

BRYANSTON

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. 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 learn to organize their own approach to working. Teachers set work to be undertaken in assignment 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 in the programme increases. 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. This practice is developed gradually with correction periods being rare in C, but start to be used more regularly in B and for all subjects in the Sixth Form.'

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, French, Humanities, Maths, Physics, Chemistry, Biology, Geography, History, Technology, Music, a musical instrument, PE, Latin, German and Spanish, 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, and Science, either separate sciences, dual award or combined science. Choices are available to permit pupils to include Art, Drama, Music, German, Spanish, Geography, History, Business, Design Technology, Physical Education, Religious Studies, Computer Science and Latin. 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, there is a fairly free choice from the following subjects – English Literature, French, German, Spanish, Latin, Greek, Classical Civilisation, History, Government and Politics, Economics, Business, History of Art, Art, Music, Geography, Maths, Further Maths, Physics, Chemistry, Biology, Design and Technology, Computer Science, Philosophy, Sport Science and Theatre Studies. Those who opt to do A level select either three or four subjects at the start of Year 12. Those who opt to study the International Baccalaureate diploma, as an alternative to A level, 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). 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.

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