

Curriculum Policy

The Framework

Curriculum Time

In designing the school day it was felt important to ensure that the majority of lessons were in the morning and that it was not over long and yet there was still sufficient time for the teaching curriculum. Day students travel a long way and a long teaching day was felt to be unproductive. Similarly terms are intense and busy and lengthening them reduces effectiveness. The introduction of a 2 week timetable in September 2013 was done to allow a better balance of subjects in the curriculum.

Lesson Length

In deciding lesson length there needs to be a compromise between having lessons long enough for good teaching time and yet still allow frequent contact with the students. The length of lesson is also important to ensure that there was sufficient flexibility in the week. 50 minutes was settled on as the optimum length balancing the needs for length and flexibility. This was then reduced by 5 minutes travelling time in order to guarantee 45 minutes teaching time per lesson.

Timings of the day

It is important to ensure that every session of the day, particularly periods 1, 4, and 6 starts punctually. Staff are expected to set an example and crack down on any tardiness in students.

General Principles of the Curriculum

Core and Compulsory elements.

Mathematics	for essential numeracy skills
English	for essential communication skills
Science	to provide understanding of world around
Foreign Language	to enable communication and understanding of other cultures
Religious studies	to provide an ethical and philosophical framework.
PE and Games	for essential physical fitness

The curriculum is composed of elements which are a pragmatic necessity for life in the 21st century (Core Subjects) as well as elements which allow students to explore the nature of humanity and creativity and so arrive at a more rounded understanding of the world and what it means to live responsibly in it. Alongside the Core the options provide further opportunities for the Humanities (Classical Civilisation, Geography, History and Religious Studies), as well as for Appreciation and Creativity (Art, Computer Science and Design Technology) and Performance (Dance, Drama, Music and PE).

For some students, because of LDD or SEN, this provision is too demanding. In such instances the pupil, their record and needs are taken into consideration to plan a suitable curriculum. For example, in a few cases boys and girls who have dyslexia may not do a foreign language. Instead they might have an organised learning support class or individual tuition to meet their specific needs during this timetabled block.

The crucial curriculum design is KS4. KS5 follows on from this and the shape of KS3 one is dictated by what is necessary for the KS4 study program.

KS4 Curriculum

Core Compulsory Elements over two weeks

Mathematics	8 periods
English	9 periods
Science	15 periods (3x5)
PE, RS	4 periods (2x2)
Games	4 periods

Within these core subjects the possibility exists for entries in more than 1 subject depending on the set and their ability. For example in English all will do the Language exam and most sets will do the Literature exam. In Mathematics the top set do Statistics as well and some of these will do an additional qualification. In Science the top sets will do the triple award and the lower ones double award Science.

Options (over 2 weeks) 4 blocks 28 periods (4x7)

Rules for selection:	4 choices
Suggest chose	1 from "Creative" or "Performance" (Ar, Da, DtG, DtR, DtT, PeS, Dr, Mu, CS) 1 from "Humanities" (Cc, Ge, Hi, Rs)
Further 2 free choices	from the above list and including Latin.

KS3 Curriculum

This must provide a proper foundation for the study of subjects at KS4. It must also provide sufficient opportunity for students to make an informed choice about their subjects. Therefore all subjects of the KS4 curriculum should be represented to some extent. All students study Latin in Year 7. Whilst a useful subject in itself its early introduction helps with the rules and disciplines of English and Modern Foreign Languages further up the school. Following this, in year 8, students study Latin as an option against DT. In Year 9 it is a choice against Computer Science and DT. All students joining the school in Year 7 spend some time in a Modern Foreign Languages carousel before choosing their GCSE language which they continue through to Year 11.

The number of periods per subject over a 2 week cycle is:

Mathematics	8 periods
English	8 periods
Science	12 periods (3x4)
MFL	6 periods
Music, Games, RS, Art, DT	4 periods
Geography, History	3 periods
PE, CS, Drama, Latin	2 periods

KS5 Curriculum

This follows on from the KS4 curriculum allowing a choice of 4 subjects, 1 from each block. The range of subjects is:

Subjects Available														
	Ar	Bi	Bs	Cc	Ch	Dr	DtG	DtR	DtT	Ec	En	Fm	Fr	
Ge Go	Gm	Hi	CS	La	Ma	Ms	Mt	Mu	Pe	Ph	Ps	Rs	Sp	

4 Blocks in Y12 allows students to pick 4 subjects at the start of their ‘A’ level courses. Most will drop to 3 after half a term although a few may continue with 4. Some of those dropping to 3 may chose to take an additional course like the EPQ which will continue into Year 13.

As well as their 4 main courses students take courses in Careers in Y12. All students, except those taking 4 subjects will attend a circus of classes designed to equip them for life and study outside school. Students who need to gain a GCSE in English or Mathematics will be timetabled for lessons in preparation for retaking these exams.

Banding and Setting

On entering the school students are banded by ability based on the entrance test results, early feedback from Midyis baseline tests and social grouping. In Year 7 and 8 there is one top academic band or form and two parallel mixed ability forms. In Years 9 to 11 there are two parallel top academic forms and two or three parallel mixed ability groups. Factors considered under “social grouping” are the number of girls in the class, previous friendship groups, feeder school advice and parental wishes. These forms are rarely changed once a student has joined the school and cease to be of any significance beyond Year 9 since all lessons are then by sets or in options.

Setting is carried out in certain core subjects. This is based on more specific subject based evidence. Setting will change following testing or internal exams. The amount of change will diminish as public exams approach.

Ideally the number of girls in a class is between 25 and 50% of the whole group. Option subjects may have a much smaller proportion because of the choices made by the students.

Gifted and Talented, EAL and SEN

Information about pupils is drawn from a number of sources to identify students who may be Gifted and Talented, or have other specific learning needs. These sources will include interview, testing, previous school or specialist reports and family.

Once here students, if not already identified, may be identified through baseline testing, entrant screening and teacher referral.

Such a student has their need assessed and a suitable program of provision is put in place. For students who are gifted and talented this may involve extra lessons or further opportunities in the area of talent. It will also involve extension work and activities during lessons. For students who have a specific learning need they may take a reduced or more directed range of subjects. Many students from overseas will take an English qualification as well as doing appropriate qualifications in their mother tongue. This may necessitate specific preparation for oral exams as an extra.

PSHE

Students receive PSHE from a variety of sources. Some is subsumed within academic subjects where topics within these subjects provide opportunity for debate and reflection. Major

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themes are often dealt with through presentations that might be for whole or part of a day using the resources of an outside agency. These can then be used as an impetus for further discussion and action within the dedicated tutor time in Martineau's or 'Life Matters' program for Years 9-11.

The 'Life Matters' program is taught by specific teachers and not by academic tutors.

Careers Guidance

Students receive advice from a variety of sources on what subjects to take at each stage.

Some of these sources are more expert and informed than others. An agreed pattern of subject choices is arrived at by conversation with tutor, teachers, pupil and parents.

Housemasters, Head of UCAS, Director of Studies and the Assistant Head (Academic) are also involved in these discussions as appropriate.

In the summer term of year 10 students do the ISCO test which is followed by an interview in the Christmas term of Y11.

In Y12 students have a course of lectures on various forms of employment in the professions and services as well as go on a week of work experience. Towards the end of Y12 the students begin the UCAS process, receiving guidance from many different sources.

Sixth Form Revision 2015

With the phased introduction of new A levels requiring more teaching time, a greater level of understanding and with linear assessment the decisions were taken to make the following changes:

- 1) All students pick four options to start the academic year unless there are good reasons not to. This is to allow a greater experience of new subjects so that final choices can be made from a more detailed knowledge of the subject. During this time there will be formal assessments and a parents' meeting to discuss progress.
- 2) At half term most students to revert to three subjects to allow for the greater teaching time required. Some will then choose to do a subsidiary subject in support of their main subjects e.g. maths for scientists, economists and geographers or EPQ or a course to develop and enhance skills and knowledge such as Art or ab initio Spanish for those who have not done it.
- 3) In addition to these all students will attend a circus of activities designed to equip them with the skills to be a valuable and responsible member of society. This will include such things as Car Maintenance and First Aid and Health.
- 4) All exams will be in the summer of Year 13 except for Music (extracts paper), Further Mathematics (4 modules) and subjects where performance has to be assessed like Drama and PE.

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1) **Curriculum Plan**

2015-6	English								Mathematics								Science								Core								MFL, Humanities, Creative and Performance																																			
Year 7 N	1 En	2 En	3 En	4 En	5 En	6 En	7 En	8 En	9 Ma	10 Ma	11 Ma	12 Ma	13 Ma	14 Ma	15 Ma	16 Ma	17 Bi	18 Bi	19 Bi	20 Bi	21 Ch	22 Ch	23 Ch	24 Ch	25 Ph	26 Ph	27 Ph	28 Ph	29 Ga	30 Ga	31 Ga	32 Ga	33 Pe	34 Pe	35 Rs	36 Rs	37 Rs	38 Rs	39 Me	40 Me	41 Me	42 Me	43 Me	44 Me	45 It	46 It	47 La	48 La	49 Ge	50 Ge	51 Ge	52 Hi	53 Hi	54 Hi	55 Mu	56 Mu	57 Mu	58 Mu	59 Ar	60 Ar	61 Ar	62 Ar	63 Ar	64 Ar	65 Ar	66 Ar	67 Ar	68 Ar
Year 8 N	1 En	2 En	3 En	4 En	5 En	6 En	7 En	8 En	9 Ma	10 Ma	11 Ma	12 Ma	13 Ma	14 Ma	15 Ma	16 Ma	17 Bi	18 Bi	19 Bi	20 Bi	21 Ch	22 Ch	23 Ch	24 Ch	25 Ph	26 Ph	27 Ph	28 Ph	29 Ga	30 Ga	31 Ga	32 Ga	33 Pe	34 Pe	35 Rs	36 Rs	37 Rs	38 Rs	39 Me	40 Me	41 Me	42 Me	43 Me	44 Me	45 ItLa	46 ItLa	47 ItLa	48 ItLa	49 Ge	50 Ge	51 Ge	52 Hi	53 Hi	54 Hi	55 Mu	56 Mu	57 Mu	58 Mu	59 Ar	60 Ar	61 Ar	62 Ar	63 Ar	64 Ar	65 Ar	66 Ar	67 Ar	68 Ar
Year 9 N	1 En	2 En	3 En	4 En	5 En	6 En	7 En	8 En	9 Ma	10 Ma	11 Ma	12 Ma	13 Ma	14 Ma	15 Ma	16 Ma	17 Bi	18 Bi	19 Bi	20 Bi	21 Ch	22 Ch	23 Ch	24 Ch	25 Ph	26 Ph	27 Ph	28 Ph	29 Ga	30 Ga	31 Ga	32 Ga	33 Pe	34 Pe	35 Rs	36 Rs	37 Rs	38 Rs	39 Me	40 Me	41 Me	42 Me	43 Me	44 Me	45 ItLa	46 ItLa	47 ItLa	48 ItLa	49 Ge	50 Ge	51 Ge	52 Hi	53 Hi	54 Hi	55 Mu	56 Mu	57 Mu	58 Mu	59 Ar	60 Ar	61 Ar	62 Ar	63 Ar	64 Ar	65 Ar	66 Ar	67 Ar	68 Ar
Year 10	1 En	2 En	3 En	4 En	5 En	6 En	7 En	8 En	9 Ma	10 Ma	11 Ma	12 Ma	13 Ma	14 Ma	15 Ma	16 Ma	17 Bi	18 Bi	19 Bi	20 Bi	21 Ch	22 Ch	23 Ch	24 Ch	25 Ch	26 Ch	27 Ch	28 Ph	29 Ph	30 Ph	31 Ph	32 Ph	33 Ga	34 Ga	35 Ga	36 Ga	37 Pe	38 Pe	39 Rs	40 Rs	41 Me	42 Me	43 Me	44 Me	45 Me	46 Me	47 Me	48 Me	49 Me	50 Me	51 Me	52 Me	53 Me	54 Me	55 Me	56 Me	57 Me	58 Me	59 Me	60 Me	61 Me	62 Me	63 Me	64 Me	65 Me	66 Me	67 Me	68 Me
Year 11	1 En	2 En	3 En	4 En	5 En	6 En	7 En	8 En	9 Ma	10 Ma	11 Ma	12 Ma	13 Ma	14 Ma	15 Ma	16 Ma	17 Bi	18 Bi	19 Bi	20 Bi	21 Ch	22 Ch	23 Ch	24 Ch	25 Ch	26 Ch	27 Ch	28 Ph	29 Ph	30 Ph	31 Ph	32 Ph	33 Ga	34 Ga	35 Ga	36 Ga	37 Pe	38 Pe	39 Rs	40 Rs	41 Me	42 Me	43 Me	44 Me	45 Me	46 Me	47 Me	48 Me	49 Me	50 Me	51 Me	52 Me	53 Me	54 Me	55 Me	56 Me	57 Me	58 Me	59 Me	60 Me	61 Me	62 Me	63 Me	64 Me	65 Me	66 Me	67 Me	68 Me
Year 12	1 En	2 En	3 En	4 En	5 En	6 En	7 En	8 En	9 Ma	10 Ma	11 Ma	12 Ma	13 Ma	14 Ma	15 Ma	16 Ma	17 Bi	18 Bi	19 Bi	20 Bi	21 Ch	22 Ch	23 Ch	24 Ch	25 Ch	26 Ch	27 Ch	28 Ph	29 Ph	30 Ph	31 Ph	32 Ph	33 Ga	34 Ga	35 Ga	36 Ga	37 Pe	38 Pe	39 Rs	40 Rs	41 Me	42 Me	43 Me	44 Me	45 Me	46 Me	47 Me	48 Me	49 Me	50 Me	51 Me	52 Me	53 Me	54 Me	55 Me	56 Me	57 Me	58 Me	59 Me	60 Me	61 Me	62 Me	63 Me	64 Me	65 Me	66 Me	67 Me	68 Me
Year 13	1 En	2 En	3 En	4 En	5 En	6 En	7 En	8 En	9 Ma	10 Ma	11 Ma	12 Ma	13 Ma	14 Ma	15 Ma	16 Ma	17 Bi	18 Bi	19 Bi	20 Bi	21 Ch	22 Ch	23 Ch	24 Ch	25 Ch	26 Ch	27 Ch	28 Ph	29 Ph	30 Ph	31 Ph	32 Ph	33 Ga	34 Ga	35 Ga	36 Ga	37 Pe	38 Pe	39 Rs	40 Rs	41 Me	42 Me	43 Me	44 Me	45 Me	46 Me	47 Me	48 Me	49 Me	50 Me	51 Me	52 Me	53 Me	54 Me	55 Me	56 Me	57 Me	58 Me	59 Me	60 Me	61 Me	62 Me	63 Me	64 Me	65 Me	66 Me	67 Me	68 Me

After October half term Alternative year 12 patterns will also operate

Year 12	1 Opt 1	2 Opt 1	3 Opt 1	4 Opt 1	5 Opt 1	6 Opt 1	7 Opt 1	8 Opt 1	9 Opt 1	10 Opt 1	11 Opt 1	12 Opt 1	13 Opt 1	14 Opt 1	15 Opt 2	16 Opt 2	17 Opt 2	18 Opt 2	19 Opt 2	20 Opt 2	21 Opt 2	22 Opt 2	23 Opt 2	24 Opt 2	25 Opt 2	26 Opt 2	27 Opt 2	28 Opt 2	29 Opt 3	30 Opt 3	31 Opt 3	32 Opt 3	33 Opt 3	34 Opt 3	35 Opt 3	36 Opt 3	37 Opt 3	38 Opt 3	39 Opt 3	40 Opt 3	41 Opt 3	42 Opt 3	43 Opt 3	44 Opt 4	45 Opt 4	46 Opt 4	47 Opt 4	48 Opt 4	49 Opt 4	50 Opt 4	51 Opt 4	52 Opt 4	53 Opt 4	54 Opt 4	55 Opt 4	56 Opt 4	57 Opt 4	58 Opt 4	59 Opt 4	60 Opt 4	61 Opt 4	62 Opt 4	63 Opt 4	64 Opt 4	65 Opt 4	66 Opt 4	67 Opt 4	68 Opt 4
Year 12	1 Opt 1	2 Opt 1	3 Opt 1	4 Opt 1	5 Opt 1	6 Opt 1	7 Opt 1	8 Opt 1	9 Opt 1	10 Opt 1	11 Opt 1	12 Opt 1	13 Opt 1	14 Opt 1	15 Opt 2	16 Opt 2	17 Opt 2	18 Opt 2	19 Opt 2	20 Opt 2	21 Opt 2	22 Opt 2	23 Opt 2	24 Opt 2	25 Opt 2	26 Opt 2	27 Opt 2	28 Opt 2	29 Opt 3	30 Opt 3	31 Opt 3	32 Opt 3	33 Opt 3	34 Opt 3	35 Opt 3	36 Opt 3	37 Opt 3	38 Opt 3	39 Opt 3	40 Opt 3	41 Opt 3	42 Opt 3	43 Opt 3	44 Opt 4	45 Opt 4	46 Opt 4	47 Opt 4	48 Opt 4	49 Opt 4	50 Opt 4	51 Opt 4	52 Opt 4	53 Opt 4	54 Opt 4	55 Opt 4	56 Opt 4	57 Opt 4	58 Opt 4	59 Opt 4	60 Opt 4	61 Opt 4	62 Opt 4	63 Opt 4	64 Opt 4	65 Opt 4	66 Opt 4	67 Opt 4	68 Opt 4

Prep

Prep is an important part of the educational programme for the students. However for it to be effective it is important to limit the number of preps to not more than 3 a night in the early part of the school and to further reduce the length of them to compensate for increased business of days in Martineau's. In KS4, 13 longer preps are used.

When more than 1 prep is set a week a written task should be set for at least one which can then be marked and feedback given to students. Telling students to read without offering some incentive and checking mechanism, like a test on the reading is not appropriate. In 2015 the prep pattern looks as follows over a 2 week cycle:

Year 7	Number of lessons	Number of preps 20 mins for Y7, 25 mins for Y8	Year 8		Number of preps 25 mins for Y8	Y9 Subject	Number of lessons	Number of preps of 35 mins duration
Ma	8	4	Ma	8	4	Ma	8	4
En	8	4	En	8	4	En	8	4
Bi	4	2	Bi	4	2	Bi	4	2
Ch	4	2	Ch	4	2	Ch	4	2
Ph	4	2	Ph	4	2	Ph	4	2
Pe	2	0	Pe	2	0	Pe	2	0
CS	2	0	CS	2	0	CS	2	0
Rs	4	2	Rs	4	2	Rs	4	2
Mfl 1	6	2	Mfl 1	6	2	Mfl 1	6	2
Latin	2	2	Latin	2	2	Latin	2	2
Ge	4	2	Ge	4	2	Ge	4	2
Hi	2	2	Hi	2	2	Hi	2	2
Dr	2	0	Dr	2	0	Dr	2	0
Dt	4	2	Dt	4	2	Dt	4	2
Mu	4	2	Mu	4	2	Mu	4	2
Ar	4	2	Ar	4	2	Ar	4	2
Total	68	30		68	30	Total	68	30

Y10 and 11 Subjects	Number of lessons	Number of preps of 45 mins duration
Ma	8	4
En	9	4
Bi	5	2
Ch	5	2
Ph	5	2
MFL	In Options	Additional 2
Pe/CS/Rs	4	2*
Block 1	7	2
Block 2	7	2
Block 3	7	2
Block 4	7	2
Total	68	24/ 26

Shape of Week

The shape of the week is designed to get the best from pupils. Most lessons are concentrated in the morning. Monday (weeks A and B) and Wednesday (week A) are the only days with 8 lessons. Apart from these most afternoons have 2 lessons and then some other activity, whether it be games and activities or pastoral time. On Friday the school finishes early. In addition to the factors mentioned before, other factors shaping the timetable are:

Pastoral

There is a need for quality contact time for Houses with pupils. To facilitate this, the PSHE program will be dealt with in subject specific days for particular year groups. These will then be followed up by support activities in the dedicated tutorial slots

Use of Facilities

We aim to maximise the use of the school facilities without conflict between the various users.

Extra Curricula

CCF and the activities program are an essential element of the provision for pupils. Proper time needs to be given to these activities within the school week.

Games are equally important. Tuesday and Saturday fixtures happen for the senior school with timetabled games sessions at other times for year groups. In Martineau's there are Wednesday fixtures and Friday fixtures. Timetabled practices are linked in with Y5 and 6 games in the Prep School and with St. Hilda's. This is to enrich the girls' provision in particular for these ages.

Some Music activities take place in lunchtimes. A full choir rehearsal happens on Tuesday afternoon.

Instrumental music Lessons are 40 minutes and therefore run across lesson timings. Lamda lessons will be offered for the first time on the same basis for academic year 2015.

Departmental Detentions take place in lunchtime. Students are required to be in the department at 1.10pm, doing or redoing work or something else of value to the department depending on the offence for which they have been detained for 20 minutes.

As well as a rich and diverse activities program students take part in a varied program of events. House rivalry provides a powerful spur for Music, Drama, and Debating as well as sporting competition.

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Martineau's Week

45 min lessons x34

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time
8.30	Registration	Registration	Registration	Registration	Registration	8.30
8.40	P1	P1	P1	P1	P1	8.40
9.25						9.25
9.30	P2	P2	P2	P2	P2	9.30
10.15						10.15
10.20	P3	P3	P3	P3	P3	10.20
11.05	BREAK	BREAK	BREAK	BREAK	BREAK	11.05
11.30	P4	P4	P4	P4	P4	11.30
12.15						12.15
12.20	P5	P5	P5	P5	P5	12.20
1.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	1.00
1.55	Registration	Registration	Registration	Registration	Registration	1.55
2.15	P6	P6	P6 Games	P6	P6 Games	2.15
3.05	P7	P7	P7 Games	P7	P7 Games	3.05
3.50						3.50
3.55	P8	P8 Activities	P 8 and 9 House Time, Lifeskills and Chapel	P8 Activities	P8 Chapel	3.55
4.40						4.40
4.45	P9 Headmaster's Assembly and Chapel	P9 Activities		P9 Activities	Leave	4.45
5.30	Leave	Leave	Leave	Leave		5.30

Timetabled games on Friday periods 6 and 7 are done in conjunction with Y5 and 6 in the Prep School. Martineau's enjoy a protected start to lunch time going in at 1pm, 5 minutes before the main school. They are accompanied by the teachers from that final lesson before lunch.

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Senior School

45 min lessons x34

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time
8.30	Registration	Registration	Registration	Registration	Registration	8.30
8.40	P1	P1	P1	P1	P1	8.40
9.25						9.25
9.30	P2	P2	P2	P2	P2	9.30
10.15						10.15
10.20	P3	P3	P3	P3	P3	10.20
11.05	BREAK	BREAK	BREAK	BREAK	BREAK	11.05
11.30	P4	P4	P4	P4	P4	11.30
12.15						12.15
12.20	P5	P5	P5	P5	P5	12.20
1.05	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	1.05
1.55	Registration	Registration	Registration	Registration	Registration	1.55
2.15	P6	P6 Games	P6	P6	P6	2.15
3.05	P7	P7 Games	P7	P7	P7	3.05
3.50						3.50
3.55	P8	P8 Activities	P 8 (Week A Lesson, Week B Tutor Time)	P8 Activities	P8 Chapel	3.55
4.40						4.40
4.45	P9 Headmaster's Assembly and Chapel	P9 Activities	P9. House time, Chapel	P9 Activities	Leave	4.45
5.30	Leave	Leave	Leave	Leave		5.30

Timetabled games are in periods 4 and 5, Y9 on Wednesday, Seniors on Thursday and Y10 on Thursday periods 6 and 7

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Reviewed DSW July 2013

Reviewed DSW July 2014

Revised DSW Aug 2015