

MORE HOUSE SCHOOL

POLICY

CURRICULUM

Rationale:

Boys join More House School at a wide variety of ages with a similarly wide variety of learning experiences. They will in most cases have a profile of Specific Learning Difficulties and/or associated language processing problems within the average ability range. It is often the case that pupils have extremely uneven learning profiles, sometimes with highly developed abilities in one area and deficits in another.

Our assessments of them and their background reports will give us a fair insight into their needs and ability which must be reflected both in their weekly mentoring challenges and the curriculum provided for them.

Each member of staff has a dual role of being involved in each individual's remedial programme as well as taking the specialist subject on as far and as fast as they can for that individual. Those boys who need more remedial support will attend the Learning Development Centre (LDC) for up to five hours a week. More House School endeavours to design timetables to fit the needs of the individual.

Purpose:

1. The curriculum must enable each child to build on his strengths as well as helping him to develop strategies to compensate for any weakness. Support and challenge will be built into the curriculum.
2. The curriculum must be broad and relevant to the world in which we live, and enable each child to have a wide range of learning experiences which will help him to develop his academic performance in the context of his spiritual, moral, social and cultural needs; and in particular his knowledge and understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
3. ICT, literacy and numeracy should be embedded across the curriculum.
4. At More House we are committed to the concept of a 24 hour curriculum and not one that is limited to the traditional school day; thus activities after school, school trips, study skills required for homework and the many opportunities open to boarding members of our community all contribute to this curriculum.

Guidelines:

Years Four - Eight

In years four to eight all boys will study the core subjects of English, Maths and Science, Religious Education, History, Geography, Computing, Art, Music, Technology, and Physical Education including Outdoor Pursuits. In years seven and eight the boys also study Drama, Cooking and Spanish.

Spiritual, moral, social and cultural awareness, in particular knowledge and understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs is embedded across the curriculum, delivered through assemblies and on Flexi-Fridays which occur every other week, as well as during dedicated Personal, Social, Health and Economics Education (PSHEE) lessons.

MORE HOUSE SCHOOL

POLICY

CURRICULUM

Year Nine

At the end of year eight boys have the opportunity to pick six subjects to study alongside Science, Maths, English, core PE and remedial support. We advise that the boys pick those subjects that they are interested in, will enjoy studying for the entire year and are likely GCSE/BTEC options. The subject choices are outlined in the table below (two subjects are selected from each block):

Year nine subject blocks

GCSE Design and Technology
GCSE History
BTEC Countryside and Environment
BTEC Media
BTEC Business
GCSE Psychology
GCSE Spanish
TLM Design Engineer Construct
BTEC Travel and Tourism
GCSE Drama
GCSE Photography
BTEC Information Creative Technology
GCSE Sociology
BTEC Cooking
BTEC Engineering
GCSE Geography
GCSE Religious Studies
BTEC Art
BTEC Sport
GCSE Music
GCSE Computing

As with year four - eight Spiritual, moral, social and cultural awareness, in particular knowledge and understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs is embedded across the curriculum, delivered through assemblies and on Flexi-Fridays which occur every other week, as well as during dedicated Personal, Social, Health and Economics Education (PSHEE) lessons.

MORE HOUSE SCHOOL

POLICY

CURRICULUM

Years Ten and Eleven

In years ten and eleven boys will continue with English Language and Mathematics, and Science as either BTEC in Applied Science, two GCSEs or Triple Science, and many will take English Literature and three or four more subjects chosen from the option subjects studied in year nine. As a school we regularly review the KS4 qualifications that we offer to ensure that we have an accessible academic and vocational curriculum for the boys of More House. This inevitably leads to adjustments in the subjects on offer according to the needs and requirements of each cohort. This approach enables individual pupils to achieve their potential and maintains our high level of academic achievement in public examinations.

During this time spiritual, moral, social and cultural awareness, in particular knowledge and understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs is embedded across the curriculum and delivered through assemblies and additional lessons where appropriate, as well as during dedicated Personal, Social, Health and Economics Education (PSHEE) lessons.

Sixth Form

In the Sixth Form students are offered the opportunity to take a variety of A Level and Level 3 BTEC courses of study; they are able to mix and match these qualifications according to their interests and future ambitions. Most students take three separate subjects, although some will study two or four courses.

The subjects will be chosen from option blocks; these will be constructed as far as possible to reflect the interests and needs of the cohort. In the event that insufficient numbers of students opt for a particular subject, it may not be offered during that academic year.

It is expected that those entering the Sixth Form will have achieved a good spread of GCSE grades, and a minimum of five A*-C passes (grades 9 to 4) including Maths and English. However, in exceptional circumstances, it is possible for a student to re-take a GCSE subject in tandem with his A Level/BTEC studies, at the discretion of the Head of Sixth Form. From September 2014 a foundation year to sixth-form was introduced where those students that would benefit from a further year of study at More House before attending college or progressing onto A-Levels can continue with Level 2 study.

In addition to the academic subjects studied there will be a wide range of enrichment experiences, designed to prepare students for further study and for life beyond formal education, delivered through the Renaissance programme: these include university and job application seminars, personal finance and study skills, and a rich variety of events and conferences, building on strong links with other local schools. Students have the opportunity to complete an Extended Project Qualification, enabling them to focus on a subject of their choice and preparing them for the independent research they will undertake in tertiary education.

As in years Ten and Eleven, spiritual, moral, social and cultural awareness, in particular knowledge and understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual

MORE HOUSE SCHOOL

POLICY

CURRICULUM

respect and tolerance of those with different faiths and beliefs is embedded across the curriculum and delivered through assemblies and additional lessons where appropriate, as well as during dedicated Personal, Social, Health and Economics Education (PSHEE) lessons.

Conclusion:

More House School aims to provide a challenging, rich and relevant curriculum in order that each pupil can achieve his academic potential. The intentions are to enable pupils to access the curriculum, to provide an excellent preparation for further education and to enable boys to develop skills and knowledge for their future lives and careers.