



Merchant Taylors' School

Ambition | Character | Excellence

Curriculum Policy

MTGS

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At MTGS, we provide full-time education for pupils of compulsory school age construed in accordance with section 8 of the Education Act 1996. Our aim is for pupils to achieve intellectual breadth and depth through the curriculum while developing a love for learning. We strive to challenge all girls at the right level so that each individual learns to take pride in her work and attains the highest levels of which she is capable. In doing so we take account the ages, aptitudes and needs of all pupils, including those with an Education, Health and Care (EHC) plan and Special Educational Needs (SEND). Girls are encouraged to enjoy learning, have high expectations of themselves, to take increasing responsibility for their own learning and to learn to work in co-operation with one another. The curriculum is designed to develop students' ability to think independently rather than promote mere knowledge acquisition. None of the aspects of the curriculum undermine the fundamental British values of democracy: the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Indeed, the curriculum actively promotes fundamental British Values.

The general aims of the curriculum are:

- To provide full-time supervised education for pupils aged 11 to 18 years and to give them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. (Section 8 Education Act 1996)
- To be broad, balanced and relevant and should be appropriate to the needs of our pupils
- To enable pupils to acquire speaking, listening, literacy, numeracy and critical thinking skills
- To generate a life-long love for knowledge and learning
- To encourage pupils to work hard and independently, to study on their own, think for themselves and to enjoy as many forms of learning and skills as their gifts allow.
- To encourage a set of personal values based on honesty, trust, tolerance, understanding, caring and respect for others paying particular regard to the protected characteristics set out in the Equality Act 2010
- To achieve the best possible exam results for each pupil
- To enable pupils to develop self-reliance, self-esteem and self-confidence preparing them for the opportunities, responsibilities and experiences of adult life in modern British Society
- To enable pupils to use leisure time enjoyably and profitably
- To give an informed perspective about the role of the individual in the community, in society, in Europe and in the World
- To promote health and fitness
- To prepare for the future in an increasingly technology dependent world
- To provide pupils with knowledge that promotes their wellbeing and protects them from harm
- To actively promote fundamental British Values
- To provide equality of access and opportunity to allow all pupils to learn and make progress

The curriculum includes all those activities designed to promote the intellectual, personal, social, physical, spiritual and moral development of our pupils. It includes not only the formal programme of lessons but the informal programme which includes extra-curricular activities and all the features contributing to the school's ethos. There is a clear scheme of work and policies for PSHE education, which reflects the school's aims and includes Relationships and Sex Education. In addition, there is appropriate and clear guidance for

Career's education. Careers education at MTGS enables all pupils to identify how their own strengths, weaknesses and interests relate to the world of work. Pupils have access to impartial, up to date, accurate and individual guidance, and learn about different careers and opportunities. At MTGS all pupils have access to the full range of experiences provided in the curriculum; the staff give guidance to girls and their parents so that programmes of study for pupils relate closely to their interests and aptitudes.

Teaching and Learning

Teachers have high expectations of their pupils and use a range of teaching methods and approaches to enable all girls to reach their potential. The school believes that personalised learning is crucial in enabling pupils' progress. In respect of EAL, AGT and SEND students, where appropriate, the following measures are taken to support an individual student:

- a. Personalised language support through weekly sessions for EAL students
- b. Learning support sessions organized by the school SENDCOs
- c. Revised curriculum offering where appropriate (differentiate or alternative TT)

Pupil voice – which is regularly sought at departmental and whole school level-, allows teachers and pupils to share and refine approaches to teaching and to promote the view that learning is enjoyable, stimulating, rewarding and confidence-building. Various curricular areas reinforce and complement each other so that the concepts, skills and attitudes developed in one area may be put to use and provide insight in another, thus increasing pupils' understanding, competence and confidence. There is a keen awareness amongst girls and staff of the potential for IT in the school, which is reflected in the use of IT across the curriculum to support learning. It is the school's policy to encourage judicious use of ICT to support learning and to regularly review provision as technology develops.

where appropriate, the following measures are taken to support an individual student:

- d. Personalised language support through weekly sessions
- e. Learning support sessions organized by Learning Support Co-ordinator
- f. Revise curriculum where appropriate (differentiate or alternative TT)

The general aims of the Curriculum are recognised in each section of the school, though at the different stages the emphasis will vary in an age appropriate way:

Year 7 (Sept 2019)

All subjects are taught in mixed ability form groups following the same broadly based curriculum: English, Mathematics, Biology, Chemistry, Physics, two MFL (from French, German, Mandarin and Spanish) History, Geography, Religious Studies, Classical Studies, Art, Music, ICT, Food and Textile Technology, Physical Education, Drama, PSHE.

Year 8 (Sept 19 only)

Girls now take Latin instead of Classical Studies, and additionally they choose a second Modern Foreign Language (French, Spanish or German). Mathematics is taught in sets from Year 8.

Year 9

As for Year 8 but either continue with Latin or take Classical Studies instead. Pupils choose some optional subjects from Music, DT, Drama and Computer Science.,.

Years 10 and 11

All pupils have equal entitlement to the curriculum and follow a programme of studies leading generally to examination in 9 GCSE subjects. Staff advise girls on subject choices at GCSE level, encouraging as varied a curriculum as possible in order to allow both a wide choice of A-level subjects and a wide choice of career opportunities later. Parents are always

consulted. A booklet setting out the aims and content of all subjects is issued to each girl and final decisions are made following an evening meeting involving girls, staff and parents.

All girls up to Year 11 continue with English, English Literature, Mathematics, a Modern Foreign Language (French, Spanish or German) and Separate Sciences.

In addition, either 3 subjects (at least one from the Humanities) are chosen from the following:

History, Geography, Classical Civilisation, Religious Studies, Latin, French, German, Spanish, Art and Design, Music, Food & Nutrition, Computer Science, Drama. Physical Education

PSHE carousels in Year 10 and 11 provide all girls with the opportunities for further work in interesting, creative and practical topics separate from the mainstream academic curriculum. This non-examination programme includes ICT, Careers Education and Guidance, Political Awareness/Citizenship, Business Awareness and sex, drugs and alcohol awareness. General Religious Studies and Physical Education lessons are also provided.

Movement between sets in Mathematics and MFL occurs if staff feel that a girl would benefit from such a move; setting in MFL is dependent upon the structure of the option blocks which are created following the submission of option choices in the Spring Term of Year 9.

Sixth Form – Years 12 and 13

A booklet setting out the aims and content of all subjects is issued to each girl and final decisions are made following an evening meeting involving girls, staff and parents. Parents are always consulted. Since A-levels were reformed, we encourage girls to study 3 subjects to A2 and an EPQ (Extended Project Qualification).

The following subjects may be studied at A-level:

Art and Design, Biology, Business Studies, Chemistry, Classical Civilisation, Drama and Theatre Studies, Economics, English Language and Literature, English Literature, French, Geography, German, Government and Politics, History, Home Economics, ICT, Latin, Mathematics, Further Mathematics, Music, Physical Education, Physics, Psychology, Religious Studies, Spanish.

Minority subjects may be taught jointly with Merchant Taylors' Boys' School.

In Lower Sixth, students participate in a structured programme of PSHE. Tutor time in Upper Sixth is used in a variety of ways such as personal contact time with the tutor, careers information, and, most importantly, preparation for university applications and life beyond school.

CURRICULUM: Years 7, 8 & 9

SUBJECTS	NUMBER OF PERIODS		
	Year 7 (3 forms)	Year 8 (3 forms)	Year 9 (4 forms)
English	5	4	5
Mathematics	5	5 (sets 1 – 3)	5 (sets 1 – 3)
1 st MFL (F,G,Sp) (in forms)	2	2	3
Mandarin	2		
History	2	2	2
Geography	2	2	2
R.S.	2	2	2
Latin / Classical Studies	1 (C)	3 (L)	3 (C) 2 (L)*
Physics	2	2	2
Chemistry	2	2	2
Biology	2	2	2
Spanish / German/Fr/Mandarin (2 nd MFL)		3	3
Music	2	1	2*
Drama	1	1	2*
Art	2	2	2
DT	2	2	2*
Computer Science	2	2	2*
P.E./Games/	4	3	3
P.S.H.E.	1	1	1
	41	41	41
			*In Year 9: 2 options Are chosen from 5

CURRICULUM: YEARS 10 & 11

SUBJECTS	NUMBER OF LESSONS	
	Year 10 (4 forms)	Year 11 (3 forms)
English (Language & Literature)	6 (4 groups)	6 (4 groups)
Mathematics	5 (sets 1 – 4)	5 (sets 1 – 4)
General R.S.	1 (4 groups)	1 (4 grps)
P.S.H.E.E.	2	2
Physics, Chemistry, Biology	12	12
Humanity: H / G / RS / CC	4	4
M.F.L.: Fr / Sp / Gn	4	4
Additional Option	4	4
PE	2	2
	40	40

OPTIONS: History, Geography, R.S., Classical Civilisation, Latin, German, French, Spanish, Art & Design, Music, Computer Science, Drama, Food & Nutrition. Physical Education

PSHEE: Rotation of Study Skills, PSHE, Careers, Citizenship and Business Awareness