

CLASS IX & X CURRICULUM

THE WYNSTONES APPROACH
TO WALDORF EDUCATION
IN THE UPPER SCHOOL



Welcome!

A new phase of childhood begins with adolescence, presenting inner and outer challenges of a different kind. A range of specialist teachers and a new set of subject lessons bring an increase to the volume of learning with whole class lessons continuing alongside smaller group teaching.

The breadth and depth of the independent Waldorf Curriculum supports personal growth as the pupils grow with increasing awareness of their future interests and choices. The overall ethos of Wynstones with the mix of academic, practical and experiential arts and sciences creates an environment in which our students can explore and discover new parts of the world and themselves. Above all our students can exercise and try out their own way of becoming free spirited sociable and competent human beings.

This brochure gives a summary of what we currently provide for our Class IX and X pupils, outlining the core curriculum and the optional subjects offered. The actual life of the upper school is sustained and renewed by the young people themselves, whom we welcome whole-heartedly to the fullness of education at this important time in their lives.

BALANCE OF THE CURRICULUM



MAIN LESSONS and PSHE (in Main Lesson time on six days per year). The main lesson continues through the Upper School years, with specialist teachers now taking individual main lesson blocks, providing Class IX and X with in-depth exploration and analysis of a wide range of subjects across all disciplines, including science, art, history, mathematics and drama.



Core Lessons are timetabled weekly: Games, Eurythmy, Craft, Choir, Orchestra, Maths, English and Science. The Maths, English and Science core lessons can lead to GCSE qualifications, if wished. Science lessons cover all three sciences (Biology, Chemistry and Physics) with the related GCSE counting as two GCSEs. The class will be split into two groups for English; both classes will have the opportunity to take English Language GCSE and one group will take GCSEs in both English Language and English Literature.



OPTION LESSONS make up the other nine weekly lessons. Students select three subjects of their choice to study over the two years. Some of these subjects can lead to a GCSE qualification and others lead to the production of a portfolio of work. One subject must be chosen from each list:

- A – French (GCSE), German (GCSE), Music (GCSE) or Craft (portfolio)
- B – Graphics (portfolio/GCSE), Fine Art (GCSE) or Sport (portfolio)
- C – Graphics (portfolio/GCSE), Drama (GCSE), History (GCSE)
or Music (GCSE)

Students may study both French and German through extra-curricular work, if wished. We strongly advise students not to study both Fine Art and Graphic Design because this results in an unbalanced curriculum for the student. Please do not select Graphics in both blocks B and C and do not select Music in both blocks A and C. Students with significant learning support needs may be advised to select only two options subjects, to allow for learning support lessons in the remaining block.

CRAFTS

" The more we take into account
that intellect develops
from the movements of the limbs,
from dexterity and skills,
the better it will be."

RUDOLF STEINER

We inherit a rich and diverse cultural history reflecting the human being's ingenuity, skill and striving for both beauty and for practical solutions. Most things around us that we use have been made by someone somewhere, be it wood, metal, textiles, glass, clay or plastic. In 3D design we will be considering and exploring the design process, from idea to realisation. Where does the inspiration come from? What is a good design? How can we achieve a balance of function and beauty and appropriate use of materials? What ecological questions arise? These are some of the ideas we will be working with, acquiring skills of craftsmanship and techniques of fabrication in the realisation of your own designs.

Craft lessons in the Upper School build on the skills learned in the Lower and Middle School. The tasks set should not only continue to promote the pupils' development, but also be meaningful for society at large. The Crafts are timetabled for all students and currently fall into three main areas: Pottery, Textiles and Woodwork. Additional Crafts such as Basketry, Metalwork, Leatherwork and Stone Carving may be explored in blocks and pupils work in depth in one area before moving on to the next.

In Class XI and XII there are times when projects cross boundaries, for instance a Puppet Theatre Production might include mask-making in Pottery, costume-design in Textiles, set-building in Woodwork. It may also draw in the Drama and Music department as well as elements of Eurhythm. It may encompass working with buddies in the Lower School or at least performing for them.

WOODWORK

 Class IX focuses primarily on a larger whole class project. This may take place in the outdoors and might involve the construction of a structure such as a shelter or outdoor classroom space. Projects might also include rustic garden furniture. Alongside continuing to develop practical skills, pupils also focus on working together, communication, resource management and Health & Safety.

Class X continue to develop their skills by making items for the community, such as making toys or simple furniture and equipment for our Kindergarten. There is an emphasis on appropriate and good design as well as functionality and safety.

METALWORK

 Class IX currently have the option of choosing Extra Crafts where we start to explore copper. Simple bowls, jewellery and candle holders are beaten into shape.

Iron work and blacksmithing awakens and promotes virtues of courage, alertness and the quick seizing of opportunities. Projects include making nails, fire-tongs, fire-pokers, decorative hooks and knives.

POTTERY

 In Class IX and X the students work on developing their own portfolio in pottery, connecting in with other areas of the curriculum such as fine arts and graphics. The main theme is natural formations, with recent example projects including seed pods of lotus flowers and ammonite shell formations. The portfolio work can then inform and extend their work in their other arts subjects.

HANDWORK

 Class X learn how to spin on a spinning wheel using wool, alpaca and silk. It is frustrating, challenging, annoying and students wonder if they can ever create something they can use (just like struggles in life) – then suddenly without realising they have created a beautiful thread of yarn, ready for knitting to create again.

ART AND DESIGN

 Class IX study History of Art as a Main Lesson in which they gain a brief overview and understanding of Western History of Art. Starting with the Lascaux cave paintings in France, moving through the ancient civilizations, pausing in ancient Egypt and Greece, then Rome, before reaching the Renaissance. There will be a quick detour into the Dutch painters, before ending with Baroque. We will view each era, each artist and each piece through the lens of three questions: What was the intention? What is the thing itself? How is it perceived?

This main lesson will involve drawing, writing, sculpting with clay and group discussions. Each pupil will produce a main lesson book richly filled with art, poetry and short biographies of key figures written up in their own words. As there is no exam at this stage, the purpose of this main lesson is solely to enrich, engage and challenge pupils' thinking. In Class IX students will be at a perfect stage in their learning to really let their own voices be heard and their self-expression shine through.

All students will go on an art trip to a London art gallery, even if they have not selected Art as an option.

FINE ART

 This subject is taken as a GCSE. 60% is coursework. The external independent assignment set half way through Class X requires preparatory work on a theme and has a 10 hour extended examination period in which students make a piece of work based on their preparatory work.

In class IX the focus is on the use of materials and observational work moving from the physical interaction of hand, eye and materials connecting to the physical world around us to representing the atmospheric, emotional, internal and spiritual world through investigating colour, expression, contrast, mark making, composition and how other cultures use materials and symbols to make spiritual connection or imbue objects with power.

By the end of the first year students should have a broad physical understanding of the nature of a wide range of materials, styles and techniques including drawing with a range of media, painting, printmaking, photography, mixed media, collage and know how to experiment with these to create specific effects when using them. They

should have worked from direct observation of the physical world and know how to draw and paint the human form. They should know how to create atmosphere in work through mark making, colour and tone. They should be able to work more symbolically with pattern and shape. They should learn how to research a theme. They should be able to articulate their ideas and responses to the work of artists from western and non-western cultures and their own work using specialist vocabulary while developing their own personal outlook and perspective. They will develop sketchbook skills over this time in class and for homework.

In the autumn term of the following year students will get a choice of themes some of which will give the opportunity to engage with ideas that may be more intellectual or conceptual such as feminism, social issues, or linking to contemporary culture, literature, philosophy, conflict. This will require making independent choices about research, the appropriate use of style, technique and media. Developing ideas to create personal outcomes will be focused on. At this point being able to

analyse the formal elements of art works is significant. Students should easily be able to speak about an art work in terms of content, composition, line, shape, texture, form, and place in time, understanding the contexts for making the work. Incorporating the experimentation of media and artist research and bringing the ideas in to final outcome that shows evidence of the pathway the student has taken.

GRAPHICS



Ever since the advent of the Guttenberg printing press five centuries ago communicating your message through printed images and words has become increasingly important. In the last five decades this trend has only accelerated with the move to digital publishing. In this course we look at the basics of graphic design – colour and texture, typography, composition and layout, photography and illustration – working with a wide range of media: pencil, pen, marker and guache, letterpress and silkscreen printing, traditional (wet) photography, to industry-standard software in our newly established suite of Mac computers.

Students can choose to work towards a GCSE in Graphic Communication, or an internally assessed portfolio, at the end of Class 10. Either way, they will have a beautiful portfolio of creative work to show, an asset that shows creative flexible thinking in action.

MOVEMENT

Entering the Upper School is a significant transition and is often accompanied by a major growth spurt. The pupils need to orientate themselves in their new surroundings and centre themselves in their “new” bodies. Our Eurythmy and Games lessons both meet this phase of growth, offering opportunity for exploration and rebalance, fitness and flow.

EURYTHMY

 In the lower classes, the basic elements of eurythmy have been learnt, mainly through imitation. In the upper classes, authority plays less of a role and the pupils learn to discover eurythmy as a means of their own artistic expression.

In eurythmy we work with long, fairly heavy wooden rods, practising exercises that help the pupils discover their new relationship to space, challenging themselves and developing trust in their new abilities.

Some other themes that are looked at in Class IX are: working with the polarity of major and minor keys in music; working with choreographies that have point-orientated forms; working with dramatic poetry or ballads.

In Class X one of the main focuses is the “anti-hopping-course”: in other words, practising varied exercises that help the pupils develop a style of walking which has a quality of flowing, agility and elegance. As well as this, developing a sense of the space around oneself, so that the eurythmy forms become more than simply two-dimensional. Another aspect is to arrive at the eurythmical forms and gestures through improvisation and experiment. In poetry, thinking, feeling and willing are explored, learning to express these different archetypes.

Thus the journey continues: ever discovering the many layers of eurythmy, learning to apply them and relate to eurythmy in a meaningful way.

SPORT & GAMES

 Class IX and X continue with their games and sports lessons with a weekly double lesson for each. We play a wide variety of sports (including basketball, rugby, football, volleyball, ultimate frisbee, hockey, badminton, handball, softball and athletics) as well as an increased focus on fitness.

In Class IX we also work with trust exercises, especially with moving forwards and backwards into the unknown. Class IX also works with high jump, shot put and hurdling as the overall theme of the year is overcoming obstacles. In Sports the focus moves to passing and moving in order to create space for team mates.

In Class X the focus is more on strategy in sports as the students should have a clear idea of what they are trying to accomplish when they engage in competition. The discus and long jump are revisited in athletics but now the emphasis is on power and balance.

PERFORMING ARTS

MUSIC

 All students in the Upper School sing in the Choir and play in the Orchestra or other musical ensemble including Guitar and Drumming Groups. These rehearse weekly, leading to informal concerts and two major external performances in local cathedrals. Each morning, Upper School begins with singing, announcements and the Morning Verse.

DRAMA

 Drama achieves one of the essential goals of Waldorf education, to integrate thinking, feeling and willing. Through drama, pupils engage with the written and spoken word using their minds, bodies, hearts and souls. Drama enriches imaginatively, artistically, socially and spiritually whilst developing self-confidence as well as empathy for others. Drama in the Upper School continues to promote self-esteem, self-reliance, co-ordination and co-operation.

Students are involved in all aspects of the productions including costumes, set, props music and publicity. They also learn social, political and historical contexts, characterisation, vocal skills, movement and working together as a close, mutually supportive team to create a memorable piece of theatre. School plays are frequently cited by pupils as a highlight of their years at Wynstones; the transformative power of producing a play together is a cherished experience many remember for the rest of their lives.

Our Upper School productions are inclusive of all students and not cast through auditions. We carefully select plays to suit each individual class, whilst grounding the choices in the Waldorf curriculum in terms of appropriate texts. We also work across the curriculum to support other subjects such as English Literature and History. Recent productions include Hecuba, The Tempest, Women of Troy, Animal Farm and An Inspector Calls.

Evening trips to live theatre performances are arranged as part of the options course but they are available to all students.

MUSIC

 GCSE Music lessons in Classes IX and X concentrate on performance, composition and analysis. Pupils are expected to continue voice and/or instrumental lessons on one or two instruments, and to be able to perform both solo (with or without accompaniment) and in a small ensemble. The ensemble may be of pupils or the school instrumental teachers – recordings are usually made with the latter to ensure optimum results.

Composition is taught and pupils will compose short pieces for various instruments, trying them out and learning about their timbres and characters. Students very much enjoy the sharing and experimentation this involves, along with the opportunity for original self-expression.

Analysis is where students gradually accumulate an appreciation of the history and development of music, through studying the techniques of many composers of the past. Music is explored through the lenses of Dynamics, Rhythm and Metre, Structure, Melody, Instrumentation, Texture and Harmony/Tonality. The analysis of eight set works is teacher-led

with some alternative listening homework. I have found throughout the years of teaching Music GCSE that students particularly relish the freedom the subject allows to develop their own performance skills during lesson time as well as practising at home and the free ranging composition component which can be worked on in lesson time with piano/instruments and in the Graphics Room for Sequencing and using Sibelius Software, as well as at home. Students also enjoy the wide-ranging Areas of Study of the set works, Instrumental Music (2), Vocal Music (2), Music for Stage and Screen (2) and Fusions (2) with a wide variety of style in each Area.

At the end of the course the student will have gained an emotional and technical insight into how and why music has such an impact on us. They will also be fully prepared for the GCSE exam in Music – we use the Edexcel exam board, which weights the various components thus:

Performance 30% (assessed in coursework)

Composition 30% (assessed in coursework)

Analysis 40% (assessed by exam 1h 45m)

DRAMA

 In the GCSE Drama option, students study different genres of drama, in different social and historical contexts. They research in order to explore character development.

They practise drama-based exercises and improvisations, developing performance skills including audience awareness and communication, use of voice (pause, pitch, diction, tone, inflection, intonation, projection, accents) body movement and expression.

During the course, students will devise a piece of theatre and also select, cast and rehearse a scripted play. The course also includes written work and a written exam.

 In the History of Drama Main Lesson in Class IX, we explore the origins of Western Drama in the Temple Mysteries and festivals of ancient Egypt and Greece. Then we trace drama development through four main periods - The Golden Age of Greek Drama, Medieval, Elizabethan Theatre and 20th Century Drama. Pupils gain an overview of the life and works of the three great tragedians, Sophocles, Aeschylus and Euripides and read extracts of a Greek Play, for example Oedipus or Antigone. We look at Aristotle's theory on Tragedy and learn how the Greek Chorus functioned. We also look at Commedia Dell'Arte and its influences on drama development and learn about Shakespeare's works. The course gives an overview of Naturalism and 20th Century drama. Each pupil researches and presents a chosen topic to the class.

ENGLISH

English focuses on inner landscapes: who you are inside, why you feel the way you do and how your thoughts and feelings have been shared by other people, faced with similar situations, throughout time and across cultures.

 Language is unique to humans and oracy is the means of communicating thought and ideas. The ability to do this is becoming more important in the information age, thus Class IX study Rhetoric. They typically view all things in black and white, following their study of revolutions in Class VIII. Now they can learn to argue taking varied viewpoints, develop dialectical thinking, filling the gaps in their burgeoning cultural capital.

In this block we study famous speeches from Pericles to Hitler, Gandhi to Trump, in order to consider what it is in language that moves, persuades and motivates the audience. All students prepare their own five minute persuasive address on a subject of global importance. In English Literature major oppositions are explored: love and hate, good and evil, bullying and insecurity, loneliness and lack of space, fear and aggression, appearance and reality. Through the study of a range of poetry across different cultures, along with a modern novel and a Shakespeare play, students learn to appreciate the richness and diversity of what it is to be human; to love the beauty of language and the power of the imagination. One of the most enjoyable ways to understand and analyse works of literature is to write in the style of the poet or author; so creative writing is an important part of learning. Getting out from behind the desk and experiencing language in a dramatic way is also encouraged on a regular basis.

 English Language is the key qualification demanded by all employers as an indication of literacy, fluency and comprehension. The examination papers require skills in empathy, extracting relevant information, summarising, interpreting and analysing language. Students explore a broad spectrum of written forms (considering aspects such as purpose and viewpoint, tone and style, and structure), gaining a deeper sense of how one communicates successfully to various audiences. Reports, reviews, speeches and letters are written, along with newspaper articles and informative travel pieces. Personal opinion and the 'voice' of each individual student is encouraged and, hopefully, developed through both the written and the spoken word.

MATHEMATICS & COMPUTING

Mathematics in Classes IX and X is taught typically in groups of around a dozen students. In the Upper School, technology is introduced and students are taught how to make effective use of scientific calculators, graphing software and spreadsheets to support their work.



In Class IX, we lay a foundation of core skills in geometry and algebra while consolidating the arithmetic work completed in the Lower School. An increased focus on graphical representation of numerical data allows for more sophisticated use of statistical techniques and the topic of probability is also introduced. Work on ratio and proportion that began in Middle School is now expanded and applied to all other aspects of Mathematics.

In Class X, students now gain confidence in problem-solving, and tackle problems that span different branches of Mathematics. Throughout Classes IX and X, students are encouraged to use correct formal notation and language as they communicate their ideas and assumptions clearly. At the end of Class X, students are supported to take the OCR (9-1) GCSE in Mathematics if they wish.



The Greek Mathematics Main Lesson usually occurs early in Class IX and is taught in conjunction with the Craft department as we learn about Conic Sections in part through dissection of a clay cone. In this exploration of early geometry, we study the work of Pythagoras, Euclid and Hypatia.

In Class X, we have a Main Lesson on Trigonometry and Geometric Ratio. This lesson builds on the strong skills of geometric construction gained in Middle School. Students start by exploring the properties of triangles and use this to make measurements in the Outdoor Classroom. From this practical activity, formal trigonometry can then follow.

Each year in the Upper School, students undertake a short Main lesson in Computing that builds an understanding of how to use computers and common office software such as word processors and spreadsheets. We feel that it is important to prepare our students to use computers in future work or study.

All students receive lessons in e-safety as part of their PSHE curriculum.

We follow a course from the British Computer Society that leads to the optional European Computer Driving Licence qualification. Students may follow the course independently from home and may obtain a Level 1, Level 2 or Level 3 Certificate through a series of low-stakes modular online tests that can be taken outside the main examination season.

SCIENCE

Combined Science Trilogy GCSE course: all students in Class IX and X study AQA Combined Science. This course is a double award so counts for two GCSE qualifications and covers sufficient material in Biology, Chemistry and Physics to enable all pupils to go on to study for A levels in Sciences.

Science and technology are very relevant to the modern world so young people find a lot of interest in learning about the world in the three major scientific disciplines.

Instead of coursework there are required practicals and these are an enjoyable part of the course. We are a well-resourced school for these.

PHYSICS



Uniquely in the field of physics education the Steiner Waldorf curriculum aims for an understanding of the technology that surrounds us all the time. In Class IX, the Car and the Telephone are two central themes, but both have to be extended because of the pace of modern developments.

The Car Engine leads on to the Jet and the Rocket and it evolved out of the great age of Steam. The Telephone formed a global network of communication even before the invention of the mobile telephone and all kinds of satellite and internet systems. Although details of the electronic circuitry come later in the Upper School, the Physics Main Lesson shows the principles underlying the sending of text messages through modulated electromagnetic fields.

Many wonderful physical principles underpin the working of sound and music technologies and the young people are always happy to bring consciousness towards the machines which are part of their daily life.

Atomic Physics: exciting discoveries at the beginning of the twentieth century led physics into the nuclear realm. Alongside changing our views on the structure of the physical universe this led to Nuclear Power and Atomic Bombs.

Radioactivity is a natural process but special techniques are needed for measuring and revealing the invisible radiation coming from the atomic nucleus.

The Main Lesson follows the line of scientific enquiry, and the subsequent intersection with the key events in modern history. The widespread use of radioactivity in medicine is something that almost everyone finds out about at some point in life and so this is another reason why learning about nuclear physics is so relevant and interesting.

This Main Lesson easily covers all the radioactivity section of the Combined Science GCSE course.

EMBRYOLOGY & GENETICS



In this main lesson we look at early human development (the first few weeks) which includes development of the brain, nerve and skin, the circulatory system with the heart at its centre and the digestive system as the last to form. We also will explore inherited traits, and the intricate balance between nature (genetics) and nurture (environment). Finally we will broaden the view to include fertility and development as a lifelong process including early, adolescent, mature and late stages of fertility, this is after all a process that continues to change over the whole of an individual's life.

ANATOMY

 Students study the structure and function of the human skeleton, circulatory system, as well as lifestyle diseases within a social and cultural context.

ORGANIC CHEMISTRY

 In Class IX, we look into the way that organic chemistry has affected our modern living and how humans have been able to develop and manipulate what nature provides. We also have a look at the dangers that could result from their misuse and over use.

GEOLOGY

 Here Class IX study the physical Earth - its composition and evolution - from the minerals and rocks that make it up to the factors that lead to spectacular volcanic eruptions and the devastating destruction of earthquakes.

MODERN FOREIGN LANGUAGES

Language strengthens the young people in their relationship with the world and offers them a different perspective.

FRENCH & GERMAN

 GCSE French or German is a two year course to be examined at the end of two years. There are four language skills, speaking, listening, reading and writing all of equal weighting in terms of assessment (25 per cent each). The skills required in exams need to be carefully prepared.

The content is based on everyday experience (home life, school life, leisure time, healthy living etc.)

In terms of teaching and learning, all four skills are interactive and students will encounter language in a variety of ways. The pupils learn to express opinions, wishes, intentions, disappointments or hopes.

Class IX is also the year of complete grammar revision. This consolidation, together with new steps in the language, gives students a secure structured foundation upon which they can build.

HISTORY

Edexcel GCSE exam syllabus comprises four topics, all of which require good subject knowledge and an ability to write coherent, analytical answers that rigorously explore the specific enquiry, with points developed and judgements reached.

 The four topics for the History GCSE syllabus consist of two that require breadth and two depth. The breadth looks at Crime and Punishment through the Ages (1066-1990s) and the way society and government dealt with wrongdoing, plus changing attitudes addressing the concepts of rehabilitation or retributive justice.

The second breadth is a 20th century topic: International Relations (1943-1990) and the Superpower rivalry between the U.S and Soviet Russia.

The two depth studies are focused on controversial periods that still resonate today: Weimar/Nazi Germany (1919-1939) and a British-based topic : Henry VIII and the break with Rome (a 16th century Brexit).

MODERN HISTORY

 Class IX looks at an overview of 20th century world history, the rival ideologies of Communism and Fascism and how democratic nations dealt with them. Specific topics addressed include the social impact of the Russian Revolution and the First World War, as well as the birth of the Trade Union Movement.

Individual biographies are interwoven to provide both context and an emotional connection to the historical material.

Emergence of Civilisations

In Class X, students learn about the emergence of civilisations and individual consciousness in ancient Egypt, Greece and Rome. Why and how did a society of hunter-gatherers evolve into city-dwellers? What effects does this have? Research and debate are practised.

COMPARATIVE RELIGION

 In brief Main Lessons throughout the Upper School, students learn about different world views, religions, ethics and issues in contemporary British society.

CARE & DEVELOPMENT OF THE YOUNG PERSON

At Wynstones, the care and nurturing of each young person is at the heart of everything that we do. As students leave their Class Teacher behind in Class VIII, the Circle of Upper School Teachers hold and support the classes. Each Class now has a team of Guardians, who will be the primary point of contact for parents and who look after practical aspects of administering their class. Class Guardians change each year as the students move through the school. Each student has a personal tutor, who provides academic mentoring through regular meetings during the year. As in the Lower School, the Pastoral Team provide structured support to students with additional emotional needs. All students receive a programme of Personal, Social, Health and Economic (PSHE) education which forms part of their Main Lesson curriculum.

TRIPS & CAREERS EDUCATION

Farming: Class IX experience work on a farm to engage their will. They learn about the economic realities of farming as a business. They work with animals and gain an awareness of biodynamic agriculture. Activities vary according to the needs of the farm but can include working in field scale vegetable growing, bramble clearing, repairing fences, and basic animal husbandry.

Geology: the Class IX Geology Main Lesson include a trip to the Jurassic Coast in Dorset, which allows learning in the natural environment and some beautiful walks.

Wilderness: Class X has a complete change after their GCSEs, developing their self-sufficiency through a ten-day wilderness trek in the remote highlands of Scotland.

Work experience: students are encouraged to prepare for their part in the outside world through a programme of careers education, including a Work Experience week in Class IX.

WYNSTONES AWARDS & BURSARIES

THE JOURNEY AWARD

The Steiner Waldorf approach to education is based on child development. The culmination of this journey is completion of the Upper School years when pupils enter the world as creative and critical independent thinkers.

To reward pupils and families for their commitment to Wynstones, we are offering the new Journey Award. The bursary will allow all current families a one percentage reduction in fees per year of past attendance upon joining the Upper School and continuing for each year in the Upper School. For the Terms and Conditions of this bursary discount please contact our Admissions Clerk on admissions@wynstones.com

Terms & Conditions

(1) This award discount is only available to current Wynstones pupils moving / enrolling in the Upper School, Classes IX-XII. (2) A 1% will be awarded for each year of attendance completed at Wynstones School. For example, if your child is progressing to Class X and joined Wynstones in Class I, they will be awarded a 9% discount. If your child is moving into Class IX and joined Wynstones in Class V, they will be awarded a 4% discount. (3) The award only uses Class I and above for the calculation, not

the Kindergarten. (4) The award is available only if the family does not owe tuition fees. (5) The award is not available to pupils already receiving an Enhanced Bursary or old historic scholarship. (6) The award is not available to children of full-time staff. (7) The award is available to children of part-time staff only if it is advantageous, based on a calculation formula according to contract hours and / or means testing. (8) Other bursaries and scholarships can be combined at the discretion of Wynstones based on means and merit testing.

BURSARIES

Bursary discounts enable pupils to attend Wynstones who are unable to pay the full fees. These are based on an assessment of the family's financial means. Bursary discounts will be reviewed in the event of a change in the family's financial circumstances – the school should be informed of any changes in family circumstance for better or worse. For more information on the Bursary Scheme contact our Admissions Clerk on admissions@wynstones.com



Prospectus devised and written by the Upper School team of teachers and administrators.
For all queries please contact the Admissions Clerk.

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