

CURRICULUM POLICY (2018 – 19)

Responsibility for the effective implementation of this policy lies with the Headmaster who delegates to the Director of Studies and the Director of Teaching and Learning. Heads of Department, Housemasters and individual subject teachers also have a key role to play, as do the pupils themselves. The policy is supported by schemes of work developed by individual departments, summaries of which can be found on the School's website. The Curriculum is kept under scrutiny by a School Committee under the chairmanship of the Headmaster. It also conforms to the Tonbridge Curriculum Aims document (appended).

The School operates a 36 40-minute period week. Thus all pupils of compulsory School age are in lessons for 24-hours per week. In addition, the pupils have, on average, approximately 6 hours of sport per week, over a School year of 188 days.

Skill areas developed

For pupils in years 9 to 11, the curriculum contains compulsory subjects which between them provide experience in the following key areas:

Linguistic:	English (language and literature), at least one modern foreign language, Latin (and Greek for some) is studied compulsorily in year 9 and optionally thereafter to GCSE;
Mathematical:	Mathematics, Science and Digital Creativity;
Scientific:	Sciences (taught as separate Physics, Chemistry and Biology);
Technological:	All boys in year 9 follow a course in this area and some continue to GCSE. All boys follow a course in Digital Creativity and Digital Literacy is taught across the curriculum;
Human & Social:	All boys study History, Geography, Divinity, PSHEE in year 9. Many continue with at least 1 of these to GCSE. The PSHEE course is continued by all boys during year 10 which becomes a course called Seminar in year 11;
Physical:	All boys have timetabled PE in years 9 and 10. Although this ceases in year 11, all boys participate in one or more of the wide range of sporting and other physical activities on offer within the extensive Games programme;
Aesthetic and Creative:	All boys in year 9 have courses in Music, Drama, Art, Digital Creativity with some creative writing in English. Many continue with at least one of these to GCSE. For those that don't, there is a wide range of cultural activities and events to attend – participation is monitored via the Tonbridge Passport scheme. About half of the boys learn a musical instrument, with many obtaining a high standard in their chosen instrument;
Spiritual:	All boys have lessons in Divinity during their first 2 years at Tonbridge School and boys in all years attend regular Chapel Services, which collectively provide a key means of developing human and social education and promoting spiritual, moral, social and cultural development. Boys in year 10 participate in an 8-week course in Mindfulness in their Divinity lessons.

It should be emphasised that many of the subjects listed above help to develop more than the key area of experience to which they have been attached. For example, linguistic skills are developed in almost all subjects and not just English and Modern Languages.

In year 9 (Novi) the following subjects are studied, the numbers in brackets show the allotted 40-minute periods per fortnight, out of the 72 ppf (periods per fortnight) available. The curriculum is designed to expose pupils to all the possible GCSE subjects at a “Tonbridge level” before they make their choices for GCSE.

English (8)	First Modern Language (6)	Mathematics (7)	Art (3)
History (3)	Second Modern Language (6)	Physics (5)	Drama (2)
Geography (3)	<i>Languages chosen from French</i>	Chemistry (5)	Music (2)
Divinity (3)	<i>German, Spanish & Mandarin</i>	Biology (5)	Technology (3)
	Latin (and Greek for some) (6)	PE (2)	Digital Creativity (3)

In years 10 and 11, all boys have a full timetable of 72 ppf in which subjects falling into three categories are studied. A mixture of GCSEs and IGCSEs are studied; in the list below those subjects taken at IGCSE are indicated (I).

Compulsory examination subjects: English and English Literature (I) (8), Maths (I) (8), Science (I) (18) taught as Physics, Chemistry and Biology with just under quarter of the year taking “Double Award Science”; a Modern Foreign Language (I) (8) chosen from French (I), German (I), Spanish (I) or Mandarin as a continuation from year 9 study.

Optional examination subjects: Three subjects each allotted 8 ppf from the following list: a second Modern Language (I), Latin (plus Greek for some, taken as a separate GCSE within the one option), History (I), Geography (I), Religious Studies (I), Art, Design Technology (I), Drama, Music (I).

No restrictions, apart from the practicalities of timetabling, are placed on which combination of subjects can be selected.

Non-examined compulsory subjects: Divinity (2) (this includes study of ethical issues, plus an introduction to “mindfulness” and to critical thinking), Digital Creativity (1), PSHEE (1) and PE (2). In year 10, Divinity, PSHEE and PE are replaced with “Seminar” (a programme of lectures and debates on ethical and social issues).

In the Sixth Form, subject to the practicalities of timetabling, pupils can choose sensible combinations of any four of the following 22 subjects, each of which is allocated 15 ppf in the Lower Sixth rising to 16 ppf in the Upper Sixth (A level courses are used except those marked Pre U):

Latin, Greek, English (Pre U), French, German, Spanish, Mandarin (Pre U), History (Pre U), Geography, Philosophy & Theology (Pre U), Business, Economics, Government & Politics, Mathematics, Further Mathematics (boys selecting this have to take Maths with it), Physics, Chemistry, Biology, Art (Pre U), Music (Pre U), Design Technology, and Theatre Studies.

In addition, all Lower Sixth pupils follow a non-examined Seminar course which continues the programme commenced in year 11. The seminar programme aims to foster and deepen interest and

understanding in philosophical, political, ethical, scientific and artistic issues that lie beyond, yet underpin, academic study.

The emphasis is that those involved should not merely 'receive' information, but rather articulate their responses in 'question and answer' or small group discussion sessions. Active participation often involves the following:

- a revision of previously held beliefs in the light of fresh evidence and experience
- a tolerance of opposing viewpoints
- a questioning of assumptions and presuppositions
- a respect and empathy for others and an awareness of differing needs.

Appropriateness

At each level the School seeks to ensure that the subject matter is appropriate for the ages and aptitudes of the pupils. Opportunities exist to acquire and develop skills in speaking and listening (most obviously in modern languages, at least one of which is compulsory to GCSE), literacy (most obviously in English) and numeracy (most obviously in mathematics and the sciences). The principal language of instruction is English except in some Modern Language lessons where the target language is used as appropriate.

The curriculum requires the majority of boys to take GCSE or IGCSE in between 9 and 11 subjects. Sixth form boys typically start A level or Pre-U courses in 4 subjects. Some boys drop a subject at the end of the Lower Sixth or during the Upper Sixth. Typically, about half continue with all 4 subjects through to the end of the course.

All pupils have the opportunity to learn and make progress through the ways in which tasks are matched to the needs of the individual. Where possible and appropriate, setting by ability in certain subjects aids the provision of subject matter at a suitable pace. The School is further developing an Extension and Enrichment programme appropriately to stretch and challenge all pupils.

Special Educational Needs

The School has one pupil with a formal statement and the School meets the requirements of the statement/education, health and care (EHC) plan for this pupil. Moreover, there are some pupils with diagnosed Dyslexia, Dyspraxia and similar conditions: such pupils are made known to staff, who follow advice from the Learning strategies Department and the School's Learning strategies and Special Education Needs (SEN) Policy.

Personal, Social and Health and Economic Education (PSHEE)

A programme of PSHEE, which reflects the School's aims and ethos, is studied by all pupils at Tonbridge School. It promotes and encourages respect for other people.

Full details of the programme are given in the separate PSHEE policy on the School's website, and the following topics are covered: social integration, anti-bullying (including cyber-bullying), contact with the police, sex and relationship education, drugs education (including alcohol and smoking), safety (including on-line), positive relationships including pornography, emotional health and wellbeing, public service and community action, nutrition and physical activity, personal finance, economic well-being and financial capability, citizenship (including rights and responsibilities), physical health, cancer, mental health, attitudes towards women, anthropology, diversity, safeguarding (by understanding the risk from other people) and building resilience from extremism and radicalization.

The academic curriculum and the wider life of the School promotes the spiritual, moral, social and cultural development of our pupils and enables us to meet our obligations to promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Preparation for the future

The majority of pupils who enter the School's Sixth Form will subsequently progress to university. The School employs a dedicated Careers team who offer a structured programme of advice both individually and in group-based sessions to pupils at appropriate points during their time at Tonbridge School.

Opportunities for leadership, via the School and House Praepostor system, CCF and leading co-curricular activities are also available.

Pupils are prepared for the opportunities, responsibilities and experiences of adult life, both in British society and globally, via the PSHEE/Seminar programme, an extensive careers programme, participation in work experience, the development of "soft skills" (such as team-work, independent research skills, presentational skills, and problem solving), community work, various School committees on which pupils serve, and an encouragement to participate in the many cultural and sporting activities the School offers. The whole culture of the School, from Chapel to House Lunches, from leadership roles for pupils to an encouragement to widen horizons via overseas trips are intended to assist preparing pupils for a fulfilling adult life.

THE TONBRIDGE SCHOOL CURRICULUM

PRINCIPAL AIMS

Curricular aims are underpinned by the following School mission statement:

Tonbridge School aims to provide a caring and enlightened environment in which the talents of each individual flourish. We encourage boys to be creative, tolerant and to strive for academic, sporting and cultural excellence. Respect for tradition and an openness to innovation are equally valued. A well-established House system at the heart of the School fosters a strong sense of belonging. Tonbridge seeks to celebrate its distinctive mixture of boarders and day boys; this helps to create a unique broadening and deepening of opportunity. We want boys to enjoy their time here, but also to be made aware of their social and moral responsibilities. Tonbridgians should enter into the adult world with the knowledge and self-belief to fulfil their own potential and, in many cases, to become leaders in their chosen field. Equally, we hope to foster a life-long empathy for the needs and views of others: in the words of the great novelist and Old Tonbridgian, E.M. Forster: ‘Only Connect’.

WHAT?

- Encourage intellectual curiosity, an openness to new ideas and viewpoints.
- Foster self-motivation and self-discipline and an awareness of the skills needed for independent learning.
- Foster an enjoyment of learning for its own sake, creativity, an ability to ‘think outside the box’, to read, research and apply learning beyond discrete academic areas.
- Allow opportunities for boys to achieve the grades in public examinations commensurate with their perceived ability and thus to enable access to the university course, training and career of their choice.
- Encourage effective and confident written and oral communication, including an ability to work collaboratively and, as appropriate, to present an argument persuasively and to write with accuracy and flair.
- Encourage the development of study skills, effective time management and appropriate revision strategies.
- Give opportunities to demonstrate the importance of physical fitness and mental well-being.
- Foster an awareness of the importance of spirituality and reflection.
- Encourage boys to be aware of their responsibilities as well as their individual needs and wishes.
- Encourage consideration for others, an understanding, respect and empathy for the lives and experiences of people with different belief systems and cultural backgrounds.

HOW?

- Seek collectively to inspire students with a passion for learning within and beyond subject disciplines, acting as mentors and role models.
- Put in place and review a curriculum that offers rigour as well as a broad subject choice, which pays regard to the range of abilities and needs of students, and a careful consideration of non-examined elements.
- Plan lessons, set work and provide a wide variety of valid, challenging and stimulating learning experiences.

- Have high teaching expectations; reviewing performances within and across departments, supporting colleagues, as appropriate, via mentoring and observation to ensure good standards of teaching, using a variety of approaches.
- Undertake individual continuing professional development to invigorate teaching and learning.
- Be sensitive to individual needs and learning styles, providing appropriate academic challenges and support.
- Encourage pupils to take control of their own learning and provide opportunities for them to present their ideas, debate or give performances to others, including their peers.
- Seek to ascertain and incorporate the views of pupils on a broad range of aspects of School life.
- Encourage, and make feasible, collaborative endeavours, both academically and in other areas of School life (Music, Drama and Sport, for example).
- Encourage and provide a wide variety of concerts, exhibitions, plays, films, readings and other performances (to include talks by, and meetings with, outside speakers; University-style seminars and lectures).
- Encourage and provide a wide range of physical and sporting challenges, including opportunities for exploration and adventure.
- Allow pupils adequate time and opportunities for reflection on issues beyond immediate School concerns and to offer services to others.