THE BUCHAN SCHOOL KING WILLIAM'S COLLEGE

King William's College and the Buchan School Curriculum Policy

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KING WILLIAM'S COLLEGE AND THE BUCHAN SCHOOL
CURRICULUM POLICY

1 Introduction and Aims

As stated in priority 1 of our School Improvement Strategy, our aim at King William's College and the Buchan School is to secure excellent academic outcomes, through an education that is distinctive and of the highest quality. We believe that education should be of the whole person and we seek to prepare our pupils to be confident and responsible citizens. We aim to offer an education with academic rigour at its heart. This also informs our approach to the curriculum, in particular our international ethos, reinforced by the values and internationalism of the International Baccalaureate which underpins the education we provide throughout the school. In addition, we aim to support and stretch the individual. To achieve this, we aim to provide teaching and learning of the highest quality together with appropriate support structures and an extensive enrichment programme.

The curriculum is designed:

- To provide a broad and balanced curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education rooted firmly in teaching of the highest quality;
- To develop self-motivated and independent learners;
- To educate learners on how to learn and to provide differentiated teaching methods to suit their needs, allowing each pupil to realise their full potential;
- To foster the moral and spiritual growth of pupils and help them to develop an understanding of different cultures to enable them to become fully-rounded members of a global society;
- To reflect the IB Learner Profile by developing learners who are:

    - Inquirers
    - Knowledgeable
    - Thinkers
    - Communicators
    - Principled
    - Open-minded
    - Caring
    - Risk-takers
    - Balanced
    - Reflective

2 Fundamental British Values

The School is a multicultural community where we celebrate students and cultures from all over the world and our internationalism as well as our Christian foundation. All British schools are required to promote the historical and current values that underpin the national identity known as being British throughout the curriculum, both within the PSHE programme and within academic subjects, assemblies and tutorials. Pupils will be encouraged to uphold the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and

tolerance of those with different faiths and beliefs and for those without faith. As well as being an outward looking, international school, we are proud of our island location and we celebrate the rich cultural, social and political heritage of the Isle of Man.

3 Learning Support and Academic Enrichment

The breadth of the academic subjects offered along with a range of enrichment activities and opportunities ensures that there is challenge for the most able; equally the school also provides appropriately for those with specific learning needs through the support of individual teachers, form tutors and the Learning Support department. Whilst the majority of students in Years 7 to 11 study two Languages, those who require additional learning support may opt to study only one in order to allow time for them to attend extra support lessons. Further information can be found in the Learning Support Policy.

4 English Language Support

We aim to provide every pupil, regardless of their first language, with an inclusive education that will enable them to feel that they have a valuable part to play within their work, social and cultural environment. To that end we aim to identify the needs of ESOL students early, provide language support for those who require it and address their individual needs.

The Oxford Placement test is administered during the first week of the new academic year to all new ESOL students. This covers grammar and listening comprehension. The results of these tests are used by the Head of ESOL to decide the appropriate level of support each student requires. Those pupils who display a specific need or who require additional help with specific language skills are offered one-to-one support.

Students will undergo formative and summative assessments to monitor their progress and adjust lessons to address their changing needs. Ultimately, students should be enabled to pursue their studies with little or no ESOL support; however, ESOL support can be taken up again at any stage the pupil or their teachers see a need for it.

The school offers lessons for those who wish to gain the IGCSE ESOL, IELTS or similar qualifications.

Further information regarding ESOL provision can be found within the ESOL Policy.

5 Personal, Social and Health Education (PSHE) and Careers Guidance

The School is committed to providing a comprehensive programme of age appropriate Personal, Social and Health Education. Responsibility for developing and implementing this programme rests with the Head of PSHE. The material is delivered by teachers who are trained to deliver sex and relationship education, and is supplemented by input from a range of external agencies.

Careers guidance is offered throughout the school, particularly in Years 10 to 13. There is extensive guidance, and support with university applications and other post-IB options.

Sex and Relationship Eduation (SRE) is lifelong learning about social, physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. King William's College delivers

Sex and Relationship Education through its PSHE Programme and Science lessons. Further information can be found in the SRE Policy.

6 Curriculum

The timetable is divided into six 55-minute lessons per day, with a 5-minute changeover between lessons. The shape of the day is:

8.20	Registration
8.30	Community time
8.50 – 09.45	Period 1
9.50 – 10.45	Period 2
10.45	Break
11.10 – 12.05	Period 3
12.10 – 13.05	Period 4 (L4 (Y7) and U4 (Y8) end at 13.00)
13.00	Lunch L4 (Y7) and U4 (Y8)
13.05	Lunch L6 (Y12) and U6 (Y13)
13.10	Lunch L5 (Y9), M5 (Y10) and U5 (Y11)
13.45	Lunchtime activities
14.15	Afternoon registration
14.25 – 15.20	Period 5
15.25 – 16.20	Period 6
16.20	After school activities begin

Information relating to assessment and reporting, marking and pupil tracking can be found in the Assessment Policy.

Curriculum Review

Each Subject Lead submits an annual departmental report which includes an analysis of any external examination results and is followed up with a meeting with the Head of Faculty, the Deputy Head Academic and/or the Principal.

Responsibility for drawing up Schemes of Work and selecting appropriate syllabuses/exam boards for IGCSE/GCSE courses lies with Subject Leads who work with the Head of Faculty and Deputy Head Academic to ensure that the curriculum offered best fits the needs of our pupils.

Any changes to the overall curriculum are discussed within the Heads of Faculty meetings which occur regularly (at least once a term) and is chaired by the Deputy Head Academic. The meeting includes all Heads of Faculty, the Directors of Sport and Music, along with the Head of Learning Support and the IB coordinator. Any proposals for significant changes put forward by this group would be discussed by the Senior Leadership Team and, where appropriate, by the Governing Body.

Years 7 and 8

In their first two years at College pupils study a core curriculum of Art, Computer Science, Design Technology, Drama, English, Geography, History, Mathematics, Music, Physical Education, PSHE, Religious Studies and Science, and they choose two languages from French, Latin or Spanish. Both year groups have one afternoon of Games per week.

Pupils are taught in mixed ability groups except for English, Mathematics and Languages where they are set.

Lower and Upper Fourth (Years7 and 8) Curriculum	**Number of periods per week**	
Subject	**L4 (Y7)**	**U4 (Y8)**
English	3.5	3.5
Maths	3.5	3.5
Science	3.5	3.5
Language 1	2	2
Language 2	2	2
Art	1	1
DT	1	1
Drama	1	1
Geography	1.5	1.5
History	1.5	1.5
Computer Science	1	1
Music	1	1
PE	2	2
Games	2	2
Religious Studies	1.5	1.5
PSHE	1	1
Chapel and House Assembly (alternate weeks)	1	1

Year 9

In Year 9, pupils continue with the core curriculum of Art, Computer Science, Design Technology, Drama, English, Geography, History, Mathematics, Music, Physical Education, PSHE, Religious Studies and two languages. They have one afternoon of Games per week.

Lower Fifth (Year 9) Curriculum	**Number of periods per week**
English	3
Mathematics	3
Science	3
Language 1	2
Language 2	2
Art	1
Design Technology	1
Drama	1
Geography	2
History	2
Computer Science	1
Music	1
PE	2
Religious Studies	2
Games	2
PSHE	1
Chapel and House Assembly (alternate weeks)	1

In the Spring term, discussions regarding GCSE options begin and pupils are given considerable support by the Head of Year, their tutors and subject teachers to enable them to choose their options.

Years 10 and 11

At the start of Year 10, pupils begin their GCSE/IGCSE courses. All pupils study Mathematics and English Language, with the majority also studying English Literature. We will decide whether students study for IGCSEs in three separate sciences (Biology, Chemistry and Physics), or work towards the IGCSE in Co-ordinated Science which is worth two IGCSEs.

In addition to these subjects, all students study one Language (French, Spanish or Latin) plus one subject from each of three option blocks. These blocks change each year but they normally contain Art, Business Studies, Computer Science, Design Technology, Drama, Geography, History, Music, and Physical Education, as well as either French or Spanish in order to allow students to study two languages.

Most pupils will therefore study between 8 and 10 GCSEs/IGCSEs. All external exams take place in the summer term of Year 11.

Pupils follow a programme of PSHE which includes a Careers component and they are given considerable advice on their post-16 options. Both year groups have a PE lesson each week and Games one afternoon a week.

Further details of the GCSE courses are available in the *Guide to the (I)GCSE Programme*.

Years 10 and 11 Curriculum	**Number of periods per week**
English	4
Mathematics	3
Biology	2
Chemistry	2
Physics	2
Language (French, Spanish or Latin)	3
Option 1	3
Option 2	3
Option 3	3
Games	2
PSHE	1
PE	1
Chapel/House Assembly (alternate weeks)	1

Pupils joining the College in the Year 11 follow a specially designed Pre-IB course to help them to develop the language and learning skills necessary for success in the Sixth Form. In addition to intensive English tuition they also study Mathematics and Science together with a reduced number of optional subjects depending on their previous studies and their expected choices in the IB.

Years 12 and 13

In the Sixth Form, the exclusive offering is the International Baccalaureate Diploma Programme. Students choose one subject from each of the six groups; they study three subjects at Higher Level (HL) and three at Standard Level (SL). In addition, they must fulfil the core components of the Extended Essay, Theory of Knowledge and Creativity, Activity and Service.

Group 1: Studies in Language and Literature

English A Literature	(HL/SL)
English A Language and Literature	(HL/SL)

Group 2: Language Acquisition

French B	(HL/SL)
German A Literature [native speakers]	(HL)
German Ab Initio	(SL)
Spanish B	(HL/SL)
Spanish Ab Initio	(SL)
English B	(HL/SL)

Group 3: Individuals and Societies

Business Management	(HL/SL)
Economics	(HL/SL)
Geography	(HL/SL)
History	(HL/SL)

Group 4: Sciences

Biology	(HL/SL)
Chemistry	(HL/SL)
Design Technology	(HL/SL)
Environmental Systems and Societies	(HL/SL)
Physics	(HL/SL)
Sports, Exercise and Health Science	(HL/SL)

Group 5: Mathematics

Mathematics Analysis and Approaches (HL/SL)

Mathematics Applications and Interpretations (SL)

Group 6: The Arts and Electives

Music (HL/SL)

Visual Arts (HL/SL)

Theatre (HL/SL)

Other subjects are also offered in Group 6 depending on demand. Typically, Economics, Biology and French are most likely to appear in this group.

IB Core

Creativity, Activity & Service (CAS)

Extended Essay (EE)

Theory of Knowledge (TOK)

Years 12 and 13	**Number of periods per week**
HL 1	4.5
HL 2	4.5
HL 3	4.5
SL 1	3
SL 2	3
SL 3	3
TOK	1.5
Chapel/house assembly	1
Games	2
Study	2
	30

Further details of the IB are available in *A Guide to the Sixth Form and the International Baccalaureate Diploma*.

Extra-Curricular Activities

All pupils are encouraged to take part in the extensive range of extra-curricular activities available within the School.

Some activities are directly linked to the curriculum: there are departmental clubs and 'clinics' to give pupils the opportunity to develop their interest and gain extra support, there are visiting speakers, an extensive programme of trips both on island and further afield and many subjects participate in national competitions such as the Salter's Festival of Chemistry and the UKMT Mathematical Challenges.

Pupils can study Drama and Music on an individual basis. Drama pupils are examined by LAMDA whilst Music pupils are examined by either ABRSM or Trinity Guildhall.

There are numerous opportunities to perform and the House competitions are deliberately designed to involve as many pupils as possible.

Sport is delivered both within the timetable and in an extensive programme of clubs and practices during lunchtime, after school and at the weekends. A wide range of sports is available and there is an extensive fixture list both on and off island for the major sports.

In addition to these core activities a range of specialist interest clubs are offered from chess and dance groups to working for the school newspaper as a 'roving reporter'.

THE BUCHAN SCHOOL
CURRICULUM POLICY

The Buchan School is divided into Pre-Prep: P1, P2 and P3 (Reception through to Year 2) and Prep: Form 1, Form 2, Form 3 and Form 4 (Year 3 through to Year 6). The timetable is divided into eight 35-minute lessons per day. Both Pre-Prep and Prep enjoy a 35-minute lunchtime break after their lunch; in addition, Pre-Prep enjoy a morning and afternoon break, and Prep enjoy a morning break only, as their lessons begin later.

Pre-Prep Department

Reception

In Reception our curriculum builds upon children's prior, pre-school experiences and meets the learning and development requirements set out The Early Years Foundation Stage (EYFS) Statutory Framework. This includes the EYFS overarching principles, educational programmes, the seven areas of learning, assessment details and early learning goals. The seven areas of learning consist of three 'Prime Areas' (Personal, Social and Emotional Development, Communication and Language, and Physical Development) and four 'Specific Areas' (Literacy, Mathematics, Understanding the World, and Expressive Arts and Design). We recognise the value of play for young children, both indoors and outdoors. Our aim is to support each child's unique learning and developmental needs through a balanced, creative and exciting curriculum that covers the seven areas of learning, supports development of the characteristics of effective learning and sparks a love for learning. We provide a safe, stimulating and nurturing learning environment where pupils can thrive. Our Reception curriculum is enriched by specialist subject teaching for Buchan Rangers, Drama, French, Music, Physical Education and Swimming.

Buchan Rangers, which is our very own Forest School provision, aims to provide primary pupils with regular opportunities to explore and learn in a natural outdoor environment in line with Forest School Principles. Buchan Rangers sessions support the wellbeing and holistic development of children, providing opportunities for supported risk-taking, and giving children hands-on, meaningful experiences in nature which enable participants to develop a genuine connection with the natural world. Our approach supports natural ecosystems and sustainability, ensuring that pupils learn to respect the environment.

Within Buchan Rangers sessions, the activities and planning are shaped around the unique needs of the group, considering the age-group, developmental levels, interests, skills and past experience of participants. Possible lines of development are planned for the session and a selection of activities prepared by the adults, however, the children's own self-initiated projects, play, creativity and exploration are strongly promoted. Activities may include woodwork, the use of tools, fires and outdoor cooking, den-building and construction, natural arts and crafts, exploration, bird-watching or observing wildlife first hand, scavenger hunts and celebrating holidays, seasons or other special events

Buchan Rangers sessions help to support holistic development and the Characteristics of Effective Learning for EYFS children. These dispositions and values lay the vital foundations for the attributes and life-skills, much later reflected within the IBO Learner Profile.

Our dedicated staff work closely with children's families to ensure every child's unique needs are met, promoting inclusivity and a smooth transition into Key Stage 1.

Years 1 & 2

In Year 1 and Year 2 the majority of the curriculum is taught by the pupil's class teacher, which includes numeracy, literacy, geography, history, art, ICT, Religious Education, PSHE and science.
In addition to the above, pupils are taught French, music, drama, physical education, swimming and Buchan Rangers, our very own version of Forest School, from a variety of specialist teachers.
Pupils are grouped and taught according to ability for literacy and numeracy, and for all other subjects they are taught in mixed ability groups.
All Pre-Prep pupils have access to a variety of co-curricular activities after school.

The Prep Department (Years 3 – 6)

The Year 3 - 6 curriculum is taught through specialist teachers and includes; English, mathematics, drama, science, humanities, art, ICT, Religious Education, French, music, PSHE, Buchan Badge, PE/Games, and Swimming.
Pupils are taught English and mathematics in groups according to their ability, and all other subjects are taught in mixed ability groups.
PSHE is delivered through the tutor system and is supplemented by visiting speakers.
There is an extensive co-curricular after school activity programme which includes Sport, Arts and Crafts, Health and Wellbeing, ICT and Coding, Technical Lego, Chess and Board Games, and specialist interest groups.

CURRICULUM AREAS

The Buchan timetables consist of 45 taught lessons of 30 minutes each. In addition, every The afterschool, co-curricular activities are 45 minutes long.

Number of periods per week						
	Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
English	12	12	10	10	10	10
Mathematics	10	10	10	10	10	10
Science	2	2	3	3	4	4
French	1	1	2	2	2	2
Art	2	2	2	2	2	2
Buchan Badge	2	2	3	3	3	3
Drama	1	1	1	1	1	1
Humanities	2	2	2	2	2	2
IT	1	1	1	1	2	2
Music	2	2	2	2	2	2
PE/Games/Swimming	5	5	5	5	5	5
Religious Studies	1	1	1	1	1	1
PSHE	1	1	1	1	1	1

English, Mathematics and Science

The English, mathematics and science curriculum closely follow the National Curriculum learning objectives and programmes of study and in addition are supported by published schemes of work.

In English, Years 1 and 2, spelling and grammar programme of study is supported by Twinkl and Twinkl Phonics; the remaining literacy elements are supported by Plan Bee. In Years 3 - 6, the spelling and grammar programme of study is supported by Twinkl, and the remaining literacy elements are supported by Literacy Counts and Click Teaching.

In mathematics the programme of study throughout Pre-Prep and Prep is supported by the White Rose scheme.

In science, Years 1 & 2 follow the National Curriculum programme of study which is supported by the Plan Bee scheme of work. In Years 3 - 6, pupils follow the Common Entrance Syllabus, and in Year 6 pupils sit the Common Entrance 11+ exams.

The progress of pupils is established using both formative and summative assessment methods. Summative assessment uses the GL assessment package.

Art

In art, all pupils are introduced to a wide range of materials and media and are taught a variety of practical skills and techniques in a positive and nurturing environment. The overarching objective in art is for every pupil to develop their own opinion about what they see and for them to be able to access art at a level appropriate to and reflective of their own interests and abilities.

The subject is taught in accordance with National Curriculum learning objectives and is supported by published schemes of work including, Access Art, Kapow and Plan Bee. Each scheme of work includes a practical focus in addition to learning about art history, art analysis, the famous artists and the movements they belong to.

Pupils have an opportunity to display their artwork throughout the school on public display boards, and during parents' evenings exhibitions.

Drama

Drama is taught with a specific focus on speaking and listening core objectives. Each scheme involves a focus on literacy, acting and drama skills and techniques, vocal work, research and evaluation. All pupils are taught a wide range of techniques from character acting to improvisation; performance poetry, physical theatre, public speaking, mime, and mask work in a positive, supportive and fun learning environment.

Pupils have the opportunity to showcase and perform their skills at many events and performances both within school (nativity, services, assemblies and school productions) and outside school (Manx Music and Drama festival).

French

All children from Nursery onwards have an active engagement in learning French: techniques used include games, role-play, mime and songs (particularly action songs). Puppets and soft toys are often used to demonstrate the language. DVDs, interactive resources and CDs are also used to supplement lessons.

Emphasis is placed on listening and speaking skills over reading and writing skills in Reception and below, but all four skills and especially independent reading and writing become increasingly important with progression year on year.

After seven years of language learning most children will be able to read and write short passages of familiar French and have a good understanding of some French culture. Children will be able to hold a short, simple conversation and understand a range of familiar language.

Humanities

The Humanities curriculum is designed to foster a deep understanding and appreciation of the world around us. Through history and geography studies, pupils explore diverse cultures, significant historical events, and the physical environment. The curriculum emphasizes critical thinking, curiosity, and a sense of global citizenship. By connecting past and present, and local and global contexts, pupils develop into well-rounded, informed individuals prepared to contribute to society.

The content of the humanities curriculum is shaped in part by the wealth of opportunity that our Island provides for field study work and hands-on development of geographical skills. A defining area of our curriculum includes the study of local topics such as Manx mining, farming, rivers, coastal regions and the weather, which can all be studied in a practical manner.

In History, the pupils focus upon our unique Island History and Heritage to study The Celts, Vikings, Victorians as well as other time periods such as the Ancient Egyptians, in order to develop a chronological awareness and a sense of the past. Pupils are encouraged to share their understanding in a variety of forms including written, oral, ICT and role play. Educational visits are planned and Manx National Heritage sites are visited within this programme offering a wealth of both primary and secondary historical resources.

Music

The Music curriculum aims to inspire creativity, self-expression, and a lifelong appreciation for music. Through a blend of singing, instrumental practice and listening, pupils will explore various musical styles, genres, and cultures. The curriculum promotes the development of key musical skills such as rhythm, melody, and harmony, while also encouraging teamwork, discipline, and confidence. Pupils will have opportunities to perform, compose, and experiment with sound, fostering both individual and collaborative learning. The program is designed to ensure that all students, regardless of ability, can experience the joy of music and develop their musical potential in a supportive, inclusive environment.

Music is taught by a specialist teacher from Nursery to Form 4 (Y6). The teaching of music is ably supported by a specialist team of peripatetic teachers. Pupils who are learning an instrument are entered for ABRSM examinations. Pupils can become a member of one or more of the school choirs or join the school orchestra. The school takes part in a number of Isle of Man competitions and performances during the year. Music theory lessons are also available. The choir sings at venues and compete on the Isle of Man.

PSHE

Pupils are encouraged to develop the skills, knowledge and understanding they need to lead confident, healthy independent lives and become informed, active responsible citizens in an ever-changing society.

Both Pre-prep and Prep pupils follow the Kapow scheme and programme of study for PSHE. There is a PSHE focus in assemblies and a weekly PSHE lesson delivered by form tutors or class teachers to all pupils.

Visits from Isle of Man community including the Police, Health Professionals and other visiting speakers are welcomed. In addition, we have links to Isle Listen, an outside agency who deliver a comprehensive programme of PSHE to all pupils, focusing on the topics of Emotional Literacy, Coping Skills, Positive Relationships and Self Esteem.

Year 5 and Year 6 take part in a Cycling Proficiency week which includes road safety; in addition, there is opportunity for Year 6 to attend the Crucial Crew Day at the Isle of Man College, which includes personal safety and drug education.

Buchan pupils vote in their own School Council members, who meet periodically to discuss school issues that affect our school and pupils. There is a clear focus placed on PSHE within the meeting discussions.

PSHE is embedded within the whole curriculum as pupils recognise their own worth, work well with others and become increasingly responsible for their own learning. By respecting diversity and differences, pupils are encouraged to form effective, fulfilling relationships that are an essential part of life and living.

ICT

In Reception-, ICT is integrated within the EYFS curriculum and taught by the class teacher. In Year 1, ICT is delivered as a separate lesson by the class teacher to ensure basic skills are mastered. From Years 2 to 6, ICT is delivered as a separate lesson by a specialist teacher.

ICT lessons aim to equip pupils with essential digital literacy skills, preparing them for the technological demands of the modern world. The curriculum encourages pupils to use technology, fostering their ability to explore, create, and communicate safely and responsibly through digital tools. Pupils will learn the basics of coding, problem-solving and, managing and storing information. Emphasis is placed on online safety, ethical use of technology, and fostering a positive digital footprint, ensuring pupils become confident and responsible users of technology. All teachers are encouraged to integrate ICT within their subjects to enhance learning experiences in a variety of contexts.

PE/Games and Swimming

PE/Games and Swimming lessons aims to promote physical fitness, teamwork, and the development of fundamental motor skills in a safe and inclusive environment. All pupils are expected to participate in a variety of physical activities, including structured PE lessons, outdoor games, and swimming sessions, which are designed to enhance their physical literacy, coordination, and confidence in water. Lessons will be adapted to suit different ability levels, ensuring every child can engage meaningfully and make progress. Safety is a priority, with trained staff supervising all activities and appropriate equipment provided. The school encourages positive attitudes towards physical activity and aims to instil lifelong healthy habits through regular, enjoyable exercise.

There are a number of additional clubs on offer to all Year 3 - 6 pupils during lunchtimes and after school, which allow for a greater choice of activities and an opportunity for more able pupils to be extended and challenged.

Year 3 - 6 pupils have the opportunity to take part in a number of competitions and fixtures both on Island and off.

Buchan Badge

The Buchan Badge programme aims to enrich the educational experience by offering a diverse range of activities beyond the core curriculum, giving pupils the opportunity to investigate, create, develop, evaluate and communicate. The programme provides opportunities for pupils to explore new interests, develop talents, and build social skills in a fun and supportive environment. It is intended that, through participation in Buchan Badge, pupils will learn teamwork, leadership, creativity, and resilience, while also promoting physical and emotional well-being. Buchan Badge is organised so that pupils have access to a variety of engaging activities that complement their academic learning and contribute to their overall personal development.

The activities offered vary year on year, but may include:

- Healthy living and cookery
- Nautical and Life Saving Skills

- Enterprise
- bowling
- golfTheatre arts

Buchan Baccalaureate

Launched in 2016 the Buchan Baccalaureate is the overarching qualification gained by pupils at the end of Year 6. The Buchan Baccalaureate encompasses all subject areas and is assessed via achievement and effort scores throughout Years 5 and 6.

Pupils are awarded the Baccalaureate on the basis of merit, honours and distinction.

Adaptive Teaching Strategies

Teachers adapt their teaching strategies to ensure that every pupil's unique learning needs and abilities are recognized and supported. Flexible groupings and varied learning resources enable teachers to adapt the curriculum to accommodate a range of learning styles and paces. Teachers will provide appropriate challenges for advanced learners while offering additional support to those who may need it. By fostering an inclusive and nurturing environment, and the inclusion of personalized learning pathways and individual learning plans (ILPs) teachers and support staff can ensure that all pupils can access the curriculum, make progress, and achieve their full potential. Regular assessment and feedback guide the adaptation of teaching methods to meet individual learning goals effectively.

Curriculum Review

All subject Heads of Department submit a subject review and action plan to the Headteacher each year, which is followed up with a meeting to discuss subject development with either the Headteacher or the Deputy Head.

Related Policies and Documents

- Assessment Policy
- Learning Support Policy
- Language Policy
- ESOL Policy
- SRE Policy
- Equal Opportunities Policy
- Fifth Form Guide to the (I)GCSE Programme
- A Guide to the Sixth Form and the International Baccalaureate Diploma.