



CURRICULUM POLICY

THIS POLICY APPLIES TO MILLFIELD.

I. The Principles of the Brilliance Curriculum: Intent and Ambition

- The Brilliance Curriculum is a new approach to curriculum thinking. Extensive curriculum review is/ will be taking place in the academic year 2019-2020 and 2020-2021. The aim of this curriculum review is to develop an academic curriculum for each subject that is inspirational, aspirational, carefully planned and meticulously crafted. Each subject will consider, and articulate, the philosophy of their subject (the fundamental concepts and its reason for being studied at school) and the narrative of their subject (the organising principles, the big ideas, how the topics studied fit into part of bigger picture).
- The Brilliance Curriculum is ambitious for all students. Coherently planned and sequenced, with both cross curricular links and pathways for excellence that extend from Year 7 at MPS to university, the Brilliance Curriculum has been designed so that each student understands what it means to be superlative in the subject and the steps they need to take towards that goal.

II. The subjects within and the structure of the curriculum aim to:

- encourage students to develop the essential skills they need to learn;
- inspire students with an enthusiasm and commitment to lifelong learning;
- give students the confidence to achieve success in their adult lives;
- provide a broad and balanced education which prepares students for public examinations;
- offer a flexible programme which combines breadth, academic rigour and enrichment;
- provide appropriate subject choices to suit individual learning needs in the pursuit of academic development;
- offer an education which respects rights, dignity and individuality.

III. Curriculum overview

- a) Millfield's curriculum comprises all the planned activities that are organised in order to promote academic learning and personal growth and development. It encompasses the formal academic curriculum, as well as the various co-curricular activities that the school organises in order to enrich a student's educational experience. It also includes the 'hidden curriculum' (as experienced in assemblies, group tutor and house time): what students' learn from the way they are treated and expected to behave.
- b) All students have the opportunity to learn, make progress and achieve the highest standards of attainment, in line with their ability. We also value the breadth of the curriculum that we provide. Students gain experience in linguistic, mathematical, scientific, technological, human and social, spiritual, physical and aesthetic and creative education.
- c) The curriculum enables students to further develop appropriate skills in speaking, listening, literacy and numeracy.

- d) The school provides personal, social, health and economic education through a core PSHEE (or 'Positive Education') programme; this reflects the school's aims and ethos. The PSHEE programme, in conjunction with the formal academic curriculum and the 'hidden' curriculum, encourages respect for other people (paying particular regard to the protected characteristics set out in the 2010 Act (a) – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Students are thereby prepared effectively for the opportunities, responsibilities and experiences of life in British society.
- e) In Year 9 a broad and balanced curriculum is offered consisting of: English (Language and Literature), Mathematics, Science, one or two Languages, Art, Food and Nutrition, Geography, History, ICT, Music, Product Design and Religious Studies.
- f) In Years 10 and 11 students follow a programme of mainly GCSE courses which is tailored to their aptitudes and interests. Depending upon their banding (A, B or C – see section IV), students will typically undertake between 6 and 10 GCSE (or equivalent) subjects. There is a core academic curriculum of English Language and Literature, Mathematics, Science (Combined), a Language (optional for C band) and PSHEE. Students in Band C follow a single GCSE Science (or equivalent) course.

There are a number of optional subjects at this level which are reviewed annually. These are currently: Art, Business Studies, Computing (bands A & B only), ICT (BTEC – bands B & C only), Product Design, Economics (bands A & B only), Enterprise (BTEC – bands B & C only), Drama, French, Geography, German, Greek (band A only), History, Food & Nutrition, Italian, Latin (bands A & B only), Music (GCSE and BTEC), Physical Education, Religious Studies, Separate Science (which results in separate GCSEs in Biology, Chemistry and Physics) and Spanish. Band A and B students, deemed to need study support, may have it as one of their options; extra study support is built in to the band C curriculum. There are a number of restrictions in place to prevent subject choices which do not provide an appropriate degree of breadth.

- g) In the Lower Sixth (Year 12) students typically choose three A level subjects and will study these until the end of (Year 13). By agreement, students may undertake to study more or less than this number of A level subjects. A number of BTEC courses are also available which occupy the curriculum time of three subjects in both the Lower and Upper Sixth. The Extended Project Qualification (EPQ) is an available option for Sixth Form students studying three (or less) A level subjects (or equivalent).
- h) In the Sixth Form, in addition to their core academic curriculum, students engage in a wide-ranging co-curricular programme.
- i) Year 9 students participate in a rotating programme of co-curricular activities (including music, art & design, dance, cooking, drama and outdoor education) after school on two days each week. The aims of this programme include encouraging participation, social cohesion and developing personal skills.

- j) Year 9, 10 and Lower Sixth students participate in the Millfield Activities Programme (MAP). MAP activities are designed to provide students with the opportunity to sample a wide and varied range of co-curricular and academic enrichment activities during lunchtimes or after school. Students have one activity each week. Activities change termly, as some are weather-dependent, and encompass a wide variety of crafts, sports and other skills.

The Sixth Form 'EAGLES' programme is a compulsory element of MAP for all Lower Sixth students which focuses on international mindedness, leadership and service to increase understanding, embed values and build confidence with new environments and cultures. The Extended Project Qualification (EPQ) is an available MAP option for Sixth Form students studying four A level subjects (or equivalent).

- k) Students receive access to accurate, up-to-date and timely further/higher education and careers guidance through assemblies, presentations, individual profiling and discussions, as they progress through the school. Year 9 and Year 11 students receive support and guidance in advance of making GCSE and sixth form choices respectively. Information is presented in an impartial manner which enables students to make informed choices for the future which are in line with their potential.

IV. Inclusion, differentiation and support

- a) The curriculum is designed to be accessed by all students who attend the School.
- b) If children have special needs, including a statement or EHC plan, the school will do all it can to meet individual needs and we comply with the requirements set out in the SEN Code of Practice.
- c) Students who exhibit a gift or a talent are stretched and challenged within the academic curriculum, as well as the various co-curricular activities that the school organises. Adjustments to students' academic programmes can be made to accommodate specialist sports coaching and/or instrumental music tuition.
- d) Students are banded according to their overall ability across the curriculum in Years 9 – 11. There are three ability bands in Year 9 and three ability bands in Years 10 and 11. Students are set according to ability (within/across bands) in the following subjects, in the following years:

Year 9: Mathematics, Languages and English

Years 10 and 11: English, Mathematics, Science and Languages

- e) Where the need is identified, additional study support within the Learning Support Centre and/or EAL support are available as curriculum options within Years 9 – 11. Sixth Form students can access learning support and/or EAL by arrangement during private study periods.

V. Planning and monitoring

- a) Curricular planning and development takes various forms: Heads of Department (HOD) submissions (e.g. new courses) to the Deputy Head (Academic)/Curriculum Coordinator for review; working party review of specific aspects of the curriculum; ongoing review and discussion at weekly HODs meetings. Recommendations for change are forwarded to the Headmaster.
- b) Curricular planning includes liaison with Millfield Preparatory School to ensure the continuity of the curriculum experience and good transition between the different schools. Each academic department has a nominated subject liaison coordinator and MPS/Senior School meetings take place termly.
- c) HoDs monitor the way their subject is taught in their departments and ensure that appropriate teaching strategies are used and teaching and learning resources are managed effectively.
- d) HODs choose the most suitable specifications for delivery of the curriculum and are responsible for ensuring that schemes of work are produced which indicate what topics are to be taught each term and to which students. Schemes of work are reviewed on an annual basis.
- e) Staffing needs are reviewed annually by the Headmaster when the efficiency of the current year is considered and projections made for the following year. The Curriculum Coordinator produces an annual Timetable Report to inform this process.
- f) The Curriculum Coordinator, in consultation with the Deputy Head (Academic), then revises and issues the curriculum plan for the next academic year.

Specific details of the subjects available in Years 9 – 11 and the Sixth Form are available separately (from the Curriculum Coordinator). Parents and students are informed of these in good time by presentations, meetings, mailings and the parent portal at the appropriate stages. Full advice is given about the implications of option choices.

Details of the subjects offered are also available on the school's website at:

<https://millfieldschool.com/senior/academic>

Policy owner	ACH
Reviewed on	November 2019
Review by date	November 2020
Audited by Governor Committee	Education
Audited on	May 2015
Audit by date	May 2022
Publication	Xtranet, Website, Parent Portal