



Curriculum Policy

This policy should be read in conjunction with the Homework Policy and Marking, Assessment and Recording and Reporting Policy.

Aims

- To provide breadth and balance
- To suit pupils' age, ability and aptitude
- To enable all pupils to have the opportunity to learn and progress
- To prepare for the opportunities, responsibilities and experiences of adult life
- To ensure pupils develop essential literacy and numeracy skills
- To provide pupils with experience in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative.
- To inspire pupils to a commitment to learning which will last a lifetime.
- To promote a healthy lifestyle

The curriculum follows statutory requirements: it is broad, balanced and contributes to the spiritual, moral, social, cultural and physical development of our pupils and helps prepare our pupils for the opportunities and responsibilities of adult life.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability or religion.

Differentiation

A variety of teaching and learning methods is used to suit pupils' differing needs, including those with additional learning needs and pupils for whom English is an additional language and those who are identified as being most able and talented.

The curriculum offer may be reduced to support the additional needs of students. This will be authorised by the Head following discussions with all relevant parties.

Preparation for the opportunities, responsibilities and experiences of adult life

The Haberdashers' Monmouth Schools provide PSHE programmes throughout all key stages.

The PSHE programme provides education on the two key themes of personal wellbeing and economic wellbeing and financial capability. Personal wellbeing draws together personal, social and health education, including sex education and the social and emotional aspects of learning. Work-related learning, careers, enterprise are also included.

The Haberdashers' Monmouth Schools are committed to providing high quality careers education and guidance throughout all key stages. The careers programme aims to ensure that pupils develop the ability to seek information, advice and guidance. It promotes skills that help to develop self-awareness and self-reflection. The programme also enhances pupils understanding of the world of work. (See Careers Policy).



**Monmouth School
for Girls**

A Haberdashers' School

Appendix 1 Monmouth School for Girls

Year 7

Curriculum Structure

Year 7	Number of lessons	Notes
Art	2	
Classics/Latin*	2	
Drama/HE	2	On a carousel. Taught in Houses
English	5	Taught in 4 sets
French	4	In 4 sets based on experience
Geography	2	
Learning to Learn/Library	1	
History	2	
Computing	2	
Maths	5	4 sets. Setting after October half term
Music	2	
PE/Games	5	Taught as a year group
Ethics and Philosophy	2	
Biology	2	
Chemistry	2	
Physics	2	
DT	2	Taught in Houses
Tutor Period	1	

- During the course of the year pupils study 15 subjects plus PSHE, which is taught in form periods.
- There are four forms per year, based upon the four Houses. Currently there are four forms and three or four teaching groups, depending on the subject.
- French is the only MFL in Year 7. Initially, it is taught in groups according to pupils' previous experience of the language.
- All pupils follow a Learning to Learn Course, which includes library and research skills.
- The whole year have PE together (1 double and 1 triple period).

* After an initial introduction to the classical Greek world, pupils begin Latin in February.

Year 8**Curriculum Structure**

Year 8	Number of lessons	Notes
Art	2	
Latin	2	
English	5	In sets
Drama	2	
French	2	In sets
Geography	2	
German	4	Decision on setting varies from year to year
DT (Technology)	2	In three groups made up of two Houses at a time.
History	2	
Computing	2	
Maths	4	In sets
Music	2	As DT.
PE/Games	5	Taught as a year group
Ethics and Philosophy	2	
Biology	2	
Chemistry	2	
Physics	2	
Tutor Period	1	

- During the year pupils study 17 subjects, plus PSHE, which is taught in form periods.
- HE becomes incorporated into Technology.
- German is introduced as a beginners' course.

Year 9**Curriculum Structure**

Year 9	Number of lessons	Notes
Art/DT/HE/Music/Drama	2 periods of 3 subjects = 6 (per pupil)	In blocks
Latin	2	In sets
English	5	In sets
French/Spanish/German	3 periods of 2 languages = 6 (per pupil)	In blocks
Geography	2	
History	2	
Computing	2	
Maths	5	In sets
PE/Games	4	
Ethics and Philosophy	2	
Biology	2	
Chemistry	2	
Physics	2	
Tutor period	1	
Year 9 Challenge	2	

- Pupils study 16 subjects during the year, plus PSHE which is taught in form periods.
- The Year 9 Challenge takes place. It is a skills-based double lesson during which pupils undertake an individual and a teamwork challenge.
- Mathematics and English are taught in ability groupings.
- Any pupil may attend Greek Club, held at lunchtime. This can form the foundation of an off-timetable GCSE course in Year 10.
- Girls choose three out of: Art, Design Technology, Drama, Food Technology and Music.
- Two MFL are studied from a choice of French, German and Spanish. Spanish is offered as a beginners' course.

Key Stage Four

The majority of pupils take 10 IGCSE/GCSEs.

Core subjects are:

- English, which includes both language and literature.
- Mathematics.
- Science (double or triple).
- A modern foreign language: French, German or Spanish.

Pupils choose four more subjects from the following list:

Science)	for those opting for triple science
Religious Studies)	
History)	Humanities
Geography)	
Latin)	
French)	Languages
German)	
Spanish)	
Music)	
Art)	
Ceramics)	
Design Technology)	Creative/Technology Subjects
Drama)	
Food Technology)	
Computing)	
PE (academic))	

All pupils have practical PE/Games lessons.

Guidance when choosing subjects in order to maintain breadth and balance:

Students have a free choice of optional subjects. An Options Evening is held in the Lent term for pupils and parents. We generally recommend that students choose:-

- No more than two languages
- No more than two creative subjects
- A humanities subject

However, these are only guidelines and exceptions are made.

Every effort is made to accommodate any reasonable combination of subjects in the timetable. Pupils are advised in the summer term of any difficulty with their choices.

Non-examination subjects include:

- Physical Education with a variety of activities and choices
- PSHE (in form periods) with a strong careers section as well as the development of themes started in Key Stage Three.

Number of lessons per week:**Core subjects**

	Periods per Week:
English	6
Maths	5
Modern Languages	4 (Spanish has 5 in Year 11)
Triple Science	12
Double Science	9

Options

4 for all subjects

Non GCSE	PE	4 (3 in Year 11)
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Options blocks are arranged each year to suit the pupils' choices.

A pupil whose first language is not English or Welsh may sit an additional GCSE/AS/A level in their first language (with the agreement of the Deputy Head (Academic) and the Examinations Officer).

If a pupil has made good progress in Classical Greek, it may be offered as an additional subject, taught off-timetable.

Exceptions

The Head, in consultation with the Deputy Head (Pastoral), the Deputy Head (Academic) and parents, may allow certain exceptions from the standard curriculum.

Sixth Form (Years 12 and 13)

Sixth Form courses are provided in co-operation with Monmouth School for Boys. There are no restrictions on students taking any sensible combination of subjects in Year 12, although students are encouraged to maintain breadth. Student can expect to be taught lessons at either school. Priority is given to ensuring choices of subjects can be met. In addition, if insufficient numbers opt for a particular subject then the school may not be able to offer the subject. There are a variety of enrichment courses in Year 12 and Year 13. Students at both Monmouth School for Boys and Monmouth School for Girls attend these enrichment courses.

Subjects offered

Art and Design – Fine Art, Biology, Business, Chemistry, Classical Civilisation, Computer Science, Design and Technology (Product Design), Drama and Theatre, Economics, English Literature, French, Extended Project Qualification, Geography, German, Classical Greek, History, Latin, Mathematics (and Further Mathematics), Music, Photography, Physics, Philosophy, Physical Education, Psychology, Religious Studies, Russian, Spanish.

Year 12 Timetable Allocations

Option 1	10 Periods
Option 2	10 Periods
Option 3	10 Periods
Private study	2 Periods
Enrichment	4 Periods
Games	3 Periods

Year 13 Timetable Allocations

A level Option 1	8 Periods
A level Option 2	8 Periods
A level Option 3	8 Periods
Enrichment	Up to 4 periods
Games	3 Periods
Private Study	Up to 12 Periods

Guidance on Students Dropping and Changing Subjects**GCSE**

At the end of Year 9, some students may be advised to study a reduced number of GCSEs in Year 10. Any decisions at this stage are agreed by the parents and students in negotiation with the Deputy Head (Academic)/Head of Year. The time released by doing a reduced number of subjects may be used for extra help in core subjects or for private study.

Once students embark on the GCSE courses in Year 10, it is expected that they will continue with all subjects until after the trial examinations at the end of the Michaelmas term in Year 11. In exceptional circumstances, such as long-term illness, this may be reviewed by the Head of Year in conjunction with the student, parents and the Deputy Head (Academic). It is unlikely that students would be allowed to drop Core Subjects.

If staff are concerned about a student's ability to continue with a course prior to the end of the Michaelmas Term of Year 11, they should discuss this with the Head of Year who will liaise with the Deputy Head (Academic) and a course of action should be agreed.

After the trial examinations, the Head of Year will look at overall progress across all subject areas and may recommend that students drop one or more subjects at this stage. Parents will be notified of this before the Year 11 Parents' Evening which is held at the start of the Lent term. Subject staff may also feel, at this stage, that some students would be well-advised to sit the Foundation Level in their subject. Again, this should be discussed between the Head of Department and the Head of Year in the first instance and parents notified before or at the Parents' Evening.

The Head of Year will work closely with the subject teachers, students and parents to ensure that any decisions are made in the best interests of the pupils and that parents are kept informed.

At the end of Year 11 (or in light of GCSE results), some students are advised to review their sixth form subject choices. Any decisions at this stage are agreed by the parents and students in negotiation with the Deputy Head (Academic)/Head of Year. The time released by doing a reduced number of subjects may be used for extra help in core subjects or for private study.

The Head of Year will decide how any extra study time is used.

In both Years 10 and 12, Michaelmas half term should be seen as the cut off point for changing a GCSE or A level subject.

A Level

Students must liaise with the Director of Sixth Form, Heads of Departments, their tutor and confirmation must be sought from parents to change a subject. Changes will normally be possible up to the end of September in Year 12 as long as there is sufficient space in sets. Changes must be sent to the Assistant Head (Academic).

Homework

See Homework Policy.

Learning and Study Support

Monmouth School for Girls seeks to ensure that all pupils are enabled to fulfil their academic potential in the school and recognises that some pupils require special support to enable them to do this. The nature of this support is outlined in the school's Learning Support Policy.

In exceptional circumstances, the Deputy Head (Academic) may authorise amendments to the curriculum of an individual pupil to accommodate their needs. The usual assumption is, however, that pupils are assisted to succeed across the full breadth and depth of the standard curriculum of the school.



Monmouth School
for Boys

A Haberdashers' School

Appendix 2: Monmouth School for Boys

Curriculum Structure

Year 7

Year 7 pupils are randomly assigned to one of three forms in which they are taught for all subjects. Care is taken to ensure that there is not a preponderance of pupils from any one house or any one feeder school (especially Monmouth Prep School) in a form. Form Tutors are drawn from the staff of the junior houses and teach the form for one of their subjects.

Timetable allocation:

English	5 Periods
Maths	5 Periods
Science	4 Periods
French	4 Periods
Latin	3 Periods
History	3 Periods
Geography	3 Periods
Religious Education	2 Periods
PSHE	1 Period
Design Technology	2 Periods
Art	2 Periods
Music	2 Periods
Games	4 Periods
Computing	2 Period
PE	2 Periods
Swimming	1 Period (taken as a fortnightly double)

Year 8

Pupils in Year 8 are again randomly allocated to forms with the intention that groupings in Year 7 should not be replicated. In Mathematics, pupils are placed in one of four sets based on aptitude and ability shown in Year 7. In Latin, pupils are placed in one of three mixed ability groups.

Timetable allocation:

English	5 Periods
Maths	5 Periods
Science	4 Periods
French	4 Periods
Latin	3 Periods
History	3 Periods
Geography	3 Periods
Religious Education	2 Periods
PSHE	1 Period

Design Technology	2 Periods
Art	2 Periods
Music	2 Periods
Games	4 Periods
Computing	2 Period
PE	2 Periods
Swimming	1 Period (taken as a fortnightly double)

Year 9

In Year 9, pupils are placed in mixed ability groups for all subjects apart from Mathematics and Latin. There are usually five ability groupings for Mathematics with one of the middle groupings being split into two sets, making five sets in total. Those not studying Latin take two Modern Foreign Languages out of French, Spanish and German. Latinists take either French or German. Those taking Greek take only two from Art, Design Technology, Music, and Drama and do not participate fully in the PSHE programme. Sciences are studied as separate subjects.

Timetable allocation:

English	4 Periods
Maths	4 Periods
Biology	3 Periods
Chemistry	3 Periods
Physics	3 Periods
French/Spanish/German	4 Periods
Latin	4 Periods
Greek (if taken)	3 Periods
History	3 Periods
Geography	3 Periods
Religious Education	2 Periods
Design Technology	2 Periods
Art	2 Periods
Music	2 Periods
Drama	2 Periods
Games	4 Periods
PE	1 Period (taken as a fortnightly double)
PSHE	1 Period

Years 10 and 11

The majority of pupils take 10 IGCSE/GCSEs.

Core subjects are:

- English, which includes both language and literature.
- Mathematics.
- Science (double award or separate sciences – this is decided after mock exams in the Lent term of Year 11).

Pupils choose four more subjects from the following list:

- Religious Studies)
- History) Humanities
- Geography)

- Greek***)
- Latin***)
- French***) Languages
- German***)
- Spanish****)

- Art)
- Computing*)
- Design Technology) Creative/Technology Subjects
- Drama**)
- Music)
- PE (Academic)*)

All pupils have four periods of Games per week.

* a limited number of places available; only one set will run.

** a two year course: previous experience not required.

*** pupils must have studied the language before.

**** available for those with previous experience of Spanish **and** for beginners (numbers permitting).

Non-examination subjects include:

Games; CCF or Activity Modules; Personal, Social and Health Education

Number of lessons per week:

Core subjects	Periods per Week:
Biology	4
Chemistry	4
English	5 (6 periods in Year 11)
Maths	4
Physics	4
Options	4 for each subject
Non GCSE	
PSHE	1 in Year 10
Modules/CCF	2 until the summer term of Year 11
Games	4

Guidance when choosing subjects in order to maintain breadth and balance:

Pupils have a free choice of options, except that they must take at least one, and not usually more than two languages (from French, German, Greek, Latin and Spanish). We recommend that they choose at least one from Geography, History and Religious Studies. Music Scholars are required to take GCSE Music.

Every effort is made to accommodate any reasonable combination of subjects in the timetable. However, **we cannot guarantee that all combinations will be possible**. Pupils will be advised before the end of the summer term of any problem with their choices.

Exceptions

The Deputy Head (Academic) may, at their discretion, allow certain exceptions from the standard curriculum. For example:

- The requirement to study a language may be waived for a pupil with Specific Learning Difficulties.
- A pupil whose first language is not English may sit an additional GCSE in their first language.
- Particularly committed linguists may study three languages.

The Deputy Head (Academic) must be informed at an early stage of any proposed exceptions.

Timetable for Choices

Pupils will discuss possible choices with their tutor in the first half of the Lent term. The Year 9 Parents' Evening provides an opportunity for parents and pupils to speak to subject teachers and tutors. The Headmaster, Deputy Head (Academic) and members of the careers team will also be available on that evening. There will be a presentation by the Deputy Head (Academic).

The Option Choice form will need to be returned by the beginning of the second half of the Lent term.

The Sixth Form (Years 12 and 13)

Sixth Form courses are provided in co-operation with Monmouth School for Girls. There are no restrictions on students taking any sensible combination of subjects in Year 12, although students are encouraged to maintain breadth. Students can expect to be taught in either school. The priority is given to ensuring choices of subjects can be met. In addition, if insufficient numbers of students opt for a particular subject then the School may not be able to offer the subject. There are a variety of enrichment courses in Year 12 and Year 13. Students at both Monmouth School for Boys and Monmouth School for Girls attend these enrichment courses.

Subjects Offered

Art and Design – Fine Art, Biology, Business, Chemistry, Classical Civilisation, Computer Science, Design and Technology (Product Design), Drama and Theatre, Economics, English Literature, French, Extended Project Qualification, Geography, German, Classical Greek, History, Latin, Mathematics (and Further Mathematics), Music, Physics, Photography, Philosophy, Physical Education, Psychology, Religious Studies, Russian, Spanish.

Year 12 Timetable Allocations

Option 1	10 Periods
Option 2	10 Periods
Option 3	10 Periods
Private Study	2 Periods
Enrichment/CCF/MSI	4 Periods
Games	4 Periods

Year 13 Timetable Allocations

A level Option 1	8 Periods
A level Option 2	8 Periods
A level Option 3	8 Periods
Games	4 Periods
Enrichment/CCF/MSI	4 Periods
Private Study	Up to 12 Periods*

Guidance on Students Dropping and Changing Subjects

In both Years 10 and 12, Michaelmas half term should be seen as the cut off point for changing a GCSE or A level subject.

GCSE

At the end of Year 9, some students may be advised to study a reduced number of GCSEs in Year 10. Any decisions at this stage are agreed by the parents and students in negotiation with the Deputy Head (Academic). The time released by doing a reduced number of subjects may be used for extra help in core subjects or for private study.

Once students embark on the GCSE courses in Year 10, it is expected that they will continue with all subjects until after the mock examinations Year 11. In exceptional circumstances, such as long-term illness, this may be reviewed by the Deputy Head (Academic) in conjunction with the student, parents and the tutor and/or housemaster. It is unlikely that students would be allowed to drop Core Subjects. After the mock examinations, the tutor will look at overall progress across all subject areas and may recommend that students drop one or more subjects at this stage. Parents will be notified of this. Heads of Science will review subject results and advise students to either continue with separate sciences or opt for Double Award. Subject staff may also feel, at this stage, that some students would be well-advised to sit the Foundation Level in their subject. Again, this should be discussed between the Head of Department and the tutor in the first instance and parents notified before or at the Parents' Evening.

A level

Students must liaise with the Director of Sixth Form, Heads of Departments, their tutor and confirmation must be sought from parents to change a subject. Changes will normally be possible up to the end of September in Year 12 as long as there is sufficient space in sets. Changes must be sent to the Assistant Head (Academic).

PE and Games

All pupils are expected to take part in the school's Games programme. Pupils can only be excused from Games lessons for medical reasons (for which a note from a parent will suffice), or other reasons agreed with the School.

Enrichment Activities

The School has a wide and varied programme of extra-curricular, cultural and sporting activities that take place outside the formal curriculum. All pupils are expected to take part in the programme.

Homework

See Homework Policy.

Learning and Study Support

Monmouth School for Boys seeks to ensure that all pupils are enabled to fulfil their academic potential in the

School and recognises that some pupils require special support to enable them to do this. The nature of this support is outlined in the School's Learning Support Policy.

In exceptional circumstances, the Deputy Head (Academic) may authorise amendments to the curriculum of an individual pupil to accommodate their needs. The usual assumption is, however, that pupils are assisted to succeed across the full breadth and depth of the standard curriculum of the school.



Appendix 3: Monmouth Prep School

Pre-Prep (Nursery to Year 2)

We aim to work in collaboration with families and the local community to deliver a rich, broad and deep curriculum and to achieve success for all of our pupils.

The school curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The aims of our curriculum

Pupils' individual responsibility, success and confidence are key to our curriculum. Our curriculum includes all subjects including outdoor learning. The learning objectives for each individual subject will be covered but in a creative and imaginative approach. It prioritises core subjects while promoting learning opportunities across the curriculum and encouraging personal development. From Nursery to Year 2 the curriculum has been organised into overarching themes. Each theme lasts for a term. The themes cover a wide range of different topics and have been carefully mapped out to ensure children have access to a broad and balanced curriculum.

We strive to make our curriculum

- Interesting and engaging – whole school topics will reflect topics of interest to the children.
- Relevant and motivating – topics will reflect the time, interests and environment in which children live.
- Flexible – our curriculum will change and evolve in line with the needs and interests of our school.
- Based on real, first hand experiences – we will provide a rich, broad and exciting set of learning experiences taking full advantage of the local and wider community.
- Encourage children to lead their own learning – the topics chosen and the direction the learning takes will be driven as much as possible from the children themselves.
- Promote standards and excellence – our curriculum must promote standards as a key driver to all learning experiences.
- To link learning experiences across subjects – learning in a holistic, meaning way taking advantages of links between subjects both core and foundation.
- Supports and encourages the individual – in the belief that “every child matters”.
- Encourages learning through a global perspective.

Environment

We believe the learning environment plays a crucial part in a child's development and can have an impact on their learning. By changing the classroom environment to reflect the theme, we hope to engage our children and ignite that spark that makes them want to question why and how things happen and plant that seed that makes them want to go and find out more. We pride ourselves on transforming our learning environment. We believe that by immersing the children in an environment, which stimulates all the five senses, we develop and provoke the want and deeper need to learn; questioning why and how things happen. In doing this, we encourage children to have a choice and choose their own personal learning style which suits them best.

We are very conscious and aware that not all children learn and develop in the same way, and therefore in order to help them succeed we think 'outside the box' and offer them a variety of different ways in which to achieve the desired outcome.

Enhancing the Curriculum

We promote an ethos where we encourage visitors to come into school and for children to go out on visits which will extend and develop their knowledge and understanding of what they are learning. These opportunities enable our children to have first-hand experiences, which brings their curriculum alive and gives it purpose and meaning.

Assessment for Tracking Progress

All aspects of Literacy and Numeracy will be assessed in line with the assessment policy and individual subject policies. Records will be collected half termly and recorded/monitored/analysed in the whole school tracking systems.

Nursery & Reception

In Nursery and Reception we broadly follow the Early Years Foundation Stage curriculum and the areas of learning:

- Literacy
- Communication and Language
- Mathematics
- Personal, Social and emotional development
- Physical Development
- Understanding of the World
- Expressive Arts and Design
- Languages (Introduction to Welsh and French in Nursery and French in Reception).

Year 1 & Year 2

In Year 1 and Year 2 will build on the curriculum in Nursery and Reception and introduce a range of discrete subjects, most of which are taught by class teachers and some of which are delivered by subject specialists:

- English

- Maths
- Science
- Topic
- Art & Design
- Music
- Computing
- PSHE
- French
- PE (Including swimming)

Prep (Years 3 to 6):**Years 3 and 4 Timetable allocation:**

Years 3 and 4	Number of periods	Notes
English	10	
Reading/Phonics	1	
Library	1	
Maths	9	
Science & DT	3	
Computing	2	
Humanities	4	Blend of Geography, History and RE – taught thematically
Art and Design	2	
Music	4	
PE	2	
Swimming	2	
Games	3	
PSHE	1	
French	1	
Total	45	

- 2 classes per year group.
- Form tutors teach English and Maths to their own forms.
- The creative curriculum is embraced in the Humanities subject.

Years 5 and 6 Timetable allocation:

Years 5 and Year 6	Number of periods	Notes
English	8	
Maths	8	
Science	2	
Computing	1	
History	2	
Geography	2	
Art and Design	3	
Music	3	
PE/swimming	2	(half a term each)
Games	5	
Religious Education	1	
PSHE	1	
Drama	1	
French	2	
Latin	1	
Design Tech/Food & Nutrition/CAD	2	Rotation – 8 week blocks
Library	1	
Total	45	

- 3 classes per year group.
- Humanities is divided into the separate subjects of History, Geography and RE.
- PE and Swimming is halved and the allocation for Games is increased by two lessons.
- Latin, Design Technology, Food & Nutrition and CAD are introduced as new subjects.

Co-ordinator Role and Subject Leaders

Most teachers at Monmouth Prep School are subject coordinators. Subject Coordinators have an overview of the subject area from Nursery to Year 6.

Extra-curricular activities

The school has a wide and varied programme of extra-curricular, cultural and sporting activities that take place outside the formal curriculum. All pupils are actively encouraged to take part in the programme, which is regarded as an important part of school life.

Homework

See Homework Policy.

Learning and Study Support

Monmouth Prep School seeks to ensure that all pupils are enabled to fulfil their academic potential and recognises that some pupils require extra learning support to enable them to do this. Details are outlined in the Learning Support Policy.