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|  | Policy Name: Curriculum Policy |
| | Owner: Director of Studies |
| | Date approved: 31 Oct 2016 by Compliance Committee Date approved: 30 Nov 2016 by Education Committee Date approved: 30 Nov 2016 by Governors |

The curriculum reflects the Catholic foundation of the School and is rooted in the convictions of its foundress, Cornelia Connelly. She recognised that not only should ‘the wants of the age’ be met, but also that the girls be educated for the future. She believed they must have a breadth and depth of opportunity. The curriculum for all girls is wide and varied and all subjects that make up the curriculum should be valued equally. Creativity, imagination and training the aesthetic sensibility are as important as numeracy, literacy, scientific and research skills. We value achievement and expertise, knowledge and understanding in all forms of physical, mental and spiritual learning, through every subject and activity on offer.

Our curriculum aims to ensure that we meet the needs and interests of each girl. It challenges the most able and supports the learning of those with specific learning difficulties. Base line assessments to include the Mayfield Entrance Exams and MidYIS, Yellis and Alis testing allow us to effectively track progression and ensure that each girl achieves her full academic potential. Provision is made to make the curriculum accessible to those with English as a Second Language and to those with any other special need, physical, intellectual, or emotional. Within each subject, all pupils should achieve their full potential with continuity and progression of learning being maintained throughout. Cornelia Connolly believed that in her schools no girl should consider herself a failure and the curriculum both inside and outside the classroom at Mayfield has this as a key objective.

At Mayfield we aim to provide a curriculum to develop spiritual and independent learners with a love of learning and a sense of God being at the centre of all that we do. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, reflection, risk-taking and the freedom to learn from mistakes are all encouraged. The curriculum is designed to ensure that all girls experience a broad and balanced education in these respects. The curriculum is reviewed every year during the Spring Term and adjusted, as appropriate, to maximise the engagement, achievement and enjoyment of the girls without whom the curriculum would be meaningless. The curriculum is also reviewed to reflect new and revised curricular initiatives both within Mayfield and in line with ISI and Government expectations. An extensive range of extra-curricular activities is available to all girls.

Key Stage 3

All girls in Years 7 – 9 follow a core programme of Religious Studies, English or ESOL, Mathematics, Science, PE and ICT. They also follow courses in Geography, History, French, Spanish, Classics and Latin with the Creative Curriculum comprising of Art, Ceramics, Drama, Food and Nutrition, Music and Textiles. Three hours each week are specifically dedicated to the Spiritual and Pastoral education of the girls in the form of Liturgies, Assemblies, Life Skills and time spent with Form Tutors.

Girls in Science and MFL begin work on GCSE material in Year 9 to maximise their preparation for the practical work in these subjects.

Key Stage 4

All girls in Years 10 – 11 follow GCSE courses. Each girl studies a core programme of Religious Studies, English Literature and English Language or ESOL, Mathematics, Science (most girls study three separate Sciences – Biology, Chemistry and Physics but where more appropriate girls can study Combined Science Trilogy), PE, one MFL and ICT. In Key Stage 4, as well as the core subjects, there is a range of optional subjects which girls may choose from. The current optional subjects are Art, Ceramics, Classics, Drama, Food and Nutrition, French, Geography, German, Greek, History, Latin, Music, PE and Spanish. Italian and Mandarin are available as extra-curricular GCSEs. As in Key Stage 3 three hours each week are specifically dedicated to the Spiritual and Pastoral education of the girls in the form of Liturgies, Assemblies, Life Skills and time spent with Form Tutors.

Key Stage 5

At AS and A Level, breadth and depth continue to be the guiding principles with flexible courses designed from the wide range of subjects offered. The current A Level curriculum offers courses in Art, Biology, Business Studies, Ceramics, Chemistry, Classics, Drama and Theatre Studies, Economics, English, French, Geography, German, Greek, History, History of Art, Home Economics, ICT, Latin, Mathematics and Further Mathematics, Music, Philosophy and Ethics, Physical Education, Physics, Politics, Psychology and Spanish. AS and A Levels in Italian and Mandarin may also be studied on an extra-curricular basis.

The School currently offers Pre U in History of Art and in the Creative Arts, encompassing Art, Ceramics and Textiles. Students in the Sixth Form are also able to study for ‘the Erasmus Research Project’ (Mayfield’s own version of the EPQ). This is a research project which encourages independent thinking and allows students to follow a passion or interest not covered in the A Level specification.

A strong pastoral curriculum continues to support learning and a Life Skills programme provides the appropriate personal and social development. Religious Education, in the form of ‘General RE’ is compulsory for all girls in the Sixth Form, as is PE.

An age-appropriate Careers programme is rolled out through the year groups. Visiting speakers, including a wide range of former pupils return to the school to share careers advice and experiences with current students. In addition, a Careers Fair, involving parents, Old Cornelians and friends of the school is held annually. Girls are encouraged to be involved in Work Experience during their senior years [Year 10 onward.] However, this is expected to be organised during holiday time, rather than term time. School will help and encourage girls, by drawing opportunities to their attention, but girls are expected wherever possible to take responsibility for organising their own placements.

Actions not Words is the School’s Voluntary Service programme. All Sixth Form girls are expected to take part in the Actions not Words programme during Year 12 and encouraged to continue this throughout their time in the Sixth Form. Actions not Words Overseas offers opportunities for girls to be involved in service overseas; currently in Thailand, Lourdes and Tanzania.

In helping our students to select which subjects to study at Key Stage 4 and 5, we endeavour to recognise the potential aspirations of the students with a view to progression into continuing education and or employment after graduating from Mayfield. Within the framework of a broad and balanced education for each student, we intend for our curriculum to allow a high level of personalisation so that each girl can play to her strengths and develop specialisms, develop existing and new interests and achieve her personal best in all that she does.

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The School operates a 30 hour weekly timetable, with six hours of lessons a day.

English as a Second Language (ESOL)

The ESOL department of Mayfield School caters for any girl from overseas whose first language is not English. Weekly timetabled lessons are given to girls in small groups of the same ability level. Girls can take any of the Cambridge suite of exams at the school site as we are a centre. The exams offered are KET, PET, FCE, CAE, CPE and IELTS. The Edexcel IGCSE in English as a Foreign Language is also offered at years 10 or 11.

Use of ICT across the Curriculum

Girls are given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects. Currently all girls in Years 9 and 10 take the BCS Application in IT Skills (AIS) (Level 2). All students at Mayfield are encouraged to have personal laptops which can be used in all lessons where appropriate and will be able to access the School's portal and curriculum areas which can support their work wherever the students are in the world.

Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, girls are taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to manage their environment to ensure the health and safety of themselves and others

Continued Professional Development for Staff

Professional Development is vital for staff if they are to be excellent in their delivery of a highly effective curriculum for the girls. With this in mind Heads of Department working with the Director of Studies and in accordance with the School's Appraisal System regularly review staff development needs. Inset is then targeted to address these needs both on an individual and whole-school basis so that teaching and learning across the school is of a consistently high standard.