

2022 - 2023

A GUIDE TO THE

Key Stage 4

CURRICULUM

BRITISH SCHOOL MUSCAT



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MUSCAT

Welcome to Key Stage 4

Welcome to Key Stage 4

I am writing to introduce myself as the Head for Key Stage 4. Having worked at BSM for the past 9 years, I have already had the pleasure of teaching many of your children, and I am very much looking forward to continuing to build upon these relationships, and also the great work that has been accomplished in Key Stage 3. I would also like to extend a warm welcome to those who are joining us at the start of year 10

Key Stage 4 is an important time for students as they work towards their final GCSE assessments, and whilst it presents challenges, it also provides many opportunities. In these unusual and uncertain circumstances, we hope to ensure that the transition for students is a manageable and exciting one.

I am confident that our students' experiences over the coming years will encourage both personal and academic growth, and will allow them to build fond memories and lasting friendships.

Alexandra McHenry
Head of Key Stage 4



What are GCSE's?

General Certificate of Secondary Education, a British qualification you gain at the end of year 11 allowing you to progress to the next stage of your education.

For the majority of you, this is the first time you will have some control over your education, so this is an exciting time. You have the chance to study subjects in further depth that are of personal interest to you. You can make choices based on your own abilities and preferences.

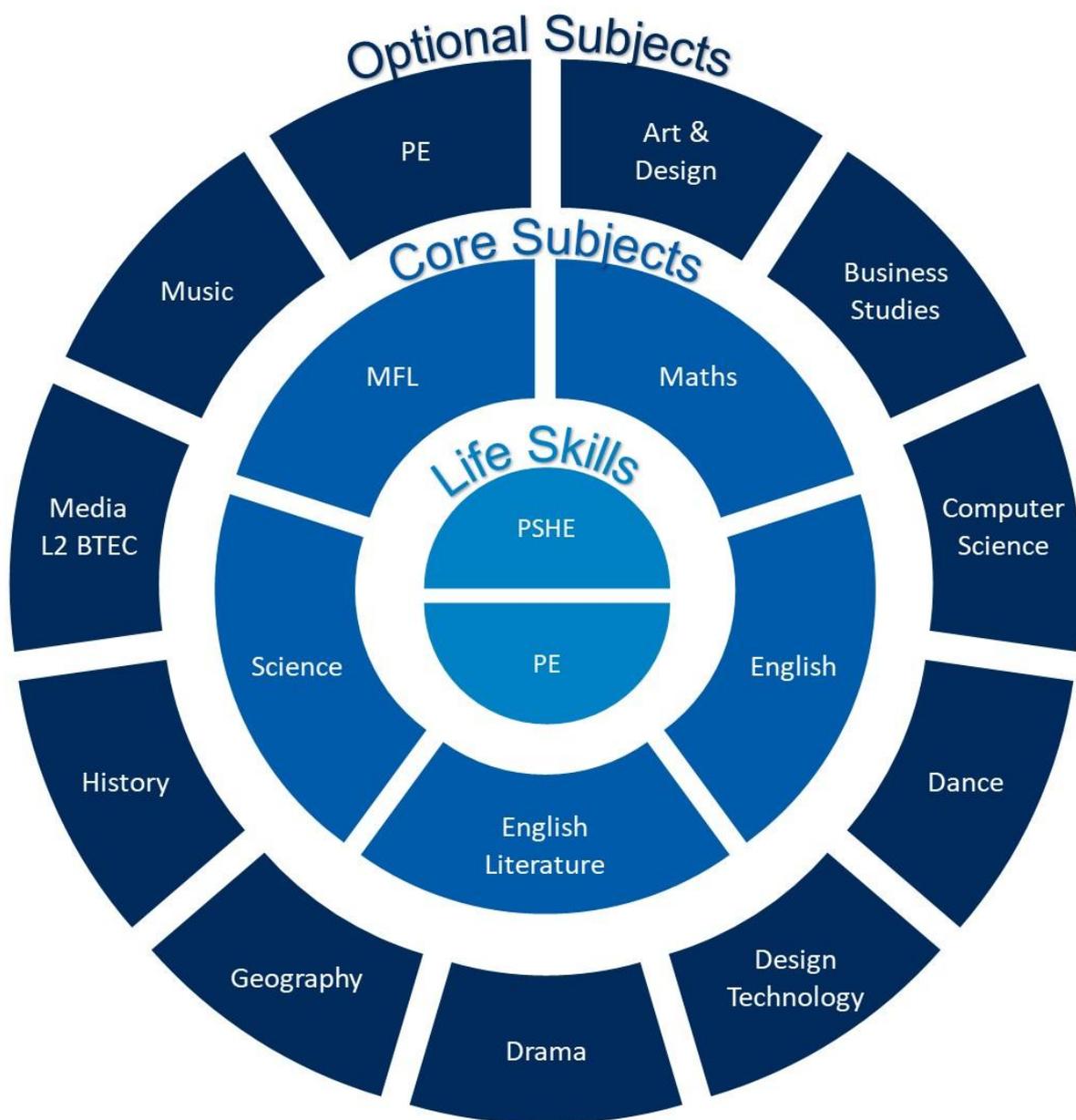
GCSEs are 2 year courses leading to individual subject qualifications at the end of year 11. Most students study 9 subjects made up as follows:

- Everyone studies for GCSEs in the core subjects of English and Mathematics
- Everyone studies Science with either 2 or 3 qualifications at the end of the course
- Most people study English Literature
- Most people take a MFL subject
- Everyone selects 3 option subject from the content in this booklet.
- You will also continue to study PSHE and PE which are unexamined subjects

This curriculum will ensure that as many opportunities as possible remain open to you, both for further study, at school and in higher education, and for your future career.

The subjects you choose for your options should do two things. First, they should give you as broad and balanced a platform as possible to maximise your choices when you leave BSM. Secondly, they should allow you to achieve the best possible results.

In making your choices listen to your parents, teachers and other students, but remember that the choice is yours and should be based on what you enjoy; what you are good at; and, what you might need for future study and careers. Aim for a broad and balanced curriculum.



Welcome to Key Stage 4

Pastoral Care

Students often find that there are increasing demands on their time during Key Stage 4. This is because as students grow and mature, taking responsibility for their educational success becomes more important. You may notice a significant change in the amount of homework set for example, or a change in the pressure to succeed.

Students can only thrive academically if their well being is a priority. Mr Price (Year 10 Leader), form tutors and I are fully committed to ensuring that students feel valued, trusted, secure and respected. BSM students have a voice and they *are* heard.

Form tutors are often the first in the line of communication and communication is key. The more we know, the more personalised a students school experience can be. The pastoral team is there to remove barriers to learning and smooth the way to ensure individuals needs are met. We look forward to supporting each child and strive to help them achieve their potential both pastorally and academically.

Every Child Matters

PSHE and RSE

Personal, social, health and economic education, or PSHE, aims to give students the knowledge, skills and understanding they need to lead confident, healthy and successful independent lives. It is taught in all areas of the curriculum as well as through tutor time and assembly. We place a high degree of importance on creating a culture of kindness and belonging as well as educating students on risk management and making informed and educated decisions in the future.

RSE is part of the PSHE curriculum and means Relationships and Sex Education. It has become a mandatory section of the UK curriculum. The BSM curriculum focuses on exploring the emotional, social and physical aspects of growing up, having healthy and committed relationships, as well as empowering students to make consensual decisions.

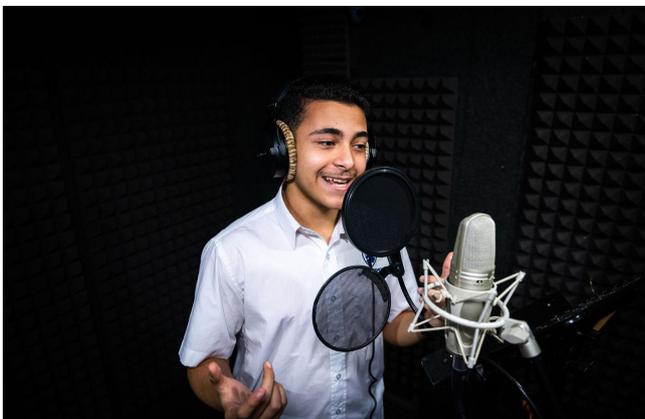


Academic Tracking and Monitoring

Throughout Key Stage 4, we have a supportive programme which enables students to thrive educationally.

- Monitoring lessons
- Liaising with teachers, nurse, external agencies, careers, councillor, inclusion team
- Meetings with parents
- Monitoring social areas and regular meetings with students
- Analyse data from reports
- Academic Monitoring
- Organising appropriate interventions
- Mentoring
- Monitoring Attendance
- Extra Maths/ English support
- Study Skills and revision tips
- Behaviour, emotional, social support
- Peer mentoring
- After school study groups

Our aim is that when you leave BSM, you are fully equipped to enter the world with confidence, knowledge and happiness to fulfill your future selves.



Bring Your Own Device

All students in BSM's Senior School should bring their own device to school to use during lessons.

BSM is a Google School and we use Google Classroom and Google's free software for lessons and homework where required. There is no requirement for any software to be downloaded prior to the start of KS4.

A student's mobile phone is not classed as a device and should be switched off between 7:30am and 2pm.



Learning Support

Reports & Academic Monitoring

In Year 10 students will receive 3 Academic Reports: December for term 1, March for Term 2 and June for Term 3.

In Year 11 students will receive 3 Academic Reports: November for term 1, February for Term 2 and March for Term 3.

After each report the Year Leader will analyse student attainment and effort levels. If a student has been evaluated as having inconsistent or poor effort by their subject teacher we will invite the student and their parents to a meeting to discuss how we can best support their studies.

The student may be asked to complete an Effort Report (with targets) or to take part in Academic Monitoring. Both are designed to support pupil progress and provide clear strategies to progress. .

Mentoring

To further support students in KS4 they may be invited to mentoring sessions. These sessions are designed to:

- Identify any barriers to their learning
- Develop student's confidence so that they can challenge themselves
- Make provision for the student to work on homework, revision and study skills
- Help the student thrive academically



Rewards at BSM

BSM's reward system was launched by our Teaching and Learning SLT. It focuses on verbal positive praise, achievement postcards, Year led Star of the Fortnight and charity tokens. A student led explanation of the Reward System can be [found here](#). Celebration assemblies are held at the end of each term to showcase student achievements, both academic and practical, whilst also recognising those students who have exemplified BSM and HPL values.

High Performing Learners

High Performance Learning is an advanced pedagogy that helps schools become world class through systematically developing superior cognitive performance in all students. Its proven framework and methodology, when applied by good schools, leads to increasingly strong academic results; well-motivated, engaged and life-ready students; and happier parents. The 13 characteristics below form BSM's Learning Ethos which all students should develop in their time at BSM.

| High Performance Learning | | | BSM Learning Ethos HPL Values, Attitudes and Attributes | | | RESPECTFUL LEARNERS | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-----------------------------------------------------------------------------------------------------------------------------------------|--|--|
| HARD WORKING and SECURE INDIVIDUALS | | | AGILE and RESOURCEFUL LEARNERS | | | EMPATHETIC and RESPECTFUL CONTRIBUTORS | | |
| Practice <i>Train and prepare through repetition of the same processes.</i> | | | Motivated <i>Work hard because it matters. Plan independently. Think and do things for myself.</i> | | | Confident <i>Talk about ideas clearly. Enjoy new challenges. Be confident in saying and doing.</i> | | |
| Responsible <i>Chooses right from wrong. Be honest about mistakes. Come ready and prepared for school.</i> | | | Curious and Enquiring <i>Ask questions about what I have learnt. Explore new ideas in my learning. Question what I see, hear and read.</i> | | | Collaborative <i>Find out what other people think. Find answers with other people. Include other people.</i> | | |
| Persevere and be Resilient <i>Persever in effort, face obstacles but never give up. Work diligently and systematically. Not be satisfied until high quality, precision and the desired outcome are achieved. Change what I need to. Not be put off by mistakes.</i> | | | Reflective <i>Think and talk about what I have learnt. Improve what I have learnt. Use what I have learnt to make choices.</i> | | | Community-minded <i>Help others. Make a difference at BSM and in the community. Take care of the world around me.</i> | | |
| | | | Creative and Enterprising <i>Be willing to innovate and invent multiple solutions. Adapt my approach according to need. Show originality in work. Use initiative to find solutions.</i> | | | | | |
| | | | Risk Takers <i>Think, then have a go. Find new ways to solve a problem. Do things differently to do them better.</i> | | | | | |
| | | | Open Minded <i>Change my ideas because of what I've seen, heard or read. Think about things from another's point of view. Accept others have different ideas.</i> | | | | | |

Inclusion Department

Special Educational Needs (SEN)

We provide advice and assistance for those families with children who have mild to moderate learning needs. Through a programme of tailored support where necessary, the progress of students on our Additional Needs Register is carefully monitored. Inclusion Assistants work with small groups as well as alongside teaching staff to ensure that your son/daughter's needs are met. In some instances, children may require the additional support of outside experts, such as speech therapists or educational psychologists, in which case the Inclusion team will work closely with professionals in the community.

English as an Additional Language (EAL)

BSM offers a British curriculum and thus all teaching is in English. Students starting at BSM will be expected to have a high level of competence in English and are expected to attend all mainstream classes.

Student Leadership Committees

All students will have the opportunity to apply for a place on the five Student Leadership Committees (SLC). The committees are focused on: Teaching and Learning, Well Being, Charity, Sustainability and Diversity Equity and Inclusion. The SLC will allow students to develop the skills to plan and lead real change within the school and help prepare them further for later life.

Progression to Sixth Form

GCSE qualifications act as a gateway to the next stage of a student's education. Here at BSM, we offer mostly A Level subjects, with some Level 3 BTEC qualifications.

Whether you plan to be here or elsewhere in the world, Post 16 education will require the following:

- At least 5 x GCSEs at Grade C/4 and above
- These *must* include Maths and English at grade 4/ C or above
- Each post-16 subject has its own minimum entry requirement for entry into that particular subject course.



Please click on an option below to discover more about the curriculum options for each year group in Key Stage 4:

Curriculum options
for GCSE / BTEC Exam Year

2025

To be published November 2022

Curriculum options
for GCSE / BTEC Exam Year

2024

Curriculum options
for GCSE / BTEC Exam Year

2023



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Contact Us

British School Muscat
PO Box 1907, PC 112
Sultanate of Oman

+968 24 600842
senioroffice@britishschoolmuscat.com



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Ask us a question