve the best they can, now and in the future.
- Are creative, resourceful and able to solve problems.

b) **We aim for our curriculum to develop confident individuals who:**

- Show courage and compassion in their dealings with others.
- Can respond positively and with resilience to the opportunities, responsibilities and experiences of adult life.
- Can develop for themselves an active and healthy lifestyle.



- Can evaluate risk, take managed risks and stay safe.
 - Can relate well to others.
 - Have secure values and principles to distinguish right from wrong.
 - Are articulate, confident players on a global stage.
 - Are increasingly independent, able to show initiative and organise themselves.
 - Are willing to try new things, are ambitious and able to make the most of opportunities.
 - Are open to the excitement and inspiration offered by the natural world and human achievements.
- c) **We aim for our curriculum to develop responsible citizens who:**
- Can participate as effective, respectful citizens within a global society.
 - Acquire an understanding of the social, economic and political issues of the world and the interdependence of individuals, groups and nations.
 - Can challenge injustice, are committed to human rights, and can strive to live peaceably with others.
 - Understand the complex human interaction with, and dependence upon, the local and global environment, and develop a caring and responsible attitude towards the environment.
 - Can change things for the better, taking into account the needs of future generations in the choices they make.

The Prep School offers a 25+ hour timetable Sunday to Thursday
Senior School and Sixth Form offers a 29+ hour timetable Sunday to Thursday

From EYFS to Key Stage 4, the curriculum broadly conforms to the (English) National Curriculum programmes of study and all other statutory requirements. At Key Stage 5, pupils are guided formally towards an A-level curriculum that meets their individual needs and aspirations. There are clear and diverse pathways through from Key Stage 3 to Key Stage 5.

Our curriculum has been developed to meet the requirements of current DfE (England) guidelines and our commitment to the provision of a wide range of subjects, including breadth in our modern languages. Pupils are grouped in a variety of ways according to the needs of the subject.

We engage pupils and parents in decisions regarding their guided choices. All pupils are entitled to examination entry in their chosen subjects, provided that they have met the basic requirements of attendance and coursework or controlled assessment completion, where applicable.

The curriculum offered at Key Stage 4 and Key Stage 5 ensures that there are clear progression routes to enable pupils to continue their post-16 education at BISAK, and to prepare them for higher education and/or the world of work.

BISAK carries out its responsibility to bilingual learners in their entitlement to equal access to the English National Curriculum and in the achievement of their academic potential. We recognise that some pupils may exhibit additional needs during their time at BISAK.

Formal assessments of learning are conducted according to our Assessment, Recording and Reporting schedule and targets are shared with pupils and their parents regularly. Assessments of pupils' learning are also made more informally and frequently.

The implementation of the curriculum statement is monitored through whole school, departmental and pastoral self-review.