

# MAGDALEN COLLEGE SCHOOL

## CURRICULUM POLICY Non-statutory Policy – Annual review

### GOVERNORS' EDUCATION & WELFARE COMMITTEE

<b>Date next due for review by committee</b>	<b>Reviewed by committee</b>	<b>Any Changes YES/NO</b>	<b>Approved by Full Governors</b>
January 2007	19 June 2007		5 July 2007
November 2008	11 June 2009	Yes	7.7.09
June 2010	8 June 2010	No	
June 2011	14 June 2011	No	
June 2012		Yes	26 March 2013
November 2013	19 November 2013	No	N/a
November 2014	18 November 2014	No	N/a
November 2015	13 October 2015	No	N/a
November 2016	27 September 2016	Agreed to revise policy	
November 2017	17 October 2017	Yes – revised policy	Adopted by committee 17 October 2017
October 2018	16 October 2018	No	Adopted by committee 16 October 2018
October 2019	15 October 2019	No	Adopted by committee 15 October 2019
October 2020			

## Curriculum Policy

### Introduction

At Magdalen College School all students in all years follow a broad and balanced curriculum, which gives them the best preparation for progressing to higher education institutions or the world of work. Students' individual requirements are catered for through a wide range of curriculum opportunities. The curriculum is reviewed each year to ensure that new initiatives are explored and provision reflects the needs of our students in a constantly changing educational environment.

### The School's aim and objectives state:

**Aims:** To provide an inspiring educational experience for young people to make a positive difference to the life of each individual:

- enabling each pupil to achieve their full potential as learners
- developing pupils' ability to make a positive contribution to the community

**Objectives:** We aim to inspire pupils to develop:

- a curiosity for the world around them and to value their learning as well as the resulting outcomes
- passion and pride in what they do
- the resilience to achieve success
- the ability to be economically successful

The curriculum is "the educational experience" and can be considered to include everything a student does in school: activities during tutor time, subjects studied, how long they are studied for, options available at GCSE and A level, careers information, PCSHE, extra-curricular activities and the extended learning programme.

### Curriculum principles

1. Magdalen College School offers an inspirational and inclusive curriculum to all students that prepares them for the next stage of their learning. At Key Stage 3 and Key Stage 4, the curriculum conforms to the National Curriculum programme of study and other statutory requirements; Key Stage 3 includes years 7 & 8, while Key Stage 4 includes years 9 – 11. At Key Stage 4 and for post-16 provision, students are guided towards a personalised curriculum which meets their individual needs, abilities and aspirations.
2. The curriculum offered provides clear progression from the prior key stage to the following phase. Care is taken to provide pathways to enable students to continue their education at Magdalen, and to prepare them for higher education, apprenticeships and employment. This includes work experience, careers advice and guidance, and enrichment activities.
3. Magdalen recognises the importance of academic learning in the context of valuing the holistic education of the whole child, and that positive examination outcomes are most effective in make a difference to the lives of students.

## **Curriculum organisation**

4. Magdalen is committed to providing a wide range of subjects. Our commitment to providing a curriculum that provides breadth and depth and prepares students for the next stage of their learning means that, when studying at Key Stage 4, all students must take one GCSE from: History, Geography, Triple Science, Computer Science, or an MFL. All students are expected to continue studying at least one language to the end of Key Stage 3.
5. At Key Stage 3 students follow a common curriculum. At Key Stage 4, we aim to offer a personalised curriculum for all. Students follow a core curriculum of mathematics, English (language and literature for all), double science, religious education (RE), games and personal, social, health and citizenship education (PCSHE). Students then have a choice of 4 other subjects including triple science. The options curriculum offered at both Key Stage 4 and post-16 is built based on students' choices. A full list of options are offered initially at both key stages, and options blocks and timetables are built based on these choices. Where a course is not financially viable due to a low uptake by students, the senior leadership team will make the operational decision whether to continue the course for that cohort. In the event that a course cannot go ahead, support will be given to students to choose alternative pathways.
6. Students are grouped in a variety of ways according to the needs of the subject and to support the progress of all students. In Years 7 & 8, students are grouped via literacy ability for a literacy block of subjects: English, geography, history, Music, RE, drama, and PCSHE, and by their numeracy ability for a numeracy block: mathematics, science, art, computer science and languages. For Year 7, the literacy block is also the basis for the tutor groups. These groupings are developed in response to the ability range of pupils, and a common structure involves a top set and a number of more mixed ability classes.
7. PCSHE is taught through timetabled lessons for years 7 & 8, and extended learning days, assemblies and tutor time for other years. Magdalen ensures that the statutory PCSHE programme is tailored to meet the needs of the students as identified by leaders of learning.
8. Magdalen provides external and impartial careers information, advice and guidance to all students. This is currently provided through an on-line resource; included are 1:1 careers advice from an external careers advisor, an email facility to the careers advisor who will provide bespoke responses, and a website that provides details of careers and employment opportunities. Priority for 1:1 careers meetings with the advisor are given to disadvantaged or DSEN students in year 11 and Year 13 students who are uncertain about their futures, and those identified by teachers and LOLs as being vulnerable. Careers advice and guidance is also provided by Northamptonshire County Council for DSEN students with EHCPs in year 9 and in year 11. Additionally, Magdalen provides internal 1:1 support and guidance for vulnerable students for year 8s and year 11s as part of the options process.

## **Curriculum monitoring and development**

9. External factors likely to necessitate a change in curriculum such as changing requirements of further education and employment, government initiatives or changes in examination specifications, and changes to government performance measures are continually monitored by the senior leader in charge of the curriculum..
10. The implementation of this policy is reviewed by the governors Education and Welfare Committee annually. This will be done through a committee meeting of governors to review the policy and discuss proposed curriculum developments in October of each year. Senior staff report on options choices, and visits by governors to school support senior leaders in evaluating the impact of the curriculum on pupils.

**Criteria for Review:**

- Examination success of different subjects/students
- Student retention on courses
- The extent to which the specific needs of a cohort and individual students are being met
- Ensuring progression of KS4 courses to post 16