



Curriculum Policy 2021-2022

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**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

Rationale

The Curriculum at More House is aligned with the aims of the school to:

- Cultivate inspiring and successful young women by fostering Commitment, Integrity and Compassion.
- Promote an ethos of spiritual development, humility and self-awareness, founded on the Catholic Faith but relevant to those who adhere to other faiths and beliefs.
- Engender a culture of intellectual curiosity both inside and outside of the classroom and pride in individual and collective achievement.
- Provide for the social and emotional wellbeing and development of pupils and staff through tolerance, justice and openness in an environment where all are equally valued and where individual rights and dignity are respected.

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 empower girls to be ethical leaders of the future. 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.

This is supported by what Pope Francis IV has to say of schools and teachers:

“Instead they must aim to build an educational relationship with each student, who must feel accepted and loved for who he or she is, with all of his or her limitations and potential. In this direction, your task is more necessary now than ever. You must not only teach content, but the values and customs of life. There are three things that you must pass on. A computer can teach content, but to understand how to love, to understand values and customs which create harmony in society, it takes a good teacher.”

Pope Francis

Curriculum aims

The curriculum at More House School is designed to provide students with:

- **Focus 1: Excellent subject knowledge**
 - a desire to excel through being inquisitive, questioning, solving problems and arguing rationally
 - the skills to learn and retain information
 - a passion and thirst for learning
 - literacy, numeracy and communication skills
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- **Focus 2: Stretch and challenge for all**
 - a willingness to apply themselves and an aptitude for learning
 - a willingness to take risks and strive for improvement
 - creativity, critical thinking, an ability to collaborate and to communicate effectively
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- **Focus 3: Responsible and innovative use of technology**
 - digital skills necessary for school and the future world of work
 - the ability to recognise the importance of evaluating information found online
 - an understanding of the strengths and challenges of digital resources and how to use these safely and responsibly
 - an ability to use technology to create content
- **Focus 4: High quality and effective feedback**
 - an ability to reflect on their learning and make adjustments to improve
 - a sense of personal accountability for the completion of work to a high standard
 - a recognition of their own and others' achievements, in school and beyond;
 - self-esteem, self-worth and self-confidence
 - self-reflection and emotional intelligence skills
- **Focus 5: High expectations of behaviour for learning**
 - creativity, critical awareness, empathy and sensitivity;
 - personal responsibility for behaviour and attitude to learning
 - high personal expectations
 - self-management skills
 - the skills of working as an individual and as a member of a group or team
 - appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect

Access

We are committed to ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that students who may be having difficulties or becoming demotivated are identified early and provided with appropriate support, encouragement and guidance. We believe in stretch and challenge for all.

We have thorough registers of students with special educational needs on our SpLD and SEN registers as well as those who are gifted and talented on the More House Register (“The Register”). Our SENCO is responsible for the management of SEN provision in the school, whilst our More Able Coordinators (MACOs) identify and mentor students with exceptional talent both in and out of the classroom.

Through the work of the Special Educational Needs Department (SEND) 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 as well as girls who are on The Register. 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. The Register are provided with additional stretch and challenge and small group support to excel.

Further specific details regarding access can be found in the SEND and More Able policies.

Curriculum matters

Mixed ability teaching, setting and differentiation

On arrival in Year 7, all students are placed in form groups. In most subjects, they are taught in these groups; some subjects however, choose to place students into ability sets, either at the start of Year 7 or at a later point during Key Stage 3, in order to target work more precisely. These departments include Mathematics, Science and the Department of Modern Foreign Languages.

To take account of the different skills, experiences and abilities in any given class, all staff are expected to plan work that stretches and challenges all girls based on their current level of achievement and future potential. This will involve the adaptation of tasks, providing differentiated resources, providing and developing extension work, addressing a variety of learning styles and environments, setting individual goals, providing different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

Class sizes

In Years 7 - 9, the teaching group size is approximately 16 students. Where ‘setting’ exists, the norm is to operate smaller groups for the lower ability groups, so that more individual support can be provided. In Years 10 and 11 the groups for core subjects (English, Mathematics, Science and Religious Studies) contain approximately 12 students. Most other subjects are taught in option groups that vary in size from 3-12 students. At post-16, classes are smaller, with the optimum class size being 8.

Curriculum Maps, Schemes of Work and lesson planning

Each subject area is required to have Curriculum Maps and Schemes of Work for all year groups. Curriculum Maps outline the course content and details of assessments, as well as how these should be structured, so that students' knowledge, understanding and skills are developed progressively and consistently. They are supported by Schemes of Work detailing content of individual lessons and highlighting opportunities for literacy, numeracy, digital skills and learning skills to be developed, as well as other cross-curricular links. Teachers plan individual lessons, or sequences of lessons, in different ways in order to match the needs of their students.

Religious Studies

"Religious Education is concerned not only with intellectual knowledge but also includes emotional and affective learning. It is in the mystery of the Word made flesh that the mystery of what it is to be human truly becomes clear. Without religious education, pupils would be deprived of an essential element of their formation and personal development, which helps them attain a vital harmony between faith and culture."

Religious Education Curriculum Directory, page 4

As a Catholic school we believe that religious education is the "core of the core curriculum" (Pope St John Paul II). Placing RS at the core of the curriculum helps the school to fulfil its mission to educate the whole person in discerning the meaning of their existence. Pupils in Key Stage 3 follow a timetable with Religious Studies at its core (4 periods a week = 10%). All girls sit Religious Studies GCSE as part of their Core subjects and General RS is timetabled for all girls in the Sixth Form, regardless of whether or not they choose to study Religious Studies A Level.

Personal, Social and Health Education (PSHE) including Relationship and Sex Education (RSE)

The Senior Teacher (Pastoral and PSHE) has overall responsibility for the PSHE programme. This includes creation and implementation of the PSHE curriculum for KS3 and KS4. PSHE is delivered through the assembly programme, form time, guest speakers, drop down days and themed weeks. There is the opportunity for discussion of each assembly topic during the morning form time session and girls who we feel require further support or information on specific aspects of the PSHE curriculum will meet in small groups to ensure that they are fully equipped to deal with the challenges they may face.

The Director of Pastoral Care and Senior Teacher (Pastoral and PSHE) organise the assembly programme to deliver age-appropriate PSHE content and also organises specialist speakers to come and talk to the girls about topics such as Drugs and Alcohol and Consent. Form Tutors discuss the PSHE topic covered that week with their form group during one of the 30 minute morning form sessions. This arrangement allows the relationship between the girls and their form tutor to develop and ensures that all girls are receiving clear and consistent information on each topic.

The themed weeks which run in the Spring Term include PSHE topics such as careers and future pathways, wellbeing and financial responsibility.

For details on the school's RSE programme, please refer to the RSE policy.

Careers and Work Experience

An effective careers programme lies at the centre of the necessary experience of all students. The programme seeks to raise aspirations and help all students achieve their potential. We are aware that the changing nature of work requires special skills on the part of our students. As adults, they will need to be able to adapt to changing patterns of employment, operate in a climate of competition and be willing to develop new knowledge, skills and competences throughout their working lives. Through a structured and progressive programme of learning, we expect students to develop an understanding of the demands and challenges of the workplace, the rewards and satisfaction work can highlight the rights and responsibilities of employers and employees, and knowledge of the requirements of employers and educational institutions and sources of information and guidance. We also expect them to develop relevant skills, including research, problem-solving and decision-making skills, presentational and communication skills, planning and self-management skills and the confidence needed to operate in the employment market place.

Careers events and Options evenings are held for Year 9 and Year 11 in connection with the selection of GCSEs and A 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 Lower Sixth to discuss issues such as GAP years and internships. All members of the Lower Sixth complete two weeks' work experience in the Summer term, prior to which they have dedicated time with the Head of Sixth Form working on the initial stages of their UCAS Form, and are also given substantial support during the process of application in the Upper Sixth. Sixth Formers are also encouraged to visit university Open Days. The School also provides interview practice for university and job interviews, as well as providing sessions on other opportunities which are open to direct entry at school leaver age.

Core PE

Students will develop physical literacy in the form of functional movements and sport-specific development. Our pupils will find themselves in challenging scenarios where they will be expected to be creative, make decisions and reflect on their performance and the performance of others.

Key Stage 3

The school follows its own curriculum in Years 7-9, which references some of the content of the Programmes of Study detailed in the National Curriculum where relevant.

Core PE

Each KS3 and 4 year group has a morning of Core PE, which is offered at one of our extensive top facilities on offer in the local vicinity. In Years 7 - 9 the Physical Education curriculum aims to develop and refine the fundamental motor skills and principles of sport through a two hour lesson delivered once a week. Students will become more confident in demonstrating movement skills within a range of physical activities and will become determined, resilient, competitive independent learners. Our major sports include netball, athletics and rounders. Alongside these sports students will participate in badminton, tag rugby, football and tennis.

Digital Skills

We believe that the development of digital skills is an essential requirement of students' education and that they have an entitlement to digital resources and teaching of the highest possible quality. All girls in Years 7 to 9 receive Digital Skills lessons and are expected to develop both understanding and practical expertise in this area. Digital skills are also taught in subject areas, including Maths and English.

Enrichment

The Enrichment course is taught once a week through Years 7-9 and seeks to build cultural capital through the teaching of topics such as Current Affairs, History of Art, Politics, Business, and Social Studies, and to equip girls with transferable life skills such as public speaking, independent research, project management and critical thinking.

There will be the opportunity to complete a cross-curricular project, culminating in a presentation to highlight the skills learnt during the course.

Learning to Learn

In Key Stage 3, girls are taught how to learn through a series of interactive online lessons that have been developed by More House. These are carried out in form time once a week.

Year 7

In Year 7 all subjects are taught in 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 (where setting takes place). Science is taught as a combined subject, as opposed to three separate sciences. All girls study French.

Year 8

In Year 8 the majority of teaching remains in mixed-ability Forms rather than sets. Setting is introduced in Maths, and the majority of students will begin a second language in addition to French (German or Spanish). Science continues to be taught as an integrated subject.

Year 9

Girls continue to be taught, for the most part, in mixed ability form groups, with the continued exception of Maths and Modern Foreign Languages. Science is now taught as separate sciences in setted groups. Digital Skills lessons continue. Towards the end of the academic year many departments introduce their GCSE, including Maths, Religious Studies and English. In the 2021 - 2022 academic year, all Year 9s will study Spanish and Business Studies.

Key Stage 4

Balancing the curricular against the co-curricular at Key Stage 4 is a complex task, and whilst it is important that we don't limit pupils' options for the future, we also believe that education is about respecting the dignity of the human being, fostering a life-long passion for learning and building critical thinking skills. It is all too often the case that the sense of fun, curiosity and pleasure that should characterise learning disappear when pupils are forced to race through too many courses that, despite teachers' best efforts, can feature more and more exam-driven teaching. There is, therefore, no 'standard' number of GCSEs that students at More House must sit. Whilst the majority study 9 subjects (6 'core' + 3 'options - see below) some will sit as many as 12, others as few as 6.

Decisions are made following the Year 9 Options Evening in consultation with parents, staff and the individual student and are based on baseline and other data, a history of SpLD and Learning Support, The Register and recommendations from colleagues.

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

In addition to the 'Core' subjects - English Language, English Literature, Maths, Science* and Religious Studies - girls choose up to 3 optional subjects from the following:

- Art
- Classical Civilisation
- Drama
- French**
- Geography
- German**
- History
- Music
- Physical Education
- Spanish**

* At the end of Year 10, girls will either continue to study the Combined Science (double) award, or study for three separate sciences.

** Girls are strongly recommended to study a language.

Where appropriate, some will study fewer than three 'Options' and will substitute one of these for English and/or Maths support.

English, Mathematics, MFL and Science continue to be taught in sets. All other subjects continue to be taught in mixed-ability classes.

Core PE

In Year 10 and 11 the students of More House will receive one hour of PE per week. The curriculum offers a multi-sport experience to engage the girls and foster the desire to live a healthy and active life. We recognise the significant mental and physical benefits that come with regular opportunities to play sport and learn new skills. Alongside our traditional sports of netball, badminton, athletics and rounders, our curriculum offers students the addition of unconventional sports such as Indoor Wall Climbing and Exercise Classes such as Boxercise and Yoga.

The Sixth Form

A Level subjects

Girls study linear A Levels, with formal mock examinations taking place in the summer term of the Lower Sixth. A minimum grade 6 at GCSE is required and the majority of girls will choose 3 of the following courses:

- Art and Design
- Business Studies
- Biology
- Chemistry
- Classical Civilisation
- Drama and Theatre Studies
- English Literature
- French
- Geography
- German
- History
- History of Art
- Music
- Mathematics
- Mathematics (Further)
- Physical Education
- Physics
- Psychology
- Religious Studies
- Spanish
- Textiles

The EPQ is taken as an additional subject by all students in Year 12 and as an option in Year 13.

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, and, where appropriate a student may study 4 or 2 A Levels.

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.

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

Core PE

All students in the Sixth Form are timetabled one hour of Physical Education and Sport per week. Activities on offer include team sport, personal fitness training and specialist off-site sports such as Indoor Climbing and Rowing. In addition to physical sport the PE department is in the process of introducing the Sports Leadership Award.

Core Religious 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.

Enrichment

Students in the Sixth Form are provided with a number of opportunities to extend their understanding of the world beyond the classroom. Enrichment activities, including guest speakers and workshops, are organised throughout the year. The benefit of our small school sizes means that the enrichment program can respond directly to the interest of the students in the Sixth Form and students are heavily encouraged to put forward new ideas for enrichment opportunities. At the moment these include Mock Trials, Debate Society, Learning to Drive and the Communication Certification course for which students can earn additional UCAS points.

EPQ

All students in Year 12 have two EPQ lessons a week. They are taught the skills necessary to plan, manage, develop and reflect on a project of their choice. This follows the AQA Extended Project Qualification Level 3 specification. Students are taught 30 hours of research and project management skills and are expected to spend an additional 90 hours on research and independent work. In the Autumn Term of Year 13, they present their findings to an audience and then submit their projects to the exam board. Students make use of ProjectQ, an online EPQ management tool, to manage their project.

Super Curriculum

Students in the Sixth Form have access to the More House Super Curriculum website, a hub for all the learning they can do beyond their A Level specifications. Super Curriculum activities are those that take the regular curriculum studies further. They take the subject studied in the classroom beyond that which teachers have taught or set for homework. On this site, there are a range of activities for students to stretch themselves and explore their subjects in their Super Curriculum period, timetabled one lesson per week. During this hour students should spend:

- 30 minutes engaging with material
- 15 minutes reflecting on the material
- 15 minutes sharing their new knowledge

Students also have 30 mins per week dedicated to tracking and monitoring their Super Curriculum progress with their form tutor including sharing and promoting resources to one another. Super Curriculum activities are split into the following categories: Watch, Listen, Create, Research, Read, Write.

Other connected policies and documents

- Assessment Policy
- Faith Education
- SEN Policy
- Teaching and Learning Policy

YEAR 7		YEAR 8		YEAR 9	
Subject	Periods	Subject	Periods	Subject	Periods
Mathematics	4	Mathematics	4	Mathematics	3
English	4	English	3	English	4
Science	2	Science	2	Religious Studies	3
Religious Studies	3	Religious Studies	3	Core PE	2
Core PE	2	Core PE	2	Spanish	2
French	2	French	2	Biology	1
Art	1	German / Spanish	2	Chemistry	1
Music	1	Art	1	Physics	1
Drama	1	Music	1	Art	1
History	1	Drama	1	Business Studies	1
Geography	1	History	1	Music	1
Digital Skills	2	Geography	1	Drama	1
Enrichment	1	Digital Skills	1	History	1
		Enrichment	1	Geography	1
				Digital Skills	1
				Enrichment	1
TOTAL	25	TOTAL	25	TOTAL	25

YEAR 10		YEAR 11	
Subject	Periods	Subject	Periods
Core Subjects			
Mathematics	3	Mathematics	3
Religious Studies	3	Religious Studies	3
English Language	2	English Language	2
English Literature	2	English Literature	2
Biology	2	Biology	2
Chemistry	2	Chemistry	2
Physics	2	Physics	2
Core PE	1	Core PE	1
Option Subjects*			
Option Block A	3	Option Block A	3
Option Block B	3	Option Block B	3
Option Block C	3	Option Block C	3
* Option subjects include: Art and Design, Classical Civilisation, Drama, French, Geography, German, History, Music, PE, Spanish			
TOTAL	26	TOTAL	26

LOWER SIXTH		UPPER SIXTH	
Subject*	Periods**	Subject*	Periods
A Level Option 1	5	A Level Option 1	5
A Level Option 2	5	A Level Option 2	5
A Level Option 3	5	A Level Option 3	5
A Level Option 4 (optional)	5	A Level Option 4 (optional)	5
General RS	1	General RS	1
Core PE	1	Core PE	1
Directed Study	3-8	Directed Study	2-9
EPQ	2	EPQ***	2

* A Level Options include Art and Design, Biology, Business Studies, Chemistry, Classical Civilisation, Drama, English, EPQ, French, Geography, History, History of Art, Mathematics, Music, Physical Education, Physics, Psychology, Religious Studies, Textiles

** A Level Options Subjects where there are classes of 1 student, are only allocated 4 lessons

*** EPQ is optional for this Year 13 cohort.

TOTAL	27	TOTAL	28
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