

BROCKWOOD PARK SCHOOL

CURRICULUM POLICY

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1 Curriculum Philosophy

This policy outlines the philosophy underpinning our curriculum, how it is administered, how it is structured, and an overview of the different elements of provision. As a small international school we have built a unique, international curriculum which allows students to learn about the whole of life, in the spirit of freedom from fear, authority and comparison.

The curriculum has been designed to reflect the [intentions of the school](#), which in turn reflect the intentions of the school's founder, J. Krishnamurti.

From these, the following intentions for the curriculum emerge:

- Active and dynamic learning that involves students' and teachers' input;
- Extended immersion in activities of learning and inquiry;
- Development of interdisciplinary activities, projects and portfolios in exploring themes and topics that cut across the fields of language, mathematics, science, technology, humanities, arts and crafts and design; and
- Individualised supervision and support for students' investigations and work (allowing contact time for independent learning, peer-supported learning and teacher-supported learning)

This policy links with the following other Brockwood policies:

- **SEND Policy**
- **PSHE and RSE Policy**
- **Equality and Diversity Policy**
- **Careers Guidance Policy**
- **Medical Policy**

This policy is written to meet the curriculum standard set out in the Education (Independent School Standards) Regulations 2014, and reflects our own view of what a curriculum for the whole of life at Brockwood should contain.

2 Administration of Curriculum

The curriculum is overseen and managed by the Curriculum Group. The Group is responsible for ensuring the smooth running and administration of the curriculum in the school as well as active engagement of the teaching staff with the ongoing questions and points of inquiry underlying the curriculum and education at Brockwood. The Curriculum Group meets every week. This group comprises Mina Masoumian and Kate Power.

In addition, weekly meetings are held for all staff at which curriculum matters are discussed. All staff contribute, through feedback and discussion, to the curriculum. Topics can be raised by students, volunteers that support teaching and staff, and are collated into the agenda by the

Curriculum Group who also inform the chairperson. A nominated minute taker takes minutes at all meetings. These are available on the Staff Drive.

3 Structure of Curriculum

The curriculum contains a number of courses and activities, some of which will be included in all students' timetables whereas others can be chosen depending on age and interests. Students will determine what combination of these courses and activities will be taken at the start of the year in consultation with their student adviser. Each student will take a unique combination of these and include it in their timetable for the year; this results in a unique timetable for each student. This individualised and adaptable approach is designed to give students real agency in their learning as they hold significant responsibility for their own learning. In support of this, as well as the journey of the students through the academic year, students can apply to change courses as the year progresses. This process involves discussions with teachers, parents, student advisers and the curriculum team and allows us to take into account the dynamic nature of learning for individual students within the year.

Each year, the timings for the different learning phases are as follows:

- Induction period – 10 days (September)
- Classes – 29.5 teaching weeks (we aim to complete exam course content by the Spring Break which gives 22 weeks to cover this content). These weeks are divided as follows:
 - Winter term 1st half - 6.5 weeks
 - Winter term 2nd half - 5.5 weeks
 - Spring term 1st half - 5 weeks
 - Spring term 2nd half - 5 weeks
 - Summer term – 7.5 weeks
- Activity week and school clean-up – 1 week
- End-of-year activities – 3 days

3.1 Induction Period

The first week and a half of the school year comprises an induction period for all students, with a tailored programme developed each year by staff members and with some elements developed by senior students. The intention of the induction period is to explore:

- Learning to learn;
- Caring for the place;

- Creating the school together (relating to each other, decision making, studios atmosphere, etc.);
- Learning about ourselves;
- Conducting a baseline assessment of all new students (and some returning ones) in English and Humanities, Maths and Science; and
- To build a challenging and nourishing program of study for the year.

These themes are explored through a number of activities including trips, games, concerts, workshops, presentations and many others. During the induction period, each student will build their own unique program of study for the year in consultation with their student adviser and with support from returning students, class fairs, presentations and the Curriculum Handbook.

3.2 Common Courses

All students complete the Brockwood Common Courses each year, alongside staff members. These are:

- Inquiry Time
 - *1 x 1hr 20min session each teaching week for the first term and then regularity will depend on the interest of the students*
 - Inquiry time is the time in the week when the whole school meets and together looks deeply into the intentions of Brockwood, what it means to live together well, and other life issues. Inquiry Time often includes an investigation of Krishnamurti's teachings and their implications for our daily lives. Topics are chosen by students and staff who meet earlier in the week to discuss what is most relevant for the community at that time. Examples of topics include: relationships, authority, responsibility, body image and sexuality.
- K Class
 - *1 x 1hr 20min session each teaching week from the second term. Attendance of this class will be optional for the students*
 - K Class is a space for the students to explore the work of J. Krishnamurti and for them to examine whether what he is proposing is valid, logical, and relevant to their day-to-day lives. His teachings are non-dogmatic and invite the listener to establish a relationship of mutual inquiry with the work; to question, examine, and discover whether what is being pointed out is true in one's own experience. This learning space is optional and intended for students who are interested in exploring these questions. Examples of the topics covered are: conditioning, the place of thought and thinking, the nature of love and relationship, etc.

- Human Ecology
 - *1 x 1hr 20min session each teaching week*
 - All students participate in Human Ecology, which is concerned with the exploration of our place in the natural world. The course runs for half a morning every week and has several aims:
 - to be in direct contact with nature, learn about our relationship with it, and appreciate our place in it;
 - to learn about local and global environmental issues and reflect on their root causes;
 - to learn how to grow organic fruit and vegetables in our one-acre walled vegetable garden, and to take care of the school grounds including the Grove, parkland and other areas.
- Sports
 - *3 x 1.5 hour sessions each week*
 - Physical activity plays an important role in the Brockwood curriculum. Three times a week, in the afternoon, the whole school (students and staff) participates in various sports and physical activities. Currently, the most popular (team) sports at Brockwood are football and ultimate frisbee but, throughout the year, other games are offered as well such as badminton, basketball, volleyball, cricket and tennis. Apart from these, we also offer a range of physical fitness activities, such as yoga, dancing, hiking, swimming, running, movement and games. Our facilities include a full-sized football pitch, a combined tennis and basketball court, and some indoor spaces for dance, movement and yoga, as well as an indoor gym.
- ATWAM (Another Time We All Meet)
 - *1hr 20min sessions throughout the year*
 - This is an essential part of life at Brockwood and is one of the ways in which we deliver our PSHE and Relationships and Sexual Health programmes (see the PSHE and RSE Policy for more details). At other times, we invite external speakers to come and present to the students in line with our Careers Guidance Policy. The sessions can also be used to help support the communal atmosphere in the school, by providing a space for more informal activities, like pastoral teas with all students and staff, or watching interesting documentaries together.

These activities take place as a whole school, or in groups. These groups are of mixed ages to enable different perspectives to be explored, and connections to be developed across the school.

3.3 Brockwood Courses

1-2 x 1hr 20min session(s) each teaching week

These courses cover a wide range of disciplines from which a student can build their learning program for the year. They have been built by the teaching staff at Brockwood as a response to the challenges we face in the world, the interests and experience of the teaching staff and the feedback and questions from the students. As such, they represent an extremely agile way to adapt to the changing needs of a school curriculum in a dynamic and changing world. These courses are available to all students and are assessed throughout the year and work from some of the classes are shared during the Class Showback at the end of the summer term. There is no public formal summative assessment, although students are assessed in the courses and from these assessments they know how to progress. We make a distinction between academic and hands-on courses to support student advisers in ensuring their advisees get a balance of studies on their timetable in support of the first intention of the school.

3.3.1 Academic Courses

These courses cover a wide range of disciplines. Academic Courses being offered this year are:

- Discovering Humanities;
- Investigating Humanities;
- Discovering Spanish;
- Discovering French;
- Mind and Life;
- Exploring Science;
- Science Through the Ages;
- Environmental Science;
- Global Issues;
- Art: Portfolio Studio;
- Art: Foundations;
- Adventure Maths;
- Maths Toolkit; and
- Exploring Maths.

3.3.2 Hands-on Courses

These courses are an essential part of the curriculum and we do not differentiate the value of any part of the curriculum. Where some may have academic elements, these often give opportunities to students who flourish with more hands-on-exploration. There are no public summative examinations within these courses and they allow students to progress on to a range of projects and/or creative examination courses in subsequent years. Hands-on Courses being offered this year are:

- Healthy Living (one way in which we deliver the PSHE and RSE curriculum – see *PSHE/RSE Policy*);
- Life Skills (cooking, gardening and maintenance);
- Drama;
- Photography;
- Graphic Design;
- Textiles;
- Pottery; and
- Woodwork.

3.4 English

All students under the age of 16 join an English class. All new students and some returners (as selected by the English department) are given a written and verbal task during the Induction period. From these tasks an initial list of proposed classes is created and shared with the student advisers. During the rest of the induction period, the interests and wishes of the students are then mixed in and the classes set for the year. The provision for English at Brockwood is outlined below:

- **Engage:** for EAL students who are beginning their learning in English – these students attend 2 classes/week each of 1hr 20mins.
- **Explore:** a project-style course for students with intermediate English who want to study English in a collaborative way.
- **Extend:** a more analytical course exploring the technical aspects of the English Language as well as a deeper dive into a number of key texts.
- **Expand:** a course designed for A-Level skills support and for those interested in more vocational English such as the editing of the school magazine, The Brockwood Observer.

3.5 Projects

From the early days of the school, students have been able to propose their own independent project which they will work on throughout the year (or part thereof). Projects are proposed in the first two weeks of term and are considered by the staff, student adviser, project coordinators and Curriculum Group, who determine whether the student will benefit from the proposed project. They also take into account the student's readiness to pursue such a project, their other planned activities, and the likelihood of them completing it. If a project is agreed to, the student will be allocated time in which to work on their project and they will be added to the weekly project support session, run by the project coordinator. Students may also propose their own projects at any other point during the year.

The nature of each project is, of course, dependent on a student and their needs.

Students taking their own projects will be expected to present the process of their learning in February/March, and then give a final presentation in June, which will form an element of their assessment.

3.6 Examinations - A levels

2 x 1hr 20min sessions each teaching week

Brockwood supports a number of A level examination courses, with the exact courses available determined by a combination of student demand, suitability of a syllabus, and availability of teachers. Examinations are offered each summer.

The criteria for students being allowed to take an A level course are:

- Any student under the age of 16 at the start of the school year will not be permitted to take an A level course unless there are particularly strong reasons for doing so. We feel that younger students benefit from time to develop an understanding of their own learning, motivation, and excellence through studying without the pressure of exams; and
- Students may take up to three exam courses each year, as it is felt that taking more imposes unnecessary stress on students, as well as significantly limiting their opportunities to explore more widely and engage with the common courses. An exception may be if the student has previously studied one of the courses they are seeking to take.

The criteria for students being allowed to take an exam are:

- Students will have attended sufficient classes and completed sufficient homework to take an exam;
- Students who are not properly prepared will not be encouraged to take exams, unless they are in their last year and it is their last chance to get some sort of qualification and;

- If there is doubt regarding a student's preparation, they may be asked to take a mock exam and achieve a grade (i.e. greater than unclassified) to be allowed to subsequently sit the exam.

These criteria are designed to ensure that students only take an exam when they are ready, as it can otherwise be a potentially damaging experience. Clear guidelines are given to students about the necessary number of hours required to successfully complete an A level course and the requirement for significant levels of self-directed learning.

If the A-level courses aren't offered by the school, some students may choose to employ an online tutor and study the A-level independently.

4 Compulsory School Age

Students who are under 16 years of age on 1st September of any school year are considered of compulsory school age and are required to study a broad curriculum. During the student course selection process which takes place during our annual induction period, students in this category must pick at least 1 course from each of the following areas in addition to the Common Courses that all students study at Brockwood:

- English
- Maths
- Science
- Humanities
- Art and Music

Students of compulsory school age are also required to enrol on the Healthy Living course. There are 2 years in the Healthy Living program:

- Year 1: For all students aged 14
- Year 2: For all students aged 15 - if a student joins the school aged 15, they only complete this year of Healthy Living

This course selection process is facilitated by regular meetings with student advisers, presentations to the whole school and our annual course fair alongside more spontaneous discussions with older students and staff. Students and their parents are also given copies of our Curriculum Handbook which is updated annually. This handbook gives details of the courses on offer at Brockwood as well as guidance for students of compulsory school age.

The school will also ensure that students under the age of 16 will have access to opportunities to develop technological skills and understanding. Courses such as Healthy Living and ATWAMs cover the essential e-safety elements of the curriculum, in addition, all other Brockwood courses are asked to ensure that ICT skills are built within their schemes of work. Some subjects such as photography, graphic design, music production and woodwork ensure

in-depth understanding of technological skills. Other subjects such as English, maths, Humanities and science all work with ICT skills that ensure students are able to produce work using technology.

For our older students (above compulsory school age), we have, since the founding of the school, pioneered a dynamic and holistic curriculum that incorporates a wide range of options for learners appropriate to their needs. Some students choose to follow a more traditional A level route, as described above, and others choose to mix these with Brockwood courses and/or individual projects. Each student will consult their student adviser during the induction period (and throughout the year as required) to ensure that their timetable allows them to learn and make progress and to prepare for the opportunities, responsibilities and experiences in society here in the UK and the wider world.

5 Assessment and Monitoring at Brockwood

Assessment is a vital tool for finding out if learning is taking place, what activities support this and to use this information to plan teaching so that students can progress in their understanding. In a number of areas, this is done using retrospective schemes of work. Class planning is nimble and lessons are often adjusted week to week based on the needs of the students (including EAL and SEND students) and the range of different aptitudes and interests within a class. As a very small school, teachers are often the only members of their department and as such, throughout the year, regularly monitor the progress of students. The curriculum team further monitors teaching and learning in a number of ways, including:

- Classroom observations;
- Learning walks;
- Book scrutiny;
- Regular Curriculum updates and Curriculum window in our weekly staff meetings;
- Attending core group meetings;
- Termly review meetings with non-residential staff; and
- Annual review meetings with residential staff.

5.1 Pre-Course Assessments

As part of Brockwood Park School's commitment to personalised learning and appropriate course placement, all newly enrolled students undertake a series of pre-course assessments designed to gauge academic readiness, critical thinking, and broader learning capacities.

5.1.1 Application Stage - Written Submission

During the application process, students are required to complete written tasks that provide initial insight into their academic engagement, communication skills, and reflective capacity. These submissions inform early discussions regarding course suitability and support needs.

5.1.2 Arrival Assessments

Upon arrival at the school, each new student completes two diagnostic tasks:

- English and Humanities Task Students respond in written English to a set of questions designed to assess their depth of understanding in humanities subjects. This task is completed in a blue book format under supervision of the class teachers.
- Science and Mathematics Task Students complete a structured set of questions. This task evaluates their grasp of core scientific principles and mathematical reasoning.

Both sessions are supervised by class teachers, with returning students available to offer peer support and guidance.

5.1.3 Induction Interview

During the induction period, each new student participates in a one-to-one interview with their assigned student adviser. This conversation explores the student's understanding of current world events, capacity for critical thinking, language proficiency, and broader educational interests.

Insights gained from the written tasks and induction interview are used by student advisers to collaboratively build each student's timetable. This ensures that students are placed in courses that best match their current level, interests, and developmental needs. The process supports differentiated learning and contributes to the school's holistic educational approach.

5.2 Non-Exam Courses

At Brockwood, assessment in non-exam courses is an ongoing process and may take many forms, for example verbal feedback, mini-quizzes, class presentations, submitted work and tests. The curriculum team manages an assessment overview sheet which teachers update each term so that trends in learning, both of understanding and in skills, can be seen. In addition to this, our weekly staff meeting agenda has a standing item where specific students of concern or of note can be raised.

Each year, the students present their work from some of the non-exam classes at the Class Showback. This is a great opportunity to give and receive feedback on student work and to reflect on the learning in the school.

5.3 Exam Courses

Students enrolled on exam courses will usually be assessed through regular progress checks and mock exams. In addition, due to the small sizes of the classes, students will usually have 1-2-1 time each class with the teacher where a more detailed and nuanced assessment of the

student can be made. We also conduct a progress check just before the first half term break where students can review their progress. It may be, at this stage, changes need to be made to a student's timetable to ensure that their program is appropriate to their needs.

5.4 The Brockwood Portfolio

The Brockwood Portfolio is a structured yet flexible framework designed to support and evidence student learning through the curation of self-directed work. It comprises notes, observations, reflections, and other relevant materials accumulated over time. The Portfolio serves as a developmental tool, enabling students to articulate their learning journey and demonstrate progress across academic and non-academic subjects. .

While any student may engage with the Portfolio process, it is particularly significant for older students who are not preparing for formal examinations. These students are allocated one Study Hall session per week specifically for Portfolio development. During this time, they receive guidance from the staff who will supervise the portfolio process, their student adviser (SA), and access curated resources via the Brockwood Portfolio topic on the Study Skills Google Classroom.

Throughout the academic year, students participating in the Portfolio programme also attend group sessions and workshops. They can also work 1:1 with the portfolio teacher to gain more specific advice. These collaborative opportunities are designed to foster key skills such as communication, teamwork, and reflective practice.

There is no prescribed format for the Brockwood Portfolio; however, students are encouraged to include:

- Selected pieces of work that illustrate learning across their courses
- Reflective commentary on both specific tasks and broader educational experiences

Reflections may draw upon a wide range of inputs, including:

- Independent research and reading (including visual media such as film and television)
- Participation in workshops, discussions, and classes
- Informal and formal conversations with peers and staff
- Significant experiences within and beyond the classroom, including field trips and community engagement

The Portfolio also functions as a journal of skill development, supporting progression to higher education, employment, internships, and volunteering opportunities. Skills commonly evidenced include:

- Passion and motivation for learning
- Communication and collaboration
- Reading habits and literary engagement

- Creative writing and textual analysis
- Graphical and statistical interpretation
- Data handling and coding proficiency
- Multilingual communication
- Perspective-taking and critical thinking
- Holistic learning across disciplines and life contexts (e.g. relationships, nature, human ecology, inquiry time, sciences, arts, humanities, languages, music)

This approach aligns with Brockwood Park School's ethos of integrated, reflective education and supports students in developing a coherent narrative of their learning and personal growth.

6 Inclusion of All Students

The curriculum at Brockwood is available to all students, regardless of their age, aptitude or need. As an international school, we are lucky to have a wide range of different cultures, faiths and beliefs amongst our staff and student body each year and, as such, can engage in a vibrant and relevant discussion where mutual respect and tolerance are naturally promoted. All students can attend our weekly school council (called Core Group) where views are shared and students can speak openly and honestly about their life here. Further details about inclusion can be found in the school *Equality and Diversity Policy*.

6.1 English as an Additional Language (EAL)

All EAL students are entitled to a full programme of study at Brockwood and all teachers have a responsibility for teaching English as well as other subject content. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit. Language is central to our identity and students can take part in our regular language tables where they can speak their home language or learn from others and share their home culture. Often new students who are EAL are paired with other students who speak their own language to support them to settle and feel at home. Many of our teachers also are from international backgrounds and able to support EAL students in a wide range of subjects.

Although many students acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and requires continuing support. This directed support is assigned as follows:

- During the student recruitment process, applicants are asked to submit a piece of written English and then go through 2 spoken interviews;
- Students are assessed by the school's English teachers during the induction period on their speaking, writing and listening in English using pre-course assessments.

- Based on these assessments and alongside feedback from student advisers, the English teachers will assign students to English groups
- All students under the age of 16 join an English class.
- Students over the age of 16 who need EAL support, either take English as an optional class, or are supported in all their classes by the class teachers.

The students identified as EAL from this process are shared with the staff body who then ensure that lesson planning takes into account their needs.

- Teachers recognise that providing opportunities for students who have EAL to talk with staff and peers during lessons is particularly important
- Teachers help students who have EAL articulate what they know and understand by scaffolding, modelling, extending and developing their ideas
- Teachers focus on the vocabulary students who have EAL need, including subject-specific vocabulary, to help them understand new concepts
- Teachers keep explanations clear and precise
- Teachers develop and extend the language of students who have EAL carefully and deliberately, with plenty of repetition
- Teachers provide resources to support EAL learners, such as laptops and ipads to translate tasks or key terms.

This process is reviewed at the staff meeting and through conversations between student advisers, the curriculum team and the parents of students.

Throughout the year, concerns can be raised by class teachers, student advisers, students or parents and support can be put in place, coordinated by the curriculum team.

6.2 Students with Specific Education Needs and/or a Disability (SEND) and Students with Specific Medical Needs

The curriculum at Brockwood is accessible to all students with SEND. The SENCO provides individual education plans for all diagnosed students as well as regular training and update sessions in the weekly staff meeting. Details of the provision for SEND students can be found in the *SEND Policy*.

Staff are trained regularly to be able to best support students with medical needs. The provision of this support is detailed in the *Medical Policy*.

6.2.1 Provision for Students who are Ahead or Want to Go Deeper

Brockwood's small size and individualised timetabling mean that a student working ahead of their peers, or wanting to go further into a subject than the timetable alone allows, can be met on those terms rather than held to a common pace. This is how the school meets the

requirement that every student, whatever their prior attainment, has the opportunity to learn and make progress, and the related requirement that teaching takes account of the aptitudes, needs and prior attainment of each student.

Small class sizes and differentiation: teaching groups are small so that mentoring can be close and feedback personal, and so that a teacher can stretch a student according to their particular strengths and interests rather than teaching to the middle of the class. Lessons are planned to hold a range of abilities at once, and ongoing assessment and flexible grouping mean that a student who is ahead continues to be challenged rather than waiting for others to catch up.

Independent pathways and projects: because each student builds their own programme of study each year, in consultation with their student adviser and informed by the assessments described above, a student with a particular strength or interest can shape their timetable around it rather than fit it in alongside a fixed curriculum. The curriculum is not constrained by exam syllabi, so a student who wants to go beyond what an exam requires is free to do so, including through the independent research projects described under Projects above, which are supported by staff mentoring and may be presented in written, oral or creative form.

We do not use a fixed label such as "Gifted and Talented" for these students. What is described here sits within the same personalised, holistic approach that runs through the whole curriculum, and is available to any student whose strengths or interests call for it, rather than reserved for a defined group.

7 Careers Guidance

Brockwood has a dedicated careers guidance program called 'Life After Brockwood'. Details of this can be found in the *Careers Guidance Policy*. In addition to this, the dynamic nature of a number of our non-exam courses (such as Global Issues, Environmental Science, Human Ecology, Inquiry Time and ATWAM) mean that students are exposed to a range of up to date guidance on careers through the curriculum.

8 PSHE and RSE

We have built an extensive and collaborative PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sex Education) programme over the last few years. Details of this can be found in the *PSHE/RSE Policy*.