

## KEY POINTS OF THE CURRICULUM POLICY

<b>Rationale</b>	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
<b>Aims</b>	<ul style="list-style-type: none"> <li>• Give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education</li> <li>• Ensure that all pupils have the opportunity to learn and make progress</li> <li>• Provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement of educational need</li> <li>• Provide a programme of personal, social and health education</li> <li>• Uphold and promote fundamental British Values</li> <li>• Provide appropriate and impartial guidance and information for pupils on subject choices, higher education and careers information and guidance</li> </ul>
<b>Subject Advice</b>	Through the tutor system, presentations and information evenings, pupils are helped to make the best possible choices of GCSE, IGCSE and A Level courses
<b>Careers Guidance</b>	The School has an active Careers Department which provides appropriate impartial information and advice on possible future career paths.
<b>Organisation of the Curriculum</b>	The academic curriculum at Mill Hill is divided into three stages: the Fourth Form (Year 9); the Remove and Fifth Form (Years 10-11); and the Sixth Form (Years 12-13)
<b>EAL</b>	For pupils whose first language is not English, additional support is provided, as appropriate, by the EAL Department.

*The above Key Points are a synopsis and are not intended to replace the policy. The full policy must be read and followed in the event that it needs to be applied. If the Key Points are found to be in conflict with the wording of the full policy, the policy takes priority.*

### ABBREVIATIONS

**A Level:** Advanced Level

**EAL:** English as an Additional Language

**GCSE:** General Certificate of Secondary Education

**IELTS:** International English Language Testing System

**IGCSE:** International General Certificate of Secondary Education

**PSHE:** Personal, Social and Health Education

**UCAS:** University and Colleges Admissions Service

## **MILL HILL SCHOOL CURRICULUM POLICY**

### **FOR SEPTEMBER 2020**

*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 of educational need
- enable pupils to acquire skills in speaking and listening, literacy and numeracy
- provide for any pupils who may attend the School who have an Education, Health and Care Plan 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, according to the themes of:

- health and wellbeing
  - relationships
  - living in the wider world (including economic wellbeing and careers education)
  - respect, tolerance and an understanding of protected characteristics
- uphold and promote fundamental British Values, through the academic curriculum, the PSHE programme and the programme for tutor periods, Chapel services and assemblies
  - provide appropriate and impartial 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

### **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 an Education, Health and Care Plan or 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 / Housemistress / House Parent and on the advice of the Head of Learning Support. Where a pupil has a statement of Special Educational Need, 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 made available 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 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
- living in the wider world (including economic wellbeing and careers education)
- respect, tolerance and an understanding of diversity and equality

A modular programme runs in all year-groups in the School. Further details of the PSHE courses are set out below and in the detailed PSHE schemes of work.

### **Subject Advice**

Through the tutor system, presentations and information evenings, pupils are helped to make the best possible choices of GCSE, IGCSE and A Level courses. Guidance is given appropriately and impartially to whole cohorts and their parents in such presentations, and to individual pupils and their parents by Housemasters/Housemistresses/House Parents, subject teachers, Heads of Department and senior academic staff.

### **Careers Guidance**

The School has an active Careers Department which provides appropriate impartial information and advice on possible future career paths. It is based in the Piper library. 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 (Teaching & Learning) for pupils in other year groups. Careers Education is also included within the School's PSHE programme.

### **Higher Education**

An extensive system of guidance on, and support for, Higher Education applications is led by the School's full-time Head of University & Post School Guidance who is located in the Sixth Form Centre. Expert guidance is provided by the Head of University & Post School Guidance, senior academic staff and Heads of Department on applications to UK universities through UCAS, applications to non-UCAS options such as Art Foundation, applications for Degree Apprenticeships and applications to universities and colleges in the USA, Canada, continental Europe, Hong Kong and other relevant destinations overseas. The School's support includes: briefings to whole Sixth Form cohorts and their parents; briefings to younger pupils and their parents if keen to

acquire an early understanding of the various options; individual meetings for pupils and parents with the Head of Higher Education, senior academic staff, Heads of Department, Housemasters/Housemistresses/House Parents; individual guidance and support for UCAS and other application processes; access to the online global course-finder platform BridgeU.

### **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 the core Modern Languages of French/German/Spanish. If it is appropriate for an EAL pupil to take one of these three modern 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 the core Modern Language. Pupils are prepared for IGCSE English as a Second Language and are also supported in developing the English language skills they need to use in their other subjects. The most advanced pupils are prepared for the IELTS examination during the Fifth Form, allowing them to follow four mainstream courses in the Lower Sixth.

In the Sixth Form, EAL lessons prepare pupils for the IELTS examination and also provide language support for their work in their Lower Sixth courses. EAL pupils generally take three mainstream academic courses in the Lower Sixth alongside EAL lessons. Some of them also sit public examinations in their own language (if available).

In the Upper Sixth, most EAL pupils take three taught A Level courses. At the end of the year some also sit the A Level examination in their own language (if available), thereby achieving four A Level examination results. Guidance is given to pupils so that their exam entry strategy is one which maximises their chances of meeting their university

offers.

### **Blended and Remote Learning**

Our blended and remote learning policy allows us to provide online support pupils who have to self-isolate in response to Covid-19. Blended Learning refers to a hybrid system, whereby some individual pupils in a class may be learning from home while the majority of peers are in School. Remote Learning refers to whole classes, year group bubbles and/or the whole School learning from home. The latter would reflect a local or national lockdown situation in which schools were required to close. In either case, our teachers adopt one of two options in how they teach their blended and remote classes, as appropriate to the lesson content and intended learning goals of the pupils. Option A is live-streaming lessons through the online platform Microsoft teams. Option B is the setting of specified independent tasks, to be completed and submitted in real-time during the timetabled lesson. Further information on learning from home is given in the **Blended and Remote Learning Policy**.

### **Organisation of the Curriculum**

The academic curriculum at Mill Hill is divided into three stages: the Fourth Form (Year 9); the Remove and Fifth Form (Years 10-11); and the Sixth Form (Years 12-13). 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/IGCSE 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/IGCSE option subjects. The third is to maintain pace and progression as pupils prepare for the start of GCSE/IGCSE courses.

The structure of the Fourth Form curriculum is as follows:

<b>Core subjects, through to GCSE</b>	English, Maths, Science (Biology, Chemistry and Physics, taught as separate subjects). French (or English as an Additional Language, where appropriate) is compulsory; either French, German or Spanish is pursued in Remove and Fifth Form as a core subject.
<b>Other subjects, taken by all pupils</b>	Art, Design Technology, Digital Literacy & Computer Science, Drama, Geography, History, Music, PSHE, Physical Education, Religious Studies and a second Modern Language (German or Spanish).
<b>Latin</b>	The most able Latinists are able to continue their study of Latin, in addition to their other subjects.
<b>Games</b>	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 Modern Language studied is either German or Spanish; pupils are able to express a preference with reasons, and places are allocated in accordance with the preferences and reasons given, 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.

In a small number of subjects, the GCSE course is started formally in the Fourth Form; in other subjects the GCSE/IGCSE courses are started at the beginning of the Remove.

The Fourth Form PSHE programme is modular and includes: citizenship and respecting equality, relationships and sex education, emotional wellbeing and mental health, physical health and wellbeing and online safety. 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 specific modern day issues.

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/IGCSE option subjects pupils are encouraged to select a combination of subjects which maintain a sensible breadth of study, where that is appropriate for them. This advice is balanced with 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 focused 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 for them simply to choose a broad spread of subjects.

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

<b>Core examined subjects</b>	English (certified as two GCSEs), Maths, Science (Biology, Chemistry and Physics, taught as separate subjects but certified either as two or three GCSEs) and a Modern Language (French, German or Spanish) or English as an
<b>Other, non- examined, core courses</b>	PSHE Physical Education
<b>Option subjects, from which pupils select three GCSE/IGCSE courses</b>	Art, Classical Civilisation, Computer Science, Design Technology, Drama, Geography, German, History, Information and Communication Technology, Latin, Music, Physical Education, Religious Studies, Spanish
<b>Games</b>	All pupils have a session of Games each week, in addition to PE.

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

Each pupil's choice of GCSE/IGCSE option subjects is agreed in the light of suitability indicators provided by each department, in discussion with their tutor and with their parents and is monitored by Housemasters/Housemistresses/House Parents.

The PSHE programme is modular in the Remove and Fifth Form and includes: citizenship and respecting equality, relationships and sex education, emotional wellbeing and mental health, physical health and wellbeing and economic enterprise education. Pupils rotate through all of the units over the course of the year. These units are interspersed with whole year group presentations and guidance on specific modern day issues.

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 the Spring term.

### ***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 academic skills of increasingly independent study, research and thought
- to encourage and develop wider personal skills to allow a confident entry into higher education and to create adaptability and resilience befitting the realities of working life in the 21<sup>st</sup> century
- to encourage pupils to consider and discuss issues relevant to them as they move towards adulthood and participation in the full range of rights and responsibilities as citizens

Following public examination reform, subjects are taught as two-year linear courses with all examinations at the end of the Upper Sixth.

Universities are telling us that they will be looking for three very good A Level grades, plus evidence of breadth and engagement – which can be shown in a variety of ways both academic and non-academic. In addition to this, we are aiming to send our leavers out into the world with the adaptability and resilience to make a success of their studies

and an impact in their early professional careers.

We require pupils entering the Sixth Form to take three subjects from the outset, four if taking Further Maths or EAL, allowing them to focus in depth on their chosen options. Lesson allocation is eight 40 minute periods per week per subject, excepting Further Mathematics which is taught across four periods per week, and EAL which is taught across two periods. Further Mathematics may not be studied in the absence of Mathematics.

Alongside their A Levels, there is exciting enrichment programme for all Sixth Formers, to develop study skills, to provide opportunities for academic extension through a variety of internally and externally accredited courses and to give time for broader engagement and individual development through entrepreneurship, community service, teamwork and presentation projects, lectures and age-appropriate PSHE programme.

### ***Lower Sixth Form Entry Requirements***

The minimum academic requirement for entry to the Sixth Form is two GCSE passes at grade 7 (or grade A where relevant) and three at grade 6 (or grade B where relevant) plus minimum grade 5 in Mathematics and English Language or Literature. In addition to this general requirement, each subject has specific minimum entry requirements which may include English Language or Mathematics at a 6 or a 7.