

# Curriculum Policy

## **Taunton School International Curriculum Policy**

### **1. Curricular aims**

#### **Taunton School**

The overall aim of Taunton School is to prepare young people to shape the world in the 21st Century.

To this end, it is our goal to develop personable, self-confident and articulate young adults with excellent academic qualifications, who are well prepared for life in this country or abroad.

All Taunton School students are given a broad, balanced and relevant education, which ensures continuity and progression, and takes individual differences into account, so that all can flourish.

#### **Taunton School International**

##### Vision

**Our Aim is to provide a safe, happy and respectful environment in which we nurture, challenge and inspire young people of diverse nationalities to enable them to achieve their full potential.**

The TSI Mission is to prepare students aged 14-18 for successful entry into the British education system at Sixth Form or Undergraduate level, through the provision of intensive GCSE and Foundation programmes.

##### Mission Statements

#### **Taunton School International**

The TSI Mission is to prepare students aged 14-18 for successful entry into the British education system at Sixth Form or Undergraduate level, through the provision of intensive GCSE and Foundation programmes.

#### **Taunton School International Middle School**

The TSIMS Mission is to prepare students aged 8-14 for successful entry into the British education system at an age appropriate level, through the provision of a broad, flexible and enriching education experience.

To this end, the educational aim of Taunton School International is to develop personable, self-confident and articulate students who complete their time at the School with age-appropriate academic qualifications and adequate proficiency in the English language so as to be able to readily access the curriculum at their next educational institution. Closely linked to this is our aim to develop every student's ability so that they may go on to play a full part in the sports, social and cultural life of their future school or college and are prepared for the responsibilities, opportunities and experiences of life in British society in order to help them understand the fundamental British values.

All students have a right to a broad, balanced and relevant education, which ensures continuity and progression and takes individual differences into account including students with SEN. The principle aim of the TSI curriculum is to develop each student to the best of their ability. We expect all students to reach their full potential and take their place as full, active members of the

school as well as the wider community; able to contribute to it and benefit from it. The individual is at the heart of the curriculum.

The curriculum is deemed to include all that happens in School and not just in the classroom.

A number of the academic strategic objectives of Taunton School International refer to curriculum issues and academic results:

- To provide a broad and relevant curriculum
- To have systems and support in place to deliver excellent and consistent teaching
- To realise / maximise the potential within each student
- To ensure value is added to every student
- To provide top quality teaching facilities
- To promote and develop understanding in the use of ICT
- To encourage more students to aim high
- To develop Independent Learning
- To provide at least basic training in all the major independent school sports
- To increase student involvement in a wide range of academic and co-curricular activities
- To provide a secure and controlled environment for all students to learn and progress
- To assist students in employing meaningful and appropriate study skills
- To provide students with a purposeful PSHEE programme which promotes fundamental British values
- To facilitate a smooth transfer from TSI/TSIMS to other parts of Taunton School
- To afford students excellent preparation for their next school/college
- To enable every one-year GCSE student to take at least five GCSEs
- To enable every Pre Foundation course student to take 1 A level and two GCSEs

## **2. Achieving our curricular aims**

Our core academic values which help achieve our aims are:

- Our teaching is inspirational, holistic, engaging, focused, varied, active and fun and is designed to challenge and stretch students to be the best they can
- We offer a wide curriculum, tailored to the needs of every student, irrespective of age, gender, nationality or ability
- We provide students with a 'fast-track' pathway into the British education system by offering one- to three-term intensive academic programmes.

Our further values include:

1. Emphasise the value of academic achievement while providing a taught curriculum that is relevant to individual students.
2. Identify particular needs and provide the resources to meet them including learning support where appropriate and extension activities for the more able.
3. Provide suitable resources for delivery of the curriculum in the most effective way.
4. Use assessment procedures to:
  - Ensure that students make good progress
  - Inform future planning
  - Set challenging and realistic expectations

- Keep parents, guardians and agents informed of progress and expectations
5. Give access to careers guidance which is impartial and enables students to make informed choices about their future education and/or career and encourages them to fulfil their potential.
  6. Ensure teaching is of the highest standard to:
    - Enable students to gain a good level of subject knowledge and understanding for the subject being taught
    - Ensure students benefit from well planned lessons and effective teaching strategies
  7. Offer students at TSIMS a tailored curriculum that takes into account their age, English level, and the next step in their education.

### **3. Regulatory matters relating to the curriculum**

Taunton School International satisfies the regulatory requirements for the quality of education we provide in the following ways:

The school has a written curriculum policy which is laid out in this document and supplemented by various further academic policies detailed in section 8 below. Section 4 below explains how the curriculum is structured. Further documentation regarding the planning of our curriculum, such as schemes of work, are contained on the school intranet 'Firefly' and a shared i:drive on the school network.

The school's written curriculum policy, curriculum plans, schemes of work and lesson plans are carefully constructed and refined over time to take into account the ages, aptitudes and needs of all our students, including those with an Education and Health Care (EHC) plan. Provision for students with an EHC plan is detailed in our Educational Progress Policy (see section 9).

As stated in our curricular aims above, Taunton School International's curriculum promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. As Taunton School is an IB World School, we subscribe to the IB philosophy *"to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world"*, and encourage our students to embody the characteristics of the IB learner profile: *"inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective"*.

The school provides full-time supervised education for students of compulsory school age. We give students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, as detailed in section 4.

All our students acquire speaking, listening, literacy and numeracy skills through the subjects we teach, such as English, Maths, Modern Foreign Languages and Science, also English as an Additional Language. Schemes of work are set up to ensure that lessons are well planned and that instruction proceeds at an appropriate pace paying particular attention to 2<sup>nd</sup> language acquisition.

The language of instruction at Taunton School International is English but we do also support mother tongues as detailed in our Language policy.

As befits our school aims and ethos, we have a full programme of personal, social, health and economic education. The PSHEE programme encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a). For further details on PSHEE, please refer to TSI.005.PSHEE Policy document.

The school is fortunate to possess an excellent Careers department which provides accurate, up-to-date university admissions and careers guidance that is presented in an impartial manner, enables students to make informed choices about a broad range of Higher Education and career options and encourages them to fulfil their potential. The Careers Department is staffed by a full time Head of Careers plus an administrative assistant, who curates the Department's Firefly intranet site with its wealth of resources as well as the abundant printed material contained within the Careers centre. At TSI the university admissions and Careers advice process begins with the Head of Careers giving a talk the students at the beginning of the year and is developed via individual drop-in consultations and research throughout the year. TSI students are invited to large Universities and Careers Fairs in the senior school. At TSIMS Careers advice is first introduced as part of the PSHEE programme and is then followed by a talk from the Head of Careers during the Spring or Summer term with the aim to support senior students who may be choosing options as they move onto a GCSE programme the following academic year.

Please refer to the Careers Department Information (CEIAG) for further details.

The school has no students below compulsory school age but students above compulsory school age are provided for by a full programme of activities appropriate to their needs, including academic and co-curricular programmes. See sections 4 and 7 below.

All Taunton School International students have the opportunity to learn and make progress. Differentiation is at the heart of our Teaching & Learning Guidelines. Our reporting and tracking practice allows us to make appropriate interventions and adapt students' programmes to suit their needs. We use baseline assessment data to inform these interventions and pride ourselves on our success with providing bespoke programmes for difficult cases.

Please refer to TSI.006.Teaching and Learning for further details.

Taunton School International provides effective preparation of students for the opportunities, responsibilities and experiences of life in British society through the content of our lessons and activities, our many clubs and societies, our numerous offsite trips and visiting speakers who address the students in our regular Assemblies, Chapel services, debates and lectures.

#### **4. Organisation of the curriculum**

##### **TSIMS Year 3 – 10**

English is taught in sets based on students' performance in initial testing. These sets are regularly reviewed throughout the year. All other subjects are taught in mixed ability groups and may span a number of year groups. There is TA support available for the more able and those requiring additional learning support in particular where groups contain a wide range of ability. For Games lessons students are integrated into either the prep school or senior school programmes.

The majority of lessons are taught at The Grange, but where appropriate, the facilities of Taunton Prep School and Taunton School are utilised, for example in PE, Games and Science.

For all subjects other than English, the curriculum broadly follows that of TPS or TS in order to facilitate smooth transition when the students are ready to progress to other parts of the School.

Trinity College London Integrated Skills In English (ISE) examinations form the framework of the English curriculum for senior groups.

An additional focus of the Summer term curriculum is an enriching experience preparing students for their transition. For example, students transferring to Taunton school will study essay writing skills and English Literature. For students transferring to TSI, their curriculum is tailored to help them prepare for the one-year GCSE course.

### **TSI Year 11**

The optimum number of subjects taken on the one-year GCSE programme is 6. The core subjects are PSHEE, English and Mathematics. Students then have a choice of 3 other subjects within the main timetable. All students will take a further GCSE in their own language, if it exists. Students also have the opportunity to take after school GCSEs such as Art, MFL, Dance, Latin and Music.

When choosing their subjects students are given advice from the Principal, Head, Deputy Head Academic TS and the IB co-ordinator TS as to suitable choices for A Level, IB and BTEC pathways in the Sixth Form.

English and Mathematics are taught in sets based on students' performance in initial testing. These sets are regularly reviewed throughout the year. There is TLA support available for those requiring additional learning support, in particular where groups contain a wide range of abilities. For Games lessons students are integrated into the senior school Games programme.

The majority of lessons are taught at TSI, but where appropriate, the facilities of Taunton School are utilised, for example in Games, Art and Design Technology.

### **TSI Year 12 & 13**

Students can choose two Pre Foundation routes onto our one year Foundation Course; firstly they can take the one year GCSE course (see above for details), secondly they can take the Pre Foundation Course which includes a Business Studies A level and two GCSEs. Maths and English are essential if they have not achieved GCSEs in those subjects. They may choose any other subject we offer if Maths and English have already been passed. They will also have 5 study periods as part of their timetable. They will participate in the integrated Games programme and be encouraged to join in on our clubs and activities programme. They are expected to attend various events and lectures that are relevant to their course.

The Foundation course comprises of three modules; Business, Mathematics for Business and Economics for Business. The students will also prepare and take the Academic IELTS exam at the end of the year.

#### **5. What is expected of a TSI/TSIMS teacher:**

- To adhere to the COVID protocols and classroom risk assessment when delivering lessons
- To be a motivator with enthusiasm, energy and flexibility and to go that extra mile.
- To be well-organised and thoroughly planned.
- To have an in-depth knowledge of their subject, syllabus and students.
- To have good communication skills and ability to share knowledge with students.
- To show sensitivity to individual student's needs, e.g. taking into account culture, gender, personality and academic ability.
- To show a genuine interest in student learning and to make time for every student.
- To have patience and a good sense of humour.
- To be firm, yet fair and consistent.
- To maintain high professional standards of discipline, attire and punctuality.

- To ensure marking and record-keeping is kept up-to-date.
- To produce teaching resources of a high standard, tailored to individual and group needs.
- To share ideas, learn from peers and have a desire to develop professionally.
- To work as a team and to improve the overall standing of the school.

## 6. Inclusion

Entry to programmes of study is determined solely by academic suitability with no heed to race, gender or other factors. Academic suitability is judged by the Principal, Head of TSI/Head of TSIMS in consultation with the Admissions office.

### a. Educational Progress

It is extremely difficult to assess second language learners for 'Special learning difficulties', such as dyslexia. It is also generally true that parents of TSI/TSIMS students will not inform the School of any SEND issues their son/daughter may have. Consequently, the School does not constitute or advertise itself as a specialist centre for the teaching of SEND.

Any student who arrives with any documentation referring to SEND is interviewed by the exams officer and/or Head of Educational Progress Department so that appropriate assessments and an IEP are put in place. IEPs are distributed to all relevant staff and reviewed on a half-termly basis. One to one lessons are put in place at the request of a parent or member of staff. All one to one lessons are at an additional cost and can only take place once written authorisation from the parents is received. The exams officer and the Educational Progress Department are responsible for organising all the exam access arrangements for any student who has a Form 8 on file.

If teaching staff feel that a student may have SEND, the Head of TSI and TSIMS should be informed immediately. If deemed necessary an interview with the Head of the Educational Progress Department and/or educational psychologist will be arranged and any necessary support will be put in place.

All SEND information is available on the school MIS (3sys).

It is important that teaching staff know which of their students have SEND, so that students are not blamed (e.g. for laziness) for symptoms that they cannot easily control.

Examination Boards at GCSE and A Level allow up to 25% extra time to students with special difficulties.

For further details, please refer to the School's Educational Progress Policy.

### b. EAL

All students are tested with an online English language test to ascertain their English level and be appropriately set in English lessons.

All English groups are streamed according to level both at TSIMS and TSI. These levels are reviewed on a regular basis through formal testing and informal teacher assessment.

At TSI any students who have a greater need to improve their English in order to access their subjects are given a reduced subject timetable and have 5 lessons of 1 hour a week of Additional English in place of a subject.

The Additional English course has three main areas of focus:

- Extra support in IGCSE English as a second language, helping with improving their skills needed for this exam
- Extra support in preparing for the IELTS exam, helping them with exam skills and techniques
- General English, helping them with improving their vocabulary and grammar, speaking and pronunciation to be able to access all parts of school life inside and outside lessons

As the vast majority of our students are international, particular attention taken in the week-long induction programme to ensure they understand the rules and expectations of the School and staff. Within the first few weeks, staff grade the level and pace of their lessons to include those with a lower level of English or low confidence. Staff also integrate more with the students in break times to encourage English speaking and monitor exclusion.

At TSIMS, staff are expected to integrate with students during every break time and meal times to encourage students to speak English.

### c. Academic Enrichment

At the core of our curriculum is a commitment to excellent teaching which allows our most able to be suitably challenged both in the classroom and outside the classroom. TSI and TSIMS offer an extensive academic enrichment opportunities both in everyday teaching and learning practice and as part of the Taunton School activities, clubs and trips programme which include:

After school GCSEs	Extra MFL GCSEs/lessons
Maths Challenge	Educational trips
Horizon talks	Conservation projects
TPS enrichment workshops	Global Society
Wider reading	STEM day
Additional Maths	Hand writing club
Extra resources on 'Firefly'	Book club
Touch Typing	Computer Programming

### d. Co-curricular Enrichment

This programme focuses on aspects of school life that take place outside of academic lessons. Students are encouraged to engage in the five pillars of Taunton School and work towards achieving Level 1, 2 and 3. Level 3 is recognised as the highest achievement and will require students to get involved in the wider community.

	Academic	Pastoral	Co-Curricular	Community	Global	Running total
<b>Level 1</b> 10 points from at least 3 of the pillars						
<b>Level 2</b> 20 points from at least 4 of the pillars						
<b>Level 3</b> 30 points from all 5 of the pillars						

### Additional information

- Each tutee to work towards achieving a minimum of Level 1 within the first two terms, with many students achieving Level 2 and a handful achieving Level 3.

- Points need to be recorded accurately and timely by the GRA. Tutors to ensure the GRA is informed of the student achievement. Students to be responsible for informing tutors that they have done an event.
- At Prize Giving there will be an award for the tutor group with the most enrichment points and a small prize at the end of each term for the highest achieving tutor group. The GRA in charge will provide an update every 3 weeks to allow tutors to encourage their tutees.

1 point awarded for the following (**Green denotes compulsory activities**):

Academic	Pastoral	Co-Curricular	Community	Global
Participation in a maths challenge	<b>Attending the House Residential</b>	Representing TS in a sports match (max of 5 points in a year)	Leading a chapel service	Organising a charity event
Attending a lecture	Peer Mentor	Instrumental lessons for the term	Volunteering in the community	
Participation in a debate	Prefect	<b>Regular attendance of a club for the whole term (most students will sign up for 2 clubs each term)</b>	<b>Sports Day</b>	
Representing your tutor group in a Spelling Bee	Representing the House in an inter-house event	Performing arts (e.g Tea Time concerts etc)	<b>TSI's Got Talent</b>	
	Volunteering to be a rep for the House / Mental Health / digital	Involvement in a play / musical (upto 5 points if long term commitment)	Student of the week	
		Weekend trip	<b>Tutor group assembly</b>	

## 7. Co-curricular activities and Sports programme

### AUTUMN TERM

MAJOR GAMES

BOYS: RUGBY      GIRLS: HOCKEY

GAMES OPTIONS

FOOTBALL, BASKETBALL, LACROSSE, BADMINTON, SWIMMING, TENNIS, NETBALL, SQUASH, DANCE, GOLF, HORSE RIDING, ROWING, RUN CLUB, FITNESS, CLAY PIGEON SHOOTING.

### SPRING TERM

MAJOR GAMES

BOYS: HOCKEY      GIRLS: NETBALL

GAMES OPTIONS

FOOTBALL, CROSS COUNTRY, LACROSSE, BASKETBALL, BADMINTON, SWIMMING, TENNIS, NETBALL, SQUASH, DANCE, GOLF, HORSE RIDING, ROWING, RUN CLUB, FITNESS, CLAY PIGEON SHOOTING.

### SUMMER TERM

MAJOR GAMES

BOYS: CRICKET      GIRLS: CRICKET

GAMES OPTIONS     ATHLETICS, SWIMMING, TENNIS, DANCE, GOLF, HORSE RIDING, ROWING, RUN CLUB, FITNESS, CLAY PIGEON SHOOTING, VOLLEYBALL, ROUNDERS, BADMINTON

In addition to the major games, there are matches/competitions in: Football, Basketball, Lacrosse, Badminton, Athletics, Swimming, Cross Country, Golf, Horse Riding, Boys' Tennis and Squash.

MUSIC                     Music activities follow termly programmes throughout the school with a variety of different ensembles, choirs and orchestras. Students are able to perform in a variety of concerts and productions throughout the school year, both from small scale weekly tea time concerts to full scale Concerto Concerts.

DRAMA                    Drama activities follow termly programmes throughout the school with a variety of different activities that the students can attend throughout each term.

DANCE                    Dance activities follow termly programmes throughout the school with a variety of different activities that the students can attend throughout each term. GCSE Dance is available through the Horizons Programme, as is the opportunity to perform in termly Dance Shows or the annual Rock Challenge competition.

CLUBS                    Clubs follow termly programmes throughout the school with over one hundred different clubs that the students can attend each term. Some examples are:

Bridge Club	Chapel Choir
Chess Club	Debating – Junior & Senior
The Burke Debate	Drama
Music	Dance
TPS challenge	Rocket Making Club
Cooking Club	Mindfulness
Yoga	Volunteering

## **8. Communication about the curriculum**

The school communicates with its stakeholders about its written curriculum by means of a variety of printed material available in person or by post from our Admissions Department. There is also plentiful information available on our website. Parents, agents and guardians are also freely invited to consult with the SMT on the telephone or via email. They can also access any information through our parent portal.

## **9. Related statements and policies**

This policy should be read in conjunction with other statements and policies including:

- TSI.003.Language Policy
- TSI.005.PSHEE Policy
- TSI.006.Teaching and Learning
- TSI.014.Staff Handbook
- TSI.017 Curriculum Plan
- TS Careers Department Information (CEIAG)
- TS Educational Progress Policy