**AIMS AND PRINCIPLES**

*At* Fulbright College, *we aim to provide a curriculum to develop curious thinkers with a love of learning who can demonstrate independent thought. The curriculum should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged. We offer a curriculum designed to nurture high aspirations and prepare students for the opportunities and challenges of the 21st Century. Our curriculum should imbue in our students these qualities: responsibility, independence and a sense that learning can excite and invigorate throughout life.*

Within the framework of a broad and balanced education for each student, we intend for our curriculum to allow a high level of personalisation so that students can play to their strengths and develop existing and new interests. This Curriculum Policy should be seen within the overall Aims and Ethos of Fulbright College, which are at the core of its objectives.

Our curriculum is designed to allow each student to:

* achieve the best possible academic qualifications and standards, whatever his/her ability.
* ensure high levels of engagement, enjoyment and personal development.

We aim for our curriculum to develop students who:

* are inducted into the essential knowledge, skills and discourse of subject disciplines and who are able to develop specialisms according to aptitude.
* can appreciate human achievement in the field of languages, mathematics, science, technology, humanities, physical and aesthetic pursuits, creative and expressive arts and to experience a sense of personal achievement in these fields during their time at school.
* acquire an understanding of the social, economic, environmental and political aspects of the world and the interdependence of individuals, groups and nations.
* are able to link areas of knowledge in a spirit of enquiry and transfer skills from one area to another.
* are resourceful and able to solve problems using the knowledge and skills they have gained.
* have the knowledge to develop for themselves an active and healthy lifestyle.
* are reflective learners who understand their strengths and how they can be used; who can identify areas for development and know what to do in order to make progress.
* can show resilience in their learning, persevering even when tasks are difficult and understanding how to access help when needed.
* can work effectively in a team but also concentrate for long periods of time alone and manage distractions.
* are increasingly independent, can show initiative and organise themselves.

# CURRICULUM DELIVERY

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons and events, routines, and learning that take place outside the classroom.

Although the majority of the students’ formal learning experiences will be through subject-based lessons, the curriculum is also planned and delivered to address a number of cross-curricular dimensions. These are sometimes dealt with specifically through ‘curriculum suspension’ models where conventional lessons are suspended in favour of alternative models or through thematic projects. Additionally, all schemes of work in all subjects take into account the cross-curricular dimensions below and incorporate them into their subject and skills delivery.

## Literacy Across the Curriculum

We aim for all of our students to become literate and articulate communicators. In all subjects, pupils should be taught to express themselves correctly and appropriately on paper and orally, and to read accurately and with understanding. Pupils should be taught to recognise and use Standard English. In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms. In speaking, pupils should be taught to use language precisely and cogently. Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively. In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading. They should be specifically taught strategies to aid revision, including how to retain information long-term for deep understanding.

## Numeracy Across the Curriculum

Similarly, all subjects are responsible, where appropriate, for developing students’ numeracy when opportunities arise during the course of the lessons. This can be done through asking students to use mental maths, basic mathematical formulae, tables and graphs to present data, and estimates and calculations.

## Use of ICT Across the Curriculum

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects. All students at Fulbright College must have personal laptops, which can be utilised in all lessons on the wireless campus, and the Portal and curriculum areas can support this work wherever the students are in the world.

## Health and Safety

All subjects have a duty to ensure appropriate compliance with Health and Safety guidelines, but specific responsibilities lie with science, design and technology, information and communication technology, art and design, and physical education. When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, students should be taught:

1. about hazards, risks and risk control.
2. to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
3. to use information to assess the immediate and cumulative risks.
4. to manage their environment to ensure the Health and Safety of themselves and others.
5. to explain the steps they take to control risks.

# ACADEMIC SUPPORT AND PERSONALISATION

In order to ensure every child achieves his/her personal best, and is fully engaged in his/her learning, we offer a high level of personalisation within the curriculum, depending on the needs of each individual student. This happens in a number of different ways.

## Languages

Each student has a choice of two out of four languages in Grades 6, 7 and 8. Students are set according to their ability and experience in the language. Bilingual students or students with exceptional linguistic ability may be given appropriate tuition if they so wish. At parent requests, we endeavour to source tuition in other languages outside our normal curriculum offer. Students receiving academic support for additional learning needs, or struggling with learning languages, may reduce the number of languages they study. Able students may add a third language including Greek to their programme of study in Grade 8.

## Number of subjects studied

The number of options a student chooses at GCSE and, to some extent, at A Level will be dependent on his/her skills, abilities and interests. The decision about numbers of subjects is made after consultation with the student, parents, Tutor, and subject teachers, and with the agreement of the Director of Studies. Some students will review and change their programme of study during the course of a year to ensure they have an appropriate curriculum.

## Academic Support

Every student is screened on entry to the School to identify any need for additional academic support – if a need is identified, further tests are given and with the parents’ agreement, the student is offered lessons with the Academic Support Department and given a personalised learning programme (‘learning points’). These are circulated to each of the student’s teachers to be addressed during lessons. In some cases, students are assessed as needing extra time in examinations or laptop use in exams. Every teacher is aware of students on the SEN Register, and differentiates for them appropriately within taught lessons. Students can be recommended for academic support at any time by teachers, Tutors or parents. All students whose first language is not English are also screened at the start of an academic year. Those identified as in need of EAL support are provided with weekly lessons and their progress monitored by the Academic Support Department.

Annually, departments identify students who are especially gifted or talented within their areas. The school keeps a Gifted and Talented Register. This includes the names of students identified subject by subject, as well as lists of students with mean MidYis scores over 120, and scholars. Again, teachers are aware of students on the register and differentiate for them appropriately within lessons and through subject extension programmes. These students are also targeted when special enrichment activities take place and their academic progress is monitored by the Director of Studies and the Scholarship Mentors.

## Setting

Setting by experience and ability takes place from Grade 6 in languages, Mathematics, Latin and after Grade 8 in Science. In all other subjects, students’ needs are differentiated for within the lesson through a variety of strategies. Movement between sets (divs) is facilitated by these subjects being faculty blocked, meaning a student can move up or down a set if their ability requires this.

# REGULATORY REQUIREMENTS

The School’s Social, Moral, Spiritual and Cultural Policy is delivered through the curriculum, both in content included in subjects schemes of work, through the Academic Extension programme and through other planned learning opportunities in the school.

At the middle school, we may choose to teach Religious Education and sex and relationships education, and to non-statutory guidelines to cover other aspects of Personal, Social and Health Education (PSHEE). Students receive weekly lessons in Religious Studies and are taught PSHE, including drugs, alcohol and sex education, on a carousel programme. There is a PSHEE policy.

At Grade 9, students begin to receive Religious Education through lessons if they have chosen Religious Studies as an option, and all students attend assembly several times each week, and have occasional talks and lectures. There is a weekly School Service which is Christian in format. PSHEE is delivered at High School through lectures, a carousel programme and through the enrichment programme.

At Fulbright College, students in all grade groups, receive a minimum of three hours sport in lessons a week, significantly exceeding the minimum recommendation to schools that 85% of pupils aged 5-16 take part in a minimum of two hours high-quality PE and school sport within and beyond the curriculum each week.

Computing is taught as a discrete subject to middle school students as part of the offering in Technology.

# MONITORING

Responsibility for the effective implementation of the policy lies with the Principal who delegates to the Director of Studies. Heads of Department, Housemasters and Housemistresses and individual subject teachers also have a key role to play. The policy is supported by schemes of work developed by individual departments, summaries of which can be found on the School Portal.

The curriculum provision is reviewed annually at SMT and through Heads of Department meetings, as well as discussed at various academic forums

# CURRICULUM PLAN

***The subjects and their timetable allocations are based on a 32 hour week, with six hours of lessons a day Monday to Friday and two hours on Saturdays.***

## The Middle School Curriculum (Grades 6, 7 and 8)

All students study a broad and balanced range of subjects in the Middle School.

In the Grades 6 and 7, all our students study assessed courses in English, Mathematics, Science, two Modern Foreign Languages, Latin, RS, History, Geography, Art, Technology including Computing, Music and Drama. They also receive tuition in Academic Extension and Sport and have two or three hours allocated in their timetables to Private Study.

In the Grade 8, all our students study assessed courses in English, Mathematics, Biology, Chemistry, Physics, two Modern Foreign Languages, Latin, RS, History, Geography, Art, Technology, Music and Drama. They have the option to add a third Modern Language or Classical Greek to their programme, receive tuition in Academic Extension and Sport and most have curriculum time allocated to Private Study.

Pupils in Grades 6, 7 and 8 are taught in grade groups with the exception of Mathematics, Latin and Languages, where students are divided into “divs” (sets) based on their ability in each subject.

## The High School Curriculum (Freshman and Sophomore) (Grades 9 and 10)

The Grades 9 and 10 curriculum is structured around tuition towards the attainment of GCSE certificate. Five GCSE passes at grade C or higher are considered the rough **equivalent** of a **US** High School Diploma.

All students study a compulsory core:

* English Language and Literature
* Mathematics
* Science (Biology, Chemistry and Physics or Science and Additional Science)
* A Modern Foreign Language
* Academic Extension, which includes Critical Thinking, Global Awareness and PSHE
* Sport

Students choose between two and five other option subjects, the number and selection being chosen after guidance from the School and parents.

* French
* German
* Spanish
* Mandarin
* Latin
* Greek
* Religious Studies
* History
* Geography
* Art and Design
* Music
* Drama
* Technology
* Physical Education
* Extended Project

The following table illustrates the number of hours allocated to each subject for each grade group in the Middle School (Grades 6-8) as well as the Freshman and Sophomore years of the High School each week. The number of hours of private study available is determined by the number of options chosen.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Group  | Grade 6  | Grade 7  | Grade 8  | Grade 9  | Grade 10  |
| English  | 3  | 3  | 3  | 4  | 4  |
| Mathematics  | 3  | 3  | 3  | 3  | 3  |
| Biology  | 3  | 3  | 4  | 2  | 2  |
| Chemistry  | 2  | 2  |
| Physics  | 2  | 2  |
| Language 1  | 2  | 2  | 2  | 2  | 2  |
| Language 2  | 2  | 2  | 2  | 4,6 or 8 – 2 hours per option subject  | 4,6 or 8 – 2 hours per option subject  |
| Language 3  |   |   | 2  |
| Latin  | 2  | 2  | 2  |
| RS  | 1  | 1  | 1  |
| Geography  | 1  | 1  | 1  |
| History  | 1  | 1  | 1  |
| Art  | 1  | 1  | 1  |
| Technology  | 2  | 2  | 2  |
| Music  | 1  | 1  | 1  |
| Drama  | 1  | 1  | 1  |
| Academic Extension  | 2  | 2  | 2  | 2  | 2  |
| Sport  | 4  | 4  | 4  | 4  | 3  |
| Private Study  | 3  | 3  | 2  | 7,5 or 3  | 8.6 or 4  |
|  Total   | 32  | 32  | 32  | 32  | 32  |

 **The High School Curriculum (Grades 11 and 12)**

The majority of Grades 11 and 12 students choose four or five AS Levels and then pursue three or four to A2. The list of subjects available comprises:

* English Literature
* English Language and Literature
* Mathematics
* Further Mathematics
* Biology
* Chemistry
* Physics
* French
* German
* Mandarin
* Spanish
* Latin
* Greek
* Classical Civilisation
* Religious Studies (either Theology or Philosophy and Ethics)
* History
* Politics and Government
* Geography
* Economics
* Art and Design
* History of Art
* Design and Technology
* Music
* Drama and Theatre Studies
* Critical Thinking
* Physical Education
* Extended Project Level 3

Further Mathematics is available if Mathematics is taken.

In addition, all students must attend lessons in the following disciplines:

* Critical Thinking
* Sport (three hours each week)

There are also opportunities to study Modern Languages. Short courses in Law and Psychology are available to those who are interested.

# ACADEMIC EXTENSION AND ENRICHMENT

Students in all year groups have two hours of structured and progressive academic extension which underpins and complements the subject based lessons. This is seen as the core of the programme rather than as an extra and is designed to develop many of the cross-curricular dimensions and life skills that are part of our curriculum aims and objectives.

The topics change slightly each year but are currently as follows:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Group  |   |   |   |   |   |   |   |
| IV  | PSHE (through lessons and lectures)  | Private reading  | Study Skills  |   |   |   | Triple X  |
| UIV  | PSHE (through lessons and lectures)  | Private reading  | Study Skills  | PSHE  | Mindfulness  |   | Triple X  |
| LV  | PSHE (through lessons and lectures)  | Global Awareness and Current Affairs  | ICT  | Debating and public speaking  | Study Skills  | Extended project  | Triple X  |
| V  | PSHE (through lessons and lectures)  | Global Awareness and Current Affairs  | Critical Thinking  | Extended Project  |   |   | Triple X  |
| UV  | PSHE (through lectures)  | Global Awareness and Current Affairs (through MUN)  | Extended Project  |   |   |   | Triple X  |
| VI1  | PSHE (through lectures)  | Global Awareness and Current Affairs (through MUN)  | Extended Project  | Subject based extension classes  |   |   | Triple X  |
| VI2  | PSHE (through lectures)  | Global Awareness and Current Affairs (through MUN  | Extended Project  | Subject based extension classes  |   |   | Triple X  |

On the last period of a Friday, the whole school is timetabled together for the Extend Excel Explore programme (Triple X) and the activities on offer to students to choose from change half way through the year. Current options include:

* Arabic
* Book Club
* Business and Enterprise
* Chamber Choir
* Chess
* Computing
* Creative Writing
* Danish
* Drama Club
* Debating
* Dressmaking
* Ethics
* Extended Project
* French for Fun
* Japanese
* Law
* Life Drawing
* Music Practice
* Norwegian
* Poetry Club
* Photography
* Psychology
* Russian
* Textiles
* Youth Theatre

All students in Grades 6 - 8 must choose from the range of options; older students may choose an extra period of Private Study if they wish. The structure of this programme allows students from different grade groups to learn together.

Grades 11 and 12 have a weekly programme of seminars and lectures with eminent visiting speakers and a range of subject based extension clubs such as Medical Society and Law Society, as well as a host of societies which are student led.

Over a quarter of the School is engaged in the Model United Nations programme, and there is a vast array of co-curricular clubs and activities as well as a range of paid extras, all of which contribute to meeting the curriculum aims.

Director of Studies,

Fulbright College

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