



CURRICULUM POLICY

Bryanston School's curriculum approach follows the modified Dalton system, the chief objective of which is to develop an effective approach to individual learning. The school call this the Bryanston Method. A relatively lower proportion of a pupil's timetable is spent in the context of an orthodox classroom setting than might be expected, so that, from the outset in Year 9, pupils have assignment periods and access to supervision rooms to learn to organise their own approach to working. Teachers set work to be undertaken in assignment and prep time and must give a minimum of a week for the work to be completed. As pupils progress up the school, the proportion of assignment time increases, and greater use of supervision rooms is expected accordingly. This approach is complemented by the use of the correction period, a regular meeting (weekly in the sixth form) between pupil and teacher to discuss and evaluate assignment work; this is also an opportunity to clear up misconceptions or difficulties associated with classwork. All students in the Sixth Form are given correction periods in all subjects.

Our curriculum takes into account the ages, aptitudes and needs of all pupils (including any pupils with an EHC plan). We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We design our curriculum so that all pupils have the opportunity to learn and make progress and is effective in the preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Every pupil at Bryanston of compulsory school age (construed in accordance with section 8 of the Education Act 1996), is given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Our curriculum ensures that pupils acquire speaking, listening, literacy and numeracy skills.

PSRE is a compulsory part of our curriculum for Year 9-11, which reflects the school's aim and ethos.

It encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Education Act.

Every pupil at Bryanston is encouraged to explore a range of opportunities. All pupils follow the same broad curriculum in the first year, studying English, Maths, Physics, Chemistry, Biology, Modern Languages (French, German and Spanish), PSRE, Art, Computing, Design Technology, Geography, History, Latin, Music, a musical instrument, and PE whether or not these have been studied before.

Choices of courses for GCSE / Key Stage 4 are made in the summer term of the first year. All pupils take Maths, English (Language and Literature), at least one modern Foreign Language (French, German or Spanish), and Science, either separate sciences, dual award or combined



science. Choices are available to permit pupils to include Art, Business, Computer Science, Design Technology, Drama, Geography, History, Latin, Music, Physical Education and Religious Studies. Greek may also be taken in addition. There are variations within the core curriculum to allow for individuals, guided by tutors, to construct a programme appropriate to needs and aspiration.

Responses to the changes associated with the curriculum are regularly affected by the developments made nationally. It is intended that pupils will be prepared in accordance with those requirements as they emerge, guided by tutor, parents and career considerations.

In the Sixth Form the school offers three different qualifications: A level, the International Baccalaureate Diploma Programme (IBDP), and the International Baccalaureate Career-Related Programme (IBCP).

At A level there is a free choice from the following subjects – Art and Design (Fine Art, 3D Art and Photography) Art History (Pre-U), Biology, Business, Chemistry, Classical Civilisation, Classical Languages, Computer Science, Design and Technology, Drama and Theatre, Economics, English Literature, Geography, Government and Politics, History, Mathematics, Further Mathematics (MEI), Modern Foreign Languages, Music, Music Technology, Physical Education, Physics, Psychology and Religious Studies. Those who opt to do A level select either three or four subjects at the start of Year 12. A level candidates will study an enrichment course aimed to broaden their academic and cultural horizons. The Extended Project Qualification (EPQ) and the Gold CREST Award in Science are some of the options available. A level students in A2 take part in a diverse programme of current affairs talks throughout the Autumn and Spring Terms.

Those who opt to study the International Baccalaureate diploma select six subjects from the various subject groupings (three at higher level, three at standard level), and follow courses in CAS (creativity, action and service) TOK (Theory of Knowledge) and complete an extended essay (EE).

The IBCP combines three strands of learning: academic, vocational and the IBCP core. The academic strand requires two to four IBDP courses (one of which must be at Higher Level). The vocational course will be relevant for the career pathway being studied (currently either Business Marketing or Sport and Sports Coaching). The core has four elements: Language Development, Service Learning, Personal and Professional Skills, and the Reflective Project.

Subject changes in Years 10 and 12 are possible within the first two weeks of the Christmas term. Some combinations may be difficult to arrange and will be dependent on demand. In addition to examined courses, the curriculum in the junior years incorporates a carefully constructed Personal, Social and Religious Education course. This reflects national educational preoccupations as well as delivering social, moral, cultural and ethical content. In the Sixth form, the academic enrichment and co-curricular programmes provide



supplementary opportunities to develop a range of transferable skills, in addition to the further provision of PSRE to all pupils.

Fuller detail for each stage is provided in Academic Plans.

Pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. Occasionally, where a pupil is admitted who attains 19 years during the final year, a programme of activities exists which is appropriate to their needs.

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