



Prospectus

About Us

The British Academy, founded in 2006 has celebrated 11 years of steady growth. What started as a need for an education that offered a seamless transition from primary to secondary education, bypassing the **dreaded** SEA system, has evolved into a school that prepares children for life and not just for an exam.

Over the last 11 years, we have found that the ideal classroom for us were small class sizes, a room that our children were able to question the teacher on how something works and not get a reply of 'write the notes'. Classes where the subject was engaging, student's debate and have an enthusiasm for the topic. We wanted teachers to be a balance of young and experienced educators who are open-minded, progressive and believe in the potential of **every** student, who have a passion for teaching, who genuinely enjoy and have the requisite desire for working with young adults.

Discipline was another important aspect of The British Academy, as parents we wanted to know the respect we fostered at home continued in school. We needed to know that the school environment would be supporting our child's development into a productive, confident and innovative young adult.

We wanted our children to want to come to school, to want to learn and have fun doing this; to be engaged and energized by their learning.

Hence our motto became "**questioning minds and adventurous spirits**".

There was also a need to have a system that recognised that no two children were alike and hence they don't learn the same way. We wanted our children to be happy and comfortable, growing in confidence with every small step, believing that they can learn, they can progress.

The Cambridge Curriculum offered this diversity, structured in incremental steps, allowing for a range of abilities, learning styles and teaching strategies. In addition, the Curriculum recognises that some children do well at exams while others crash at exam time, so course work is offered at Cambridge – students can still get a good grade by doing well throughout the term. More importantly, as they experience success with course work, they are more willing to persevere to the ultimate goal.

The British Academy follows the UK Curriculum model, which had formed the development of the local educational system almost 30 years ago. However the UK curriculum has evolved to meet the needs of the modern student while the local education system has not.

The Cambridge Curriculum follows the requirements of the UK National Curriculum, which was reviewed in 2014 – 2015 to meet the changing needs of the future global markets. This curriculum is flexible, evolving and respectful of Trinidad & Tobago's cultural and religious diversity, and provides latitude for the individuality of every student to develop and reach their true potential. While academic achievement is the goal of the British Academy, it is expected to fit within the wider development of every individual – student and staff – participation, involvement, community service and finding your

individual strengths and gifts are equally important to those Cambridge Grades of Excellence. Participation in sporting and extra-curricular activities creates balanced and well-rounded students with diverse interests and abilities.

Island life is enjoyable and for some of us we want our children to call Trinidad their home; however we also want our children to be able to compete in the international market. Today's learner needs an education system that is internationally recognised and accepted and prepares them for the world.

The Cambridge International General Certificate of Secondary Education Qualification (IGCSE) at both the Ordinary and Advanced Levels, a globally recognized qualification prepares all our students for the demands of a modern technology driven environment.

11 years later we are graduating students who have grades worthy of most University entries in the UK, Canada, USA and Europe. Our students have built lasting relationships with their teachers, many whom have inspired them to continue their tertiary education following in their footsteps.

We have many challenges as the students of today are joining us dejected, uninspired, lacking motivation and discipline. Our track record suggests that we welcome these students, embrace them and bring about a much needed change in them. Parents look to us to solve these problems, only with their support are we able to turn these children around and set them on a path of successful learning.



Mission and Vision



Our Mission

We will create an environment that nurtures questioning minds and adventurous spirits.

Our Vision

We will create a learning facility that compares favourably to any international school in our chosen disciplines. We consider environmental, social and economic impacts when making decisions to achieve our vision.

At The British Academy in striving to achieve the highest educational standards, we value:

- Learning and Achievement
- Questioning and Fearlessness
- Nurturing
- Innovation
- Self-Discipline
- Trust

Our Approach

The Board of Directors in conjunction with the Principal has established clear policies with respect to behaviour, bullying and dress codes. The Academy also operates within clear guidelines regarding homework, your child's safety and emergency procedures and collaborates closely with the Parent Teacher Association through regular meetings, social events and fund raising activities. The Board plays an active role in guiding its staff towards the vision mapped out for the Academy and in consistently meeting expectations with respect to maintaining an International standard.

The Curriculum

Key Stages of Learning



The British Curriculum is tailored to give **all** pupils access to a diverse spectrum of subjects irrespective of their culture, race, gender or academic ability. The aim is to foster confident individuals whose skills and knowledge equip them to function effectively in their personal and working lives, as productive members of society.

The Curriculum seeks to foster enquiring minds through problem solving and case studies. Pupils are taught how to apply their growing knowledge base and to use their skills in dealing with varying problems. Consequently, learning by rote does not play a role within the curriculum. The British Curriculum is well respected throughout all of academia and is taught in many prestigious educational establishments throughout the world. At the core of all that we do is the belief that a holistic approach to education is the first step to preparing children to meet the challenges of a fast changing world.

The Academy ensures that there is routine monitoring of our students' progress. This is measured by standardised testing designed to highlight achievement and to pinpoint areas of concern. Where performance is found to be below the standard requirement, alternative learning methods and challenges are set. The Academy seeks to unearth the potential and passion within every pupil and to engender a genuine love for learning that will keep students motivated and enthusiastic about their academic lives.

The curriculum is based on Key Stages: -

- **Key Stage 1 –Year Infant, 1 & 2:** Primary education is a six- year programme beginning with Infant level and covers students ages 5– 11. The Core subjects at this level are: English, Mathematics and Science. Other foundation subjects are: Social Studies, Art, Computing, Music and Physical Education.
- **Key Stage 2 – Year 3, 4, 5 & 6:** The final stage (Key Stage 2) of the UK Primary education is targeted for completion when pupils are ready to move onto secondary education. Enrolment at this stage eliminates the need for

children to experience the SEA exam. Our students study Mathematics, English Language, Science, History, Geography, Art and Design, ICT, Music, Religious Education, Physical Education and Personal, Social and Health and Economic Education (PSHE).

- **Key Stages 3 and 4:** Secondary Stage targeted to pupils aged 11 to 16 years.



Key Stage 3- Year 7, 8, 9: is a three-year syllabus equivalent to Forms 1 to 3. In these three years students continue to study the subjects studied in Year 6 (Upper Primary), Key Stage 2, with science divided into Biology, Chemistry and Physics, to develop in students a solid foundation. At the end of this stage, the students select specific subjects based on their interests and ability to prepare over the

next 2 years in Key Stage 4 for the IGCSE.

- **Key Stage 4 (Year 10 & 11, IGCSE):** Students pursue 8 subjects over a 2 year period for IGCSE Ordinary Level. Mathematics, English Language and Literature are compulsory, and students select the remaining subjects from a Timetable based grid that supports greater choice and student interest. The grid varies from one year to the next, since it is designed to meet the specific subject choices of students in each year group.

Subjects Offered: Additional Mathematics, English Literature, Business Studies, Accounts, Art, ICT, Geography, History, French, Spanish, Biology, Chemistry, Physics, Environmental Management and Physical Education.

- **Key Stage 5 (AS & A Levels):** This is the 6th form stage, which can be pursued after successful completion of the Key Stage 4. It culminates after 2 years in A-level examinations. This stage is targeted to pupils aged 16 to 18 years. The choice of subjects at this level includes Mathematics, English Literature, English language, History, Geography, Spanish, French, Art, Biology Chemistry, Physics, and Business Studies.

ENTRY QUALIFICATIONS

The minimum general requirement for entry to a full-time two-year Advanced Level course at the British Academy is:

- (i) *Seven passes in GCSE at grade C or above (preferably including Maths and English) for students wishing to study four AS level subjects*
- (ii) *Five passes in GCSE at grade C or above (preferably including Maths and English) for students wishing to study three AS level subjects*
- (iii) *Four passes in GCSE at grade C or above (preferably including Maths and English) for students wishing to study two AS level subjects*
- (iv) *Students who have not passed through the British Academy's Secondary programme will be asked to attend an interview and may be asked to do proficiency assessments in Math and English*

Globally accepted Qualifications



An education at the British Academy gives every child globally recognized qualifications. Cambridge secondary education provides for two levels- IGCSE after 5 years and Advanced Level after an additional 2 year programme. These Cambridge qualifications are recognized worldwide and are highly valued.

Schools worldwide have helped develop Cambridge IGCSE, which provides excellent preparation for the Cambridge Advanced Levels, including Cambridge AS Level. Cambridge incorporates international best practices for learners, and is aligned with changing global needs. The curriculum is regularly updated and provides excellent resources, training and guidance for teachers.

Cambridge International A/AS Levels are part of the Cambridge Advanced Curriculum and are internationally benchmarked qualifications which provide excellent preparation for university education. Cambridge International A/AS Level qualifications are widely recognised and valued by universities and employers alike, and certain US and Canadian universities will give up to one year credit for A/AS Level passes. Every year, thousands of Cambridge International A Level students gain places at good universities worldwide - including the UK, USA, Canada, New Zealand and Australia. Consistent with this trend, some past graduates of the British Academy have gone on to study at Concordia University in Montreal, York University in Toronto, the University of Kent in Canterbury, Aberystwyth in Wales, Brock University in Canada, The Art Institute of Ft. Lauderdale, Houston Community College, Texas and locally at the University of the West Indies.

Non-Academic Curriculum

Recognising that every child has unique talents and abilities and that success in life is not always attained through academic pursuits, the children of the British Academy are encouraged to explore and develop their creative, social and athletic abilities. The Academy also offers remedial assisted learning education for children who are differently abled, so no child is left behind. At the same time those who are exceptionally gifted are encouraged by their teachers to work on additional and more challenging assignments. In the near future the more gifted students will be encouraged to write some of their IGCSE's at the end of Form 4.

The Academy respects the individuality and varied capabilities of our students and affords them a balanced educational experience, through which they can discover their strengths and be motivated to excel and reach their highest potential.

Community Service

Every student at the British Academy is required to complete 60 hours of Community Service before graduation. These can be accumulated from a combination of in house activities and external projects. Opportunities for Community Service include working on Community service day activities scheduled at the end of every term, as well as peer supervision, Environment Clean up and Event management for all school activities like Divali, Christmas concert, Carnival and Graduation.



Sport

The children at the Academy are encouraged to participate in sports not solely to keep them active but also for them to learn valuable lessons regarding competing, good sportsmanship and teamwork. Many of our pupils have exhibited tremendous potential in sports and the school is ideally situated one block from a park that provides facilities for tennis, basketball, fitness training and other sporting needs.



Co-curricular

For the non-athletic students, the British Academy offers a wide range of activities geared to develop other talents and to promote social responsibility. These activities range from sporting teams, to weight training, choir, debating, drama and guitar, to volunteering at the hospitals for the Candy Striper Programme.

Our Intra-mural house competition occurs every two weeks with our in-house teams comprising Shackleton, Livingstone and Cook, competing in sports, academics, board games and other activities to win

points toward the intra-mural cup.

We encourage the children to participate in as many activities, time as they can reasonably manage without compromising other areas of their lives. Many of our clubs also meet during the lunch period; these are the glee club, table tennis, ICT club and English Speaking Board.



A quality education is undoubtedly the most significant investment parents make in their children and a gift that will yield for a lifetime. The British Academy can assure you that your investment is well placed in our hands and will provide spectacular returns in awakening the mind, spirit and full potential of your child.