



# Policy

## Curriculum

The aim of the curriculum at Oakham is to develop the skills, qualities and dispositions encapsulated by the IB Learner Profile and the ATL frameworks, and to provide as high a quality portfolio of qualifications and skills as possible, facilitating entry into courses of further education or other post-school pathways appropriate to the individual.

### 1. Academic curriculum

In the **Lower School**, students study a full range of subjects, including Mathematics, English, Languages, Science, Humanities, Computer Science and Creative and Performing Arts. The curriculum balance, as well as explicit delivery of ATL skills, is being adapted to meet the requirements of the IB MYP (notably, 50 hours per subject group per year): it is anticipated that this will be in place by September 2020.

The individual subject curricula are set by departments and, whilst there are broad similarities between these and the requirements for Common Entrance and the National Curriculum, there is no formal alignment. However, the curricula must tie in with Middle School work and IB MYP.

Inquiry skills are developed through the explicit use of the FOSIL framework, with elements of the FOSIL cycle considered either separately as appropriate, or together with the production of a research project.

Whilst Lower One is not, formally, an IB MYP year, the curriculum is designed and taught in line with the MYP approach, including ATL and FOSIL.

The **Middle School** curriculum is designed to be broad and balanced, and to widen students' knowledge, understanding and experiences. It develops their academic skills and allows them to explore their own specific interests and strengths, and provides a sound basis from which students will be able to choose their courses in the Upper School and beyond.

In **Form 3**, students continue to study a full range of subjects. Alongside the core academic curriculum, students are provided with a FOSIL research skills course; additionally, the Form 3 Project provides opportunities to work outside the classroom, to tackle problems in teams, and to develop and improve communication and leadership skills. As part of the implementation of IB MYP, the entire Form 3 academic curriculum will include the delivery of each of the subject groups for the required time, as well as the development of ATL skills.

In **Forms 4 and 5**, students are required to study Mathematics, English Language, English Literature, Dual-Award Science, a Modern Foreign Language, plus a selection of optional subjects, making up ten GCSEs in total. It is possible for students to study three separate sciences (Chemistry, Physics, Biology) as an option, in lieu of one of their other choices. Withdrawal from a language or a reduction in the number of optional subjects pursued may be considered based on the aptitude or total academic load of the individual student.

Students follow either the GCSE or IGCSE courses in the appropriate subjects, or an equivalent qualification where that is preferable. The available subjects ensure that students maintain a broad range of skills and subjects, whilst allowing some specialisation, in a fashion that enables their successful progression to the Upper School.

Independent learning and research skills are developed with reference to the FOSIL framework and will, as students graduate from the IB MYP in Forms 1 to 3, aim to refer to and maintain ATL skills.

In the **Upper School**, students may choose between the IB Diploma programme or from a selection of standalone courses (including A-level, Pre-U and BTEC), and the range of subject choices exceeds that required by universities. The options available are reviewed annually to ensure that this remains the case. The provision of academic enhancement activities – such as Extended Projects or elective courses - will also be reviewed regularly. This includes provision for elite students aiming for Oxbridge or other very competitive institutions or courses.

Provision for students with EAL or Learning Support needs are detailed in the relevant policies.

Detailed curricula for all academic courses, are the responsibility of the Head of Department. In particular, schemes of work are required to reference differentiation strategies for students of different abilities.

### 1.1 Form 4/5 options

Students select one option from each of the following option blocks:

<b>Block A</b>	French, German, Spanish
<b>Block B</b>	Geography, History, Latin, Religion and Philosophy, Triple Science
<b>Block C</b>	French, History, Religion and Philosophy
<b>Block D</b>	Art (Painting), Art (Sculpture), Art (Textiles), Design Technology, Drama, Music, Computer Science, Creative iMedia, Latin, Greek and Latin ('Gratin'), Physical Education (IGCSE)
<b>Block E</b>	Art (Painting), Art (Textiles), Design Technology, Drama, Music, Citizenship, Classical Civilisation, Computer Science, Geography, Physical Education, Spanish, Triple Science

## 1.2 IB Diploma options

In the IB Diploma, students study six subjects, three at Higher Level and three at Standard Level, selecting one from each group overleaf; in addition, they follow the Core programme of Theory of Knowledge, the Extended Essay and the CAS programme. The following subjects are available, with Higher Level courses indicated in capitals:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Language A	Language (Other)	Individuals & Societies	Sciences	Mathematics	Arts/ Electives
English A Literature HL/SL	German A Language & Literature HL	Business Management HL	Biology HL/SL	Mathematics: Analysis & Approaches (AA) HL/SL	French B HL
	French B HL/SL	Economics HL/SL	Chemistry HL		Italian <i>ab initio</i> SL
	German B HL/SL	Geography HL/SL	Design Technology HL/SL	Mathematics: Applications & Interpretations (AI) SL	Economics HL
	Spanish B HL/SL	Global Politics HL/SL	Environmental Systems & Societies SL		Geography HL/SL
	Latin HL/SL	History HL/SL	Physics HL/SL		History HL/SL
	Classical Greek HL/SL	Philosophy HL/SL	Sports, Exercise & Health Science HL/SL		Biology HL
	Italian <i>ab initio</i> SL				Chemistry SL
	Spanish <i>ab initio</i> SL				Visual Arts HL/SL
					Theatre+ HL/SL
					Music+ HL

+Theatre and Music may only be offered if a sufficient number of students choose them.

### 1.3 A-level/Pre-U/BTEC Options

Students choosing separate subjects from the selection of A-level, Pre-U and BTEC courses select at most one from each block in the following:

A	B	C	D	E
Business	Biology	Biology	Biology	Art & Design (Pre-U)
Chemistry	Business	Chemistry	Chemistry	Business
Design & Technology	Critical & Contextual Studies	Classical Civilisation	Economics	Computer Science
Economics	Economics	English Literature	French	Economics
Geography	Maths & Further Maths+	French	Latin	English Literature
German	History	Geography	Maths & Further Maths+	Geography
Classical Greek	Mathematics	History	History	Music (Pre-U)
Physics	Physical Education	Mathematics	Mathematics	Physics
Politics	Politics	Physical Education		Politics
Spanish	Religion and Philosophy	Philosophy		
Drama and Theatre	Spanish			
	BTEC Sport and Exercise Science <sup>^</sup>	BTEC Sport and Exercise Science <sup>^</sup>	BTEC Business Management <sup>~</sup>	

Music, Art and Philosophy are offered as a Pre-U qualification: this is a two-year A-level equivalent course.

<sup>^</sup>BTEC Sport and Exercise Science must be selected in both columns B and C, as it is the equivalent to two A-level courses.

<sup>~</sup>BTEC Business Management may be chosen as the equivalent to one A-level subject.

All courses are two-year programmes.

## 1.4 Curriculum Plan

The curriculum plan shows the distribution of academic curricular time as of September 2019: this will be reviewed in light of IB MYP adjustments and the review of the Middle School curriculum.

Academic Curriculum Plan 2020-21		Lower School (led by ACM)				Middle School (led by JHR)				Upper School (led by SLW)			
	Lower 1	Form 1	Form 2	Form 3	Form 4	Form 5	A-level <sup>1</sup>	Form 6	A-level	Form 7	IB Diploma		
Mathematics (4)	Mathematics (4)	Mathematics (3)	Mathematics (4)	Mathematics (3)	Mathematics (4)	Mathematics (4)	Option A (6)	Higher Level Subject 1 (5)	Option A (6)	Higher Level Subject 1 (5)	Higher Level Subject 1 (5)		
English (4)	English (4)	English (3)	English (3)	English (3)	English (4)	English (5)	Option B (6)	Higher Level Subject 2 (5)	Option B (6)	Higher Level Subject 2 (5)	Higher Level Subject 2 (5)		
Science (3)	Science (3)	Science (2)	Science (2.5) <sup>1</sup>	Biology (2)	Biology (2)	Biology (2)	Option C (6)	Higher Level Subject 3 (5)	Option C (6)	Higher Level Subject 3 (5)	Higher Level Subject 3 (5)		
French (2)	French (3)	French (2)	French (2)	Chemistry (2)	Chemistry (2)	Chemistry (2)	Option D (6)	Standard Level Subject 1 (3)	Option D (6)	Standard Level Subject 1 (3)	Standard Level Subject 1 (3)		
Human Studies (6)	History (1.5) <sup>1</sup>	History (1.5) <sup>1</sup>	History (1.5) <sup>1</sup>	Physics (2)	Physics (2)	Physics (2)	Option E (6)	Higher Level Subject 3 (5)	Option E (6)	Higher Level Subject 3 (5)	Higher Level Subject 3 (5)		
	Geography (1.5) <sup>1</sup>	Geography (1.5) <sup>1</sup>	Geography (1.5) <sup>1</sup>	Spanish/German/Latin <sup>2</sup> (3)	Option A (3)	Option A (3)	Option A (6)	Standard Level Subject 2 (3)	Option A (6)	Standard Level Subject 2 (3)	Standard Level Subject 2 (3)		
Creative Arts (2)	Religion & Philosophy (1.5) <sup>1</sup>	Religion & Philosophy (1.5) <sup>1</sup>	Religion & Philosophy (1.5) <sup>1</sup>	French (3)	Option B (3)	Option B (3)	Option B (6)	Standard Level Subject 3 (3)	Option B (6)	Standard Level Subject 3 (3)	Standard Level Subject 3 (3)		
Drama (1)	Latin (2)	Latin (2)	Latin (2)	History (2)	Option C (3)	Option C (3)	Option C (6)	Theory of Knowledge (2)	Option C (6)	Theory of Knowledge (2)	Theory of Knowledge (2)		
Music (1)	Creative Arts (2)	Creative Arts (2)	Creative Arts (2)	Geography (2)	Option D (3)	Option D (3)	Option D (6)	Option D (6)	Option D (6)	Option D (6)	Option D (6)		
PE (1)	Performing Arts (2)	Performing Arts (2)	Performing Arts (2)	Religion & Philosophy (2)	Option E (3)	Option E (3)	Option E (6)	Option E (6)	Option E (6)	Option E (6)	Option E (6)		
Computer Science (1)	PE (1)	PE (1)	PE (1)	Creative & Performing Arts (4)	PE (1)	PE (1)	Option E (6)	Option E (6)	Option E (6)	Option E (6)	Option E (6)		
Form Period (1)	Computer Science (1.5) <sup>1</sup>	Computer Science (1.5) <sup>1</sup>	Computer Science (1.5) <sup>1</sup>	Form Period (1)	Computer Science (1)	Computer Science (1)	Option E (6)	Option E (6)	Option E (6)	Option E (6)	Option E (6)		
	Form Period (1)	Form Period (1)	Form Period (1)										

<sup>1</sup> these include 25 min half periods, manifesting either as separate, shorter lessons or as 'Super-Singles'

<sup>2</sup> various combinations of languages are permitted in Form 3

<sup>3</sup> most students opt to start with four A-level subjects and drop to three in Form 7; this offering is currently under review for September 2021

## 2 Wider curriculum

Oakham aims to provide pupils with a curriculum that encourages their development through a broad range of activities and skills. The curriculum is therefore not divided between 'academic' and 'extra-curricular', but envisages one curriculum through which the range of school activities is delivered. The School refers to this as the Total Curriculum.

The Total Curriculum exists to provide the pupils with a variety of challenging and fulfilling experiences, to stimulate their interests and skills - perhaps some of which they did not previously know they had - to encourage them on occasions to put their energies to the service of others, and

to develop aptitudes of teamwork and leadership. Sport, Music, Drama and Activities all have priority time within the school day to prevent pupils from being forced down a particular path too early. As pupils go through the school and start to develop their specialism some may need to spend more time in a particular area, this is supported through various elite programmes, great care is always taken to ensure both the short and longer term views are taken to support the pupil in their aspirations.

### **3 PSHE and Tutorial programme**

The aim of our pastoral care is to provide a supportive, safe and challenging environment for every pupil. Houses are the focal point of pastoral support, and should be places in which pupils feel safe, confident and happy. Virtually all members of staff are responsible for a tutor group and it is through these meetings that the PSHE program is primarily delivered. Tutor groups are arranged by year group by house to help ensure appropriate topics are being covered at the right time for each pupil. There are a range of external specialist speakers to support the tutorial program and days off time table allow deeper exploration in topics such as e-Safety, adolescent mental health, developing resilience and the understanding of others, with particular regard to protected characteristics.

### **4 Careers**

The school's Careers provision, described in more detail in the Careers Policy, ensures that impartial and broad advice and information is given to all students, in order that they have the best possible opportunity to access post-school options; this provision is also available to students after they have left the school.

### **5 SAEN**

The provision for students with EAL or Learning Support needs is detailed in the SAEN policy, and requires that all students are facilitated to access the curriculum and its delivery at all levels.

### **6 Future curriculum development**

The implementation of IB MYP is underway, with authorisation anticipated late 2020 or early 2021: this will, ultimately, lead to a complete IB MYP curriculum for Forms 1 to 3.

The Middle School curriculum is currently being revised, for first teaching in September 2020. In particular, focus will be given to the overall aims of the curriculum (as preparation for the Upper School, for life, for work, for cultural transmission, and for academic study beyond Oakham). Changes to the number of GCSEs studied will also be agreed; a parallel programme would be developed if changes were made, embracing opportunities for greater academic enrichment, pastoral focus and PSHE.

With the completion of the transfer to two-year A-level courses, review of the overall curriculum for non-IB Diploma students will take place on an ongoing basis, with particular consideration of the delivery of EPQs or related research skills. A review of the benefits of studying 3 A-levels rather than 4 in Form 6 is ongoing, any changes to be implemented September 2021. As with the Middle School changes, an exciting and valuable 'plus one' course would ideally replace the fourth A-level should changes be agreed.

LFD (reviewed and revised April 2020)