

**RATIFIED BY EDUCATION COMMITTEE: 23RD MAY 2018**

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# Brentwood School

## SENIOR SCHOOL

### **SENIOR SCHOOL CURRICULUM POLICY**

#### **Introduction**

The curriculum is all the planned activities that we organise in order to promote learning and personal development. It includes not only the formal requirements of the academic curriculum, but also a diverse array of activities which constitute an important aspect of our extensive co-curricular programme. These activities complement teaching and learning within the formal curriculum and they serve to promote the cultural, physical, social, intellectual and spiritual growth of our pupils. We also refer to the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave. We aim to teach children how to grow into healthy, positive, responsible people, who can work and co-operate with each other while developing knowledge, understanding and skills, so that they achieve their true potential.

#### **Values**

Our ethos is reflected in our School Motto: 'Virtue, learning and manners' which was created for the School in 1622 by John Donne. Our primary objective at Brentwood School is to provide all pupils with a broad and balanced education that will enable them to assume their places successfully in the technologically driven global village of the twenty-first century. Our distinctive curriculum is designed to promote an intrinsic love of learning and to lead young people to develop an understanding of concepts such as internationalism, humanitarianism, and environmentalism; concepts that transcend discrete subject areas or academic disciplines. This holistic philosophy with a clear emphasis on exploring the interconnectivity between subjects underpins the design and the delivery of the curriculum at Brentwood School and is reflected in both our status as an IB World School and in our pioneering Key Stage Four *Human Universe* course. We actively promote British values.

#### **Aims and Objectives**

We are an IB World School and the aims and objectives of our School curriculum are succinctly articulated in the attributes and values espoused by the *IB Learner Profile*. We strive for our pupils to be:

**Inquirers:** We nurture curiosity, and develop skills for inquiry and research. We help pupils to develop the skills necessary to learn independently and with others. We inspire pupils to sustain their love of learning throughout their lives.

**Knowledgeable:** We promote the use of conceptual understanding, exploring knowledge across a range of disciplines. We encourage pupils to engage with ideas that have local and global significance.

**Thinkers:** We focus on developing critical and creative thinking skills in order to enable our pupils to analyse complex problems and to develop responses which demonstrate an ability to think laterally.

**Communicators:** The communication skills of all pupils are nurtured at every level throughout the School. Pupils are afforded many opportunities to work collaboratively and they are encouraged to listen carefully to the perspectives of other individuals and groups.

**Principled:** Pupils are expected to act with integrity and honesty, and we expect them to demonstrate a strong sense of justice and respect for the dignity and rights of all people. They are taught to take responsibility for their actions and consequences.

**Open-minded:** By critically appreciating their own cultures and personal histories, as well the values and traditions of others, pupils become increasingly receptive to new ideas and experiences.

**Caring:** Pupils are expected to show empathy, compassion and respect.

**Risk-takers:** Pupils are taught to approach uncertainty with forethought and determination and to work independently and co-operatively in order to explore new ideas and innovative strategies. They develop resourcefulness and resilience in the face of challenges and change.

**Balanced:** Pupils are taught to understand the importance of balancing different aspects of their lives – intellectual, physical, and emotional – to achieve well-being for themselves and others. They are encouraged to recognize their interdependence with other people and the world in which we all live.

**Reflective:** We encourage pupils to consider the world and their own ideas and experiences. We work to help them understand their own strengths and weaknesses in order to support their learning and personal development.

We believe that each individual pupil learns best in different ways. We provide a rich, varied, and appropriately differentiated curriculum that allows all children the opportunity to fulfil their potential and to become the very best versions of themselves creatively and academically. Throughout the curriculum, we promote the fundamentally British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### **Curriculum Review Protocol & Procedures**

The Headmaster is responsible for the overall planning and organisation of the curriculum which is supervised and reviewed by the Deputy Head (Academic). The curriculum is reviewed on an annual basis by senior staff, members of the Curriculum Development Committee and the Governors' Education Committee. The curriculum is constantly developing and this evolutionary process is driven by the changing needs of our School community, the desire to carefully evaluate and ultimately embrace

certain pedagogic innovations, and our responsibility to respond fully and creatively to statutory government policy and non-statutory guidelines. Discussions about curriculum developments/enhancements occur throughout the academic year. Potential changes to the curriculum must be brought to the attention of the Headmaster and Deputy Head (Academic) and they are then placed before the Academic Committee and Forum for active consideration. Finally, proposals are submitted to the Governors' Education Committee. This process should normally be completed by the end of the Michaelmas Term for possible implementation at the beginning of the following academic year.

Pupils are given opportunities to choose subjects at various stages during their School careers and these are indicated in the details below.

### **The Role of the Head of Department**

A Head of Department is responsible to the Headmaster, through the Deputy Head (Academic) for the effective delivery of the curriculum. He/she is expected to follow the guidance in the teaching and learning policy in order to:

- Ensure that a relevant scheme of work is maintained and reviewed regularly and that subject policy is implemented. Copies of up to date schemes and policies should be given to the Deputy Head (Academic), and displayed on Google Drive.
- Lead the teachers of the subject, offering help and guidance where necessary.
- Hold formal subject meetings, submitting minutes to the Deputy Head (Academic) at least once a fortnight.
- Manage the subject budget effectively and ensure that the subject is appropriately resourced.
- Design, implement and evaluate annual subject development plans.
- Keep abreast of the subject and strategies for teaching it, ensuring that relevant information is disseminated to the subject staff.
- Ensure that there is an appropriate subject assessment policy and that subject staff implement regular and effective assessments including, where necessary, formal examinations.
- Monitor standards of teaching and learning in accordance with our assessment policy.
- Publish the above information in a subject handbook and ensure that all copies of this handbook are regularly updated, both in hard copies and on Google Drive.
- Attend Academic Committee and Leadership meetings.
- While responsibility for these areas lies with the Head of Department, it should be recognised that good practice requires consultation and collaboration with subject staff about all matters that influence their work.

## **An Outline of the Academic Curriculum**

### **The Development of Key Skills**

Our curriculum is designed to be progressive and it is appropriately calibrated to complement increasing levels of cognitive development between the ages of 11 and 18. We hold uncompromisingly high expectations for all our pupils and we believe that the quality of learning, stimulated by great teaching, is of more import than innate natural ability. As children progress through the Senior School, we keep a broad curriculum for as long as possible, though there is a narrowing down of options from Third Year in order to facilitate greater depth of knowledge while still maintaining a balance of skill development. The curriculum becomes more sophisticated as a pupil

progresses through the School, in terms of the expectations that it places upon a pupil's skills, knowledge and understanding. Consideration of concepts that transcend discrete subject areas encourages pupils to explore the interconnectivity of different disciplines and examine the very foundations of knowledge itself.

Pupils develop *linguistically* by focusing upon communication skills to improve their use of language when listening, speaking, reading and writing. Lessons in English, Modern and Classical Languages all promote language acquisition, though many other subjects (History, Religious Studies, Geography, and also Sciences) complement and enhance the development of such skills.

*Mathematical skills* are primarily provided through the study of Mathematics. However, Science and Technology lessons also provide plentiful opportunities for pupils to develop their knowledge and understanding through a variety of practical and research based activities. The practical application of abstract concepts to novel scenarios provides an excellent opportunity for the development of core mathematical skills.

*Scientific skills* focus on developing pupils' knowledge and understanding of nature, materials and forces. Biology, Chemistry and Physics develop associated skills of investigation through observing, hypothesising and then conducting experiments and recording results.

*Technological skills* are developed through the planning, development, testing and communication associated with Computer Science, the tools and machinery, equipment and materials used in Design Technology as well as Food & Nutrition, and STEM.

*Human and social skills* are fostered through studying History, Geography, Religion and Philosophy, Wellbeing sessions, through our wide-ranging co-curricular programme, through interacting and socialising with one another, and through an attitude towards teaching and learning across departments that emphasises collaboration and mutual respect.

Pupils' *physical skills* and understanding of fitness and health are developed through Physical Education, Games and our extensive co-curricular Sports programme.

Pupils' *aesthetic and creative skills* are developed through English Literature, Art, Theatre, Dance, and Music: in the timetabled academic curriculum and also through our co-curricular programme.

### **Diamond Model**

In the Prep School and the Sixth Form, pupils are taught in co-educational classes. In First to Fifth Year of the Senior School, pupils are taught in single-sex classes, however there is no difference in the quality of education provision. We believe this enhances academic performance: analysis by the CEM Centre at Durham University shows that girls in single-sex girls' schools have a value-added performance on average 0.1 grades better per GCSE than girls in coeducation; and boys in single-sex boys' schools have a value-added performance on average 0.15 grades better per GCSE than boys in coeducation. The model of single-sex education is popular in Essex (there are eight single-sex selective grammar schools in the county) and, with our frequent opportunities for boys and girls to interact socially and in our co-curricular programme, our 'Diamond model' gives our students "the best of both worlds". Teachers teaching single-sex classes take care to not propagate gender stereotypes through their teaching. Indeed, our teachers challenge gender stereotypes and promote equality through their teaching. During these years, pupils are taught the same

compulsory subjects, and have the same choice of optional subjects in Third to Fifth Year. We ensure that any optional subject or subject combination offered to pupils of one sex is available to pupils of the other sex. Any remedial classes, work clinics, revision lessons, special educational needs interventions, initiatives, are available equally to both boys and girls. When choosing GCSE and Sixth Form subject options, we encourage our pupils to consider taking subjects where national rates of participation by girls or boys are disproportionately low. Pupils undergoing gender reassignment or who identify with another gender are allowed to attend the single-sex classes that accord with the gender with which they identify.

We also ensure that resources are allocated proportionately to both sexes, for example in terms of infrastructure, facilities, staffing, such that neither boys nor girls suffer any detriment due to their sex.

Boys and girls interact socially before and after School, at breaktimes and lunchtimes. Co-curricular activities, such as academic societies, enrichment talks, House activities and competitions, music ensembles, drama productions, the Combined Cadet Force, Duke of Edinburgh's Award, community service, involve boys and girls interacting and learning together in an educational setting.

### **Children with Special Educational Needs**

The curriculum within our school is designed to provide access and opportunity for all children who attend the school. Those pupils identified with special learning needs - Specific learning difficulties (SEN), English as an additional language (EAL) or who are especially Able/Talented - are supported primarily through differentiation. This may mean they are supported in the classroom by Learning Support teachers or withdrawn in small groups, as well as by teachers differentiating resources or activities. Pupils on our learning support register have individual education plans (One Plans) which identify areas and targets upon which to focus, and meetings are held to discuss these needs with parents and pupils. Please refer to the Special Educational Needs and Academic Enrichment (Able/Talented) policies for particular details.

Special Education provision means provision which is additional to, or otherwise different from, the educational provision made generally for pupils of any given age as part of the school's usual differentiated curriculum and teaching and learning strategies.

The Brentwood School admissions procedure records any identified need or disability of the pupil upon entry and parents are strongly encouraged to liaise with the Learning Development Department prior to their child's entry to the School concerning any special need. The school is committed to early identification, assessment and assistance of learning difficulties; all staff are involved in this process. If a subject teacher observes that a pupil is having difficulties above and beyond what would normally be anticipated, then the Form Tutor is informed and a record is kept of all additional strategies utilised by the subject teacher. If the subject teacher believes that, despite assistance, the pupil is still experiencing difficulties and not making sufficient progress, then he or she makes a direct referral (via an App) to the Head of Learning Development with details of their concerns.

Subject teachers are then responsible for differentiation, support and the progress of pupils with specific learning difficulties or special needs within their classes. The Learning Development Department is available for advice, materials and 'in class' support. The Learning Development Department reflects the whole school policy towards the development of the individual pupil's learning skills.

All pupils have the right to be able to access and benefit fully from a curriculum which is appropriate to their age and specific aptitudes. This provides pupils with the best opportunity of learning and making progress academically. The multifarious individual needs of pupils cover a broad spectrum; disabilities and specific learning difficulties exist across the whole ability range. Brentwood School has a well-established Learning Development Department in which the level of support offered by the department reflects the diverse needs of the pupils on its register; including a very few who may have a Statement or Education, Health and Care Plan setting out their special needs.

The Learning Development Department organises and conducts exam sessions designed to enable pupils with special needs to be given every consideration necessary in order for them to deliver an optimum performance; this may include the provision of extra time. In some cases this will involve a reader, a scribe, or the use of a laptop.

The *Learning Development Register* of all pupils with special needs is on Google Drive. Many pupils have already had their specific learning difficulties or special needs detected at primary school and such pupils are placed directly on the register and a Learning Development Plan (formerly Individual Education Plan) is written and distributed. However, there will always be pupils whose specific problems become more identifiable at a slightly later stage.

Form Tutors, who liaise with subject teachers to monitor the pupil's target and provision, are central to the implementation and monitoring of the individual educational plan. They are responsible for ensuring that each pupil is fully supported in all aspects of his/her School life. The Form Tutor reports half termly to the Learning Development Department upon the progress of each pupil with a One Plan.

The Learning Development department is represented at all parent evenings and consultation days. Parents receive copies of One Plans and information about support sessions. The Department encourages parents to make appointments to discuss any academic or pastoral concerns.

The school is committed to improving access for pupils with special needs and strives to make reasonable adjustment. The school is accessible to wheelchair users. The SENDA Plan is available on the School website. Where a pupil is in possession of a statement or EHCP, the school will respond to its provisions and recommendations in order to provide an education which fulfils its requirements.

Please note that further details about curriculum matters are referred to in the *Special Educational Needs Policy* which makes specific reference to the Learning Development Department and English as an Additional Language Department, both of which are responsible for communicating pupils' individual needs to all academic staff.

### **English as an Additional Language**

Pupils who have English as an Additional Language are provided with language classes and examinations under the direction of the Head of EAL and the EAL Department.

The identification and assessment of the special educational needs of pupils whose first language is not English requires particular care. Where there is uncertainty about an individual, all aspects of the pupil's performance in different subjects will be looked at to establish whether the problems are due to limitations in his/her command of the language or arise from other identifiable special educational needs.

The pupils on the EAL register are mostly boarders, although there are a few day pupils.

The entry procedure for non-native speakers who are applying to the school is to take the EAL Entry Test (UKISET). If a pupil is offered a place to study, then he or she will also sit an EAL Placement Test upon arrival. This allows the EAL teaching staff to gain an up-to-date analysis of his/her language ability and also provides an important first point of contact between the staff and pupil.

Lessons are allocated to each year group and pupils are either taught in small groups or individually, depending upon both need and availability. Further support sessions are offered by staff during lunch times and after school. Parents may occasionally request private tutorials from a specialist, over and above the School's normal provision, and for this, a charge is made.

Excellent communication with pupils, teachers and parents is maintained in several ways. Individual education plans (IEPs) are written for each EAL pupil during the academic year and these outline his/her current level of linguistic ability as well as strategies for both pupils and subject teachers to employ in order to improve overall language development and academic performance. Subject teachers routinely refer to IEPs for all EAL pupils whom they teach. The IEPs are also sent to parents and guardians, so they are made aware of this information. In addition, teaching staff are informed about pupils at staff meetings, via emails and in preparation for Parent Evenings.

The EAL department also liaises closely with the Exams Office, particularly with regard to establishing which EAL pupils are entitled to extra time in public examinations and entitled to use bilingual dictionaries.

The exam courses followed by EAL pupils are the IGCSE in English as a Second Language in the 4<sup>th</sup>/5<sup>th</sup> Years and IELTS (International English Language Testing System), FCE (First Certificate Examination) and CAE (Cambridge Advanced English) in the 6<sup>th</sup> Form.

### **Able/Talented Pupils**

The School has extensive provision for Able/Talented pupils which is articulated within a separate policy statement and this explains identification strategies, monitoring processes, learning resources, and subject-specific strategies for developing higher order learning skills. It also details relevant provision for different year groups within the School. We believe that academic enrichment is a core objective of our inclusive learning community, and consequently, all educational opportunities are potentially open to each and every pupil who expresses an interest.

Whilst the School does maintain an up-to-date register of such pupils, we believe that the list is, in itself, no replacement for an individualised approach to supporting, nurturing and encouraging each child to develop his/her talents and realise his/her full potential. Small tutor groups and a strong year group structure enable us to identify those with particular strengths and talents.

Please see the Senior School Academic Enrichment Policy for further information of our identification, monitoring and development of our Able and Talented pupils.

## **Careers**

Careers education and guidance programmes make a major contribution to the preparation of young people for the opportunities, responsibilities and experiences of adult life. Brentwood School endeavours to make pupils aware of the world of work and assist them with academic choices to ensure they fulfil their potential. Similarly, the School provides a multitude of opportunities for pupils to gain direct experience of the workplace as well as knowledge and understanding of the diversity of different potential career paths. This ensures that they are well positioned to choose appropriate university courses or career pathways and, ultimately, to gain satisfying and rewarding employment.

In order to achieve this, pupils need to:

- develop a growing awareness of the multitude of possible educational, training and careers opportunities available;
- receive impartial, unbiased advice to help them fulfil their needs, select their GCSE options and Sixth Form subjects and make the choice between the International Baccalaureate Diploma Programme and A Levels, or indeed vocational pathways offered by other providers, such as BTEC and apprenticeships;
- develop knowledge of themselves, and how their interests, strengths and weaknesses relate to the world of work and the opportunities available to them;
- have access to information about different careers and career paths and an awareness of the entry requirements for certain careers and higher education;
- participate in work experience;
- develop career management and employability skills.

Extensive personalised guidance is provided for pupils in the form of dedicated members of staff with specific expertise, for example the Head of Careers for alternative Sixth Form pathways or the Deputy Head of Sixth Form (Careers) for school leavers' schemes. From the Third Year, pupils have access to the "Fast Tomato" online platform to help them begin exploring career options. All Fifth Year and Sixth Form pupils have the opportunity to undertake the Morrisby Profile careers aptitude test and to meet with an independent careers adviser. There is also an annual Careers Convention, visiting speakers who give presentations on different careers to students, and further advice and contacts are available through the School's extensive alumni network. Fifth Form pupils undertake work experience following their public examinations enabling them to reflect further upon potential careers. In the Sixth Form, students have access to "Unifrog": an online platform that helps them to identify university courses, apprenticeships and school leavers' programmes. This is supported by further talks and sessions on areas such as interviews, finance, gap years, and applications to international universities.

The School aims to meet its needs in this area through the work of the university guidance and pastoral support staff, through the Wellbeing Programme, and through the information evenings which are run for pupils at all stages of the School prior to the making of major academic choices. Sixth Form students are encouraged to research apprenticeships and workplace school leavers' schemes, as well as researching university courses. The Sixth Form Team provide guidance and support for students completing their UCAS application forms. Pupils applying for work and apprenticeships are supported with fortnightly meetings, one-to-one CV guidance and assistance with covering letters or any other documents required for applications.

The School is also aware of the need to inform parents and involve them in the choices made by their sons and daughters. Pupils and their parents may make an appointment at any stage to discuss options and pathways with the Head of Careers, Director of Sixth Form or Deputy Head of Sixth Form (Careers).

Conscious of the importance of preventing stereotyping, we work to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.

### **PSHE**

At the core of our Wellbeing (PSHE) programme is the School's motto and guiding principle, "Virtue, Learning and Manners." Personal, social, health and economic education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens and actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. At Brentwood School pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well and with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives, acquire a respect for public institutions and services and learn about their responsibilities, rights and duties as individuals and members of communities. Our Wellbeing curriculum develops character so that pupils can flourish in traits such as aspiration, resilience, tolerance, confidence, integrity, initiative, enabling them to become well-rounded citizens. They learn to understand and respect our common humanity, diversity and differences (whether differences of age, disability, gender reassignment or gender identity, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity) so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At Brentwood Senior School, PSHE is known as Wellbeing and is delivered in timetabled lessons or discrete calendared sessions, by a combination of teaching staff and PSHE specialists.

Parents are kept informed of the Wellbeing programme via the Headmaster's newsletter and Curriculum booklets on the School's website.

The broad areas covered by the programme include:

- Learning skills
- Citizenship
- Health education, including mental health, smoking, alcohol, drug misuse and sex education
- Economic and Financial Education
- Spiritual, Moral, Social and Cultural dimensions

The School also offers parents the opportunity to attend evening meetings to keep them informed about issues covered in the Wellbeing programme and to enable them to get more information directly from experts in the various areas.

### **Academic Subjects**

Each subject provides details of how the curriculum is organised and delivered through schemes of work which are included in departmental handbooks.

The following represents the curriculum in operation in the Senior School from 2018-2019. Please note that a programme of PSHE and Careers Education is subsumed within our curriculum provision.

#### **First to Third Years (Key Stage 3):**

In the First and Second Years, all pupils study the following:

Art, Biology, Chemistry, Computing, Dance, Design & Technology, Drama, English, Geography, History, Latin, Mathematics, Music, Physical Education, Physics, Religious Education.

All First Year pupils study three Modern Foreign Languages (French, German and Spanish).

In the Second Year, pupils elect which two Modern Foreign Languages to continue with. For a limited number of pupils, it may be considered beneficial to undertake additional language development classes in place of an MFL. Classical Greek is offered as an option in the Second Year.

In the Second Year, pupils also study Food & Nutrition, STEM, and Wellbeing.

In the Third Year, pupils continue with Biology, Chemistry, English, Geography, History, Mathematics, Physical Education, Physics, Religious Education and their two MFL subjects. They also choose three subjects from Art, Classical Greek, Computing, Dance, Design & Technology, Drama, Food & Nutrition, Latin and Music.

#### **Fourth and Fifth Years (Key Stage 4):**

Options for GCSE/IGCSE are decided during the Third Year, and the curriculum in the Fourth and Fifth Years is dedicated to success at GCSE/IGCSE. All pupils continue to study: English, Mathematics and Physical Education. Pupils have the opportunity to study either three or two of the sciences (Physics, Chemistry and Biology) at GCSE. The majority of pupils take at least nine subjects at GCSE/IGCSE including at least one Modern Foreign Language and at least one Humanity, whilst English includes both Language and Literature and counts as two IGCSEs. Fourth Year pupils benefit from an interdisciplinary course entitled 'The Human Universe'. This course examines the formation of knowledge in different subject areas and provides an opportunity for pupils to develop their knowledge and understanding beyond the confines of the GCSE/IGCSE curriculum. Taught through a variety of seminars, workshops and lectures, the programme introduces pupils to a more 'university' style approach to teaching and learning. As part of this innovative programme, pupils complete an independent research project on a subject of their own choosing, accredited externally as a Level 2 OCR Higher Project Qualification (HPQ).

*Our flexible option scheme allows pupils to choose four subjects from the following list:*

Art, Computing, Design & Technology, Drama, English as an Additional Language, Food Preparation & Nutrition, French, Geography, German, Classical Greek, History, Latin, Music, Physical Education, Spanish and Religious Studies.

Pupils may elect to take Classical Civilisation as an additional subject taught off timetable.

### **The Sixth Form:**

Brentwood School offers two alternative curricular routes for its Sixth Form students. They can either study the International Baccalaureate Diploma Programme (IBDP) or A Levels. Both the IB Diploma and A Levels provide academically rigorous and stimulating programmes of study during which pupils can develop their skills and knowledge to prepare them for competitive and challenging courses at leading universities and for successful varied careers. Guidance is offered to pupils and their parents to determine which of these alternatives best meets each pupil's individual needs.

### **The International Baccalaureate Diploma Programme at Brentwood**

Brentwood School offers the IB Diploma Programme (IBDP). The IBDP, uniquely, has a coherent vision which fosters academic rigour, independence, international mindedness, social responsibility, flexible thinking and personal development. Most IB Diploma students study three Higher Level subject, giving specialist depth, and three Standard Level subjects, giving additional breadth (though students are allowed to study four Higher Levels and two Standard Levels). Additionally, they complete a Theory of Knowledge course and the IB Extended Essay. Students participate in Games, Life Skills, academic societies, subject extension sessions and a termly programme of talks.

*Brentwood School's programme offers an unusually wide range of subjects, namely:*

English A Literature, German A Literature, French A Literature, Italian A Literature, Chinese A Literature, School-supported Self-taught Language A Literature, English B, German B, French B, Spanish B, Chinese B, Italian ab initio, German ab initio, Mandarin ab initio, Latin, Classical Greek, History, Psychology, Global Politics, Philosophy, Economics, Geography, Business Management, Classical Greek and Roman Studies, Physics, Chemistry, Biology, Sport Exercise and Health Science, Design Technology, Computer Science, Food Science and Technology, Environmental Systems and Societies, Mathematics, Mathematical Studies, Further Mathematics, Theatre, Visual Arts, Music, Dance.

### **A Levels at Brentwood**

The majority of A Level students study three A Level subjects with the exception of Further Mathematicians and a small number of linguists. Additionally, pupils complete an Extended Project Qualification (EPQ). Whilst A Levels provide specialised courses of study, pupils also take part in academic enrichment activities along with Games and Life Skills. This includes additional Level 2 qualifications, MOOCs, academic societies, subject extension sessions and a termly programme of talks.

*The subjects currently available are:*

Art, Biology, Business Studies, Chemistry, Classical Civilisation, Classical Greek, Computing, Drama & Theatre Studies, Economics, English, French, Further Mathematics, Geography, Design & Technology, German, History, Latin, Mathematics, Music, Physical Education, Physics, Politics, Psychology, Religious Studies and Spanish.

For full details, please consult our *Sixth Form Academic Prospectus*, which can be viewed and downloaded from our website.