



# BROMSGROVE SCHOOL

## CURRICULUM POLICY

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# CURRICULUM POLICY

## MISSION STATEMENT

Bromsgrove School aims to produce:

**Happy, creative, moral citizens who live motivated, fulfilled lives while enriching the lives of others.**

It seeks to achieve this through:

**An enlightened, disciplined and broad education that responds to global change while retaining core values.**

The Core Values Bromsgrove seeks to foster in its pupils are:

**Humility and Confidence  
Compassion and Ambition  
Respect and Curiosity  
Tolerance and Vision**

## FLAIR : DISCIPLINE : ACADEMIC RIGOUR

## INTRODUCTION

This policy applies to the Senior, Preparatory and Pre-Preparatory (including Nursery) Schools, including the Early Years Foundation Stage (EYFS) setting.

Bromsgrove's curriculum creates a framework within which pupils may develop their academic flair, self-discipline and intellectual rigour. It aims to provide an enlightened and broad education that responds to global change whilst retaining core values. In order to do good, one must first do well. Academic achievement is not an end in itself, but a thoughtful and exhilarating journey to adulthood. A Bromsgrove education aims to be not merely informative, but also transformative.

Students should recognise at once both how big and small the world is: big in that they learn to appreciate and respect cultural and linguistic differences; small in terms of modern communications, concerns about the environment, the creation and distribution of wealth and the desire of all to achieve development in the broadest sense of the term. This realisation of the big and the small and the toleration of academic uncertainty that follows on from this should directly tie back to the School's Core Values listed above.

We seek to ensure that pupils are not merely knowledgeable, but that they are kind and resilient, ambitious both for themselves and for others. From our youngest EYFS pupils to our oldest students about to leave the School, we are mindful of the need for a Bromsgrove curriculum to provide:

- a high level of literacy and numeracy to enable effective communication
- a good knowledge and understanding of the social and physical environment through scientific, geographical and historical study and skill development
- an international perspective and ability to communicate in the language of others
- an appreciation of culture through exposure to art, music, theatre and literature. An understanding of how to use this as a stimulus for personal creation
- practical skills useful in daily life
- sporting and physical skills which give life-long benefits such as health and self-esteem, the experience of team participation and leadership, recreational opportunities, and a balanced attitude to competition
- an understanding of personal, social, health and citizenship issues
- an understanding of how religious and ethical beliefs influence people and their environment
- respect and empathy for others
- a realisation of their own strengths, weaknesses, limitations and potential and an understanding of how to cope with this realisation

- the self-discipline, mental agility, confidence and the curiosity necessary to ensure that pupils make the most of opportunities offered in all areas and in so doing fulfill their potential.

The School is mindful of its duty to cater for the educational needs of all its students given their ages, aptitudes and needs (including those with EHC plans). In doing this, the School will nurture the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Beyond these values promoted through Personal, Social, Health and Economic Education (PSHE), in Chapel, Routh (assemblies) and houses, British values are promoted in the formal academic curriculum. History, Geography or Religious Studies are a compulsory element of GCSE choices, whilst English and Politics are other areas of the curriculum which in particular seek to reinforce these values.

The School Academic Leadership Team monitors the appropriateness of the curriculum throughout the whole School given students' ages and ability. The Heads of Curriculum Support and English as an Additional Language have similarly broad remits to ensure those with SEND and those not working in their first language are not disadvantaged.

The School seeks to provide:

1. full-time supervised education for pupils of compulsory school age (in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 

The Creative Curriculum in our Pre-Prep and Prep Schools aims to teach these experiences through an inter-disciplinary, topic-based approach, whilst in Years 5 to 11 they are catered for through specialist subject teaching in the compulsory transitional core and then the I/GCSE curriculum.
2. that pupils acquire speaking, listening, literacy and numeracy skills;
 

Speech and the ability to listen and absorb information are vital communication skills. Every child should be able to communicate clearly, proficiently and politely, using standard English. Children should be able to participate in discussions, give individual oral responses and adapt their speech to suit audience and purpose. They should be able to listen, analyse and respond confidently to a variety of sources including languages other than English and Music. Lessons in all subjects include a variety of Speaking and Listening opportunities that offer group work, pair work and individual activities where appropriate. Speaking, listening, literacy and numeracy are Core Skills and as such are firmly embedded in all areas of the Curriculum. It is the responsibility of all teaching staff to reinforce these skills and to promote their use wherever relevant. Links to these skills should be referred to, explicitly or implicitly, in Schemes of Work using guidelines from English, EAL, SEND, and the Mathematics Departments.
3. Personal, Social, Health and Economic Education which reflects the School's aim and ethos and encourages respect for other people with particular regard to the protected characteristics of the Equality Act 2010;
 

Throughout the School there is a well-established PSHE programme delivering a coherent Scheme of Work. PSHE is delivered in discrete timetabled lessons in the Prep School and in the Senior School through the Life Skills, Sixth Form Enrichment and tutoring programmes and through various House activities.
4. access to accurate, up-to-date, and impartial careers guidance which aims to ensure that students can make an informed choice to allow them to fulfil their potential;
 

The full-time University and careers advisor and her team ensures all students in Fifth Form and Lower Sixth Form are able to benefit from a detailed one-to-one careers interview, whilst a broad programme of careers support is provided to all our students of secondary school age.
5. where the School has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
6. where the School has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 

The School prides itself on the depth and quality of the sporting, creative and communal activities that are available to all students so that they may develop and learn about themselves and others in ways that cannot be achieved in the classroom. The Headmaster,

the Head of the Prep and Pre-Prep Schools, the Prep School's Deputy Head (Pastoral) and the whole-school Deputy Head (Co-Curricular) regularly review the full range of opportunities that are available to our students;

7. that all pupils have the opportunity to learn and make progress; and
8. adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life. The School Academic Leadership Team carefully monitors current levels of student attainment and outcomes at the end of each academic year to ensure that strong pupil learning and progress have been achieved. More broadly, the School's desire to provide a holistic education tries to put this sought for academic success within the broader context of learning to lead 'a good life' within adult society in Britain and beyond.

## **INCLUSION**

The curriculum is designed to be accessed by all our children so that they may learn and make progress. If it is necessary to modify some children's access to the curriculum, in order to meet their needs, this will only be done after their parents or carers have been consulted.

If children have SEND or have been identified as More Able, the School will do all that it reasonably can to meet their needs, and we comply with the requirements set out in the SEN Code of Practice. Any recommendations will be followed to ensure the education provided fulfils all requirements within SEND statements. In most instances, class teachers are able to provide the resources and educational opportunities that meet a child's special needs, within normal class organisation. If a child's need is more severe we may involve the appropriate external agencies in making an assessment. We involve the parents of the child when making this recommendation. We will provide reasonable additional resources and support for children with SEND and extra teaching, from a teacher with the responsibility for SEND. The additional provision and specific targets for individual students with SEND will be articulated so that pupil progress can be reviewed and monitored. More detail on SEND arrangements can be found in the SEND Policy.

## **THE PRE-PREPARATORY AND NURSERY CURRICULUM**

The staff at the Pre-Preparatory department endeavour to make the transition from the Early Years Foundation Stage to Key Stage One and Key Stage Two as smooth as possible in all areas of School life. We aim to ensure continuity and a clear progression of skills within the curriculum for each subject. The staff body use their professional expertise to make judgements that take into account the age or ability of each individual child to ensure that methods and strategies are employed appropriately. We offer a full-time supervised education for pupils of compulsory school age (in accordance with Section 8 of the Education Act 1996).

We provide pupils with a range of experiences with subject matter and activities that are age appropriate and differentiated to take account of the aptitudes of all pupils (including those with a statement of SEND). We ensure that pupils acquire speaking, listening, literacy and numeracy skills as they progress through our School. In Key Stage One the curriculum is based upon the Programmes of Study within the National Curriculum and offers children an education that includes experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of learning.

The Curriculum includes not only the requirements of the Early Years Foundation Stage and National Curriculum, but also the range of extra-curricular activities that the School organises in order to enrich the experience of the children. It also includes what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into happy, creative and moral people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential and enrich the lives of others.

### **Early Years Foundation Stage**

The curriculum for this stage is planned under three prime areas of learning: Personal, Social and Emotional Development; Communication and Language and Physical Development. These areas are fundamental, work together, and move through to support development in all other areas. The specific areas of learning are: Literacy; Mathematics; Understanding the World; and Expressive Arts and Design. These specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. Three characteristics of effective learning are identified and these underpin learning and development across all areas and support the child to remain an effective and motivated learner. These characteristics of effective learning are: Playing and Exploring; Active Learning and Creating and Thinking Critically.

Our Nursery and Reception curriculum is based upon the revised Statutory Framework for the Early Years Foundation Stage (DfE, March 2017) and the guidance Early Years Outcomes (DfE, September 2013). Curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's needs, skills and experiences. In the Early Years Foundation Stage we adopt a topic-based approach to interpreting the framework. Planning ensures full coverage of the Early Learning Goals and progression for all children. Teaching in the Reception classes then builds on the experiences of the children in their Nursery learning.

The School fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. For our children in the EYFS below compulsory school age, we provide a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

### **Years 1 and 2**

The curriculum for Key Stage One is based on the guidelines of the National Curriculum documents. Literacy and Mathematics are given priority within the timetable and core skills are embedded across the curriculum. Some subjects are taught discretely, such as Mathematics, Physical Education, Religious Education and French. However, where appropriate, a cross curricular approach is used in the form of the 'Creative Curriculum'. This thematic approach to teaching and learning is designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. This is enhanced by our integrated use of ICT. There are strong links between subjects and children see their work as being connected, relevant and purposeful. The 'Creative Curriculum' is skills based and knowledge supported,

making learning motivational and successful. The School has a strong tradition of sport, music and drama. Visits, visitors and opportunities for outdoor learning, are an integral part of the curriculum.

We plan our curriculum in three phases. We agree a long-term plan for each Key Stage which indicates what topics are to be taught in each term. We review this long-term plan on an annual basis. Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. There is specific planning and schemes of work for personal, social and health education but PSHE is also embedded into all curriculum areas reflecting the School's ethos and aims (refer to PSHE Policy and schemes of work). Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson and include differentiation.

## **PREPARATORY SCHOOL CURRICULUM**

The Preparatory School Curriculum is broad, balanced, differentiated and rigorous. In addition to academic progress, this caters for the personal, spiritual, moral, cultural and social development of the pupils. The curriculum enhances the National Curriculum by offering an enriched performing arts, sporting and languages programme. There is extensive extra-curricular provision, including a considerable amount of outdoor learning. In addition, a number of activities take place on a Saturday morning and at other times to further enhance the educational offer.

### **Years 3 and 4**

Following on from the Pre-Preparatory School pupils in Years 3 and 4 are taught in form groups with a single primary specialist teacher for the majority of their subjects. The remainder of the curriculum objectives and subject content is taught through three Creative Curriculum topics per year. The thematic and holistic approach to teaching and learning supports the children's natural curiosity and stimulates their creativity. It offers children the opportunity to work in depth on specific themes, as well as consolidate and transfer their learning. Visits, visitors and opportunities for outdoor learning, including Forest School, are an integral part of the curriculum.

### **Years 5 and 6**

In Year 5, pupils transition from a single teacher for the majority of their teaching, to subject specialist teaching. All subjects are taught as discrete lessons within the timetable and broadly follow the content and objectives of the National Curriculum. Cross-curricular learning and joining together strands of knowledge, skills and ICT development is a key area for development. Enrichment days both inside and outside of School enhance further the educational experience.

### **Years 7 and 8**

The Foundation Curriculum in Years 7 to 8 builds the foundations for the examination years that follow. The content is not constricted by the demands of the National Curriculum or Common Entrance, instead we seek to provide pupils with learning opportunities that will instil the knowledge and skills of subjects, but also inspire a love of learning and the desire to learn more. The content of the curriculum is agreed bilaterally between the Senior and Prep School Heads of Departments, building on previous learning and looking towards the requirements of the examination years. The curriculum is mapped to ensure progression and continuity. ICT skills are embedded within the subject areas, this provides context to the skills and a deeper understanding of their application. In addition, pupils also undertake discrete ICT lessons (2023-2024 in Year 8, and in 2024-2025 in both Year 7 and Year 8).

The core subjects, especially English, are prioritised in the curriculum. In Year 7, Drama continues to be taught as a stand-alone subject emphasising the importance of the dramatic arts at Bromsgrove. In Year 8, Music and Drama are timetabled together, as pupils are able to experience many additional enriching experiences in these disciplines outside curriculum time. Curriculum time is weighted towards Mathematics, Science, History and Humanities which is consistent with the need for "deliberate practice" (Hattie and Yates 2014 p40). This principal is continued in Languages in Years 7 and 8. Pupils study two languages in four periods per week. Superficial learning is easily forgotten; at Bromsgrove we want our pupils to get a better early immersion in their languages. All students have the choice of studying either French or Spanish. In addition students have the choice of studying either German or Latin.

The Foundation Curriculum in our middle years is broad, but not superficial, knowledge rich and carefully interlinked between the subjects. We seek to provide an enlightened renaissance curriculum which provides the best possible platform from which to study for the GCSEs to come. We aim to further support the love of learning that plants seeds of knowledge upon which students can develop a schema to be nurtured later in their School career.

### **Academic Enrichment**

Beyond timetabled lessons, a range of broadening academic activities are offered. More able pupils are challenged through a myriad of opportunities including: Art extension groups, scholarship preparation sessions, Marmite discussion groups, CREST (Science Awards), LAMDA, Chapel Choir and book club.



## **THE SENIOR SCHOOL CURRICULUM**

Whilst all pupils are expected to work hard, the School aims to respond to the needs of the individual, recognising the fact that pupils mature at different times and have a variety of learning styles.

### **The GCSE Curriculum**

In recognition of the increased academic demands of most GCSE syllabuses and in order to maximise students' choices, GCSE options are made for the start of the Lower Fourth Form. The core GCSE curriculum is both traditional and broad. All students take:

- GCSE English Literature and GCSE English Language. In the Lower Fourth Form students are taught in bands, with more differentiated sets operating in the Upper Fourth and Fifth Forms
- IGCSE Mathematics, with students set from the start of the Senior School
- a period a week in a non-examined course of Life Skills which involves a large element of PSHE and RSE)
- the three separate sciences, with the expectation being that most students will take the separate qualifications in Biology, Chemistry and Physics, although some will take the dual award qualification to help ensure that foundation knowledge and understanding is grasped well
- a modern foreign language, with the choice of English as a Second Language, French, German and Spanish, with a beginners group operating in Spanish for those either starting a European language or seeking a fresh start
- History, Geography or Religious Studies
- two further optional subjects are chosen from Art (Art, Textiles or Photography), Music, Drama, History, Geography, Business Studies, Design, Latin, Classical Civilisation, French, German, Spanish, Computer Science and Physical Education. It is suggested that students may like to take at least one creative subject.

The vast majority of our pupils therefore take nine or ten GCSEs together with Life Skills whilst there are also compulsory lessons in non-examined health and movement, as well as compulsory games, activities and Bromsgrove Badge (leading to cadets or DoE later).

There are internal exams at the end of the summer term in both Lower and Upper Fourth Forms, and mock exams take place in January of the Fifth Form.

### **The Accelerated Learning Programme**

Bromsgrove offers a one-year course to international students wishing to start their study of either the International Baccalaureate Diploma or A Levels in a school the year after. The course aims to develop pupils' confidence working in English, whilst gaining familiarity with the British educational system without reducing options for study in subsequent years.

At the end of the year, students take IGCSE First Language English (having been taught English 5 periods per week), IGCSE Mathematics (4 periods per week), IGCSE separate Sciences (12 periods per week) and AS Level Economics (8 periods). In total they take six, occasionally seven, qualifications. In addition there is one period per week of Life Skills.

### **The Sixth Form Curriculum**

In the Sixth Form, pupils choose to follow a course leading to the International Baccalaureate Diploma, or A Levels, or a combined A Level and BTEC programme. Within these streams there is great flexibility in terms of which combinations of subject can be studied (we do not operate a rigid block system).

Automatic entry into the Sixth Form is conditional on pupils attaining a 6.0 point / B grade 1/GCSE average, i.e. we expect our Sixth Formers to arrive having achieved 'mostly' B grades. However, areas of real strength are of value and the gaining of higher grades in some GCSE subjects may offset the odd C (or 5) grade gained in areas of weakness. In order to have a good base on which to build we expect students to have gained at least a 7/A grade at GCSE in subjects they intend to study for A Level or at Higher Level within the IB Diploma, or if the subject is not taken at GCSE, then in a related GCSE subject. In cumulative subjects (Mathematics, the sciences and languages) where content becomes progressively more challenging, this grade 7 entry hurdle really should be viewed as a minimum.

There is a full review of Fifth Formers' future subject choices in their Lent Term, with the choices of all pupils being reviewed again prior to their entering the Sixth Form. Options may be reviewed again individually in personal meetings with a senior academic manager in early September of the Lower Sixth Form Michaelmas term. Without operating a rigid block system, the School is determined to ensure that students' personalised curriculum and their programme of study is appropriate to their abilities, interests and aspirations.

### **The International Baccalaureate Diploma**

The IB Diploma requires pupils to study 6 subjects, 3 at Higher Level (HL subjects are allocated 5 periods per week) and 3 at Standard Level (SL subjects are allocated 3 periods per week) as well as an enriching core that includes a study of the Theory of Knowledge (ToK) and a piece of extended research as well as undertaking Creativity, Action and Service activities.

Pupils must study at least one first language (HL or SL English, HL German or Russian or SL self-taught own language), Mathematics (at HL or SL), a second Language (French, Spanish, Latin or German [at HL or SL] or beginners Spanish or Mandarin [both at SL]), a Science (Physics, Biology or Chemistry at HL or SL, Environmental Systems or Computer Science at SL), a Humanity (Economics, Business Management, Global Politics, History or Geography at HL or SL) and either an Arts subject (Art or Music at HL or SL) or an additional Language, Science or Humanities subject. All subjects have an element of coursework, but the programme primarily has terminal assessment with all exams in May of the Upper Sixth Year.

### **BTECs**

BTECs in both Sports and Business are available as one or two A Level-equivalent qualifications. The major difference between BTECs and A Levels is that rather than being primarily exam-based systems there is a much greater weighting towards terminal assessment in the BTECs. BTEC Sport and Business courses may be studied with each other or in combination with another A Level.

### **A Levels**

The 'norm' for pupils taking the A Level route is for them to take three subjects studied as two year terminal qualifications together with the broadening, enriching Extended Project Qualification. Those studying Further Mathematics will usually be expected to take four A Levels and others may choose to take a fourth additional A Level should they choose. The merits of students ultimately taking three or four A Levels (or 6 IB subjects) will invariably be considered carefully and advice will be given to ensure that their best interests are well served.

The A Level subjects on offer are Mathematics and Further Mathematics (both formally examined in the Lower as well as the Upper Sixth), Physics, Chemistry, Biology, Drama, Art (or Textiles or Photography), Product Design, History, Geography, Economics, Business Studies, Government and Politics, Computer Science, English, Latin, Music, Classical Civilisation, Physical Education, French, German, Spanish and Religious Studies.

A Level subjects are each allocated seven taught periods per week. There are three periods per week allocated to the Lower Sixth for the tackling of the Extended Project.

### **Monday – Friday Academic Enrichment**

Beyond examination classes, a range of broadening academic activities occur throughout the week. The Gifted and Talented Group for the Lower and Upper Fourth and Fifth Forms meets twice a week whilst discussion groups for Sixth Form Medics, Biologists, Engineers and Social Scientists occur on a Thursday afternoon. Most subjects offer extra Oxbridge teaching during the teaching day. Sixth Form Enrichment sessions also provide an opportunity for visiting speakers and an off-timetable lecture week in June allows for a broad range of non-specification extension activities and trips.

### **Saturday Academic Enrichment**

Pupils may opt in to a broad range of activities on a Saturday such as the Economics Target 2.0 and Business Studies Young Enterprise competitions. Various Drama groups are also run throughout the year. Many departments also provide drop-in support clinics and revision classes in the period before public examinations.

## **MANAGING THE CURRICULUM**

In the Senior School, the Deputy Head (Academic) is responsible for the curriculum, and line manages the Heads of Department, the Head Librarian, the School Timetabler and the Exams Officer. The Heads of Department meet collectively twice a term. The Deputy Head (Academic) also line manages the Directors of A Level, IB and GCSE who then take the lead in supporting individual pupil programmes in liaison with Houseparents. The Directors of A Level, IB and GCSE also provide links to the tutoring system.

The Deputy Heads (Academic) in the Pre-Prep and Prep Schools take the lead in managing the curriculums and Heads of Department in their respective areas. The Deputy Heads (Academic) in each of the three sections of the School regularly meet with the Directors of A Level, IB and GCSE, the Data Manager and Deputy Head (Teaching) as the School's Academic Leadership Team, chaired by the Senior School's Deputy Head (Academic).

## APPENDIX: LESSON AND TIME ALLOCATION BY SUBJECT AND YEAR GROUP

### Year 1

Subject	Lessons per week	Time Allocated
English	4	3 hours 50 min
Phonics	5	2 hours 20 min
Maths	5	4 hours 5 min
Science	1	1 hour 30 min
Creative Curriculum / Computing / Humanities / Art / DT	2	2 hours 50 min
PSHE	1	30 min
PE	2	2 hours 30 min
RE	2	30 min
Music	2	1 hour
French	1	30 min
Additional Activities (e.g. 'Fix-It Time', Assembly, Library, Story Time, Golden Time, Individual Reading, Follow Up / Completion)		5 hours 30 min
<b>Total taught hours</b>		<b>25 hours 5 min</b>

### Year 2

Subject	Lessons per week	Time Allocated
English	4	4 hours 30 min
Phonics	2	1 hour 15 min
Maths	4	5 hours
Science	1	1 hour 15 min
Creative Curriculum / Computing / Humanities / Art / DT	2	2 hours 15 min
PSHE	2	1 hour
PE	1	2 hours 30 min
RE	1	30 min
French	1	30 min
Music	1	30 min
Additional Activities (e.g. 'Fix-It Time', Assembly, Library, Story Time, Golden Time, Individual Reading, Follow Up / Completion)		6 hours
<b>Total taught hours</b>		<b>25 hours 15 min</b>

### Number Of Lessons Per Week Years 3 – 13

	Years 3 & 4	Years 5 & 6	Years 7 & 8	Years 9, 10 & 11	3 A Levels + EPQ	4 A Levels	IB	BTEC
<b>Creative Curriculum</b>	5							
<b>IT</b>	1	1	0/1					
<b>Mathematics</b>	6	5	4	4	3 x 7 periods per week (6 in first term) & 3 periods per week EPQ in L6 year, 2 periods in U6 for EPQ (+ for some 2 periods per week IELTS).	4 x 7 periods per week (+ for some 2 periods per week IELTS) = 28 periods per week+. EPQ optional.	3 x 5 periods per week Higher Level + 3 x 3 periods per week Standard Level + 2 periods per week ToK = 26 periods	12 periods per week plus 12 or 7 periods per week depending on whether 2 <sup>nd</sup> BTEC or an A Level is taken. 3 periods per week EPQ.
<b>English</b>	7	6	4	4				
<b>Drama</b>		1	0.5/1	3				
<b>Religious Ed.</b>	1	1	1					
<b>Science</b>	2	3/4	4	6				
<b>Languages</b>	2	2/3	2+2	4				
<b>Latin</b>			2 (in ML)	3				
<b>EAL</b>	On need	On need approx. 3	2/4 on need	2/3/4				
<b>Religious St.</b>				3				
<b>Geography</b>		1	2	3				
<b>History</b>		1	2	3				
<b>Classical Civilisation</b>		0/1 (Eng. sets 1-2)		3				
<b>Music</b>	2/1	1	0.5/1	3				
<b>Art/Textiles/Photography</b>		1	1	3				
<b>Design</b>				3				
<b>Business</b>				3				
<b>Computer Science</b>				3				
<b>Physical Ed.</b>				3				
<b>PSHE</b>	1	1	1					
<b>PE (Health &amp; Movement)</b>	1	1	1	2 (Year 9) 1 (Year 10)				
<b>Games</b>	2/3	3	3					

Shaded = GCSE option subjects