



Your child's curriculum at Bedford Free School

We are proud that Bedford Free School will be a **small school** with a **big curriculum**. From the start, we will offer students the widest range of opportunities, in a way that will inspire them to aim for the very highest levels of academic and personal achievement.

The longer school day

The core school day will run from **8.30am to 4.15pm**. Each day will start with a half-hour session with Form Tutors, before moving on to six 1-hour lessons, interspersed with a break and lunchtime.

8.00am – 8.30am	Pupils arrive/breakfast club
8.30am – 9.00am	Form time
9.00am – 10.00am	Period 1
10.00am – 11.00am	Period 2
11.00am – 11.15am	Morning break
11.15am – 12.15pm	Period 3
12.15pm – 1.15pm	Period 4
1.15pm – 2.15pm	Lunch break
2.15pm – 3.15pm	Period 5
3.15pm – 4.15pm	Period 6
4.15pm – 6pm	After school support

We opted for the longer day to ensure that every student experiences the broad variety of courses we offer – and to allow them to take full part in our enrichment curriculum. Also, the school facilities will be available from 8am and until 6pm to allow a better fit with parents' work or other commitments.

What students will study

Students' learning will be based around the two key and distinctive elements of our curriculum:

- the core academic curriculum – containing all the traditional academic subjects and opportunities you would expect
- the core enrichment curriculum – which aims to enable students to become fully rounded, confident individuals, by providing opportunities above and beyond those that a core academic curriculum offers

The core academic curriculum

The courses within this part of the timetable are the traditional subjects you would expect in any school. We will use the National Curriculum as a starting point for the content we teach and teachers will assess student progress using National Curriculum levels or GCSE grade descriptors.

Course	Hrs per week	Course	Hrs per week
Mathematics	3	Technology	3
English	3	Art	1
Science	3	Drama	1
Humanities	3	Music	1
French or Numeracy & Literacy	3		

Distinctive features include:

- **extra time for students who need support with numeracy & literacy**
 - o students who join us with attainment in English and mathematics below that expected for their age, or who have difficulties making progress in these subjects will get extra time. Rather than studying French, in their first year at the school they will have additional intensive sessions to accelerate their learning. Once they have reached expected levels, then they will start to study French again
- **a 21st Century technology curriculum**
 - o we have allocated extra time to the Technology curriculum as we believe the skills and craftsmanship learned here are vital for modern day employment, as well as being great fun. Alongside the usual Design Technology subjects such as resistant materials and textiles, instead of ICT we will introduce robotics and computing to develop students problem solving, programming and analytical skills.

The Core Enrichment Curriculum

We want your child to experience as many different positive learning experiences across as wide a range of areas as possible.

To help your child to develop into a fully-rounded, resilient young adult we have allocated significant amounts of time to our Core Enrichment Curriculum, which is made up of 5 strands as detailed below.

Course	Hours per week	Aims of the course
Health & Wellbeing	1.5	To equip students with the knowledge, life skills and resilience to stay healthy and well, and to manage the challenges that life throws at them.
Global Communities	1.5	To make students aware of their place in the different communities to which they belong – and how they can engage and change them. This will include significant elements of citizenship education and community service.
The Arts	1	To expose students to the Arts, and give them opportunities to appreciate and engage with them in a hands on way. This will include visits from people working in the Arts, trips to galleries and exhibitions, as well as students generating their own contributions.
Electives	2	To give students the chance to pursue something simply for its own enjoyment – and try out new things along the way. Clubs will include chess, public speaking and debating, sports, music and drama groups – and others depending on student interest.
P.E.	3	To ensure all students have time to get and stay fit, in different and fun ways that work for them, and to get them into good habits for life. Students will have three 2 hour lessons a fortnight.

The depth and breadth of the courses will grow as your child moves through the school. Many of the courses will lead to accreditation– for instance a First Aid qualification but some will be covered purely because we believe they are useful or fun!

What your child's timetable will look like

Kwasi's timetable – year 7

	Week 1					Week 2				
	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
1	Maths	French	Science	English	Maths	Maths	English	Maths	Science	Maths
2	French	Science	Maths	French	Tech.	French	Humanities	English	French	English
3	English	Humanities	Art	Humanities	Science	Tech.	Tech.	Art	Humanities	Technology
4	Health & Wellbeing	English	Tech.	Drama	Humanities	Science	French	Science	Drama	Tech.
5	PE	Health & Wellbeing	ARTS	Music	PE	Humanities	PE	ARTS	Music	Health & Wellbeing
6	PE	Global Communities	Electives	Electives	PE	Global Communities	PE	Electives	Electives	Global Communities

School life for Kwasi...

"I've really come on since coming to Bedford Free School. I enjoyed my time at middle school, and was a bit nervous of moving, but I'm really glad I did. It's a small school, so I've made lots of new friends in the different year groups, especially as our Electives groups have a mixture of people from all over the school in them. This term I'm doing public speaking and drama club for these. We're also running a campaign about a local issue in our Global Communities group – it's much more fun doing something about things we care about rather than just reading about them in a lesson. I'm really learning how to make a difference myself rather than leaving it to others.

Another big difference here to my middle school are the facilities and courses for Technology. We've covered lots of different types of subjects, like resistant materials and electronics, but my favourite has been the computing and robotics course. I'd never have thought I'd enjoy learning about programming Lego robots, but it's been great fun!

The final big difference here is my teachers. I've got to know them really well as they get to work with us in lots of different lessons – for instance, my English teacher takes us for public speaking and Arts sessions. I feel like they understand me properly, so can guide me in my learning better. I'm glad I'll be here for five years and not have to change schools again as that way they'll be able to advise me properly on what GCSEs to take and I think I'll do better as a result."

Jasmine's timetable – year 9

	1					2				
	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
1	Science	English	Art	Tech	Intervention	English	Humanities	Art	Humanities	Science
2	Maths	Intervention	Maths	Intervention	Drama	Maths	Tech	Tech	Tech	Drama
3	Humanities	Science	English	Music	Tech	Intervention	English	English	Music	Maths
4	Tech	Science	Humanities	Maths	English	Humanities	Maths	Intervention	Science	Intervention
5	Health & Wellbeing	PE	ARTS	Health & Wellbeing	Humanities	PE	Science	ARTS	Health & Wellbeing	PE
6	Global Communities	PE	Electives	Electives	Global Communities	PE	Global Communities	Electives	Electives	PE

School life for Jasmine...

“The first thing I noticed about Bedford Free School was the teachers. They put so much effort into everything they do – getting to know us, the lessons we have, and all the different clubs and activities that are on offer too.

I get into school for 8am, so my dad can drop me off on his way to work, and I have breakfast there. It's a chance to catch up with friends before the day starts. I also stay back after school until 6pm so my dad can pick me up on his way home. This means I can get most of my homework done in school, and if I need any help there are staff around to help me.

I do extra lessons on my numeracy and literacy – I always struggled with this a bit at middle school, but now I have more time to work on it in smaller groups. It has made so much difference. I never thought I'd be any good at maths, but I've got the hang of my mental arithmetic now and my confidence has grown so much. I reckon I'll pass my GCSE maths now, which I'd never have thought before. And I'm looking forward to starting French when I've got up to my level 5 – it's been helpful having more time to focus on the basics this year.

Next year I'll start GCSEs, and I'm looking forward to choosing my options soon. Even though we're a small school, there are lots of subjects to choose from – I think I'll study History, French and Art.”

GCSE Options at Bedford Free School

Your child will be able to make the GCSE choices in the Spring term of Year 9.

Being a new school, we'll have the advantage of being able to design our GCSE offering around the students who join us in the first few years – and to recruit staff as we grow that can deliver the subjects most popular with students.

The GCSE curriculum will look like so for Year 10s and 11s:

Course	Hrs per week	Possible Options	(proposed) Subjects	Hrs per week
Mathematics	3	Humanities	History, Geography, R.E (full course)	2.5
English	3	Languages	French, Spanish	2.5
Science	4.5	Arts & Technologies	Music, Drama, Art, Computing, Resistant Materials, Textiles, Electronics, Food Tech.	2.5
R.E.	1	Arts & Technologies	“	2.5
P.E.	3			
Electives	2			
Health & Wellbeing	1.5			
Global Communities	1			
The Arts	1			

The aim is for students to gain good GCSE grades in 8 to 10 subjects

Bear in mind that the options we offer may vary from those above – and we would discuss with students and parents at the time what combination would best suit their needs. Given the flexibility of our timetable if students wished to study additional subjects, or sit their exams early, then this may be possible.

Also, if it was felt a student needed additional time and support in their core GCSEs, we could reduce the number of other subjects they studied