



## CURRICULUM POLICY

### I. Background

- Millfield believes in the provision of a curriculum which encourages every individual to discover their potential; enabling them to face the challenges of modern life.

### II. The curriculum aims to:

- encourage pupils to develop the essential skills they need to learn;
- inspire pupils with an enthusiasm and commitment to lifelong learning;
- give pupils the confidence to achieve success in their adult lives;
- provide a broad and balanced education which prepares pupils for public examinations;
- offer a flexible programme which combines breadth, academic rigour and enrichment;
- provide appropriate subject choices to suit individual learning needs in the pursuit of academic development;
- offer an education which respects rights, dignity and individuality.

### III. Curriculum overview

- a) Millfield's curriculum comprises all the planned activities that are organised in order to promote academic learning and personal growth and development. It encompasses the formal academic curriculum, as well as the various co-curricular activities that the school organises in order to enrich a pupil's educational experience. It also includes the 'hidden curriculum' (as experienced in assemblies, group tutor and house time): what pupils' learn from the way they are treated and expected to behave.
- b) All pupils have the opportunity to learn, make progress and achieve the highest standards of attainment, in line with their ability. We also value the breadth of the curriculum that we provide. Pupils gain experience in linguistic, mathematical, scientific, technological, human and social, spiritual, physical and aesthetic and creative education.
- c) The curriculum enables pupils to further develop appropriate skills in speaking, listening, literacy and numeracy.
- d) The school provides personal, social, health and economic education through a core PSHE (or 'Positive Education') programme; this reflects the school's aims and ethos. The PSHE programme, in conjunction with the formal academic curriculum and the 'hidden' curriculum, encourages respect for other people (paying particular regard to the protected characteristics set out in the 2010 Act (a) – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils are thereby prepared effectively for the opportunities, responsibilities and experiences of life in British society.

- e) In year 9 a broad and balanced curriculum is offered consisting of: English (Language and Literature), Mathematics, Science, one or two Languages, Art, Food and Nutrition, Geography, History, ICT, Music, Product Design and Religious Studies.
- f) In years 10 and 11 pupils follow a programme of mainly GCSE courses which is tailored to their aptitudes and interests. Depending upon their banding (A, B or C – see section IV), pupils will typically undertake between 6 and 12 GCSE (or equivalent) subjects. Some pupils in Band C follow a level 2 BTEC Science course. There is a core academic curriculum of English Language and Literature, Mathematics, Science, a Language (optional for C band) and PSHE.

There are a number of optional subjects at this level which are reviewed annually. These are currently: Art, Business Studies, Business Communication Systems (bands B & C only), Computing (bands A & B only), ICT, Product Design, Economics (bands A & B only), Drama, French, Geography, German, Greek (band A only), History, Food & Nutrition, Italian, Latin (bands A & B only), Music (GCSE and BTEC), Physical Education, Religious Studies and Spanish. Band A and B pupils, deemed to need study support, may have it as one of their options; extra study support is built in to the band C curriculum. There are a number of restrictions in place to prevent subject choices which do not provide an appropriate degree of breadth.

- g) In the lower sixth (year 12) pupils typically choose three or four AS level subjects and continue with three to A2 level in the upper sixth (year 13). By agreement, pupils may undertake to study more or less than this number of AS/A2 subjects. A number of BTEC courses are also available which occupy the curriculum time of three subjects in both the lower and upper sixth.
- h) In the sixth form, in addition to their core academic curriculum, pupils engage in a wide-ranging co-curricular programme.
- i) Year 9 pupils participate in a rotating programme of co-curricular activities (including music, art & design, dance, cooking, drama and outdoor education) after school on two days each week. The aims of this programme include encouraging participation, social cohesion and developing personal skills.
- j) Year 9, 10 and lower sixth pupils participate in the Millfield Activities Programme (MAP). MAP activities are designed to provide pupils with the opportunity to sample a wide and varied range of co-curricular and academic enrichment activities during lunchtimes or after school. The Extended Project Qualification (EPQ) is an available option for sixth form pupils. Pupils have one activity each week. Activities change termly, as some are weather-dependent, and encompass a wide variety of crafts, sports and other skills.
- k) Pupils receive access to accurate, up-to-date and timely further/higher education and careers guidance through assemblies, presentations, individual profiling and discussions, as they progress through the school. Year 9 and year 11 pupils receive support and guidance in advance of making GCSE and sixth form choices respectively. Information is presented in an impartial manner which enables pupils to make informed choices for the future which are in line with their potential.

#### **IV. Inclusion, differentiation and support**

- a) The curriculum is designed to be accessed by all pupils who attend the School.
- b) If children have special needs, including a statement or EHC plan, the school will do all it can to meet individual needs and we comply with the requirements set out in the SEN Code of Practice.
- c) Pupils who exhibit a gift or a talent are stretched and challenged within the academic curriculum, as well as the various co-curricular activities that the school organises. Adjustments to pupils' academic programmes can be made to accommodate specialist sports coaching and/or instrumental music tuition.
- d) Pupils are banded according to their overall ability across the curriculum in Years 9 – 11. There are four ability bands in Year 9 and three ability bands in Years 10 and 11. Within each band, pupils are set according to ability in the following subjects, in the following years:
  - Year 9: Mathematics, Languages (across two bands) and English (in C & Cx bands)
  - Years 10 and 11: English, Mathematics, Science and Languages
- e) Where the need is identified, additional study support within the Learning Support Centre and/or EAL support are available as curriculum options within Years 9 – 11. Sixth form pupils can access learning support and/or EAL by arrangement during private study periods.

#### **V. Planning and monitoring**

- a) Curricular planning and development takes various forms: Heads of Department (HOD) submissions (e.g. new courses) to the Deputy Head (Academic)/Curriculum Coordinator for review; working party review of specific aspects of the curriculum; ongoing review and discussion at weekly HODs meetings. Recommendations for change are forwarded to the Headmaster.
- b) Curricular planning includes liaison with Millfield Preparatory School to ensure the continuity of the curriculum experience and good transition between the different schools. Each academic department has a nominated subject liaison coordinator and MPS/Senior School meetings take place termly.
- c) HoDs monitor the way their subject is taught in their departments and ensure that appropriate teaching strategies are used and teaching and learning resources are managed effectively.
- d) HODs choose the most suitable specifications for delivery of the curriculum and are responsible for ensuring that schemes of work are produced which indicate what topics are to be taught each term and to which pupils. Schemes of work are reviewed on an annual basis.
- e) Staffing needs are reviewed annually by the Headmaster when the efficiency of the current year is considered and projections made for the following year. The Curriculum Coordinator produces an annual Timetable Report to inform this process.

- f) The Curriculum Coordinator, in consultation with the Deputy Head (Academic), then revises and issues the curriculum plan for the next academic year.

Specific details of the subjects available in Years 9 – 11 and the sixth form are available separately (from the Curriculum Coordinator). Parents and pupils are informed of these in good time by presentations, meetings, mailings and the parent portal at the appropriate stages. Full advice is given about the implications of option choices.

Details of the subjects offered are also available on the school's website at <http://millfieldschool.com/senior/academic>