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Mill Hill

**Instilling values, inspiring minds**

Grimsdell | Belmont | Mill Hill School | Mill Hill International

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International

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Curriculum Policy  
2020-2021



*Some aspects of this policy may have to be modified in light of the COVID-19 pandemic.*

Pupils enter The Mount, Mill Hill International from a wide variety of educational backgrounds and our guiding principle is to create a supportive yet challenging educational experience which allows all of our pupils to thrive and excel in the British independent education system. This aim extends beyond the pupils' time at The Mount, Mill Hill International; we hope that the pupils' progress will be sufficient to allow them to achieve their full potential as they move to British independent schools.

The academic curriculum is complemented by an extensive programme of Games and Activities. The breadth of the curriculum, both inside and outside of the classroom, provides opportunities for all pupils to enjoy a full range of activities, sports and intellectual disciplines. We seek to ensure that pupils become more confident, motivated, resilient, determined and independent during their time with us. We aim to give all pupils an understanding of themselves as learners, as young adults and as global citizens. In addition, we want pupils to realise their own strengths, weaknesses, limitations and potential and to develop an understanding of how to thrive in the fast-paced twenty-first century. We want to engender a sense of intellectual curiosity and wonder to ensure that pupils make the most of opportunities open to them.

The curriculum at The Mount, Mill Hill International aims for all pupils to develop:

- A high level of literacy and numeracy to enable effective and confident communication;
- The intellectual and study skills and habits on which students will be able to draw in higher education and in the workplace;
- An international perspective and ability to communicate with others with respect and empathy;
- An understanding of British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- An appreciation of culture through exposure to art, music, theatre, literature and sights around London and further afield, as well as an understanding on how this may benefit their lives;
- An understanding of personal, social, health and citizenship issues and an awareness of the opportunities, responsibilities, experiences and challenges of adult life;
- A strong sense of belonging and a generosity to the community both of the School and the Mill Hill School Foundation as well as of the wider world they live in;
- Sporting and physical skills which give life-long benefits such as health, fitness and self-esteem, the experience of team participation and leadership, recreational opportunities, and a balanced attitude to competition.

At The Mount, Mill Hill International we are committed to ensuring that:

- Pupils are provided a full-time, supervised, education which gives experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative learning in relation to time available, timetable constraints, academic/linguistic ability and future academic need.
- Subject matter and teaching approach is appropriate for the ages and aptitudes of pupil from the most able to the least able.
- Pupils who have a statement of educational need or a learning difficulty or disability receive an education which meets their requirements.
- Everyone can fulfil their potential through providing further academic assistance for those who need it or creating greater opportunities and challenges to stretch the more able.
- The curriculum and teaching in place is appropriate to the needs of international pupils for whom English is an Additional Language.



## **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 School's Learning Support Coordinator plays a key role in this work and will work with the Deputy Head to identify, through screening and ongoing monitoring, the particular needs of individual pupils and put in place strategies (and, where necessary, additional assistance) to help them fulfil their potential. Their needs and progress are regularly reviewed.

Where a pupil has a statement of special educational need or education health and care (EHC) plan, the requirements of the statement or plan are closely followed in order to ensure that the School provides an effective and accessible educational experience. The School participates fully in such statutory reviews as are required for pupils with a statement or EHC plan. For pupils with a learning difficulty and/or disability an Individual Learning Profile (ILP) is made available to assist with provision inside the classroom.

## **Personal, Social and Health Education (PSHE)**

The School runs a PSHE programme, which is designed to complement the academic curriculum and adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life, according to the themes of:

- health and wellbeing
- relationships, including respect for other people (especially those with protected characteristics as defined in the Equality Act 2010)
- living in the wider world (including economic wellbeing and careers education)

## **Careers Education**

Through the tutor system, PSHE, assemblies and various presentations, pupils are helped to make the best possible choices for their GCSE, and for their A Level courses. Similarly, pupils are helped to start thinking about the most appropriate higher education choices and possible future careers. Careers Education is included within the School's PSHE programme and in Year 11 there is a specific focus on Careers and Higher Education in the post GCSE period.

Whether in terms of subject choice, higher education or careers ideas, we focus on the needs of each pupil and help them to find an individual pathway that will best promote their chances of happiness and success. We aim for non-bias and impartiality in all our guidance on subject options, higher education and careers.

## **English as an Additional Language (EAL)**

As the majority of pupils at The Mount, Mill Hill International have English as an Additional Language, specialist teaching is available across the curriculum. All teachers receive specific training in how to adapt their teaching to cater for non-native speakers of English.

English lessons are a fundamental part of all courses of study at The Mount, Mill Hill International. Lessons aim to develop all four skill areas: reading, writing, speaking and listening as well as to develop the skills needed to use English for their academic studies. Pupils are prepared for IGCSE English as a Second Language, or IGCSE English First Language, or IELTS, where appropriate.

## **Integration**

Whilst pupils at The Mount, Mill Hill International study separately from the pupils at Mill Hill School, there is an important focus on integration. Pupils at The Mount, Mill Hill International are full members of the Mill Hill School boarding community; pupils at both The Mount, Mill Hill International and Mill Hill School share the same boarding houses; they eat meals (apart from lunch during the school week) with the boarding pupils of Mill Hill



School and they are integrated into the co-curricular and sporting life of the School. The pupils are encouraged to join in as much as possible. Pupils from The Mount, Mill Hill International attend the weekly chapel services held at Mill Hill School and they take part in the annual House Music or Drama Competition and other inter-house competitions. Representatives are selected for the various committees within the School such as the Food Committee and School Councils. There are also a number of initiatives to aid integration such as the Peer Mentoring scheme.

*Due to COVID-19 restrictions, pupils may not be able to integrate fully with Mill Hill School pupils in 2020-2021. As restrictions are lifted, pupils will be reintegrated.*

### **Differentiation, Academic Support and Extension**

The School is committed to ensuring that teaching is differentiated appropriately for all pupils. Teaching staff are also expected to be available to provide additional support with academic work.

Teachers are also encouraged to set challenging and interesting extension work and to really encourage all pupils to have a go. Teachers who discover pupils with particular interests should attempt to foster this by also offering independent work that a pupil may do such as further subject reading, research or project-based assignments.

Pupils who are excelling and should be challenged and those who are struggling and need extra support are discussed regularly to monitor progress and explore suitable intervention strategies.

### **Organisation of the Curriculum**

There are four academic courses at The Mount, Mill Hill International. Most pupils complete at least one year of study but, subject to availability, pupils may stay for one or two terms. Depending on progress, pupils may be eligible for transfer to Mill Hill School at the end of the academic year, dependent on progress while at The Mount, Mill Hill International.

### **Year 9 curriculum**

Pupils entering the School in Year 9 come from a variety of educational and cultural backgrounds.

Year 9 is the final year of three academic years called Key Stage 3 in the UK. The Year 9 curriculum at MMHI aims to:

- Enable pupils to experience as wide a range of subjects as possible;
- Consolidate previous learning in preparation for the start of their GCSE/IGCSE courses;
- Develop literacy and study skills across the curriculum.

The structure of the Year 9 curriculum is as follows:

Core subjects	English (as a first or second language, as appropriate) Mathematics Science (Biology, Chemistry and Physics, taught as separate subjects).
Other subjects, taken by all pupils	Art and Design, Computing, Design and Technology (D&T), Drama, Geography, History and Religious Studies (called Humanities on the timetable) Music, Personal, Social, and Health Education (PSHE), Physical Education (PE), Study Skills and Spanish or English as an Additional Language (EAL) for pupils who require additional language support
Games and Activities	All pupils have a session of Games each week and participate in the School co-curricular programme.
Community	All pupils have the opportunity to participate in community-action activities



## Year 10 (Pre-GCSE) curriculum

The pre-GCSE curriculum is designed to give pupils a challenging introduction to the GCSE level curriculum (key stage 4) in a broad range of subjects.

The curriculum aims to:

- Enable pupils to experience a range of subjects including new subjects such as Business Studies and Psychology;
- Embark on (I)GCSE level academic work before selecting subjects for the one year (I)GCSE course;
- Develop literacy and study skills across the curriculum.

The structure of the pre-GCSE curriculum is as follows:

Core subjects	English (as a first or second language, as appropriate) Mathematics Science (Biology, Chemistry and Physics, taught as separate subjects).
Other subjects, taken by all pupils	Art and Design, Business Studies, Computer Science, Design and Technology (D&T), Drama, Geography, Music, Psychology, Personal, Social, and Health Education (PSHE), Physical Education (PE), Spanish or English as an Additional Language (EAL) for pupils who require additional language support
Games and Activities	All pupils have a session of Games each week and participate in the School co-curricular programme.
Community	All pupils have the opportunity to participate in community-action activities

Pupils who complete the pre-GCSE course in 2020-2021 will join the One Year GCSE course in September 2021.

## Two Year GCSE curriculum

At The Mount, Mill Hill International Two Year GCSE pupils study Mathematics, English and the three sciences (Biology, Chemistry and Physics) as their core curriculum. Pupils then take four additional subjects (three in the case where additional English language support is required).

Pupils are advised to think about breadth although this may not always be appropriate or achievable.

The structure of the curriculum in 2020-2021 is as follows:

Core examined subjects	English (First Language or Second Language, as appropriate); Mathematics (Additional Mathematics, as appropriate); Biology, Chemistry, Physics (taught as separate subjects but certified either as 2 or 3 GCSEs)	
Option 1	Business Studies	
Option 2	Geography	Psychology
Option 3	Art and Design	Design and Technology
Option 4	English Literature	English as an Additional Language
Optional Extra	GCSE examination in the pupil's native language (if available)	
Non-examined	Personal, Social, and Health Education (PSHE), Physical Education (PE)	
Enrichment	All pupils participate in an Enrichment Programme. For creative arts pupils this will involve Art studio and D&T workshop time, and for Music pupils composition and performance sessions. Other pupils may choose to participate in the Duke of Edinburgh Award Scheme (Bronze) or to complete a STEM project, such as the Crest Award.	
Activities	All pupils participate in the School's co-curricular programme	
Community	All pupils have the opportunity to participate in community-action activities	

(Pupils following this curriculum in 2020-2021 are in the second year of the two year course)



## Fast Track English Course

This course is an intensive academic English course designed for pupils (of Year 10 or Year 11 age) who do not yet meet the English language requirements to progress directly onto the other courses. The aim of this course to focus on improving their English with a view to studying the One Year GCSE course at The Mount, Mill Hill International in the following year. It may be possible for pupils to progress directly to A Level study at another school or college in the following year depending on progress and age. It is also suitable for pupils who wish to improve their English and then return to their home country to complete their education.

The structure of the curriculum is as follows:

Core subjects	English as an Additional Language, Mathematics
Other subjects	Science (Biology, Chemistry and Physics), Creative Arts (Art, Design and Technology (D&T), Music, Drama), Personal, Social, and Health Education (PSHE), Physical Education (PE), Information and Communications Technology (ICT), Oracy and Study Skills
Games and Activities	All pupils have a session of Games each week and participate in the School's co-curricular programme
Community	All pupils have the opportunity to participate in community-action activities

At the end of this course, pupils take the IELTS Academic Examination.

## Year 11 One Year GCSE Curriculum

At The Mount, Mill Hill International all pupils study Mathematics and English as their core curriculum. To recognise the variety of educational and cultural backgrounds that pupils come from and their individual interests and aptitudes, particularly language proficiency, the pupils then select three options. There is also the option to choose two option subjects and have additional English language support lessons in the place of the third option.

Pupils are advised to think about breadth although this may not always be appropriate or achievable.

The structure of the curriculum for this year is as follows:

Core examined subjects	English (First Language or Second Language, as appropriate) Mathematics (plus Additional Mathematics, as appropriate)
Option subjects, from which pupils select three	Art and Design, Biology, Business Studies, Chemistry, Computer Science, Design and Technology (D&T), Geography, Music, Physics, Psychology
Enrichment	All pupils participate in an Enrichment Programme. For creative arts pupils this will involve Art studio and D&T workshop time, and for Music pupils composition and performance sessions. Other pupils may choose to participate in the Duke of Edinburgh Award Scheme (Bronze) or to complete a STEM project, such as the Crest Award.
Activities	All pupils participate in the School's co-curricular programme
Community	All pupils have the opportunity to participate in community-action activities
Non-examined	Personal, Social, and Health Education (PSHE), Physical Education (PE)
Optional Extra	GCSE examination in the pupil's native language (if available)

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