



TAUNTON
— SCHOOL —

INTERNATIONAL CURRICULUM POLICY

Policy Lead – TSI Head

Last Review – September 2025

Review Schedule - Annually or following a change in legislation

Curricular Aims

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 main 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.

PURPOSE, MISSION & VISION

Our purpose is:

- To celebrate the uniqueness of every child.
- To enable each child to embrace their individuality, explore their passions, and develop into confident and well-rounded individuals ready to make a positive impact on the world.

Our mission is:

- To put our students at the heart of our decision making. We are ambitious for all, unearthing their potential while maintaining a humble and down-to-earth approach. By combining a supportive environment with high expectations, we strive to prepare our students for a fulfilling and successful life beyond school.

Our vision is:

- To deliver the exceptional every day.
- We aspire to create an environment where students thrive academically, socially, and emotionally. By fostering a culture of ambition, cultivating a mindset for life, nurturing a sense of belonging, and embracing our global community, we provide an extraordinary educational experience that prepares our students for exceptional futures.

As a community we are united by three core values for staff and students:

- Humility
- Engagement
- Kindness

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 SEND. 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 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
- To enable every IFY student to take the four IFY modules and successfully gain a place at one of the NCUK universities

Achieving our curricular aims

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.

Emphasise the value of academic achievement while providing a taught curriculum that is relevant to individual students.

Identify particular needs and provide the resources to meet them including learning support where appropriate and extension activities for the more able.

Provide suitable resources for delivery of the curriculum in the most effective way.

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

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.

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 and ensure students benefit from well-planned lessons and effective teaching strategies

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. Section 4 below explains how the curriculum is structured. Further documentation regarding the planning of our curriculum, such as schemes of work, are contained in department Teams.

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 6).

The school's curriculum encourages mutual trust and respect for other people, particularly those with protected characteristics; develops students' spiritual and moral knowledge and understanding and actively promotes development of students' self-knowledge, self-esteem and self-confidence.

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.

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 2nd 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 and RSE Policy

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 wealth of resources online 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.

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. 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.

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.

Student Induction, Baseline Assessment and Placement

September entry students follow a rigorous induction and assessment programme including baseline testing in English, Maths CAT4 and EP screening. During this time students are taken through the School rules and given advice and support to enable them to settle quickly into boarding school life. The assessment tests are used to place students in appropriate classes according to their age, linguistic and academic ability. After induction, they then begin the full curriculum.

Students are divided into tutor groups. The tutor takes a particular interest in their academic progress and development.

Academic Programme

Students aged 17 – 18 years old will be able to join the International Foundation Year Programme in which they study four modules of Business Studies, Economics and Maths or Global Studies. Students also follow an EAP module.

Students aged 16 – 17 years old can join our Pre-Foundation Programme offering Business Studies, Economics, English and Mathematics GCSE and BEAK (Business and Economics Advanced Knowledge). Students also have PSHE lessons.

All students aged at least 15 on 1st September of the year of entry follow a one year GCSE programme if their English is of a sufficiently high standard, taking up to 7 GCSE subjects. Those who are aged at least 14 on 1st September or whose English is weaker follow a two year GCSE, on which they take some GCSEs in the first year and up to 7 GCSEs in the second year. They may choose their GCSE subjects as follows:

All students take IGCSE English (First or Second Language), IGCSE Mathematics and a GCSE in their own language if available. They also choose three or possibly four more GCSE subjects from the following:

Art	Biology	Business Studies
Chemistry	Computer Science	Design Technology
Economics	Geography	History
Media Studies	Physics	Psychology

Students who are younger than 14 on 1st September, or who are 14 but too weak linguistically to access a two-year GCSE programme, go onto the GCSE Access Pathway for Year 9 and 10. These students follow a compulsory academic programme which comprises of:

English	Mathematics	Science
Geography	History	ICT

Students also choose two options from: Art and Design Technology, Business Studies, Physical Education, Computer Studies and Additional English.

All students have one lesson per week (60 minutes) of PSHEE, which also includes study skills.

Music

Individual music lessons are available for most instruments. Lessons are arranged through the Music Department.

Other subjects

Other subjects not offered as part of the curriculum can be offered at extra cost outside the teaching day. French students may be offered the CNED (French distance learning programme) to enable them to return to the French education system.

Organisation of the curriculum

GAP Year 9 and 10

English is taught in sets based on students' performance in baseline 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. For Games lessons students are integrated into the senior school programmes.

The majority of lessons are taught at TSI, however, the facilities of the Senior School are utilised, for example in PE, Games and Science.

For all subjects other than English, the curriculum broadly follows that of the mainstream Year 9 and 10 curricula in the senior school in order to facilitate smooth transition when the students are ready integrate.

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

GCSE Year 10 & 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.

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

English and Mathematics are taught in sets based on students' performance in baseline testing. These sets are regularly reviewed throughout the year. For Games lessons students are integrated into the senior school Games programme.

Most lessons are taught at TSI, but where appropriate, the facilities of Taunton School are utilised, for example in Games.

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 Business, Economics GCSEs Maths and English iGCSE 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 have 5 'Booster Economics and Business' lessons 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 four modules; Business, Mathematics for Business, Economics, Global Studies and English for Academic Purposes. 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.

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 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 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 Educational Progress Co-ordinator 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 EP co-ordinator 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 iSAMS.

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.

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 at 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 two main areas of focus:

- Extra support in IGCSE English as a second language, helping with improving their skills needed for this exam

- 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 is 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.

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 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:

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 Teams/OneNote	Book club
Touch Typing	Computer Programming

d. Co-curricular Enrichment

Students are expected to play a full part in the co-curricular life of the school by participating in a range of co-curricular activities. Tutors and the Head of Wellbeing oversee the club commitments of students and active involvement by students is rewarded through the use of merits, Colours and special mentions.

Co-curricular activities and Sports programme

AUTUMN TERM

MAJOR GAMES	BOYS: RUGBY	GIRLS: HOCKEY
GAMES OPTIONS	FOOTBALL, BASKETBALL, BOXING, 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
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ATHLETICS, SWIMMING, TENNIS, DANCE, GOLF, HORSE RIDING, ROWING, RUN
GAMES OPTIONS 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

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.

School Information Communication Technology Teaching Policy

We must be aware that after leaving school all students will be expected to make confident use of ICT in both higher education and in the work place. We must also be aware that it is a valuable tool at all stages of a student's education. Therefore:

- 1) ICT should be part of the overall teaching policy.

- 2) All staff should become proficient to a level which would enable them to support classroom activities/use iSAMS/TEAMS and any software available in their subject.
- 3) Staff should endeavour to foster the awareness of students of the benefits of ICT.

Subject Clinics

All teachers hold subject clinics during lunchtimes throughout the academic year for GCSE and IFY students. These clinics are ad hoc and optional in the Autumn term, but from the Spring term, teachers will assign students to clinic if their academic performance is not where they expect it to be.