



Curriculum Policy

This policy sets out the main features of the School's curriculum and is supported by the School's various plans and schemes of work. The policy is available to parents, prospective parents and others through the School website and is available in hard copy upon request to the School Office. In addition, the policy may be inspected at any point in the School day in the School Office.

Mill Hill School aims to provide excellence in education and to support all of its pupils in the passage from childhood towards adulthood. At the same time, it seeks to develop in every pupil self-discipline, responsibility, spiritual and moral values, leading to the highest possible standards of behaviour, consideration for others, pride in oneself and in one's achievements. The academic curriculum provided by the School plays a key role in helping us to meet these aims, and we seek to offer a broad, flexible and forward-looking curriculum which encourages among pupils intellectual curiosity, sound learning and a spirit of enquiry in the pursuit of academic excellence.

The overall aims of the curriculum are to:

- give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- ensure that all pupils have the opportunity to learn and make progress
- provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;
- enable pupils to acquire skills in speaking and listening, literacy and numeracy;
- provide any pupils who may attend the school who have a statement of educational need or a learning difficulty or disability education which meets their requirements;
- provide a programme of personal, social and health education which reflects the school's aims and ethos and which includes adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life;
- provide appropriate guidance and information for pupils on subject choices, higher education and careers information and guidance;
- for pupils above compulsory school age provide a programme of activities which offers a wide range and which is appropriate to pupils' needs
- through the achievement of these aims, to ensure that each pupil is able to attain and enjoy the provisions of the DCSF *Every Child Matters* agenda, i.e. to
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic well-being.



Provision for Pupils with Special Educational Needs and/or Disabilities

The School is committed to allowing equality of access and opportunity to all pupils, regardless of their background, ability and any particular individual difficulties or disabilities which they may experience. The Learning Support department plays a key role in this work, seeking to identify, through screening and ongoing monitoring, the particular needs of individual pupils and putting in place strategies (and, where necessary, additional assistance) designed to help them fulfil their potential. Pupils who have a Special Educational Need or Disability may have their curriculum modified to take account of their particular needs, as appropriate. Such decisions are made by the Deputy Head (Academic) in consultation with the pupil and his/her parents/guardian and Housemaster/mistress and on the advice of the Head of Learning Support. Where a pupil has a statement of special educational needs, the requirements of the statement are closely followed in order to ensure that the School provides an effective and accessible educational experience. For pupils with a learning difficulty and/or disability an individual Pupil Profile is drawn up and published to all teaching staff, to assist with provision inside and outside the classroom. The progress of all pupils on the School's Learning Support Register is regularly reviewed and support is amended as appropriate.

Personal, Social, Health and Religious Education (PSHRE)

The School runs a PSHRE programme which is designed to complement the academic curriculum and to help ensure that all pupils are able to achieve the goals of the *Every Child Matters* agenda. The modular programme runs in the Fourth Form and Remove and continues in the Lower and Upper Sixth Form. Further details of the PSHRE courses are set out below and in the detailed PSHRE schemes of work.

Careers Guidance

Through the tutor system, presentations and information evenings, pupils are helped to make the best possible choices of GCSE, AS and A level courses. They are similarly helped to make the best and most appropriate higher education choices and in the Sixth Form they are assisted in this by visits to universities and colleges as well as by presentations, workshops and information evenings. Careers Education is also included within the School's PSHRE programme and specific Careers Education units are provided in the Fourth Form, Remove and Lower Sixth.

The School has an active Careers Department which provides information and advice on possible future careers paths. It is based in the Piper Library, where a wide range of careers-related information and guidance is available. Careers interviews are arranged for pupils in the Fifth Form and in the Lower Sixth, and also on request through the Head of Careers or the Assistant Head (Academic) for pupils in other year groups.

English as an Additional Language (EAL)

For pupils whose first language is not English, additional support is provided, as appropriate, by the EAL department. This provides class or individual tuition, as appropriate, in the four core areas of reading, writing, speaking and listening in order to allow non-native speakers of English fully to access the curriculum, to prepare them for appropriate EAL examinations, to exploit their academic abilities and to enjoy all of the social and cultural aspects of life at the School. In some individual cases, pupils who require EAL support follow a modified curriculum in order to accommodate this. For some pupils extra, individual, EAL tuition in addition to class lessons is needed. This is arranged through the EAL Department, in consultation with parents and guardians.

In the Fourth Form EAL lessons are provided to those pupils who need it, usually in place of French/German/Spanish. If it is appropriate for an EAL pupil to take one of these three modern foreign languages, special arrangements are made for their EAL lessons.

In the Remove and Fifth Form EAL lessons are provided to those pupils who need it, usually in place of French. Pupils are prepared for GCSE English as a Second Language and are also supported in developing the English language skills they need to use in their other subjects.



In the Sixth Form EAL lessons prepare pupils for the IELTS examination and also provide language support for their work in their AS courses. Some EAL pupils take three, rather than four, taught AS courses in the Lower Sixth as they find that their work takes them more time than most native English speakers. However, they usually sit the AS examination in their own language (if available) when they sit their other AS examinations at the end of the Lower Sixth year, so that most still gain a minimum of 4 AS examination results.

In several AS subjects most frequently taken by EAL students additional regular support sessions are offered and subject specific language support is also given by the EAL Department; these subjects include Physics, Chemistry and Business Studies.

In the Upper Sixth most EAL pupils take three taught A2 courses (as other pupils) and at the end of the year also sit the A2 examination in their own language (if available), so that most gain a total of four A level examination results.

Organisation of the Curriculum

The academic curriculum at Mill Hill is divided into three stages: The Fourth Form; the Remove and Fifth Form; and the Sixth Form. Details of these are set out on the following pages.

The Fourth Form Curriculum

Pupils entering the School in the Fourth Form come from a variety of educational backgrounds, although the majority come from preparatory schools. The Fourth Form curriculum has three principal aims. The first is to consolidate what has been learned in the previous two years, to ensure that all pupils are at or above a common minimum standard across all of their subjects, in preparation for the start of their GCSE courses in the Remove year. The second is to enable pupils to experience as wide a range of subjects as possible in the Fourth Form year, so that they are able to make informed choices for their GCSE option subjects. The third is to maintain pace and progression as pupils prepare for the start of GCSE courses.

The structure of the Fourth Form curriculum is as follows:

Core subjects, through to GCSE	English, Maths, Science (Biology, Chemistry and Physics, taught as separate subjects but certified either as 2 or 3 GCSEs) and a Modern Foreign Language (French or Spanish) or English as an Additional Language, for those for whom that is appropriate.
Other subjects, taken by all pupils	Art and Design, Design Technology, Drama, Geography, History, Information and Communication Technology (ICT), Music, Personal Social and Health Education, Physical Education, Religious Education and a second foreign language (or EAL).
Latin	The most able 24 Latinists are able to continue their study of Latin, in addition to their other curriculum subjects.
Games	All pupils have a session of Games each week, in addition to PE

The period allocation for each subject is set out in the Fourth Form Curriculum Guide.

The second foreign language studied is either German or Spanish; pupils are able to express a preference and places are allocated in order of receipt of those preferences, taking into account availability of spaces in each language. Pupils who speak English as an Additional Language are assessed for their ability in English on entry to the School and their curriculum is adapted to suit their needs and abilities. English as an Additional Language is taught to those pupils who need it and usually replaces the lessons in French/German/Spanish.



The Fourth Form PSHRE programme is modular and includes: careers and personal development, citizenship, developing relationships and respecting differences, healthy living, sex and relationships and study skills. Pupils rotate through all of the units over the course of the year. These units are interspersed with whole year group presentations and guidance to pupils on smoking and other issues. Though not a formal part of the PSHRE programme, one unit is allocated to Classical Civilisation, to give pupils the opportunity to experience this subject before GCSE option choices are made in March.

In addition to the academic curriculum, all Fourth Form pupils participate in the School's Games and Activities programme. The minimum expectation for each Fourth Form pupil is set out in the Activities Handbook, which is published annually.

Further information on the Fourth Form curriculum is given in the **Fourth Form Curriculum Guide** which is included in the information pack issued to parents of prospective pupils by the Admissions Office.

The Remove and Fifth Form Curriculum

The curriculum at Key Stage 4 ensures that all pupils follow a common core whilst allowing them to make choices about a number of the non-core subjects they study, to reflect their individual interests and aptitudes. When choosing their GCSE option subjects pupils are encouraged to select a combination of subjects which maintain a sensible breadth of study. This will vary between pupils, and is balanced against each pupil's relative strengths in his/her subjects. It will be easier for a pupil who is strong across a wide range of subjects to achieve breadth and balance in their subject choices than a pupil whose abilities are focussed on fewer subjects. Ultimately, it is more important for each pupil to take option subjects which they enjoy and in which they are likely to do well, than simply to choose a wide spread of subjects.

The structure of the curriculum for these two years is as follows:

Core examined subjects	English, Maths, Science (Biology, Chemistry and Physics, taught as separate subjects but certified either as 2 or 3 GCSEs) and French (or English as an Additional Language, for those for whom that is appropriate).
Other, non-examined, core courses	Personal, Social, Health and Religious Education Physical Education (Remove year only)
Option subjects, from which pupils select three	Art and Design, Classical Civilisation, Design Technology, Drama, Geography, German, History, Information and Communication Technology (ICT), Music, Physical Education (as a GCSE courses), Spanish
Games	All pupils have a session of Games each week, in addition to PE.

The period allocation for each subject is set out in the **Remove Curriculum Guide**.

Information on relative strengths in each subject are provided by the School in the form of *suitability indicators*. Each pupil's choice of GCSE option subjects is agreed in the light of these suitability indicators and of objective base line data, in discussion with their tutor and their parents and is monitored by Housemasters/mistresses.



The PSHRE programme is modular and includes: banks and budgets, careers and personal development, citizenship, healthy living, religious education, sex and relationships and study skills. Pupils rotate through all of the units over the course of the year. These units are interspersed with whole year group presentations and guidance to pupils on topics including cancer and drugs and are given by outside agencies including the School's home beat police officer.

In addition to the academic curriculum, all Remove and Fifth Form pupils participate in the School's Games and Activities programme. The minimum expectation for pupils is set out in the Activities Handbook, which is published annually.

Further information on the Remove and Fifth Form curriculum is given in the **Remove Curriculum Guide** which is issued to all Fourth Form pupils and their parents in March.

The Sixth Form Curriculum

The aims of the Sixth Form curriculum are:

- to provide an academic curriculum which is appropriate for each pupil in its range and demands;
- to encourage and develop personal skills of study, research and thought;
- to encourage pupils to consider and discuss issues relevant to them as they move towards adulthood and participation in the full range in rights and responsibilities as citizens.

In the **Lower Sixth** the standard expectation is for pupils to take four AS courses. In addition they have a weekly timetabled session of Personal, Social, Health and Religious Education and a weekly timetabled session of Complementary Studies. Lessons in English as an Additional Language are also timetabled for those pupils who need it.

Suitably qualified pupils may take an additional AS course, where the timetable can be arranged to make this possible. The ablest mathematicians have additional periods of Mathematics each week to enable them to sit A Level Further Mathematics in addition to A Level Mathematics.

For a small number of pupils, a programme of three, rather than, four AS courses is agreed as being appropriate: for some it is not possible to identify a fourth subject which they would like to take and for which they have met the academic entry requirements; also a number of pupils for whom English is an Additional Language take three, rather than four, taught AS courses, plus extra lessons in EAL. They usually sit the AS examination in their first language (if available) when they sit their other AS examinations at the end of the Lower Sixth year.

Guidance is given to pupils and their parents about making AS subject choices; this includes an external academic/careers guidance test report and interview, discussions with tutors and Housemasters/ mistresses and talks from the Deputy Head (Academic). Detailed information on the Lower Sixth Form curriculum is set out in the guide **Moving Into the Sixth Form**, a copy of which is given to each Fifth Form pupils and their parents/guardian in the Spring Term of the Fifth Form and to parents of external Sixth Form applicants as part of the initial school information pack.

The PSHRE programme covers both years of the Sixth Form and encourages pupils to participate in discussion, to research information, to present short talks, to contribute to a debate and to become involved in various activities across the school curriculum. The programme is modular, and the modules include: sex and relationships, drugs, alcohol and tobacco, presentation skills, personal financial management skills, the environment, and moral values and their relationship with faith and belief. These modules are combined with whole year group presentations and guidance to pupils and parents/guardians on Higher Education , Gap Year opportunities, cancer and driver education.



In the Complementary Studies Programme pupils have the opportunity to choose from a wide range of short, non-examined, courses which cover aspects of Politics, Science, and the Arts. The purpose of the programme is to encourage independent thought and study which is not related to, or seen as a means to, examination success, and to encourage breadth of study (e.g. those taking predominantly maths/science AS courses will take some arts/social science *units* in Complementary Studies, and *vice versa*.). All pupils are encouraged to take a Politics unit, as they will very soon be of voting age. The units involve discussions and presentations, and several include related trips out of School.

The remaining periods of the weekly timetable are allocated to private study; Lower Sixth pupils are supervised by teachers for these, but chose how they manage their work within those periods.

In addition to the academic curriculum, all Sixth Form pupils participate in the School's Games and Activities programme, but they are allowed much greater flexibility of choice and of level of participation than in the Lower School.

Further information on the Lower Sixth Form curriculum is given in the Lower Sixth curriculum guide called **Moving into the Sixth Form**, which is issued to all Fifth Form pupils and their parents in March.

In the **Upper Sixth** the standard expectation is for pupils to take three A2 courses plus a weekly timetabled session of Personal, Social, Health and Religious Education. Lessons in English as an Additional Language are also offered when appropriate, in preparation for the IELTS examination. In a small number of individual cases, pupils may take two A2 courses (for example, if they have only qualified for two A2 courses); they may combine this with a Lower Sixth AS course if appropriate and where the timetable and set sizes permit. In the Upper Sixth year private study lessons are unsupervised, and pupils may work in House, in the Piper Library or in departmental study areas (which are available in most departments).

Further information on the Upper Sixth Form curriculum is given in the **Upper Sixth Curriculum Guide** which is issued to all Lower Sixth Form pupils and their parents in March.

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