



Mill Hill

Instilling values, inspiring minds

Grimsdell | Belmont | Mill Hill School | Mill Hill International

International

Curriculum Policy

2023 2024

Curriculum Policy 2023-2024

Pupils enter 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 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 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 upon which pupils 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 and enrich 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 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 (**Academic**) 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

Careers provision at MHI is delivered through the Unifrog platform which will enable all pupils to access resources and advice that is relevant to them at whatever stage of their education they may be. Unifrog is a universal destinations platform that brings all available information into one-user friendly resource which will support pupils in highlighting their skills and interests, selecting GCSE and A Level options, thinking about possible university destinations and identifying potential career paths.

Pupils have one designated tutorial every fortnight to work on careers, with the help of their personal tutors, and a tailored programme of activities to complete which are relevant to each of the different year groups. For pupils in Year 9, for example, this will be guiding them towards making informed choices about which GCSE subjects they may wish to study; For pupils in Year 10 this includes helping them choose their further education path whilst Year 11 pupils are supported both in their decisions about where they will be continuing their education after they leave MHI, both for school and university. Pupils will also be shown how to write a CV and Personal Statement which will form part of their careers profile, something which they will be able to take with them at whichever point they leave MHI.

Careers provision is overseen jointly by Ms Paula Clossick (Year 11) and Mr Lee Rich (Year 9 & 10).

English as an Additional Language (EAL)

As the majority of pupils at 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 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.

Where pupils' level of English fall below the minimum CEFR (Common European Framework of Reference) level required for the course, additional EAL lessons will be offered. In order to accommodate these lessons within the timetable pupils may take fewer option subjects.

Integration with Mill Hill School

Whilst pupils at Mill Hill International study separately from the pupils at Mill Hill School, there is an important focus on integration. Pupils at Mill Hill International who board are full members of the Mill Hill School boarding community; pupils at both 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 fully integrated into the co-curricular and sporting life of the School. Pupils in Year 9 and Year 10 participate the weekly games sessions at Mill Hill School and all pupils at Mill Hill International are eligible for Individual and Team Sports under the umbrella of Mill Hill School Foundation. Mill Hill International pupils also participate in the various musical ensembles that are based at Mill Hill School.

Our pupils attend the fortnightly chapel services held at Mill Hill School and they take part in inter-house debating, the annual House Music or Drama Competition and other inter-house competitions. Representatives from both Schools are selected to sit on pupil representative groups such as the Food Committee and Boarding Councils.

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 are challenged and those who are struggling, or are in need of additional support, are internally assessed and support strategies are put in place to help pupils achieve their potential, following the Academic Support Strategy. The interventions are periodically reviewed and where necessary updated so that the pupils are receiving the most appropriate level of support. These decisions are data driven and are coordinated by both Heads of Department and Heads of Faculty.

Organisation of the Curriculum

There are three academic courses at Mill Hill International. Most pupils complete at least one year of study, but subject to availability, pupils may stay for one or two terms.

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, Music, 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's co-curricular programme.
Community	All pupils have the opportunity to participate in community-action activities

Two-Year GCSE curriculum

At Mill Hill International Two-Year GCSE pupils study Mathematics, English and one Science as their core curriculum. Pupils can then take five additional subjects. Where the EAL need is great, the number of subject options are reduced to facilitate the additional English language support.

The structure of the curriculum in 2023-2025 is as follows:

Core examined subjects	English (First Language or Second Language, as appropriate), Mathematics, One Science			
Option 1	Business Studies	Geography	Physics	EAL
Option 2	Chemistry	Biology	History	EAL
Option 3	Art and Design	Biology	Business Studies	Design and Technology
Option 4	English (FLS)	English Literature	Spanish	EAL
Option 5	Computer Science	Psychology	GCSE Physical Education	Economics
Option 6	Chemistry	Economics	Physics	Business
Non-examined	Personal, Social, and Health Education (PSHE), Physical Education (PE)			
Games and Activities	All pupils participate in the School's co-curricular programme. Pupils in the year 10 will also have a session of Games each week.			
Community	All pupils have the opportunity to participate in community-action activities. Also offered is the opportunity to take part in the Duke of Edinburgh Award (Silver) over two years.			
Optional Extra	GCSE examination in the pupil's native language (if available)			

(Pupils following this curriculum in 2023-2024 are in the first year of the Two Year course)

The structure of the curriculum for the two-year programme which began in September 2022 is as follows:

Core examined subjects	English (First Language or Second Language, as appropriate) Mathematics (plus Additional Mathematics, as appropriate)			
Option 1	Business Studies	Geography	GCSE Physical Education	
Option 2	Computer Science	History	Psychology	
Option 3	Art and Design	Design and Technology (DT)	Business Studies	
Option 4	English Literature	Spanish	EAL	English (FLS)
Optional	GCSE examination in the pupil's native language (if available)			
Other subjects (non-examined)	Personal Social and Health Education (PSHE), Physical Education (PE)			
Enrichment	All pupils participate in an Enrichment Programme. For pupils who study Art and Design or Design and Technology this will be in the form of additional workshop time. Other pupils take part in community work which involves volunteering to work within the wider School Foundation, such as teaching in the Pre-Prep School, Grimsdell, or volunteering in Mill Hill Community, such as Charity Shops or working with one of the School's charities, Age UK. Also offered in the Enrichment Programme is the opportunity to take part in the Duke of Edinburgh Award (Silver).			

Activities	All pupils participate in the School's co-curricular programme
Community	All pupils have the opportunity to participate in community action activities

Year 11 One Year GCSE Curriculum

At 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.

Pupils are advised to think about breadth of study 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 1	Art and Design	Chemistry	Computer Science	Design and Technology	Biology	Business Studies
Option 2	Business Studies	Geography	Physics	Psychology	Economics	History
Option 3	Biology	Business Studies	History	EAL	Physics	Computer Science
Enrichment	All pupils participate in an Enrichment Programme. For pupils who study Art and Design or Design and Technology this will be in the form of additional workshop time. Other pupils take part in community work which involves volunteering to work within the wider School Foundation, such as teaching in the Pre-Prep School, Grimsdell, or volunteering in Mill Hill Community, such as Charity Shops or working with one of the School's charities, Age UK. Also offered in the Enrichment Programme is the opportunity to take part in the Duke of Edinburgh Award (Bronze).					
Activities	All pupils participate in the School's co-curricular programme					
Community	All pupils participate in community-action activities					
Non-examined	Personal, Social, and Health Education (PSHE), Physical Education (PE)					

Review

This Review: November 2023

Next Review: Autumn 2024

This Policy has been Approved by the Education Committee of the Court of Governors, 22nd November 2023.

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