

I.1 Haileybury Curriculum Policy

Aims

In line with the school's ethos statement, the Haileybury curriculum provision has the following aims:

To develop, through high expectations, the potential of each individual pupil, reflected in the best possible examination results as well as in personal development.

To provide a broad and balanced curriculum, accessible and valuable to all Haileybury pupils.

To prepare pupils for the next stage of their lives, both in employment and in further education.

To promote the spiritual and moral welfare of Haileybury pupils.

To promote intellectual curiosity, the ability to work independently and collaboratively, and cultural awareness.

Overview

Pupils in the Lower School and the Removes (Years 7, 8 and 9) will follow a broad, general curriculum, which aims to develop familiarity with a wide range of skills and subjects, including linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects of education.

The current Middles and future Fifths will study a core of subjects (English Language, Mathematics, Religious Studies, Combined Science, and a Modern Foreign Language) at full I/GCSE level, thus maintaining breadth of education. They also take four optional subjects at I/GCSE level to supplement and broaden their curricular experience. These optional subjects allow the educational experience to encompass technological, creative and artistic education as well as the humanities, Classics and additional Modern Foreign languages.

The current Fifths also study English Literature as one of their core subjects. They took a short course GCSE in Religious Studies during the Removes and Middles; during the Fifths year they will have a fortnightly Religious studies lecture. They only take three optional subjects.

In the Sixth Form (Years 12 and 13), the pupils can choose between the International Baccalaureate Diploma Programme (IB) or A levels. If they choose A levels, they will usually take four subjects in the Lower Sixth (Year 12) and many will then reduce this to three subjects in the Upper Sixth (year 13) for A2. The IB also encompasses the compulsory completion of an Extended Essay that allows pupils to develop independent learning and research techniques. It also allows pupils to undertake a course in Theory of Knowledge (ToK) which incorporates elements of critical thinking. In addition they need to accumulate and reflect upon 50 hours each of Creativity, Action and Service (CAS) which allows them to achieve the 8 CAS learning outcomes as well as gaining recognition for many of the activities they undertake at Haileybury in any case.

Specialist aspects of the Curriculum

Provision is made for those pupils whose first language is not English and who need extra support to acquire a working knowledge of English. In each of the years 9, 10 and 11, there is a class group of such pupils who are taught English by a qualified EAL teacher. These lessons are provided within the school curriculum in place of lessons in Modern Foreign languages.

Individual, one to one support is also provided by that same teacher and by other teachers who offer these lessons on a private tuition basis.

EAL pupils are entitled to register for access arrangements in public examinations so that, for instance, they can use dictionaries in subject examinations where understanding English in the questions and writing it in the answers is a significant component.

Lessons are delivered in English apart from those sections of Modern Language lessons where good practice encourages use of the target language and the teaching of French and German literature for native speakers within the IB programme where lessons are delivered in the native tongue.

Provision is also made for those who have special educational needs and other learning difficulties. These pupils, currently some 90 in number, are listed on the staff area of the School Network and information may also be obtained from the individual pupils' profiles within the school's data management system (ISAMs). Many of them have individual one to one tuition with qualified staff. They are often withdrawn from lessons for this, although as they approach public examinations, these sessions will increasingly take place in free lessons or afternoons. Pupils on the Learning Support Register can apply for Access Arrangements in public exams and the school offers a variety of support for such pupils as appropriate. Currently the support ranges from extra time in examinations through the use of lap tops and the sitting of exams in separate rooms to the provision of readers and scribes to support individuals.

Where a pupil has a statement of Special Educational Need, the Head of Learning Support and other relevant parties meet to consider how the school may best meet the pupil's needs.

A place at university is generally the goal for pupils at Haileybury. The school has a Universities advice team and offers support and guidance to pupils and their parents in preparation for UCAS applications, through the process and up to the publication of examination results. At this stage, support and guidance is also offered to pupils and parents over issues arising where candidates have not met the grade requirements of their UCAS offers. An evening event is held at school to impart information to parents; there is a comprehensive guide to the application process on the school network, which is issued to parents. HMs and tutors will support and advise the pupils over their personal statements and university/course choices. The school aims to have all UCAS applications completed and dispatched by the October Half Term in order to give every applicant the best possible opportunities.

Advice is also available to support those who may wish to apply to overseas universities - in continental Europe and the USA, particularly.

Careers guidance, to prepare pupils for life after school/university, is provided at the school. The Careers Department enables all pupils to take the Morrisby Tests which then are discussed by the pupils with a professional careers adviser from the Independent Schools Careers Organization. The reports are then sent to the parents. The Careers Department also hosts the ISCO Gap Year Fair on a regular basis, to inform pupils about the opportunities that are available to them in the post school/pre university period. Tutors and HMs within Houses also provide advice, guidance and support.

Spiritual, moral, social and cultural development of the pupils is an important feature of education at Haileybury and the school aims to produce young people who will well-rounded citizens of the future. This aim and intention pervades the life of the school and extends into the area of the wider curriculum - Chapel worship, the tutorial system within boarding houses, the sports teams, the community service programme, the CCF and the evening activities, for example. Within the curriculum, however, the PHSE and RS courses will deliver elements of the important moral and ethical principles that underpin pupils' lives.

PHSE is delivered in a variety of ways. Classroom lessons of PHSE in Years 7, 8, 9, 10 and 11, which provide opportunities for discussion as well as covering content that is appropriate for and relevant to the pupils' age and stage of development. In the Sixth Form there is a programme of compulsory and voluntary lectures that cover a range of

issues, thus equipping pupils for a more globalised society and a variety of careers or later life situations, as well as challenging them to think about contemporary issues or new activities. The classroom lessons of other academic disciplines will also contribute to the personal and social education of the pupils - for instance in Biology, Geography, Religious Studies and Philosophy, History or Politics. As a boarding school, the time spent on site with adults in informal settings, whether in the Orchestra or choir, the sports teams or the CCF, societies and activities will all allow pupils to develop the life skills of team work, loyalty, honesty, reliability and the ability to confront failure and celebrate success.

Enrichment of the curriculum is delivered in three ways:

Primarily pupils are stretched in class by their class teachers. This might be in the form of extension tasks, extra reading or challenging questions. Very able pupils in many subjects have the opportunity to be in higher sets and thus inspire and challenge each other as well as move at a quicker pace or touch on wider and more stretching issues.

Pupils also have the opportunity to attend extension groups and hear outside speakers. Oxbridge preparation is, on the whole, managed by experienced staff members within the appropriate departments with reading, extra classes and interview practice. For certain subjects such as Medicine and Law outside help is provided under the supervision of the Oxbridge coordinator.

Scholars are given the opportunity go on enrichment trips, and attend extra sessions to help their academic development. In the past trips have been to the Imperial War Museum for a specialist class or other venues and the extra sessions have included public speaking workshops. They are expected to take the lead in academic debate in classes and set a standard in class and outside with discipline in their studies.

1.1.1 Curricular pattern for the different years

Lower School (years 7 and 8): 60 lessons in a 10 day fortnight

| Subject | Lessons |
|--|---------|
| Science(in which Biology, Chemistry and Physics are studied) | 8 |
| Maths | 7 |
| English and French | 5 |
| Latin, Spanish, Games | 4 |
| Art & Design, Design & Technology, History and Geography | 3 |
| Physical Education, Religious Studies, Drama, and Music | 2 |
| Information & Communications Technology | 2 |
| Personal, Health & Social Education | 1 |

The Lower School has Games afternoons on Wednesdays

Removes (year 9): 60 lessons in a 12 day fortnight

| Subject | Lessons |
|---|---------|
| English and Maths | 7 |
| French/EAL (English as an Additional Language) | 6 |
| Biology, Chemistry, Physics and Optional Subjects | 4 |
| Art, Design & Technology, History and Geography | 3 |
| Physical Education, Religious Studies and Information & Communications Technology | 2 |
| Personal, Health & Social Education and Music | 1 |

Pupils need to select two Optional subjects by choosing one subject from each option below:

Option 1: Classical Civilisation, Latin, Drama, Spanish (for beginners) and Music,

Option 2: Spanish (for beginners), Spanish (for the more proficient), Greek, Drama, Music, Classical Civilisation and Italian

Middles and future Fifths (years 10 and 11): 60 lessons in a 12 day fortnight

| Middles | Subject | Fifths |
|---------|-------------------------------------|--------|
| 7 | Mathematics | 8 |
| 6 | English | 6 |
| 3x4=12 | Double Co-ordinated Science | 3x4=12 |
| 2 | RS | 2 |
| 7 | Core Modern Foreign Language or EAL | 7 |
| 2 | PHSE | 1 |
| 4x6=24 | Options 1 to 4 | 4x6=24 |
| 60 | | 60 |

The four I/GCSE options are selected from the following:

Ancient Greek
 Art and Design
 Classical Civilisation
 Drama
 DT Graphics
 DT Systems
 English Literature
 French - for pupils opting to study Spanish, Italian or EAL as their core language
 Geography
 History
 ICT
 Latin
 Music
 PE
 Triple Science - space for third science to be taught

PHSE is taken in the Middles (Year 10) for 2 lessons per cycle.

The current Fifths (year 11): 60 lessons in a 12 day fortnight

| Subject | Lessons |
|-------------------------------------|---------|
| Mathematics | 8 |
| English | 8 |
| Double Co-ordinated Science | 3x5=15 |
| RS | 1 |
| Core Modern Foreign Language or EAL | 7 |
| PHSE | 1 |
| ICT | 2 |
| Options 1 to 3 | 3x6=18 |
| | 60 |

The three I/GCSE options are selected from:

Ancient Greek
 Art and Design
 Classical Civilisation
 Drama
 DT Graphics
 DT Systems
 French - for pupils opting to study Spanish, Italian or EAL as their core language

Geography
History
Italian
Latin
Music
PE
Spanish

In the Vths, Year 11, Citizenship classes are taken; 1 per cycle during the first two terms.

Fifths pupils additionally take a course in ICT. The ICT course leads to the ECDL qualification.

Overseas pupils may sometimes take IGCSE in English Language only.

The Sixth Form (years 12 and 13)

Haileybury operates two examination systems in the Sixth Form.

GCE AS and A2 levels

Pupils are time-tabled for 10 lessons/fortnight for each of their AS level subjects; A2 level courses in the Upper Sixth are taught for 12 lessons/fortnight.

Pupils are expected to choose four courses in the Lower Sixth (although a few take five) and, normally, three in the Upper Sixth. Some able pupils may wish to continue with four (or five) into the Upper Sixth.

The following subjects are currently being studied at AS and A2 level.

Ancient Greek
Art and Design
Biology
Chemistry
Classical Civilization
Design Technology
Economics
English Literature
French
Further Mathematics
Geography
Government and Politics
History
Italian
Latin
Mathematics
Music
Philosophy
Physics
Psychology
Spanish
Sports Science
Theatre Studies

The International Baccalaureate

Within the IB programme, pupils are required to study six subjects, three at Higher Level and three at Standard Level. **Two must be languages**, one must be a Science, one must be a humanity (e.g. History, Geography or Economics), one must be Mathematics and the other is an either one of the Arts or an Elective course which could be another Science, Humanity, an extra language.

Higher Level study requires 9 lessons per fortnight; Standard Level study requires 6 lessons per fortnight.

In addition, IB pupils are required to take a course in the Theory of Knowledge (2 periods per fortnight) and extra-curricular activities are accredited through the CAS (Creativity, Action, Service) programme.

The following subjects are currently being studied at IB.

| | |
|---------|---|
| Group 1 | English A1 HL and SL, French A1 HL, German A1 HL and SL, |
| Group 2 | English A2 HL and SL, (French or German A2 HL/SL occasionally), French B HL and SL, Latin HL and SL, Italian ab initio SL, Spanish ab initio SL |
| Group 3 | Economics HL and SL, Geography HL and SL, History HL and SL, Philosophy HL and SL, Psychology HL and SL, World Politics SL |
| Group 4 | Biology HL and SL, Chemistry HL and SL, Design Technology HL and SL, Physics HL and SL |
| Group 5 | Maths HL, Maths SL, Maths Studies SL |
| Group 6 | Either one of the Arts (Visual Arts HL and SL, Music HL and SL, Theatre Arts HL and SL), or an Elective (History HL and SL, Economics HL and SL, Chemistry HL, Spanish B HL and SL, Spanish ab initio SL, Italian ab initio SL) |