

MORE HOUSE SCHOOL

POLICY

CURRICULUM

Rationale

Pupils 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 developmental language or language-processing weakness 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 mentoring challenges and the curriculum provided for them.

The curriculum prepares all pupils for studying a wide breadth of GCSE and equivalent courses in years Ten and Eleven, enabling progress to Level 3 (A level and equivalent) study in Sixth Form.

The design and content of the curriculum is informed by our whole school values of Kindness, Spirit and Responsibility and result from a collaborative approach between the Pastoral, Curriculum and Learning Development teams to ensure a broad and balanced curriculum, identifying and meeting the needs of all our pupils.

Each member of the teaching staff has a dual role of being involved in each pupil's remedial programme as well as taking their specialist subject on as far and as fast as they can for individual pupil. All pupils in Year Nine and younger, and older pupils who need a higher level of remedial support, attend the Learning Development Centre (LDC) for up to five hours a week.

Intent

1. The curriculum enables each pupil to discover and build on his strengths, as well as helping him to develop strategies to compensate for any weakness, with support and challenge built into all lessons.
2. Individual-subject curriculum planning pays careful attention to sequencing – mapping out the skills (procedural knowledge) and knowledge (declarative knowledge) and content to ensure that all pupils are building on previous learning, breaking concepts into small components to make learning accessible and achievable.
3. The curriculum is broad and relevant to the world in which we live, to enable each pupil to have a wide range of learning experiences which enable 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.
4. Cultural Capital is embedded in the curriculum to ensure that pupils are 'equipped with the essential knowledge needed to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement' (Ofsted 2019).
5. Language and literacy are our primary focus, with ICT, literacy, and numeracy embedded across the curriculum.
6. Careers Education and Personal and Social Development are key aspects of the curriculum and, in addition to specific lessons, opportunities to expand pupils' knowledge and understanding of the wider world are embedded in the wider curriculum.
7. We are committed to the concept of a twenty-four 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 pupils all contribute to this curriculum.

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Implementation

Years Four - Eight

In years Four to Eight, all pupils will study the core subjects of English, Mathematics and Science, as well as Religious Education, History, Geography, Computing, Art, Music, Technology, and Physical Education (P.E.), including Outdoor Pursuits. In years Seven and Eight, pupils also study Drama, Cooking and Spanish. Opportunities to explore cultural capital and career paths are integrated into all schemes of work.

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, are embedded across the curriculum, through assemblies and on Flexi-Fridays which occur fortnightly, as well as during dedicated Personal and Social Development (PSD) lessons.

Year Nine

At the end of Year Eight, pupils have the opportunity to select six non-core subjects to study alongside Science, Mathematics, English, core PE and remedial support. We advise that students pick those subjects in which they are most interested, will enjoy studying for the entire year and are likely future GCSE or BTEC options. The subject choices are offered in three blocks to allow for timetabling constraints (each pupil selects two subjects from each block).

Below is a sample of how subjects are blocked, however this changes year on year, adapting to meet the needs of the particular cohort as far as possible.

GCSE Design and Technology
GCSE History
TECH Award Media
TECH Award Enterprise
GCSE Psychology
GCSE Spanish
TLM Design Engineer Construct
TECH Award Travel and Tourism
GCSE Drama
GCSE Photography
BTEC Digital Information Technology
GCSE Sociology
BTEC Engineering
GCSE Geography
GCSE Religious Studies
TECH Award Art
TECH Award Sport
GCSE Music
GCSE Computing

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As with years Four to 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 and Social Development (PSD) lessons. Opportunities to explore cultural capital and career paths are integrated into all schemes of work.

Years Ten and Eleven

In years Ten and Eleven, pupils will continue with English Language and Mathematics, and with Science as either BTEC in Applied Science, as two Combined Science GCSEs, or as Triple Science (three separate GCSEs all studied separately), 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 Key Stage Four qualifications that we offer to ensure that we have an accessible academic and vocational curriculum which meets the needs of all pupils. 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 and Social Development (PSD) lessons. Opportunities to explore cultural capital and career paths are integrated into all schemes of work.

Sixth Form

In the Sixth Form students are offered the opportunity to study a two-year A Level / Level 3 BTEC programme, or a one-year Foundation programme which focuses on resit GCSE Mathematics and / or GCSE English in addition to improving transferrable skills through other Level 2 BTEC courses such as such as Information Technology and Business Administration. Students are able to mix and match these qualifications according to their interests and future ambitions, realising an extremely diverse breadth of individualised programmes in the Sixth Form.

Students select their courses from timetabling option blocks; these will be constructed as far as possible to reflect the interests and needs of the cohort in any particular year. In the event that insufficient numbers of students opt for a particular subject, it may not be offered during that academic year.

In addition to the academic subjects studied, there are a wide range of enrichment experiences, designed to prepare students for further study and for life beyond formal education. The Renaissance Programme includes 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 Higher education. In addition, Sixth Form students attend lessons focusing on developing their knowledge of careers, designed in line with the Gatsby Benchmarks.

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 respect and tolerance of those with different faiths and beliefs, is embedded across the curriculum and delivered through assemblies. In addition, all pupils in the Sixth Form study a programme in Personal Development which allows pupils to develop 21st century competencies in communication, collaboration, and emotional intelligence, through a series of engaging challenges which encourage pupils to take control of their learning, discover themselves and build respectful and inclusive relationships.

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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 a diverse curriculum which challenges and supports them, promoting high aspiration and providing excellent preparation for Further and Higher education, and enabling our students to develop skills, knowledge and confidence for their future lives and careers.