



**MAYFIELD GRAMMAR SCHOOL
GRAVESEND**

CURRICULUM POLICY

Approved by:

Last reviewed:

Next review due by:

September 2022

September 2023

Mayfield Grammar School, Gravesend

CURRICULUM POLICY

1. PHILOSOPHY AND VISION

To deliver an ambitious high quality education for each of our students which equips them for the challenges and demands of the 21st century. We believe that it is our responsibility to offer a broad and balanced curriculum which stimulates our students' curiosity and imaginations, and which is sufficiently diverse to meet the needs of individuals enabling them to realise their full academic potential. Alongside encouraging students to develop confidence in themselves and their skills whilst promoting an awareness of the importance of positive wellbeing and mental health, spiritual, cultural and fundamental British values which engender a sense of trust, respect and tolerance of others.

Our curriculum is an academic one as befits a selective grammar school and it enables students of all abilities within our school to realise their potential and to leave school aware that with ability comes the responsibility to apply it for the benefit of others.

AIMS

The aims of our school are as stated. It is the intent of our school curriculum to deliver on these to ensure our students leave our school successful, confident, well qualified and skilled, equipped to meet the demands of a 21st century world. Every member of our school staff is committed to this and each subject area is clear on their responsibility to deliver our school's philosophy and vision.

- To promote an educational culture that is academic, scientific, technological, enterprising and vocational and which values all subjects equally.
- To provide a broad and balanced curriculum which is sufficiently diverse to meet the needs of individual students and which enables each student to realise their full academic potential.
- To stimulate our students' curiosity and imagination, to stretch and challenge their intellect, to encourage their independent thought and develop responsibility for their learning.
- To encourage our students to develop confidence in their own abilities and to acquire the skills, aptitudes and competencies needed for a fulfilling life without regard to traditional stereotyping.
- To ensure all pupils have equality of access to education and are of equal worth regardless of disability, ethnicity, cultural background, national origin or national status, sex, gender identity, religion, lack of religion or faith background or sexual orientation.
- To promote our students' awareness of spiritual, cultural and moral values and to encourage a sense of trust, respect for and tolerance of others.
- To prepare our students to participate fully in our multi-cultural, multi-ethnic society.
- To encourage our students to make a positive contribution to the life of the school and to the wider community.
- To stimulate in our students a global awareness and to encourage them to take responsibility for their environment.
- The school's prime objective is to offer a broad and balanced curriculum, to maintain student choice whilst balancing economic viability of sets. For the teaching of Technology we maintain smaller groups in line with Health and Safety guidance.

INTENT

- To ensure that our students engage in their learning so that they take responsibility for their own learning across each phase of the school.

- To use the PSHE Association guidance and criteria to create breadth of delivery on health and wellbeing, relationships and living in the wider world.
- To ensure that our students understand how they learn and how they can improve.
- To develop systems which enable them to be effective learners who regularly review their subject content.
- To develop opportunities for retrieval practice across the curriculum.
- To develop our students' creativity, resourcefulness and their enquiry skills so that they can identify and solve problems, develop the higher level thinking skills and communicate in a variety of ways.
- To develop our students as independent learners, able to use their skills across the curriculum.
- To allow our students to enjoy learning for learning's sake, not just as an end to gain qualifications.
- To develop our students' emotional intelligence and emotional literacy by giving them opportunities to develop their social and communication skills.
- To foster high expectations and aspirations suitable to the ability of our students so that they achieve their potential as the top 25% of the local cohort of students.
- To develop students who are confident, have a sense of self-worth and personal identity and who relate well to others.
- To equip and support all students to ensure they are able to manage and take a positive approach to their own mental health and well-being.
- To ensure that our students have secure values and beliefs, to be able to distinguish right from wrong, to be able to make healthy lifestyle choices and keep themselves safe through making informed decisions.
- To ensure equality of opportunity for all students.
- To ensure that our students are responsible citizens who develop empathy and understanding, celebrate the different peoples, cultures and traditions in the world and who are prepared for the world of work.

2. IMPLEMENTATION

- 2.1** The annual curriculum plan is reviewed as part of the School Improvement Plan (SIP) by the Senior Leadership Team and Governors Curriculum Group, in consultation with the Curriculum and Pastoral Group, throughout the school year. In Terms 5 and 6, Curriculum Leaders/subject staff submit their staff deployment preferences to the Deputy Head (Staffing). These preferences are considered by the timetable and implemented as far as is practicable..
- 2.2** Learning Leaders draw up the PSHE programme, implemented during PSHE periods (one per fortnight for all year groups), in Development & Wellbeing lessons in Year 10 and enhanced through assemblies and Curriculum Enrichment opportunities, in consultation with Key Stage Co-ordinators, the Citizenship Co-ordinator and the Head of Careers. This programme is reviewed annually and followed by all year groups. The programme includes Relationship and Sexual Education (RSE), Careers, Citizenship, physical health, emotional and mental health and wellbeing.
- 2.3** Citizenship and Fundamental British Values and Work-Related Learning/CIEAG/Enterprise/Careers are provided within the whole curriculum, rather than as separate subjects. Social, moral, spiritual and cultural issues are addressed in lessons, in assemblies and in Curriculum Enrichment opportunities, as outlined in the SMSC statement (Appendix 1).
- 2.4** Curriculum Leaders draw up detailed schemes of work for each year group, accompanied by a curriculum mapping document, which adhere to the National Curriculum, examination board criteria, and take into account relevant Government initiatives such as Citizenship and Fundamental British Values, Work-Related Learning/Enterprise/CIEAG, possible questions

to encourage higher level thinking, Assessment for Learning, VESPA, interleaved content, retrieval practice, subject specific terminology, literacy and numeracy links, independent study expectations and enrichment activities. These are reviewed annually.

- 2.5** Transitions are carefully planned. The Learning Leader of Year 7 and their tutor team, together with AHT Pastoral (Lower School), ensure that the transition from primary school is as smooth as possible. Each new Year 7 student is visited in their primary school and staff are spoken to in order to gain appropriate information to aid transfer. There is an Induction Day in July for new Year 7 pupils, and a Parents' Meeting for their parents. For the transition from Lower School to Upper School, the programme includes a Parents' Event, an Options Booklet, a Careers module in the Year 9 PSHE programme and discussion with subject staff, all of which help to guide the students' choices to obtain an appropriate pathway for each student.

The Upper School to Sixth Form transition programme includes an AL Options Evening for parents/carers and students to meet the staff and Sixth Form students, an Options Booklet which details courses and entry requirements and a series of subject talks leading up to the Options Evening, targeted focus groups and individual Careers Interviews for all Year 11 students. An Induction programme in July prepares the students for Sixth Form study. The majority of the students enter the Sixth Form or go on to other forms of 16+ education.

- 2.6** Lower School comprises Years 7-8. National Curriculum courses are followed and taught, including two modern languages for each student and access to the Mandarin Excellence Programme.

- 2.7** The Upper School comprises Years 9-11 with Year 9 viewed as a transition year. Year 9 pupils begin GCSE courses in all core subjects during the year and some option subjects. Students do not make option choices until the end of Year 9 ensuring they are able to access the full breadth and depth of our curriculum, for a 3 full years. Students follow a minimum of nine GCSE courses, selected to ensure breadth and balance across the curriculum but also to ensure that students are on appropriate GCSE pathway for their particular talents, interests and needs. All students follow a compulsory core of English Language, English Literature, Mathematics, Science (3 separate Sciences or Combined Science) and then have a choice of a further four subjects from a wide variety of Humanities, Modern Languages, Creative Arts, Technology. All students complete a formal Computing qualification in Year 9 (Entry Level Computing) and a Philosophy qualification.

Students also follow courses in Core PE and a broader course comprising Study Skills, Work-Related Learning/CIEAG, Relationship, Sex & Health Education (RSHE) and RE.

- 2.8** Sixth Form students complete between 3 and 4 A Levels, have access to the Extended Project Qualification (AS), a programme of Curriculum Enrichment and Careers Guidance.
- 2.9** The School's Curriculum Enrichment programme comprises opportunities in school such as Music, Drama, Sport, Debating, Science clubs; trips and conferences both residential and non-residential; activities such as Duke of Edinburgh; leadership activities; community service and Mayfield Challenge.
- 2.10** The Special Educational Needs policy emphasises the aim to give every student a broad, balanced curriculum which enables each pupil to achieve their potential. Only in exceptional circumstances is the curriculum provision reviewed on an individual basis after extensive consultation with students, staff, parents/carers and external agencies as appropriate.
- 2.11** The policy for meeting the needs of the More Able students identifies strategies for meeting their needs.

IMPACT

For students to attain highly, enjoy learning and realise their full academic potential.

3. ROLES AND RESPONSIBILITIES

- 3.1** The Senior Leadership Team, in consultation with the Curriculum and Pastoral Groups, annually review the School Improvement Plan.
- 3.2** Curriculum Leaders complete their staff deployment and annually update their schemes of work. They are responsible for:
 - the effective teaching of their programmes of study, according to the Teaching and Learning Policy
 - ensuring equality of opportunity within their subject areas
 - ensuring that their programmes of study raise awareness of multi-cultural issues and challenge stereotypical views of different racial groups and nomadic communities.
- 3.3** The Learning Leader of Year 7 and their tutor team, with AHT Pastoral (Lower School), ensure a smooth and effective transfer from primary school to MGSG.
- 3.4** The timetabling team complete the timetable according to priorities agreed with the Senior Leadership Team with input from Curriculum and Pastoral leaders, as appropriate.
- 3.5** Learning Leaders, tutors, subject teachers and the Careers Co-ordinator ensure that the options taken are appropriate and that students are fully aware of the pathways open to them. Information is also shared with parents/carers.
- 3.6** The School provide a coherent and challenging programme of assemblies and tutor periods via Year Group, House or main school assemblies.
- 3.7** The Senior Leadership Team shares responsibility for the effective teaching of the curriculum, along with a middle leader who supports Teaching and Learning in the Sixth Form and curriculum leaders for each subject.

4. MONITORING AND EVALUATION

Our core aims and purpose for evaluation are developmental, specifically to improve learning and teaching and, therefore, student performance and the overall effectiveness and impact of the curriculum. Evaluation is part of the planning cycle and as a result of it, changes or modifications will occur to bring about improvements to the curriculum.

The strategies used for monitoring and evaluation comprise a mixture of the Senior Leadership Team led and Department led procedures, both formal and informal. However, evaluation is a part of professional practice at all levels so that all staff are involved and the outcomes shared and accepted.

- 4.1** Curriculum Leaders have developed various strategies within the subjects to monitor and evaluate the quality of teaching and learning. These include the following:
 - Discussion of curriculum plans/schemes of work as part of the review process each year. This ensures that the learning programmes meet national and school needs, that there is consistency of provision within the Department, and that the needs of students of all levels of ability are met.

- Looking at and discussing with the Department samples of students' work in order to ensure consistency of marking, assessment and evidence of knowledge retrieval. (further details in the School Assessment Policy)
- School and Subject led work scrutiny.
- Regular review of examination results, test results and the implementation of any action necessary on a group and individual basis so that the demands made of all students are appropriate.
- Review of Public Examination results and internal Academic Review points and value-added data with the Headteacher. Appropriate action will be taken by the Curriculum Leader where necessary.
- Lesson observation within the Department which has an agreed specific focus, decided within the Department in accordance with the targets on the Department Development Plan. The selection of classes is made to ensure as wide a coverage as possible by observing different teachers and different years, providing that this fits the focus. Prompt individual feedback is given, in accordance with our Code of Practice (see Appraisal Policy) and issues are dealt with as appropriate. More general feedback takes place within the Department as part of the general evaluation of the target concerned.
- Informal discussion and self-evaluation between Department members.
- Review of student progress against their targets/baseline data, using student work, staff markbooks and student self-evaluation sheets. (see Assessment Policy, Target Setting statement)
- Review of staff planning records
- Review of student planners.

4.2 Curriculum Leaders carry out an annual review of their Department, including an evaluation of their annual targets, in discussion with the Department across the Spring Term. This is used to inform the Department Development Plan (DDP), including targets and INSET needs for the following year.

4.3 Each Department Development Plan is constructed in discussion with SLT Line Managers and Assistant Headteacher (Teaching & Learning) and shared formally with HT/DHT (Sept):

- ensure that the Department has fully highlighted progress made in meeting previous targets;
- ensure that the new targets are appropriate and correspond with any school priorities;
- agree INSET needs resulting from the targets and update Assistant Headteacher (Teaching & Learning) re CPD needs:
- discuss plans for Department monitoring.

4.4 The Department Annual BSA Bids are submitted to the Headteacher, after discussion with Senior Leadership Team line managers to ensure that the budgetary plans correspond with subject targets and school priorities. Other BSE budget holders, Senior Leadership Team budget holders follow the same principles when submitting bids

4.5 Members of the SLT will observe lessons each year as part of a planned evaluation programme, using the negotiated observation procedure, and may shadow students across their curriculum to gather an accurate view of their experiences. SLT should respond as appropriate by consulting the relevant Subject Leaders/Learning Leaders. Any relevant self-review activity reports are presented and discussed with the Governors Curriculum Group.

4.6 Parents/carers are invited to discuss with staff the progress of their child

- at any time by prior appointment
- at Parents' Evenings
- in response to reports.

4.7 The Governors' Curriculum group meets regularly to discuss curriculum matters.

4.8 A programme of curriculum evaluation exists which is linked to the School Improvement Plan and agreed with the Curriculum Leaders, which evaluates aspects of the major school policies and Departments/Year groups on a planned cycle. (see full Monitoring and Evaluation Policy)

4.9 The Appraisal cycle has been devised in conjunction with the overall school planning procedures.

October 2021

LINKED DOCUMENTS

- Teaching and Learning Policy
- Assessment Policy
- Appraisal Policy
- Monitoring and Evaluation Policy
- Curriculum Monitoring Plan
- Remote Learning Strategy
- Equality and Diversity Policy
- SEND Policy

Appendix 1

Mayfield Grammar School, Gravesend

SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION

AIM

To promote our students' awareness of spiritual, moral, social and cultural values and to encourage a sense of trust, respect for and tolerance of others, in order to prepare them to live in our multi-cultural, multi-ethnic society.

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Pupils' cultural development involves pupils acquiring and understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate to culture.

The provision for and aims of Spiritual, Moral, Social and Cultural Education are documented in a number of the school policies, especially:

- Curriculum
- Teaching and Learning
- Well-being and Mental Health
- PSHE
- Behaviour and Discipline
- Anti-Bullying
- Drugs
- Relationships and Sex Education
- Assembly
- Citizenship

Provision is also documented in Schemes of Work, notably in English, RE, PSHE, Careers and Citizenship.

The Department Handbooks extra-curricular activities and opportunities provided, ranging from field trips, museum visits and conferences to sporting, drama and musical activities. Most of these activities are curriculum related, either specifically linked to Schemes of Work or they provide practical experience of the curriculum to enhance understanding and improve skills. The *Fundamental British Values and Citizenship Audits* highlight provision across the school.

Some activities take place in the holidays or partly over weekends, such as French/German/ Spanish exchanges, Science College trips, Biology and Geography field trips, Music trips, ski trips, CSLA activities, International visits and Year 13 Bar Mock Trial. Such residential experiences provide more than simply curriculum enrichment. There have been a large selection of visits overseas – Rome (2020); ski trip (2018); Iceland (2019), USA (2016), Canada (2019), *China (2019)*. These visits are cross-curricular and encourage an appreciation of different cultures and living standards. The Adventure Service Challenge trips for Years 7 and 8, and Year 9 Duke of Edinburgh expeditions are important as is the opportunity to attend the Kent 'Big Conversation' at Detling.

In addition, there are a large number of opportunities for students to broaden their experience, either through clubs or through off-timetable activities, such as the Year 9 Dragons Den, Year 8 Creative Arts Day, 6th form RE Conferences, Year 10 Careers Initiative, Year 11 Work Experience and 6th form Work Experience. Details of all such opportunities are documented in the whole school extra-curricular audit.

The Lower School Adventure Service Challenge serves as an introduction to the Duke of Edinburgh Scheme for younger pupils. The Duke of Edinburgh Scheme is firmly established at the Bronze, Silver and Gold Award Levels.

Opportunities for taking on new responsibilities are provided at all levels in the school through the form official system, but especially in the 6th form where Senior Officials run a whole variety of opportunities, notably the School Council, the Charity events and the Green Council, as well as helping younger girls as House Prefects or through the Student Support system or by helping in lessons. Over the last few years the Subject Officials have become more involved with the younger students, helping with Drama, Music, Art, MFL and Science clubs and encouraging the development of the Debating Society in Upper School and Sixth Form. Most subjects now have subject Senior Officials who are involved with younger students, running clubs and mentoring those who need support. Student council reps are now trained by the 6th form officials. This all contributes to the SMSC development of our students or has improved the contribution of students to the development of the school.

The school participates in the Kent County Youth Elections. We usually have at least two pupils standing as candidates.

The development of the Community Service programme, initially in the 6th form as part of their curriculum, and now in the rest of the school as part of the D of E scheme has allowed students to take a much larger part in the local community. This is closely linked to the Charity work in the school, much of which supports local charities, such as 'We are Beams', Ellenor Hospice, Mind, Age UK and Crisis. The school also has a strong tradition for supporting National Charities, such as Jeans for Genes, The Trussell Trust, Children in Need, Comic Relief and Childline. Whole school activities such as the Fun Run raise money as well as individual form efforts. Year 9 Charity Enterprise. The 6th form Charity Officials and the Form Prefects have tried to co-ordinate charity collection by encouraging each House to support a single charity.

The Assembly Policy clearly states our commitment to assembly as being a time for reflection. It also stresses our belief that our students should be involved in assemblies with the result that there is student input into the majority of the assemblies, whether they be Lower, Upper or Sixth Form assemblies, whole school assemblies or form assemblies. Over the last few years we have made an effort to make these times of quiet with a clear purpose, following specific weekly themes, and with clear guidelines for tutors about organising form assemblies.

The school has a strong commitment to SMSC Education as specified in the school aims, and current priorities are outlined in the School Improvement Plan.

Updated November 2019