



5.1.3 THE STOWE CURRICULUM

Our aim is to deliver a curriculum which enables us to fulfil our commitment to Stoics as stated in the school aims. This will ensure that all Stoics:

- are provided with both an intellectual challenge and a sense of achievement;
- develop knowledge, understanding and skills in a manner which encourages their confidence and gives satisfaction and enjoyment;
- are given appropriate opportunity to develop their independent thinking and learning skills;
- acquire the knowledge, attitudes and learning skills which will facilitate further study;
- have the opportunity for enrichment and subject-based support through provision of a range of additional activities including departmental societies and field trips.

In addition, we offer a wide range of extra-curricular opportunities designed to give Stoics the chance to develop further many of the skills which enhance their performance in this taught curriculum.

We recognise that to facilitate these aims, each student is entitled to a curriculum characterised by the qualities listed below. Our Curriculum policy, outlined below, takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan. Furthermore, it does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Indeed, at Stowe we celebrate and promote such values.

All Stoics in the Third, Fourth and Fifth Form are in lessons from 8:40am to 2:50pm Monday through Friday from 8:20am to 12:50pm on Wednesday and 8:20 to 12:30pm on Saturdays. There is a whole school assembly on Mondays from 8:20 to 8:40am and either Chapel singing practice or year group assemblies on Fridays from 8:20 to 8:40am. There is whole-school Chapel on Tuesdays and Thursdays from 8:20 to 8:40am and a whole school Chapel on Sundays from 10:30-11:30am or from 6:00-7:00pm. Pupils are in school for 204 days of the year.

We will provide a curriculum appropriate to the needs of students at different stages of their learning. We will take into account their age, experience and aptitude, enabling them to contribute with confidence within both the school community and the outside world.

We present a broad and balanced curriculum which incorporates these elements of learning:

- the development of knowledge
- the understanding of concepts
- the acquisition of thinking, speaking, listening, literacy and numeracy skills
- the ability to apply these elements in a variety of circumstances
- the development of metacognition

We aim to give access to the following areas of experience – aesthetic/creative, human and social, linguistic and literary, mathematical, moral and spiritual, physical, technological and scientific.

We will structure the curriculum in such a way as to allow for effective continuity and development through planned co-ordination of key aspects within each area of study. Progress follows both specification content and assessment.

The GCSE Curriculum (Years 9, 10 & 11)

Stoics make four choices to supplement the Core Curriculum and build a programme leading to between eight

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and ten GCSEs and an HPQ. Work more challenging than conventional GCSE requirements is made available in classes wherever possible, but also through societies such as the other The Lower School Academic Scholars, Open Minds Programme and Debating. There are also a range of departmental societies offering subject-specific extension.

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Common Core: English Language & English Literature; Mathematics; Co-ordinated Science (Dual or Triple Award), and Vanguard (the Lower School programme for developing metacognition, independent learning skills and intellectual curiosity).

In addition, Stoics must choose one subject each from Options 2 to 5 below.

Option 1	Option 2	Option 3	Option 4	Option 5
Choose one from *	Choose one from *	Choose one from *	Choose one from *	Choose one from *
Triple Sciences, plus an HPQ in one lesson in the 4 th and 5 th Form	French German Spanish Sports Science	Geography History Latin Philosophy & Ethics	Art Computing Design (Graphics) Design (Resistant Materials)	Art Design (Graphics) Design (Resistant Materials)
Or	ESL (English as a Second Language)			
(for those doing Dual Award Sciences) HPQ for two lessons per week in the 4 th and 5 th form, plus an extra Maths lesson and a Library lesson	Art Design (Resistant Materials) Sports Science		Drama History Music Spanish Sports Science	Drama French Geography Music Sports Science

Co-ordinated Science (Dual Award) is a double GCSE made up of equal parts of Biology, Chemistry and Physics (3 lessons per week each). It is also possible to study all 3 Sciences as separate GCSE subjects (4 lessons per week each) by choosing Triple Science in Option 1.

Curriculum/Skills Support lessons are available to those students who are deemed to need this support.

ESL is available in columns 2 to 5 by arrangement with the International Department.

Classical Greek is available within the curriculum by arrangement.

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All pupils have one period a week of Personal, Social and Health Education (PSHE). Pupils also meet weekly with their Tutor to discuss and monitor academic progress and achievement.



Many subjects offer tiered entry by papers of graded difficulty, targeting a restricted range of grades. In these subjects, decisions about the tier level at which a candidate will be entered will be delayed for as long as possible to allow for academic improvement.

Sixth Form Curriculum (Years 12 & 13)

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2.2(g)

Normally L6th Stoics take four subjects from the start of the L6th, continuing with three though sometimes four at A2. Where the decision is made to drop down to three in January of the L6th, it is recommended that the pupil takes up an EPQ or another elective. For automatic entry to the Sixth Form, the requirement is at least six GCSE passes at Grade B or above. The School also requires Stoics to achieve a minimum of three pass (E and above) grades at AS or in the internal end of year exams for automatic progression to the U6. Business, Media Studies, Politics, Economics and History of Art courses are rarely studied before the Sixth Form and advice on combinations is given through the Senior Tutor, Sixth Form Tutors and Careers. Some other subjects can also accept candidates who lack the GCSE experience after consultation with the Senior Tutor, their Tutor and HoD. Business Studies and Economics are not normally taken together.

A-Level and AS Columns			
1	2	3	4
Biology	Art	Art	Art
Design (Resistant Materials)	Business Studies	Biology	Business Studies
Economics	Chemistry	Chemistry	Design (Graphics)
English Literature	Drama	Computing	Drama
History	Economics	Design (Resistant Materials)	Further Mathematics
History of Art	English Literature	Economics	Geography
Mathematics	Latin	French	History
Media Studies	Philosophy and Religion	Geography	Mathematics
Physics	Physics	German	Music
Sports Science	Politics	History	Philosophy and Religion
	Spanish	History of Art	Politics
		Media Studies	
		Music Technology	
		Politics	
		Sports Science	



Entry Assessment and Outline Curriculum

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2.1(b.i)

All Stoics are assessed on entry by Common Entrance marks, ISEB Pre-Testing or Stowe Entry papers. Pupils will be in mixed attainment sets in the first term of the Third Form, with the exception of two 'Science Stretch' sets designed to ensure those well ahead in Maths and Sciences continue to be challenged and make swift progress. In addition, the Third Form (Year 9) and the Lower Sixth (Year 12) sit the MidYis or ALIS tests as a more objective test of their current cognitive abilities. The data from these tests will be made available to departments during the first term and can be used to aid setting in January.

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2.3 (a)

Pupils entering Stowe at age 13 are placed in the **Third Form**, where the curriculum in the Michaelmas Term seeks to consolidate and complete the work done at previous schools. This is to help prepare pupils to choose and begin (in January) any of the major GCSE subjects, and to develop study skills, work habits and academic enthusiasm. Third Formers are taught 17 or 18 different subjects, normally by as many different specialist teachers. There are eight Forms: W, N, S, T; D, CM, Re and Ro. During this introductory term all pupils take **two** languages (from French, German and Spanish) plus a choice of Latin or ICT/Computing. In special circumstances, pupils may be given extra Skills support instead of one of the two languages. Classical Greek is available within the timetable instead of PE, or outside the timetable. All Third Form pupils also are taught one double lesson per week of Vanguard, a Stowe programme designed to foster a range of core skills including digital and visual literacy, self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves. In the Fourth and Fifth Form the pupils are given one or two lessons per week (depending on their science choices) to prepare for and complete a Higher Project Qualification. High attaining Lower School students are further offered stretch and challenge through the Junior Academic Scholars group, the Open Minds programme, and the various academic departmental societies.

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2.3 (a)

Pupils will remain in their initial science sets for the first year before choosing to do either Dual or Triple Award Science. From January of the Third Form other departments will set pupils according to their own assessments of each pupil's academic attributes and character. Stoics' requirements for extra support are assessed initially through entrance exam English marks and also through the advice of tutors or the Skills Department, and pupils are monitored continuously through Academic Progress Grades (APGs) and internal exam performance. All third form Stoics are assessed for reading, spelling and writing speed in the first half term of the Third Form, so that individual programmes to overcome difficulties can be established.

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2.2 (h)

From January in the **Third Form** and through the **Fourth** and **Fifth Forms** Stoics make five choices to supplement the core curriculum (English Language, English Literature, Maths, Dual or Triple Sciences and the HPQ) and will build a programme leading to nine or ten GCSEs (occasionally fewer in special circumstances and when the weakest English set elects not to take English Literature), as well as a Higher or Extended Project Qualification. All Third, Fourth and Fifth formers also have one lesson per week of PSHE starting from the beginning of the Third Form. In the Fourth and Fifth Form those doing Dual Award science will have two an extra lesson for the HPQ, an extra Maths lesson and a Library lesson.

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2.2 (g)

In the **Sixth Form** Stoics normally begin with four A level courses in the Lower Sixth. They will have progress tests in all subjects in November, with the option of dropping one of their four subjects for January if they so choose. If they decide to drop a subject in January, they will be expected to start and Extended Project Qualification (EPQ) or another elective. Pupils may also choose to continue with four subjects to the end of the Lower Sixth and may choose to drop one at that stage to continue with three. Alternatively pupils may choose to continue with all four subjects into the Upper Sixth to finish with four A Levels. All pupils will be given the choice of embarking on an EPQ which begins in the January of the Lower Sixth and will be completed by the



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December of the Upper Sixth. The normal expectation is for pupils to finish with at least three full A Levels, plus either an EPQ or some other elective qualification. All sixth-formers have some private study lessons in their timetables, and these may also be used for extra or support courses. At least two study periods are timetabled in the Library for those 6th Form students who are taking less than four full A level subjects. Academic Extension societies and courses are also available in both the Lower and Upper Schools. It is expected that in the Sixth Form, if not before, Stoics begin to select one particular subject as their specialism for the future and will seek to go beyond the A level syllabus under the guidance of the appropriate teachers/tutors. There are a range of departmental societies that meet regularly to encourage Stoics to extend their learning beyond the taught curriculum. The Lower School Academic Scholars for the Third to Fifth form and the Headmaster's Essay Society for the 6th Form both meet weekly and provide additional extension and support for those pupils who are highly talented academically and who in the 6th form will be applying to the most competitive university courses.

Differentiation

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2.1 (b.i)

Through the delivery of our curriculum and in Academic Departments, we will acknowledge the differences between children, even of the same age, by generating variation in tasks and content so that there is a balance between the need for a challenge and the likelihood of success for each student. All teachers are expected to be aware of any SEND information relating to specific pupils and to take those needs into account when planning and delivering lessons.

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Pupils with a Statement

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2.1 (b.i)

Statements and EHCs are implemented according to LEA guidelines. Following the annual review the SENCO (Head of Skills) draws up an IEP based on Curriculum. This targets and implements the provision discussed in consultation with all relevant parties. The IEP is published on the Apollo database and updated as required. These are accessible to all staff. In 2016-17 we have no pupils with a Statement or EHC.

Personal, Social and Health Education

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& ii)

All Third, Fourth and Fifth formers have one lesson of 40 minutes per week of PSHE, in a dedicated PSHE classroom with a specialist PSHE teacher, starting from the beginning of the Third Form and running through the Fifth Form. In the Sixth Form a selection of inspiring external speakers are used to encourage students to think further about the subject matter covered in the Lower School and to hear more about real-life experiences. The PSHE course is designed to encourage all pupils to promote respect and a culture of tolerance and diversity, as well as to prepare pupils for coping with the dangers and stresses of adolescent and adult life. The Vanguard Programme in the Lower School, linked closely to the Tutorial Programme, also aims to build character and to help pupils understand the role of resilience and grit in achieving success in education, employment and wider activities.

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2.2.(i)

Careers and Higher Education Guidance

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2.2 (e)

All Stoics are also given guidance about course choices and life choices through the Careers Department. Careers guidance is balanced and impartial and helps pupils to explore all possibilities for their future. It is delivered in each of the five years and the strong tutorial system is essential to this programme. Pupils' aptitudes are assessed at critical stages and their interests explored through a series of questionnaires and online programmes. High value is placed upon work experience and help is on hand to set this up. In the Sixth Form there is a Stowe Careers Fair giving Stoics the chance to discuss careers with top practitioners across a wide range of fields. Pupils are given detailed and impartial advice through the tutorial system and by the Senior Tutor about their course choices, both in the Third Form when they choose their GCSE options and in the Fifth Form when they are making choices for A Levels.



Advice on entrance to Higher and sometimes Further Education is given alongside exploration of the benefits of a Gap Year. This becomes a key focus for tutorials with Sixth Form students from the September of the Lower Sixth. Speakers are invited throughout the year to give talks and seminars about different higher education and career opportunities and to provide advice on how best to prepare applications and CVs. An important element of our philosophy is to encourage pupils to develop flexibility in their approach to a future career or careers. The acquisition of excellent communications skills, both linguistically and through information technology, is emphasised. It is our policy to encourage students to accept this important personal responsibility, to research course possibilities diligently and take appropriate initiatives. We assist the pupils in various ways. First and foremost we stress the importance of the tutorial role: the Tutor generally has the best overview of a pupil's progress and intellectual style. He or she is ideally positioned to assemble and synthesise information from subject teachers, Housemasters/mistresses, etc. The Careers/Higher Education staff support this activity and 'sweep' up problems. We also aim to create and encourage contacts between pupils and higher education personnel: for example, through visiting speakers and university Open Days. We strive to update our knowledge of the higher education scene and the UCAS Applications Tutors play a prominent role in this. We provide comprehensive information in book and computerised form in our Careers Centre and on the School website and Intranet/StoweNet. If a university invites a Stoic for interview, we arrange subject-specific interview practice, and this is provided as a matter of course with staff outside Stowe for Oxbridge candidates. It is our continuous aim to stimulate pupil's awareness of the vital importance of submitting a maturely considered application and to that end there are special briefings of pupils in small groups and as a year group. When a pupil is considering applying to a North American university, we will put him or her in touch with our resident Harvard Fellow, who will guide them through the application process.

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Study and Thinking Skills

These are taught explicitly through the Vanguard Programme in the Lower School, and are also delivered by academic tutors and teachers across all subjects. The Third and Lower Sixth Forms have an additional Study Skills programme provided at certain stages throughout the year, which includes seminars led by internal and external speakers. Individual subjects are responsible for teaching study skills in class, particularly revision skills in the run-up to exams.

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Teaching at Stowe

We are committed to providing Stoics with the very best teaching across all subjects and lessons should be well planned, effective in ensuring pupil progress and provide a good preparation for external examinations. Teaching appointments are made after a rigorous interview process, which includes consideration of subject qualifications and experience, references, a Safeguarding and DBS check, a lesson observation, an academic panel interview and a pastoral interview panel, as well as an interview with the Headmaster. All teaching staff take part in an annual rolling Review and Professional Development programme, involving observation of their lessons, audits of marked work and lesson planning and discussions about pedagogy, as well as an evaluation of their wider commitments and any extra roles of responsibility. We also expect all teachers to survey their class sets on at least an annual basis to help encourage dialogue about teaching methods and what pupils find most helpful. All teaching staff are expected to commit to continually developing and improving their own practice and a programme of internal CPD is available, as well as funding to allow staff to attend courses and receive further qualifications that will benefit their practice. Whilst there is no regulation structure for a Stowe lesson, teachers are expected to demonstrate good knowledge and understanding of the subject matter being taught, design lesson in such a way as to stimulate intellectual excitement, ensure pupil progress, effectively utilise techniques and classroom resources of a good quality, quantity and range, and ensure that the standards of expected behaviour are being adhered to. All teachers are expected to adhere to the school Marking Policy and to use continual assessment of pupil progress to inform their planning. All teaching staff must ensure that at no time do they undermine the fundamental British values of democracy, the rule of law,

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individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and their teaching or actions should not discriminate against pupils contrary to Part 6 of the 2010 Act.

Evaluation and Communication of Pupil Performance

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All Stoics in both the Lower and Senior School are regularly assessed according to exam board criteria and these assessments feed into the Attainment grade that forms part of the Academic Progress Grades (APGs) published to the pupils and their parents twice per term. In addition to the Attainment grade, which reflects a pupil's current level of performance, there are grades 1-4 given by each teacher for Attitude to Learning in Class and Commitment and Attitude to Prep. In addition to the APGs teachers provide full reports on pupils' progress at the end of every term. There is also one parent teacher meeting scheduled per year group per year.

Information and Communication Technology

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2.2 (i)

The School's ICT goals are to make the most of ICT to enhance the educational delivery in all subjects and also to equip our pupils with the ICT skills they will need to flourish beyond their time at Stowe. Every student and member of staff should have access to the ICT facilities they need at the time they need them. They should acquire basic competencies in word, data and image processing, as well as the extended competencies needed in their particular areas of work. Stowe has an extensive computer network that provides network sockets in every classroom, all on-site staff accommodation and for every pupil in house. All Stoics are expected to arrive equipped with a laptop and there is a wireless network in the academic zone and each boarding house. Every classroom has a computer and data projector. There are interactive whiteboards in the majority of classrooms. The Stowe Intranet/VLE is accessible by staff and students anywhere around the school and from outside Stowe via the Internet. Its educational content is contributed to by all subject teachers, not just ICT specialists. The ICT department works with all departments to support this and delivers INSET courses to help staff acquire the necessary skills. All members of the Stowe community have their own email address and are expected to check it on a daily basis. Email is seen as an essential means of communication and can be accessed by everyone from outside Stowe via the Internet as well as from any computer on the school network.

Development of staff ICT Skills

As professionals, all staff are expected to continually develop their ICT skills. The extent to which this needs to be done will depend on their varying ICT skills and needs. If a member of staff has the necessary skills to match their needs then the focus should be on the use of ICT with their classes. Targets are discussed and agreed with Heads of Department through the annual professional review and the ICT department will support and train as necessary. The staff ICT training suite in Vanbrugh is available to all staff, where help is normally at hand. Online ICT skills training material is available to all staff and pupils over the computer network. Staff are encouraged to work towards the ECDL qualification and all testing can be carried out on the School's online testing facility. Stowe School is an accredited British Computer Society Centre for ECDL and all other BCS qualifications.

Booking of Computer Rooms

The computer rooms in Vanbrugh can be booked by any member of staff for use with their classes. Booking forms are located just outside the door of each of the rooms. Staff should check that the necessary programmes and resources are available before taking classes along and should make sure that the rooms are left in a tidy state when they leave.

Acceptable ICT Usage Policies

All staff and pupils are required to sign an acceptable ICT usage policy that clearly states how they should use Stowe's computing facilities. Users should avoid doing anything that may adversely affect the security and



smooth running of the network. Passwords should be kept private and should be changed whenever a breach of security is suspected. Disciplinary action will be taken against staff who seriously misuse the school computer network.

Apollo – Stowe’s pupil information database

Stowe has a tailor-made database called Apollo which is used to record information about pupils. The system is used to report absences, pupil achievements and for information on any issues or disciplinary matters, as well as for writing reports. Contact information for parents and guardians is also recorded there. All academic staff need to use Apollo on a regular basis, so must ensure they develop the necessary skills to do so. Under the Data Protection Act, staff should not pass on any of the information recorded in Apollo to anyone outside the school except the relevant parents, in which case it should only be information about the parent’s own son or daughter. It is very important that all staff adhere to these rules for legal reasons – not even addresses or telephone numbers should be passed on to other parents.