

Bullers Wood School for Boys



Curriculum Policy 2018

Ethos and Values

Bullers Wood School for Boys is a school where every boy is able to enjoy and achieve success.

The School exists to provide all students with high quality learning experiences delivered by teachers who are passionate and able to convey their knowledge effectively and enthusiastically within a stimulating, safe and supportive environment.

Our ultimate aim is to produce well rounded, confident and successful individuals who enjoy learning, make ambitious progress and achieve high quality and meaningful qualifications. We want them to become emotionally resilient and responsible citizens who make a positive contribution to society, including both their local community and the wider world in which they live.

Curriculum Vision

In order to achieve the above, we are committed to ensuring that our curriculum is broad and balanced in order that the needs of all boys are provided for whatever their abilities, gifts or talents. We aim to make provision for academic achievement and the spiritual, moral, social, cultural, physical and creative development of our boys.

We provide a broad range of extra-curricular activities so that boys can find their niche, experience success and develop self-confidence. This includes a rich programme of competitive sport.

Boys are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In particular the House system and the many activities arranged within the Houses support an inclusive, participatory ethos

Curriculum aims

Our Curriculum will:

- provide opportunities for boys to learn and achieve by building on boys' strengths, interests and experiences
- promote self-esteem, self-confidence, and emotional health and mental well-being so that boys form worthwhile relationships with others
- embed a growth mind-set approach to learning
- develop boys' confidence in their capacity to learn and work independently and collaboratively
- equip boys with the essential skills of literacy, numeracy, and information and communication technology
- develop the skills of enquiry, critical awareness, and the capacity to think rationally
- provide boys with opportunities to question, solve problems and argue rationally, as well as to be creative, innovative and enterprising
- develop the capacity for leadership
- enable boys to recognise and celebrate their own and others' achievements, in school and beyond
- ensure that boys develop empathy, sensitivity and a tolerance of others, through valuing each other and operating within an atmosphere of mutual respect

- develop in boys, an enjoyment of and a commitment to a lifetime of learning
- equip boys with the knowledge and skills relevant to adult life and employment in an ever changing world

Expectations of Staff

Staff are expected to:

- have high expectations of **all** boys
- provide support, stretch, depth and challenge
- employ a range of differentiated teaching and learning methods in lessons
- ensure that boys can access the curriculum and are given opportunities to succeed
- deliver programmes of study that build upon boys' prior knowledge and experiences
- provide subject progression and continuity
- involve learners in the process of learning, through discussion and feedback, AFL, target setting
- encourage boys to evaluate their own performance and that of others
- develop the skills of independent learning
- encourage, reward and value achievement and effort, both formally and informally
- keep parents/carers fully informed about the progress and achievements of their sons

The learning environment

A lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of boys' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All subject areas are expected to emphasise high quality displays for learning in their teaching areas and also to contribute to displays in the public areas of the school. The organisation of a classroom is also an important factor in developing effective working methods and positive ethos. It is expected that classrooms are kept orderly and boys are provided with environments that are conducive to learning effectively.

Schemes of learning and lesson planning

Each subject area is required to have schemes of work for all year groups and external courses delivered. (Where appropriate, to the national curriculum and/ or examination board requirements).

These schemes of learning are consistently followed by all teachers in their subject areas and its delivery is monitored by subject leaders. Schemes of work provide the content of the course and how it should be structured, so that boys' skills, knowledge and understanding are developed progressively and consistently. These schemes of work are supported by assessment opportunities and methods for ensuring standardisation of the boys' achievements. Teachers must follow and employ the school's Marking & Assessment policy. They plan individual lessons, or sequences of lessons, in different ways in order to match the needs of the boys in their classes.

Organisation of the School Day

Bullers Wood School for Boys organises its learning by operating a time table of 31 x 50 minute lessons per week. This includes an extended day of 7 x 50 minute lessons on a Monday followed by 6 x 50 minute lessons daily from Tuesday to Friday.

Whilst we are in our temporary site at 1 Westmoreland Road, we will operate a slightly revised TT

- Later start by 10 minutes to take into account travel time
- Lunch shorter and earlier to allow for slightly longer double lessons in afternoons especially so boys can travel off-site for PE lessons

Time	Mondays	Time	Tuesday - Friday
0755	Tutor Time/Assembly	0755	Tutor Time/Assembly
0815	Personal Development	0815	Lesson 1
0905	Lesson 2	0905	Lesson 2
0955	Lesson 3	0955	Break
1045	Break	1015	Lesson 3
1105	Lesson 4	1105	Lesson 4
1155	Lesson 5	1155	Lunch
1245	Lunch	1230	Lesson 5
1315	Lesson 6	1325	Lesson 6
1410	Lesson 7	1420	End of School Day Enrichment/Extra-Curricular/Clubs/Sport
1505	End of School Day Enrichment/Extra-Curricular/Clubs/Sport		

Year 7 & 8 Curriculum

Subject	Lessons per week	Grouping	Other Information
Personal Development	1	Tutor Groups	Including PiXL Edge accreditation – Apprenticeship level
English	5	Ability Grouping	
Maths	5	Ability Grouping	
Science	5	Ability Grouping	
History	2	Mixed	
Geography	2	Mixed	
Modern Foreign Language	2	Mixed	
Computing	1	Mixed	
Religious Studies	1	Mixed	
Physical Education	2	Mixed	
Art	2	Mixed	
Design & Technology	2	Mixed	Students follow a rotation of modules throughout the year
Drama/Music	1	Mixed	Students follow a rotation of modules throughout the year with the opportunity to develop their interests, skills and talents via extra-curricular offer.
TOTAL	31		

Subject Descriptions for Year 7 & 8

English

Our Year 7 & 8 English curriculum will be rich, varied and challenging. Students will read texts from a range of historical periods and cultural contexts across the genres of drama, poetry and prose. These will include Dickens, Conan Doyle, Shakespeare, Tennyson and Browning. Boys will learn to deconstruct texts gaining an understanding of style, setting, and characterisation. They will also learn about the writer's use of language and punctuation and how these can be manipulated for effect. Students will learn to extend their writing skills to inform, explain, describe, argue and persuade in lively, critical, and imaginative contexts which inspire as well as equip them for life beyond the classroom. Students will also explore and enhance their oracy skills through role-play, discussion and presentation.

Maths

Students will study a variety of topics which include the strands of number, algebra, graphs, geometry and statistics. Particular emphasis will be placed on algebra, developing problem solving skills, arithmetic techniques and accurate use of correct mathematical language and notation. Through the maths curriculum, boys will learn to think logically, to reason, identify patterns and connections, evaluate and present information clearly.

Science

Science will comprise of Biology, Chemistry and Physics. Boys will be motivated to enjoy science through the use of practical work and an approach that will demonstrate both the excitement and relevance of scientific discovery. They will develop the skills of experimentation and evaluation being able to select appropriate methods, test theories and present conclusions.

The Year 7 programme of study will include Cells and Microscopes, the Skeleton, the Particle Model, Light, Space, Waves, Reproduction, Acids and Alkalis, Atoms, Elements and Compounds Forces, Pure and Impure Substances, and Nutrition and Digestion.

Year 8 will study Current Electricity, Health, Pure and Impure Substances, the Periodic Table, Pressure in fluids, Materials, Static Electricity, Photosynthesis, Forces and Motion, Relationships in an Ecosystem, Gas Exchange Systems, Cellular Respiration, Earth and Atmosphere, Energy Transfers and Changes, Inheritance, Chromosomes, DNA and Genes.

History

In Years 7 & 8, our History curriculum will develop the basic skills of historical enquiry, analysis and evaluation, whilst also equipping students with an overview of British History from 1066 to the 20th Century. Through the exploration of historical events, students will gain an understanding of connections, causes and their consequences. They will also develop the skills of questioning and critical analysis through the examination of sources.

Geography

In Years 7 & 8 students will study the Earth's landscapes, people, places and environments, as well as develop their skills of investigation, through the following topics: What is Geography? Weather and Climate, Sustainability, India, Paradise Lost - Thailand, Rivers and Flooding, China, Coasts, Antarctica and Africa. Students will also develop their map skills. . Fieldwork will be a key part of the Year 7 & 8 curriculum with a field trip taking place at least once per academic year.

Modern Foreign Languages

Boys will take either Spanish in Year 7. They will be taught in the target language, learning to speak, read and write in it. A topic based approach is used to deliver both the vocabulary and grammatical elements of the language to be studied.

Research* has shown that learning a modern foreign language stimulates language development. It also allows for boys to revisit linguistic concepts that may have been missed or poorly understood at primary school. The opportunity to practise these skills in another language is seen as being more sophisticated and therefore more acceptable to boys than having to work on what they might perceive to be babyish literacy material. The study of a language also benefits speech development in developing the skills of articulation and pronunciation, as well as enhancing their social and cultural development.

**(Modern Languages for All, Hilary McColl 2001)*

Computing

We aspire to deliver GCSE Computer Science from Year 9 onwards and therefore our curriculum for years 7 and 8 provide a foundation for this. Students will develop both their ICT and computing skills. The Year 7 curriculum will include an introduction to software and hardware components, spreadsheet modelling; simple databases simple programming skills using at least two different programming environments; as well as animation, graphics and design work. Students will also complete an e-safety project and explore some of the History of computer systems and their development over time.

In Year 8 students will be introduced to more advanced programming features, mainly using the Python programming language. They will explore Computer Fundamentals and gain a better understanding of computers and associated Internet technologies. They will also learn about computer crime and cyber security. The schemes of work are also designed to develop students' problem solving techniques as well as enabling them to deal with different scenarios.

Religious Studies and Philosophy

The curriculum aims to develop an understanding of religion, to foster respect for difference and promote the powers of independent thought. Boys will engage with religious concepts, the philosophy and ethics of religion alongside the more traditional study of major world religions. Boys will develop the skills of enquiry and critical thinking as well as the social skills of empathy, tolerance and collaboration.

Physical Education

Boys will follow a broad and balanced curriculum focusing on healthy active lifestyles, the development of individual physical qualities, confidence, communication, teamwork, mastery, resilience, and critical thinking. Throughout the year, boys will participate in fitness testing, football, athletics, tennis, cricket, cross country and rugby. Although establishing and achieving regular success in team and individual sports will be key, our goal will be to maximise the involvement of all students in curricular and extra-curricular activities. The delivery of extra-curricular sports and activities will be a priority where we will seek to offer a varied programme. Sport will be celebrated through inter house competitions and an annual Sports Day.

Art

Boys will develop their creative and artistic talents through the acquisition of key skills in drawing, painting, sculpture and critical evaluation. They will have the opportunity to experiment with a range of media including 2D, 3D and new technologies; as well as to develop an understanding and appreciation of Art from different cultures and historical perspectives. Art will be delivered through a topic based approach for example Natural Forms in Year 7 and Surrealism in Year 8.

Design and Technology

Our Design and Technology curriculum will develop students' abilities to work independently and creatively in a variety of materials. The subject will be taught through a series of projects alongside a core of theoretical knowledge and understanding to support the designing and

making process. Students will design considering the needs of a target market and consider social and ethical values.

Catering

In years 7 & 8, students will gain experience working with a wide range of ingredients as well as developing their practical cookery skills. They will learn how to work safely and hygienically in a commercial-style kitchen. Theory work will be based around ethical and moral issues such as food miles and food waste, as well as focusing on the role nutrition has to play in our health and well – being.

Drama

Team work, collaboration and empathy are essential life skills and are an essential element of effective learning in Drama. Therefore, the Year 7 and 8 curriculum will develop these as students tackle complicated real life issues such as bullying and mental health awareness. All students will develop the ability to share ideas, listen to others and perform their work to an audience. Year 7 & 8 students will be introduced to a wide variety of theatre styles, techniques and live performances developing their creative and evaluative skills in response.

Music

Music will develop the key skills of listening, performing, reviewing and evaluating. Boys will learn musical notation and about a range of past and present musical traditions. They will have the opportunity to collaborate on composing and recording music as well as using music technology.

Literacy and Numeracy (Language for Learning)

At Bullers Wood School for Boys we know that competency in both literacy and numeracy is key to accessing the curriculum and to success in life.

All teachers are teachers of Literacy and numeracy and in order to ensure that our boys have a firm grasp of reading, writing, communication and mathematical skills, these are continuously reinforced in subject lessons and through our tutorial framework.

Dedicated lead teachers for literacy and numeracy ensure that these skills are continuously promoted and reinforced throughout the whole school via a half termly whole school literacy and numeracy focus as well as dedicated tutorial programme. These skills will also be promoted and celebrated through the Learning Resource Centre, display, assemblies, and competitions.

English and maths setting arrangements allow for boys who would benefit from focused literacy and numeracy work to work together with extra in-class support.

Prior to starting Year 7, students requiring additional literacy and numeracy support are identified to attend our Summer School. This provides identified students with intensive literacy and numeracy support, as well as developing their confidence so that they can 'land running' at the start of Year 7.

In addition, Year 7 boys who have not met 'secondary ready' thresholds, will have additional literacy and numeracy intervention to enable them to 'catch-up' with their peers. This is a personalised approach based on the needs of the individual and the cohort. Support and intervention will range from Breakfast Booster classes, Sound Training for Reading as short term 'catch-up' measures, to more long term programmes, where the curriculum is adapted appropriately. These will be delivered by the SEND and EAL teams via highly specialised programmes including Phonics and Reading Recovery or by English and Maths specialists.

Additional Needs

We provide a broad, balanced and differentiated curriculum to ensure that every boy receives his full educational entitlement. We recognise that for this to happen, some boys will need additional support and interventions from time to time. Therefore, we have a well-resourced SEND team.

We actively seek out and provide opportunities for boys to excel in areas where they have potential, a gift or talent as we recognise that students with Special Educational Needs can also be gifted, talented or very able. The identification of these students can be difficult as their specific learning difficulties (e.g. dyslexia) can mask their abilities. Therefore, we ensure that there are opportunities for them in our enrichment and extra-curricular offer.

Academically Able, Gifted & Talented

Boys are identified as more able, gifted and/or talented in Year 7 and are added to the School's list by the end of their first academic year. The top 5% of very able students are identified through KS2 data and other base line testing.

Year 7 parents also complete a questionnaire about their sons' achievements outside of school, to ensure all talents and gifts are recognised and celebrated.

Many subjects group by ability or achievement (sets). It is school policy to set students not only by achievement but also by recognised potential, on the basis that some students will not perform to their full potential unless they are in a challenging environment. All groupings are flexible and students can move at any point during the school year should a need become apparent. Work in higher sets is more conceptually challenging, moves at a more rapid pace, and assumes a higher level of prior knowledge, understanding or skill.

Within both ability groupings and mixed ability groupings teachers cater for the full range of abilities in the class. This includes a variety of differentiation strategies such as questioning, group work, independent research, differentiated or accelerated materials, differentiated homework, extension activities, etc. In many subject areas, thinking skills and problem solving techniques are explicitly developed (e.g. Science and Mathematics). "To teach is to learn twice": many subjects use the more able, gifted and talented as experts or as mentors for other students or groups of students.

We also ensure that there are opportunities for stretch and challenge in our enrichment and extra-curricular offer.

Personal Development

Personal, Social, Health, Citizenship and Economic Well-Being including Relationships & Sex, Enterprise, British Values, Economic Education, Work Related Learning and Careers.

Our Personal Development Programme aims to enable boys to:

- value others and feel valued
- respect others and be respected
- be independent and interdependent
- behave responsibly
- have a concern for justice and uphold the rights of others

- understand the consequences of their actions
- treat others the way they would like to be treated

Our Personal Development programme encourages boys to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. It also promotes students' well-being and self-esteem enabling them to take responsibility for their learning and future life choices.

For all key stages, Personal Development will be delivered in discrete lessons each covering particular strands and aspects of the topics listed above. Additionally, other curriculum areas will link with the Personal Development framework through their programmes of study.

Personal Development education will be enhanced by **PiXL Edge**. All Year 7 boys will be enrolled on to the **Apprentice Level, PiXL Edge Programme** – a framework to develop and accredit students with the personal attributes for employability and life. The scheme focuses on five key attributes: leadership, organisation, resilience, independence and communication. To obtain the accreditation through the NCFE examination board, boys must complete two activities in each of the five attributes. Supported by their tutors, boys will build up their individual online portfolios with evidence of achieving these skills. By the end of Year 8, we will expect all boys to have achieved this and be moving on to the Graduate level award.

Personal Development covers the following three Core themes:

1) Health & Well-Being focusing on:

- *how to manage transition*
- *how to maintain physical, mental and emotional health and wellbeing;*
- *how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity;*
- *mental and emotional health and wellbeing; and sexual health**
- *about parenthood and the consequences of teenage pregnancy**
- *how to assess and manage risks to health; and to keep themselves and others safe*
- *how to identify and access help, advice and support*
- *how to respond in an emergency, including administering first aid*
- *the role and influence of the media on lifestyle*

2) Relationships focusing on:

- *how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills*
- *how to recognise and manage emotions within a range of relationships*
- *how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters*
- *about the concept of consent in a variety of contexts (including in sexual relationships)*
- *about managing loss including bereavement, separation and divorce*
- *to respect equality and be a productive member of a diverse community*
- *how to identify and access appropriate advice and support*

3) Living in the Wider World (Economic Well-Being, Careers & the World of Work), focusing on:

- *about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy*
- *how to make informed choices and be enterprising and ambitious*
- *how to develop employability, team working and leadership skills and develop flexibility and resilience*
- *about the economic and business environment*
- *how personal financial choices can affect oneself and others and about rights and responsibilities as consumers*

Sport

We aim to develop a reputation for sporting participation and excellence. We offer the chance for boys to take part in a wide variety of sports and see significant value in boys taking part in after school physical education.

The following is a list of the sports for which we would, typically enter teams into House and external leagues and competitions:

- Football
- Rugby
- Cricket
- Basketball
- Athletics
- Cross- Country
- Tennis
- Badminton

As the school grows, the offer will grow.

Trips & Visits

Bullers Wood School for Boys aims to develop an outstanding reputation for the organisation of and participation in trips and visits. These events act as motivation and inspiration for boys as well as enhancing and enriching the curriculum.

Enrichment

We want our boys to enjoy school and learn skills for life. With this in mind, we offer a number of enrichment and extra-curricular clubs after school which are beyond the confines of, or are in addition to, the normal curriculum. The list changes each year and will develop as the school grows. Each boy is expected to sign up to at least 3 extra-curricular/enrichment activities per year.

The offer also includes Homework Clubs, extra support and additional challenge. Some of these activities are operated across the BWMAT in mixed gender groups.

We divide our enrichment offer into 4 areas to cater for the interests and abilities of all students. For example:

1. **Sports Clubs and fixtures** – Football, Cricket, Rugby, Basketball, Athletics, Tennis, Badminton
2. **Music and Performance** – Rock band, Orchestra, Music Technology Club, Drama Club, Street Dance, Concert Orchestra

3. **Creative** – Media & Animation Club, Art & Photography Club, Design Club, Catering Club
4. **Academic and Communication** – Debating Club, Young Scientists, Chess Club, Computer Club, Homework Support

Bromley 228 Air Training Core will provide our boys with additional enrichment activities such as field craft, survival skills, adventure training and sports The Squadron also run the Duke of Edinburgh's Awards Scheme.

SMSC Education

How and where this is covered is demonstrated in the table below

Aspect	Definition	Curriculum Coverage
Spiritual	<p>The spiritual development of boys is shown by their:</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that informs their perspective on life and their interests and respect for different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	<p>Through assemblies, thought for the week and assembly follow-up work</p> <p>Extensive coverage through RE, humanities and Personal development</p> <p>Trips and Visits</p> <p>Celebration of important religious dates in assemblies</p>
Moral	<p>The moral development of boys is shown by their:</p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the 	<p>Covered extensively through our Tutorial and Personal Development programmes as well as through RE</p> <p>All teachers seek out opportunities to include aspects of moral education in their schemes of work and lesson plans</p> <p>Problems and disputes are handled and managed through our Behaviour Management and other support systems</p> <p>eSafety is included through the Computing curriculum,</p>

	viewpoints of others on these issues	Tutorial and Personal Development Programmes. Assemblies and national eSafety Day
Social	<p>The social development of boys is shown by their:</p> <ul style="list-style-type: none"> • Use of a range of social skills in different contexts, including working and socialising with other students and adults from different religious, ethnic and socio-economic backgrounds • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs; boys develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<p>All staff are positive role models and ensure that they maintain professional, positive and respectful relationships with boys and other adults in the School.</p> <p>Covered extensively through our Tutorial and Personal Development programmes (including PiXL Edge), as well as through RE e.g. team building, working with and helping others</p> <p>All teachers seek out opportunities to include the social development of boys in the content and delivery of lessons</p> <p>Relationships covered in SRE units in Personal Development</p> <p>Boys engage in a wide variety of charity events</p> <p>Boys engage in a broad range of enrichment and extra-curricular activities</p> <p>Broad offer of trips and visits including residential opportunities</p>
Cultural	<p>The cultural development of boys is shown by their:</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Understanding and appreciation of the range of different cultures within school 	<p>Covered extensively through our Tutorial and Personal Development programmes as well as through Humanities and RE</p> <p>All teachers seek out opportunities to include aspects of cultural education in their schemes of work and lesson plans</p> <p>Important religious dates are celebrated in assemblies</p>

	<p>and further afield as an essential element of their preparation for life in modern Britain</p> <ul style="list-style-type: none"> • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain • Willingness to participate in and respond positively to artistic, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious and socio-economic groups in the local, national and global communities 	
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British Values

Our curriculum provides many opportunities for our boys to explore the concept of Britishness. This is achieved not only through subject areas but also through Personal Development, the tutorial programme and our Enrichment and Extra – Curricular offer. British values are a fundamental part of the school's ethos and are covered in the following ways:

Aspect	Coverage in the Curriculum
Democracy	History Curriculum Personal Development/Citizenship Student Voice
The Rule of Law	Humanities Subject Curriculum Personal Development e.g. units on abiding by the law etc. Student Voice
Individual Liberty	Through subject area schemes of work Personal Development Student Voice
Mutual Respect	Staff Modelling Student Code of Conduct Student Voice Rewards and Sanctions Behaviour Systems & procedures

	Tutorial Programme & Assemblies
Tolerance of those with Different Faiths and Beliefs	Covered extensively through our RE curriculum Through subject area schemes of work Through the Tutorial and assembly programme – e.g. Holocaust Memorial day Personal Development e.g. Diversity

Careers

Effective and independent careers guidance is an important part of the education that we provide. The Careers Lead will co-ordinate the programme. Careers advice begins in Year 7 as part of the Personal Development programme where boys begin to understand and develop their employability skills as well as gain knowledge of careers and the world of work.

Work Related Learning.

Throughout years 7 to 11, various H.E. and industry experts will be invited in to share their insights and career experiences, in areas such as sport, engineering, design, IT, medicine, and veterinary science. Trips to various industries are organised and supported by large companies e.g. Jaguar Land Rover

Enterprise

All years participate in Enterprise Days where the normal school timetable is suspended and boys participate in a variety of new enterprise initiatives. These days focus on a range of enterprise skills which include team building, creativity, communication, and problem solving. Activities during the three days include trips and workshops run by outside speakers.