



Merchant Taylors' School

Ambition | Character | Excellence

Curriculum Policy

MTGS

Curriculum Policy & Procedure

Author: Director of Studies MTGS

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Curriculum Policy MTGS

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.

COVID-19 – In light of the prevailing COVID pandemic, where pupils have missed out on any aspects of their curriculum, the School will make adjustments to the curriculum based on our on-going assessment of pupils' learning and progress with a view to addressing any prevailing gaps in knowledge and skills. Prioritisation will be given within subjects of the important components for progression.

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. This includes online teaching methods via Microsoft Teams when external factors (eg. Covid-19) does not allow face-to-face teaching. 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:

- a. Personalised language support through weekly sessions
- b. Learning support sessions organized by Learning Support Co-ordinator
- c. 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

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

Year 8 (Sept)

Mathematics is taught in sets from Year 8.

Year 9

Global Perspectives is introduced into the curriculum for all pupils. An element of choice is introduced into the Year 9 curriculum: girls must continue to study at least one language and option subjects are DT, Music, Art, Drama, Computer Science, Latin, Classical Studies

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 available to each girl /parent 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) or Latin and Separate Sciences or Trilogy.

In addition, either 3 subjects or 4 subjects (if Trilogy is studied) with 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

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 available 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, Computer Science, Drama and Theatre Studies, Economics, English Language and Literature, English Language, French, Geography, German, Government and Politics, History, Latin, Mathematics, Further Mathematics, Music, Philosophy, Physical Education, Physics, Psychology, Religious Studies, Spanish.

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

Enrichment lessons for Years 10 & 11 enable some G&T students to study an additional GCSE. Sociology, the Crest Award, Financial Studies and Learning Support is also on offer. This programme will be expanded in the future as the new 2020 curriculum and timetable is reviewed.

In addition to the curriculum above, all students in the school study PSHE at the same time in the week allowing for the programme to be structured according to Year group and also for vertical lessons and discussions to take place eg House activities and meetings.

CURRICULUM: Years 7, 8 & 9

| SUBJECTS | NUMBER OF PERIODS (5 x 65min periods/day) | | |
|-----------------------------------|---|---|--|
| | Year 7 (3 forms) | Year 8 (3 forms) | Year 9 (3 forms) |
| English | 3 | 3 | 3 |
| Mathematics | 3 | 3 (sets 1 – 3) | 3 (sets 1 – 3) |
| Languages | 3 Choice of Sp or Fr and GM or Mn | 3 Choice of Sp or Fr and GM or Mn | 2 (Lang 1) 2 (Lang 2)* |
| History | 1 | 1 | 1 |
| Geography | 1 | 1 | 1 |
| R.S. | 1 | 1 | 1 |
| Classical Studies | 1 | 1 | 1* |
| Latin | | | 1* |
| Physics | 1 | 1 | 1 |
| Chemistry | 1 | 1 | 1 |
| Biology | 1 | 1 | 1 |
| Music | 1 | 1 | 1* |
| Drama | 1 | 1 | 1* |
| Art | 1 | 1 | 1* |
| Design Technology | 1 (½ classes) | 1 (½ classes) | 1* |
| I.C.T/Computer Science | 1 | 1 | 1* |
| P.E. | 2 | 2 | 2 |
| P.S.H.E./ER (inc FT, assembly) | 2 | 2 | 2 |
| Global Perspectives | | | 1 |
| | 25 | 25 | 25 |
| | | | <ul style="list-style-type: none"> Option Subjects (6 periods in total) |

CURRICULUM: YEARS 10 & 11

| SUBJECTS | NUMBER OF PERIODS (5 x 65min periods/day) | |
|---|---|-------------------|
| | Year 10 (3 forms) | Year 11 (3 forms) |
| English (Language & Literature) | 3 | 3 |
| Mathematics | 3 (sets 1 – 4) | 3 (sets 1 – 4) |
| P.S.H.E./ER (Form time, assembly) | 2 | 2 |
| Physics, Chemistry, Biology Or Trilogy | 6 or 4 | 6 or 4 |
| Global Perspectives | 2 | 2 |
| Humanity: H / G / RS / CC | 2 | 2 |
| Language.: Fr / Sp / Gm/Lat | 2 | 2 |
| Additional Option(s) | 2 or 4 | 2 or 4 |
| PE | 2 | 2 |
| Enrichment (extra GCSE, Sociology, Crest Award, Support, Private Study) | 2 | 2 |
| | 25 | 25 |

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

CURRICULUM: YEARS 12 & 13:

Students have 5 periods/week of their A level subjects in addition to PSHE, Enrichment, PE and EPQ.