



The Maynard School, Exeter

September 2021

Curriculum Policy

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1. Key principles in the design of the curriculum:

The Maynard School defines the curriculum as the totality of the learning experience. We aim to provide a broad and balanced, relevant curriculum that stretch and challenges all our learners. We aim to develop children's independence, encouraging them to become confident, resourceful, resilient, and reflective learners.

Our curriculum is in accord with the spirit of the National Curriculum and is regularly reviewed to keep abreast of developments in national strategies, public examinations, higher education and new technology. Any changes introduced into the curriculum are subjected to review and evaluation, through HODs and HOYs meetings, SLT reviews and the Academic Sub-Committee reporting to the Governors.

The curriculum considers the ages, aptitudes and needs of all students including those with an EHC Plan and SEND requirements. It actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. For further details see the SMSC, PSHE, SEND and EAL policies.

In accordance with Section 8 of The Education Act 1996, the Maynard School curriculum gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetics and creative education. The students also become proficient in speaking and listening and develop their literacy and numeracy skills to a high standard.

The curriculum also includes the delivery of a Personal, Social, Health and Economic Education which promotes the aims of the school. This includes actively promoting respect for other people with particular regard to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation as set out in the Equality Act 2010. (See the PSHE and SMSC Policies for details).

The curriculum includes impartial careers guidance enabling students to make informed choices about a broad range of career options which helps them to aspire to reach their full potential. (See the Careers Guidance Policy). The curriculum seen as the totality of the learning experience at The Maynard School enables students' achievements to be outstanding and to gain entrance to higher education institutions, for example, the number of students annually gaining success at Oxbridge and Russell Group Universities.

On the rare occasions when a student is attending whilst above the compulsory school age, an appropriate programme of learning is applied.

In developing their love of learning, all students will have the opportunity to learn and make excellent progress. Students will be socially responsible and compassionate, be culturally aware and understand the importance of technology in order to effectively prepare them for life in British society.

The curriculum is delivered with a timetable of 25 one-hour lessons plus 2.5 hours of tutorial/assembly/PSHE supervised by a teacher. In circumstances where normal classroom

delivery of the curriculum is not possible (e.g. COVID-19), the bulk of curriculum can be delivered through ICT platforms such as Microsoft Teams and ePraise.

2. The Curriculum

2.1.1 Year 7-13

Linguistic: English is taught throughout the school developing students' abilities in written and spoken English. English Literature and English Language are taught up to GCSE and English Literature is an option at 'A' level.

The school offers 3 Modern foreign languages (French, German and Spanish) to all students from year 6 through to the U5 (Y11). All students strongly advised to study at least one MFL at GCSE and these subjects are available to study at A level. The school offers Latin as part of its Classics programme of study at KS3 and offers GCSE Latin at KS4.

Where appropriate, EAL support is given where English is not the student's first language.

Mathematical: All students study Mathematics throughout the school up until the end of GCSE. A level Mathematics and Further Mathematics are offered in the sixth form. U3-U6 students take part in the National Maths challenge.

Scientific: All students study sciences as separate disciplines until the end of KS4. Science is taught in the Junior School and in year 6 pupils are taught science in specialised laboratories. All science is taught by specialist teachers as separate sciences in the Senior School. Combined Science GCSEs are offered to those students for whom it is most appropriate as well as those who would prefer to focus more on Arts and Humanities at KS4. All three sciences are offered at 'A' level where a large proportion of the sixth form students' study least one science at A level.

Technological: the supports the use of technology. Computing is taught discretely in Y3-9 and within subject areas for example: use of Excel spreadsheets for analysing data in Science, Maths and Geography. GCSE and A level Computing are offered to students. There are extracurricular opportunities that encourage programming and ICT related skills.

The students have access to 3 specialised computer suites running Windows 10, Printing fobs operate for personal use, key Apps are used to support learning using tablet technology.

The curriculum includes Textiles and Food and Nutrition where students use a range of practical technique to produce good quality products, allowing the evaluation of products and processes.

Human and Social: Through the taught curricula of the following subjects: RS, History, Geography and PSHE, students gain in-depth experiences into what is like to be human, to understand their place in the world as a global citizen as well as having an appreciation of historical context and the impact of historical events on today's world. Additionally, students are encouraged to reflect, debate and question ethical and philosophical issues in RS, Philosophy Politics and Religion and PSHE.

Physical: Physical Education and Games enable students to be taught the importance of healthy living, wellbeing and leading balanced lives. Through Physical education students are

taught how to work within competitive situations. Team work, cooperation and team spirit are qualities that are encapsulated within the physical realm (although not exclusively).

Creative and Aesthetic: within Art, Music and Performing Arts students have the benefit of developing their musical talents through participation in choirs (3), orchestras (3), several ensembles, engaging with drama both within the curriculum and through a wide variety of drama clubs, and participation in the school play and end of term Junior Drama productions. Performing arts enhances the human creative impulse, challenges student's responses to the arts and encourages risk taking.

Art education allows students the freedom to be creative, appreciate art and the influence of art on our cultures and others as well as to develop imagination and to take risks in creativity.

The school offers a broad range of extra-curricular activities, ranging from Music, Drama, Sport, Debating, Robotics, MUN, One World and Reading Club(s) amongst others.

It is usual for departments to work collaboratively in cross curricular way where the timetable is suspended and students focus on themes for a day or two (e.g. Y7 "What it means to be British", Y8 "Islamic Art", Y7-10 "Votes for Women Centenary Celebration").

2.1.2 Senior School Curriculum Map

The school day is organised around 5 one-hour periods, giving 25 teaching periods per week. Some KS4 core subjects have additional time. The tutorial programme runs at the beginning of the day giving 3 x 30-minute sessions per week.

KS3 (U3-U4)

All students follow a three-year foundation course which includes Art, English and Drama, Food and Nutrition, French/German/Spanish, History, Geography, Information and Communications Technology/Computing, Mathematics, Music, Religious Studies, Latin, Physical Education, Spiritual, Moral, Social and Cultural development and Textile Design (Years 7 & 8 only).

In Year 7 students' study two languages chosen from French, Spanish and Latin. In Year 8 and 9 students refine this choice to one language, although there is the chance of continuing a second language if they wish outside of the 25-lesson timetable (subject to sufficient demand). The school has some students in Y8 upwards that continue to study German as a legacy option.

The KS3 curriculum in Science is condensed into 2 years so that girls embark on GCSE in all 3 sciences in year 9.

Science is taught as 3 separate subjects throughout Key stages 3 and 4. Student to choose either Separate Science (3 GCSEs) or Trilogy Combined Science (2 GCSEs) from Y10.

Curriculum Overview booklets are sent home to parents at the beginning of each academic year (Y7-9).

KS3 CURRICULUM PLAN – 1 hour period per week			
SUBJECT	Y7	Y8	Y9
English	4	4	4
Drama	1	1	1
Languages	2	2	3
Classics/PSHE			1
HISTORY	1	1	1
GEOGRAPHY	1	1	1
R.S.	1	1	1
MATHS	4	4	4
BIOLOGY	1	1	1
CHEMISTRY	1	1	1
PHYSICS	1	1	1
TEXTILES	1	1	
FOOD & NUTR.	1	1	1
COMPUTING	1	1	1
ART	1	1	1
MUSIC	1	1	1
P.E/Games	3	3	2

KS4 (L5 and U5)

All Y10/Y11 students follow a programme of study leading to nine GCSEs which will continue as the model for future years' cohorts. The table below indicates the number of taught hours per week:

KS4 Curriculum	Y10/11
English (2 GCSEs)	4.5
Maths	4.5
Science (2 GCSEs) – Trilogy Science has an additional hour	5
option1 (including science if Separate Science is selected)	2.5
option2	2.5
option3	2.5
option4	2.5
PE/games	2

This programme comprises a core of compulsory examination subjects (GCSEs)

English Language and Literature,
Mathematics,
Science (as 2-GCSE Combined Trilogy Science or as 3 GCSE Separate Sciences using one GCSE option)

Students select a further **4 GCSE options** from the following: Separate Sciences, Art, Classical Civilisation, Computing, Drama, Food and Nutrition, French, Spanish, German, Geography, History, Latin, Music, Religious Studies and Physical Education.

In addition to the examination subjects, there is a programme of non-examination lessons and cross-curricular days designed with a particular theme to develop key skills and independent learning opportunities. On other occasions a half/full day on 'Life skills' is planned to broaden the curriculum and cover key elements of the PSHE curriculum, e.g. careers, entrepreneurship and the Learn to Learn programme. Year 9 has addition time for PSHE lessons.

The core non-examination subjects within the curriculum consist of Physical Education and Personal, Social, Health and Economic Education. Religious Studies/Ethics is delivered on collapsed timetabled time in Y10/11 equating to two hours per half term and delivered as a Politics, Philosophy and Religion programme.

Optional subjects and Science are given 2.5 hours per subject per week by using a two-week timetable. For both U5 and L5, two lessons on the timetable alternate each week (weeks A and B) to give MFL/Option1 and Option2/Option3 each fortnight.

Students are provided with copies of specifications for all the subjects that they are studying early on in the GCSE course. Students are issued with a GCSE Options booklet in Y9 that outline the details of each course.

KS5 (L6 and U6)

In the first year of the Sixth Form, students normally study three subjects to A level. It is possible to study 4 subjects with the Director of Sixth Form's consent and is usually done with Further Maths being the 4th. Students have a completely free choice of A level subjects chosen from the following list:

Art and Design	History
Biology	
Business Studies	Latin
Chemistry	Mathematics & Further Maths
Classical Civilisation	Music
Computing	Physical Education
Drama	Physics
Economics	Psychology
English Literature	Religious Studies
French	Spanish
Geography	Textiles and Fashion
German	

There is an option of an extended project EPQ, in addition to the study of A level subjects.

As well as their certificated studies, all students participate in the Extension Studies Programme. This programme offers a wide choice of modules e.g. Law, Psychology, Politics, Cookery for Students, Photography, Self Defence, First Aid, Car Maintenance, Ethics, Relaxation techniques, Interpersonal Skills, and the opportunity to gain further ICT Skills (EDLQ). In addition, the Extension Studies programme integrates talks by a number of external speakers on a variety of topics.

There is a compulsory 2-hour Physical Education and Voluntary work programme that gives a choice of activities on Tuesday afternoons such as Hockey, Golf, Outdoor Education, Swimming, Aerobics, Squash, and Voluntary Work.

In the tutorial time, students are given advice about how to enhance their study skills and provided with information about Higher Education, careers, student finances, GAP year and voluntary work opportunities, through the medium of talks, videos and seminars. Tutorials also work in conjunction with the Extended Studies Programme, which meets the above needs through whole sixth form lectures and seminars as well as students picking form a carousel of modules.

If a student has not achieved a grade 5 in Mathematics or English at GCSE, it is likely that their Sixth Form programme will be reviewed with extra provision in these subjects made if appropriate.

KS5 CURRICULUM	
3 or 4 A levels (5 hours each)	15-20 hours per week
Extension Studies Programme	1 hour
Tuesday Afternoon Activities	2 hours
EPQ programme	1 hour per week (average)
Tutorial Programme	3x 30-minute sessions, 2 Assemblies
Private Study periods	1-7 hours per week.

PSHE Programme Y7-13 (see PSHE Policy)

The PSHE programme is allocated curriculum time throughout all key stages and is also delivered through occasional collapsed timetable days and assemblies. The programme is designed to promote the school's aims and comprises 3 strands: Health and Well-being, Relationships and living in the wider world. British values are embedded into the PSHE curriculum as are the key features of SMSC. The programme is reviewed annually by the Pastoral Leadership Team to keep it in line with new national frameworks and statutory requirements, new resources and school-based priorities. The PSHE programme will involve Departments, Pastoral teams and outside companies to deliver a learn to learn study skills programme.

Attention is paid particularly to the promotion of fundamental British values as outlined in the DfE's advice. There are close links between the school's delivery of PSHE and SMSC in this respect. SMSC and British values are signposted in the schemes of work of all departments.

Monitoring effective planning and delivery of the Curriculum

Assessment data is analysed carefully and used to inform planning and teaching, and to monitor student progress. See AMRR policy.

The SLT organise regular rounds of lesson observations through the Performance Management process, and undertake work scrutiny at least twice a year. In addition, all HoDs also carry out regular work scrutiny and lesson observations within their departments.

All programmes of study are reviewed and updated regularly by departments during INSET days.

The Director of Studies and HoDs and HoYs meet regularly within the meeting cycle to discuss curricular issues.

Where a completely new scheme of work is written, this will generally be a collaborative task with several staff involved.

All staff are encouraged to share skills, ideas and resources, participate in peer lesson observation, and learn from one another. A half-termly “Teaching and Learning Café” highlights good practice and is attended by all teachers.

NQT’s and other new or inexperienced staff are given appropriate support, including a mentor. This is in addition to the statutory induction programme.

The Learning Support coordinator produces Learning Profiles for those who have learning difficulties and gives staff support and guidance on strategies for supporting students with SEND.

GCSE and A Level Examination Preparation

The Maynard does not permit early entry for GCSE and A Level Examinations. It is expected that students complete the full two-year course and sit the public exams in the summer examination sessions at the end of Year 11 and the Upper Sixth. The only exception to this would be a language exam where the student is a native speaker or is fluent having lived in the target country for a considerable amount of time as is considered fluent in this language

For Junior Curriculum information, see the separate Junior Curriculum Policy

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Authorised by Governor	
Signed	
Dated	