

CURRICULUM POLICY

(this policy is available on the School's website and also on request from the School Office as hard copy)
(Next review due: September 2011)

The challenge presented by the School's aims is that the School and its curriculum should "develop the spiritual, academic and cultural potential of each pupil to the full at every stage of her school career in such a way that this development will continue throughout her life."

The curriculum of More House is therefore concerned not just with the important short-term objective of the best possible exam results for each girl, but also with an education that will make a positive life-long contribution. For this to be successful, school has to be enjoyable as well as fruitful. School is not just about planning for the future but also about living in the present.

Much of this two-fold importance in the work done in school can be seen from the curricula and activities of individual departments. It comes not only from lessons in school but also from the wide variety of activities, in particular trips and the School's Activities Week, which are an important part of the School's curriculum.

Through the work of the Learning Support Department and the advantages conveyed by small teaching groups which allow for much individual assistance girls who are on the SpLD and SEN registers are enabled to access the relevant mainstream curriculum. It is always the aim of all teaching Staff to provide subject matter appropriate to the ages and aptitudes of SpLD and SEN learners. Curriculum provision for those girls with Full Statements of Special Educational Needs receive an education which fulfils the Statement's requirements, and thus curricular provision is in line with the SEN Code of Conduct. *Further specific details of the SpLD & SEN provision may be found in the School's SEN Policy.*

The School follows its own curriculum in Years 7-9, which references the content of the National Curriculum where relevant, while moving steadily towards the national standards of GCSE and A level.

PSHE is provided weekly to all girls by a team of Form Staff and other Staff with particular expertise as necessary. Topics covered are taught in a manner appropriate for the age group concerned and cover content which is both appropriate and relevant to it. Topics covered include: sex and relationships education (this is also covered in the Science context); friendships; healthy living; drug awareness and substance abuse (this is also covered in the Science context). The Programme of Study provides more specific detail and is available on our website and is also available, in hard copy format, on request from the School Office.

Careers education and preparation for a working life are also features of some Year Group's PSHE programme. In addition special Options evenings are run for Year 9 and

Year 11 in connection with the selection of GCSEs and AS levels, as well as university application. Individual support is also provided in relation for careers and Options choices. Outside speakers are brought in for the VIth Form to discuss issues such as GAP years. All members of the Lower VIth do a period of up to two weeks work experience after they have sat their AS levels. Before they leave on work experience they spend three days with the Head of VIth Form working on the initial stages of their UCAS Form, and are also given substantial support during the process of application in the Upper VIth. VIth Formers are also encouraged to visit university Open Days. The School also provides interview practice for both university and job interviews, as well as providing sessions on other opportunities which are open to direct entry at school leaver age.

A summary of the curriculum in Years 7-11 is shown on the next page. Numbers are of 40- (or 35) minute lessons. The percentage shown is of the taught week. We do not believe that an identical-length working day is appropriate throughout the school. On Tuesdays and Thursdays, school finishes forty minutes later for Years 9 and above.

<i>year</i> → <i>subject</i> ↓	Year 7	Year 8	Year 9	Year 10-11 GCSE	
English	5 [12.5%]	5 [12.5%]	5 [11.9%]	6 [14.3%] [†]	
Religious Studies	3 [7.5%]	3 [7.5%]	2 [4.8%]	3 [7.1%]	
Mathematics	5 [12.5%]	5 [12.5%]	5 [11.9%]	5 [11.9%]	
Science	4 [10%]	4 [10%]	Biology	2 [4.8%]	3 [7.1%] [‡]
			Chemistry	2 [4.8%]	3 [7.1%]
			Physics	2 [4.8%]	3 [7.1%]
French	3 [7.5%]	2 [5%] 4 [10%]	4 [9.5%]	4 [9.5%] 4 [9.5%] 4 [9.5%] 4 [9.5%] (four subjects including at least one modern foreign language)	
German	2 [5%]	2 [5%]	3 [7.1%]		
Spanish					
Latin		2 [5%]	3 [7.1%]		
History	2 [5%]	2 [5%]	2 [4.8%]		
Geography	2 [5%]	2 [5%]	2 [4.8%]		
Art & Design	2 [5%]	2 [5%]	2 [4.8%]		
Drama	2 [5%]	2 [5%]	2 [4.8%] [§]		
Examination PE					
Music	3 [7.5%]	2 [5%]	2 [4.8%]		
Information Tech	2 [5%]	2 [5%]	2 [4.8%]		
PE/Games	4 [10%]	4 [10%]	3 [7.1%]	2 [4.8%]	
PSHE	1 [2.5%]	1 [2.5%]	1 [2.4%]	1 [2.4%]	
<i>total</i>	40**	40**	42**	42**	

[†] English and English Literature are taught within this allocation at GCSE in both Year 10 & Year 11.

[‡] Although shown as separate sciences, the GCSE course which is followed is the Core and Extended Double GCSE Science course. This allocation merely indicates the time allocation for each specialist scientist.

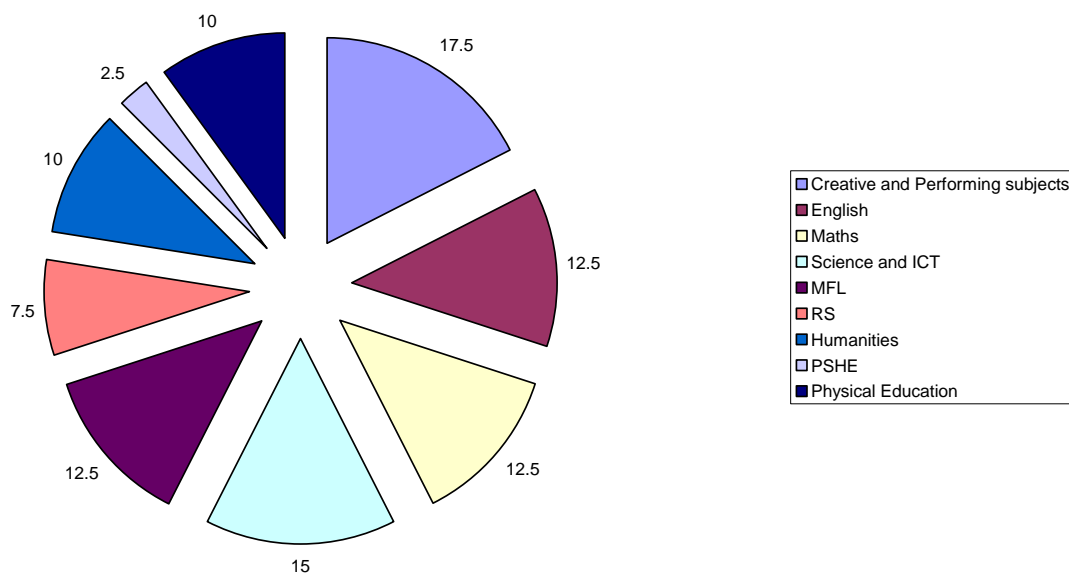
[§] Drama and ITC are timetabled together to allow for a cross-curricular project in the first term. Thereafter they have lessons alternate weeks.

** the percentages do not add up exactly (too much rounding up to nearest 0.5)

Year 7

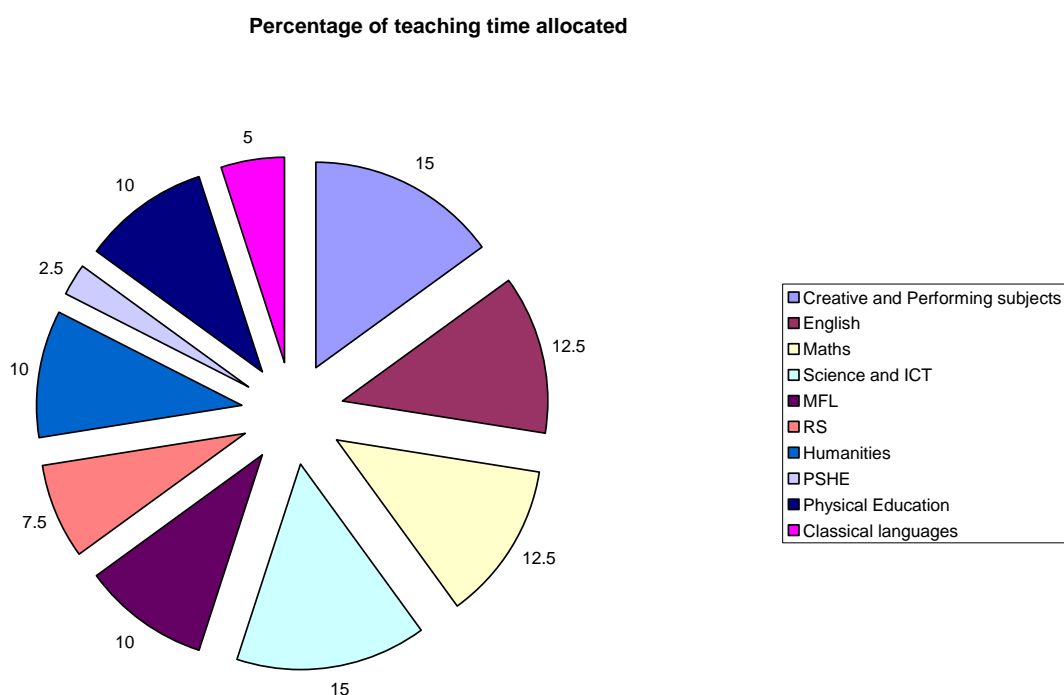
In Year 7, most subjects are taught by Forms, enabling girls from different schools time to adjust to their own levels. A lack of experience in a particular subject before arriving at More House does not, therefore, condemn a girl to a school career in lower sets. However there is the capacity for setting (3 sets) in English and Mathematics if the Head of Department, in consultation with the Headmaster and the KS3 Senior Teacher, believes that this is beneficial. Given the School's inclusive approach to girls with mild SpLD it is often the case that there is a small, specialist set in English and Mathematics. All girls study French and German. Year 7 have a group choral lesson as a Year Group, as well as the form-based Music lessons. Both Forms have a dance lesson as well as their 3 period Year Group Games session.

Percentage distribution of teaching time



Year 8

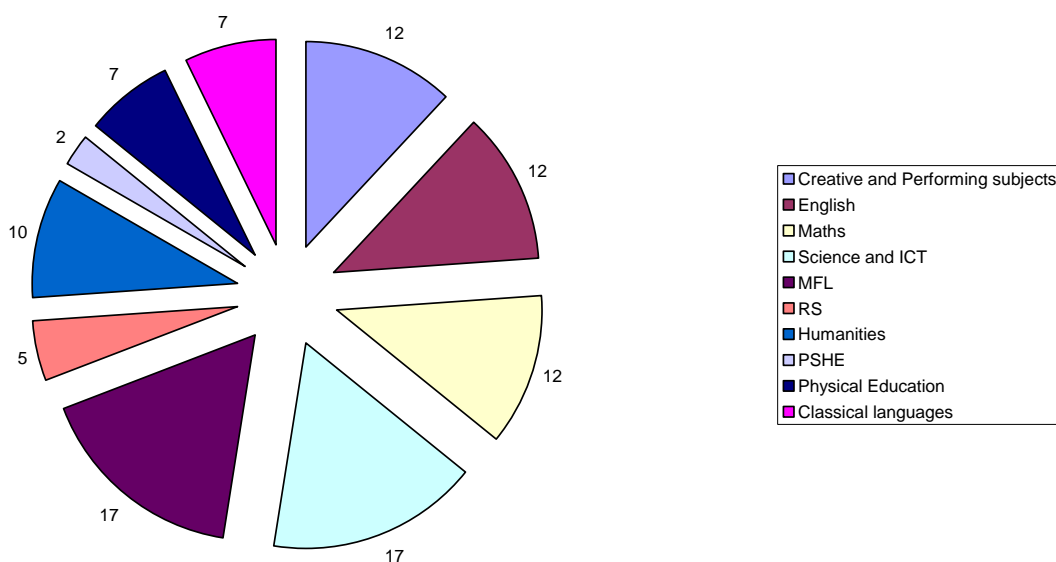
In Year 8 the majority of teaching remains in mixed-ability Forms rather than sets. The capacity for setting into three groups remains for English and Mathematics. The decision to do so or not is based on the judgement of the Head of Department and the Headmaster, along with the relevant Senior Teacher. Most characteristically setting continues in Maths. Setting also occurs in MFL with the strongest linguists continuing with both French and German, whilst the weaker linguists focus on French. All pupils begin Latin. Science continues to be taught as an integrated subject, rather than three separate sciences. Dance continues as a separate subject within the PE context.



Year 9

The teaching week expands by two periods to allow the girls to have as wide an experience as possible whilst they prepare to make their GCSE Option Choices for next year. The girls continue to be taught, for the most part, in mixed ability Form groups. There is usually the capacity for English and Mathematics to be taught in ability sets, but this is done at the recommendation of the Head of Department in conjunction with the Headmaster and the relevant Senior Teacher. Science is now taught as separate sciences in setted groups. Towards the end of the academic year the girls begin their GCSE course in this subject. All pupils take RS, unless it is anticipated that they will be taking a GCSE in their own religion and have agreed the same with the Headmaster and the Governors. The Year 9 course forms part of the RS GCSE course. All pupils continue to study French and may continue with German or may pick up Spanish. Drama and ICT are timetabled against one another in a carousel.

Percentage allocation of teaching time



Year 10-11: GCSE

Generally More House girls take 10 GCSE s. While they are in Year 9, there is a special evening for parents and their daughters come to school to discuss the GCSE curriculum and its options scheme. At the meeting, the Head talks to all girls and their parents and there is the opportunity for discussion with the teachers of all GCSE subjects. A course booklet is also produced. At present the subject combination outside the Core Section is generated by the choices of the girls themselves (normally some 85% ~ 90% receive their first choice combination).

The Core Subjects are:

Subject	Number of GCSE Awards
English and English Literature	2
Religious Studies	1
Modern Language (French <i>or</i> German <i>or</i> Spanish)	1
Mathematics	1
Science (Core and Extension)	2
Games	-
PSHE	-

The Option Subjects available are:

Subject	Number of GCSE Awards
Art and Design	1
Drama	1
Geography	1
History	1
Latin	1
2nd Modern Language (French <i>or</i> German <i>or</i> Spanish)	1
Music	1
Physical Education	1

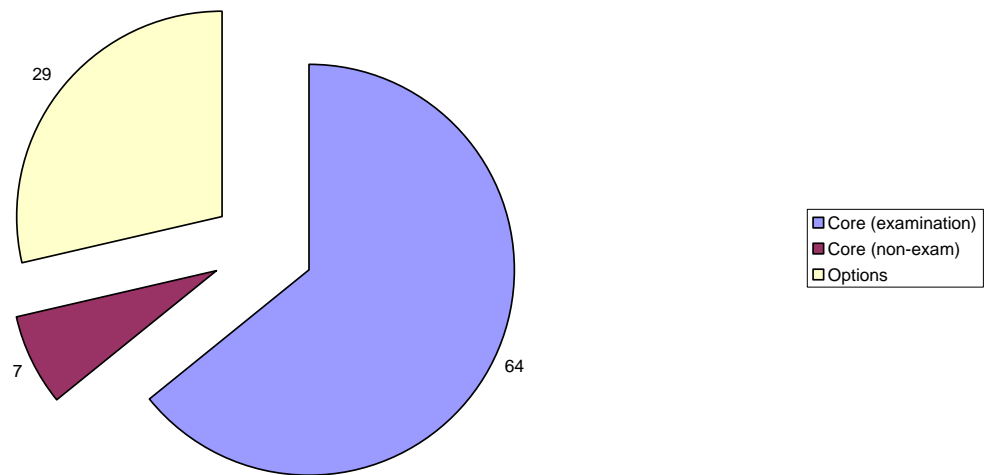
The girls are encouraged to keep the following factors in mind when they are making their Option Choices:

- the subjects they most enjoy

- their academic strengths
- the skills needed by each subject, and those taught by each subject
- the advice of their subject teachers
- any further education and careers considerations
- the importance of keeping a balance in their timetable.

Bilingual girls generally take a GCSE in their home language in Year 10 if they have not done so already.

Percentages of teaching time allocated



At this level English, Mathematics, MFL and Science are streamed when the particular group of girls would benefit from this. Again the number of sets depends not just on the number of girls in a particular year, but also on their suitability and level of achievement.

Information technology is not taught at this level, since at More House it is taught as a skill (as Literacy and Numeracy) rather than as a subject. The skills that girls have learned up to this level are employed in most subjects.

The Sixth Form

As with GCSE, there is extensive consultation about the choice of subjects, involving a meeting for girls and their parents and a course booklet that is issued to all girls. A special meeting is held for the girls in Year 11 and their parents where all the options both in this school and elsewhere are laid out.

There are entry requirements for the Sixth Form at More House. For all Sixth Form entrants usually a minimum of five GCSE subjects including English is required, although each case is treated on its own merits, particularly where specific learning differences may be involved. All five would be expected to be at least grade C, although again cases are judged on their individual merits. When choosing a new subject at this level aptitude must have been shown in a related subject at GCSE. External applicants who are not already in the school may be offered provisional places, dependent on their GCSE results, following an interview and a report from their present school.

Students who do not achieve a satisfactory level of work at the end of the Lower Sixth year may be advised to repeat the year.

At More House the general pattern followed is that girls study 4 subjects to AS and then three to A Level.

Subjects available at A level are:

Art and Design	History
Biology	History of Art
Business Studies	Latin
Chemistry	Mathematics
Classical Civilisation	Further Mathematics
Drama	Music
Economics	Physics
English Literature	Physical Education
French	Religious Studies
Geography	Spanish
German	Textiles

In addition to the chosen A level subjects, the following are included in the Sixth Form Curriculum, where timetable constraints allow.

Physical Education

Students in the Sixth Form have the opportunity to choose sporting activities making use of the School's Dance Studio and other local facilities. Some will help with the coaching of the junior girls either during lessons or after school. Where possible Sixth Form PE opportunities are synchronised with other years.

General Religious, Ethical and Philosophical Studies

The Sixth Form Religious Studies course allows the girls to stand back from immediate concerns and think more deeply about the world in which they live. The course is a series of individual explorations from different starting points that may, it is hoped, add up to a whole that will lead them to consider their lives as a spiritual as well as a material business. Within the course, the aim is always to encourage thought and discussion; particular attention is paid to the way in which members of the group present their arguments.

Policy on the National Curriculum

The School does not follow the National Curriculum in detail, the major omission from its requirements being Design Technology, which is precluded by the limitations of the school premises. Elements of design are included within the Art, IT and Science curricula.

The school believes that at least one modern foreign language should be taken by all pupils at GCSE.

IT at More House is seen as a skill that supports all other aspects of the curriculum and as a life skill; it therefore seen in the same light as Literacy and Numeracy. It is therefore taught in years 7 - 9 and not as a GCSE subject. The two Computer Rooms are available to all girls when there are not lessons timetabled in them. Citizenship is taught through the medium of other subjects, such as RS and History, throughout the School.

KS3 tests are not taken at the end of Year 9; the arrival of new pupils into year groups other than Year 7 makes GCSE a more realistic long-term aim.

Other connected policies& documents

- Assessment Policy
- Faith Education
- SEN Policy