



**MOUNT HOUSE
SCHOOL**

INSPIRING EVERY INDIVIDUAL

SCHOOL POLICIES

CURRICULUM

Review	Date	By
Current Review	September 2023	
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Introduction

This policy supports the Mount House School *Teaching and Learning* Policy. Mount House is an inclusive school and, in a family atmosphere, builds up each student's awareness of their own personal worth. It accepts students of all religions and none, thus helping students to be tolerant of, and learn from, other cultures. Our curriculum is designed to promote an intrinsic love of learning.

The driving principles behind our curriculum are the aims of the school; that students should become Adaptable, Supportive, Principled, Inquisitive, Resilient and Excellent in all respects. The curriculum includes not only the formal requirements of the academic curriculum, but also a diverse array of activities which constitute an important aspect of our extensive co-curricular programme. These activities complement teaching and learning within the formal curriculum and they serve to promote the cultural, physical, social, intellectual and spiritual growth of our students. We also refer to the 'hidden curriculum', or what the students learn from the way they are treated and expected to behave.

We aim to teach children how to grow into healthy, positive, responsible people, who can work and co-operate with each other while developing knowledge, understanding and skills, so that they achieve their true potential. Mount House aims to offer a rich, varied, and appropriately differentiated curriculum that allows all children the opportunity to fulfil their potential and to become the very best versions of themselves creatively and academically. It has a distinctive character derived from the strengths and traditions of the school and which reflects the school's ethos.

The educational vision and curriculum design recognises that:

- The world of 2030 will continue to develop from the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Adulthood entails economic participation.
- 18+ year olds will still be at an early stage of learning.

Regulatory Context

In accordance with national regulatory requirements, the School's curriculum provides the following:

- Full-time supervised education for students of compulsory school age, which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- Subject matter appropriate for the ages and aptitudes of students;
- A learning environment in which students acquire skills in speaking and listening, literacy, numeracy ICT, as well as social skills;
- Where a student has SEND, education which fulfils its requirements and is inclusive (Ref: *SEND Policy*);
- Personal, health, social and economic education which reflects the school's aims and ethos (Ref: *Personal, Social, Health and Economic Education (PSHEE) Policy*);
- Appropriate careers guidance for students receiving secondary education
- (Ref: *Careers and Education Guidance Policy & PSHEE Policy*; DfE Guidance January 2023)

- At 6th Form students follow IBCP, A Level, or Level 3 (usually under IBCP umbrella) studies which are supplemented with an Enrichment programme (PPS at IBCP), Games, Careers Guidance, and Reflective Project/EPQ.
- Equal opportunities for all students to learn and make progress; (ref: to Equal Opportunities Policy and Inclusion).
- Effective preparation of students for the opportunities, responsibilities and experiences of adult life (*Ref: Spiritual, Moral, Social and Cultural (SMSC) and PSHEE Policies, Mission Statement, Careers Code of Conduct*)

Introduction to the Curriculum

- The curriculum supports continuity of learning between Key Stages and respective academic years.
- The curriculum in Key Stages 3 to 5 broadly follows the National Curriculum with IBO agreed IBCP provision available as a Sixth Form pathway, while retaining flexibility where appropriate.
- Each curriculum area and area of learning in Mount House is coordinated by a Head of Faculty. The Head of Faculty is responsible for maintaining the faculty handbook and development plan for their faculty, and is directly responsible to Senior Deputy Head or Assistant Head (Academic). Full details may be found in the job descriptions and Staff Handbook stored on K: drive/staff Library/Policies 2023-4 and on Microsoft Teams.
- The School sets its own standards for learning and progress, managed principally by respective Heads of Faculty. While the school is aware of National Curriculum requirements and expectations, these do not determine the curriculum.
- Entry to all programmes of study is based upon academic suitability and appropriateness, regardless of gender, race, disability, religion or belief.
- Individual academic suitability is determined in the School, for most students, by the entrance examination.

Guiding Principles

The school aims to provide a broad and balanced curriculum. It strives to develop each individual to their full potential – valuing talents and responding to specific needs.

Mount House expects students to be the very best they can be. Mount House has a profound responsibility to treat each student as an individual in meeting all his or her academic, pastoral, and social needs and co-curricular interests as she or he progresses to university and adulthood. Mount House is a successful School, with an excellent record of GCSE and A level results. The School is equally concerned to foster the wide range of skills that help young students grow into capable adults with a sense of self-worth. Mount House supports students to strive for academic excellence within a clear framework of personalised pastoral care and well-being that brings success without stress.

Teaching and Learning at Mount House School is based around principles that reflect good practice:

- Engagement
- Feedback
- Learning
- Challenge

With this designed to ensure that all lessons enable students to progress and be challenged individually and as a group.

Therefore, at Mount House we seek to:

- Promote the spiritual, moral, aesthetic, physical, social and emotional development of to prepare each one for the responsibilities and experience of adult life
- Encourage the development of independent thought and self-discipline
- Provide opportunities for self-expression and creativity
- Provide opportunities for the development of their competence in information and communication technology and its application to other areas of learning;
- Offer a disciplined approach to learning, using a variety of teaching methods which address all learning needs enabling students to develop their study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills, including the ability to analyse, hypothesise and synthesise
- To provide opportunities for students to present and speak spontaneously.
- To provide opportunity for a diverse range of perspectives to be heard and discussed in an atmosphere of mutual respect. We encourage a globally minded education.
- To place learning in context offering a focus on soft skills, careers and any links to PSHE/RSE where relevant.
- To develop a positive attitude towards learning including the ability to demonstrate initiative and independence, willingness to work in collaboration and to develop their leadership skills and qualities.
- Offer a wide programme of co-curricular activities to promote further personal development and complement work undertaken in the classroom.
- Ensure that students develop skills in communication, speaking and listening, numeracy and literacy.
- Promote a healthy lifestyle; students know how to stay safe and understand that to be physically and mentally healthy, particularly in terms of diet, exercise and balanced lifestyle.
- Ensure that PSHEE is provided in accordance with the school's aims and ethos enabling students to develop their self-knowledge, self-confidence, resilience, adaptability, self-discipline, perseverance and an understanding of how to improve their own learning and performance
- Ensure that throughout the curriculum students are enabled to develop spiritually with an appreciation of the non-material aspects of life, an ability to distinguish right from wrong, respect for the systems of rules and laws with an acceptance of responsibility for their own behaviour, including towards others. Students learn to respect and value diversity within British Society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions.
- Provide appropriate careers and progression guidance for each key stage transition in order that students can make informed choices and an understanding that the decisions they make are important determinants of their own success and well-being
- Value their learning outside of the curriculum and relate to the taught curriculum; contribute to the lives of others within the school, the local community and wider British Society.

Roles and Responsibilities

The Directors are responsible for setting and maintaining the principles underlying the school's policy, reviewing and endorsing agreed strategies.

All teachers are expected to value the curriculum as a means of supporting the School's ethos. In a school such as Mount House, whose students reflect such a wide cultural diversity, the curriculum serves as a powerfully unifying factor.

Curriculum Review Protocol & Procedures

The Head is responsible for the overall planning and organisation of the curriculum which is supervised and reviewed by Senior Deputy Head. The curriculum is reviewed on an annual basis. The curriculum is constantly developing and this evolutionary process is driven by the changing needs of our School community, the desire to carefully evaluate and ultimately embrace certain pedagogic innovations, and our responsibility to respond fully and creatively to statutory government policy and non-statutory guidelines.

Discussions about curriculum developments/enhancements occur throughout the academic year. Potential changes to the curriculum are discussed by Heads of Faculty and proposals are submitted to the Board of Directors.

This process should normally be completed by the end of the Michaelmas Term for possible implementation at the beginning of the following academic year.

Implementation

In Year 7, there is an entrance examination and interview with the examination primarily being used for guidance on ability and balance of classes. For those students who may experience learning difficulties and/or disabilities the school makes provision as necessary. A SENCO is employed for this purpose. The school will determine the appropriate course of action in consultation with the parents of the child. Access arrangements for public examinations will be made for students with a medical or educational psychologist's report together with the necessary 'evidence of need'.

Related school policies

Teaching and Learning Policy
Careers Code of Conduct
SEND Policy
Accessibility Policy
Educational Visits Policy
Equal Opportunities
Academic Integrity Policy

Curriculum aims

The aims of the curriculum are to enable all students to develop;

- a sense of enquiry, the ability to question, solve problems and argue rationally;
- To hear and evaluate a range of perspectives within and across subject areas;
- a willingness to apply themselves and an aptitude for learning;
- knowledge and skills relevant to adult life and employment in a changing world;

- literacy, numeracy and competence in the use of information technology;
- their creativity, independence of thought, critical awareness, empathy and sensitivity;
- a recognition of their own and others' achievements, in school and beyond;
- self-confidence and a sense of self-worth;
- the skills of working independently and co-operatively with others;
- appropriate moral and spiritual values and tolerance of others, so that they value each individual and learn to live with others in an atmosphere of mutual respect;
- an awareness of their place in the community and opportunities for service to each other and the community.
- an awareness of their future role in British Society
- a growth mindset;
- and lead to qualifications that are of worth for employers and for entry to higher education

Curriculum principles

We are committed to the principles that all students:

- have the right to the highest quality of education we can provide. This means that we seek to ensure:
 - breadth and balance for all; reflected in subjects offered at KS3 and variety of subjects at GCSE, A Level, IBCP and Level 3.
 - appropriate levels of expectation and genuine challenge;
 - relevance, continuity and progression in learning;
 - provision of courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students.
- should be enabled to achieve their full potential. This means that teachers expect all students to aim high and recognise achievement in these aspects:
 - The motivation and self-confidence to learn in spite of difficulty and failure;
 - Academic skills such as acquisition of knowledge and the ability to select from it and present it:
 - The capacity to apply knowledge through investigation and problem solving: personal and social skills including the capacity to communicate, cooperate and take the initiative.
- are entitled to a curriculum that is accessible and personalised. This means that we find ways of ensuring that students are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that, whenever possible, students who are having difficulty or becoming demotivated are identified and provided with appropriate support, encouragement, guidance and (if necessary) different teaching styles and work, so that they may participate at the most appropriate level.

Faculty Leaders/ PSHEE Co-ordinator/Head of Careers

Faculty Leaders (together with the PSHEE Co-ordinator and the Head of Careers in relation to the PSHEE and Careers curriculum) are responsible for effective curriculum provision, including appropriate schemes of work, the necessary resources to support them and the maintenance of appropriate standards. They are responsible for identifying, with the guidance from the Senior Deputy Head, appropriate in-service training for staff to improve the quality of provision in the classroom.

The Role of the Head of Faculty

A Head of Faculty is responsible to the Head, through the Academic Assistant Heads, for the effective delivery of the curriculum. He/she is expected to follow the guidance in the teaching and learning policy in order to:

- Ensure that relevant schemes of work are maintained and reviewed regularly and that subject policy is implemented.
- Lead the teachers of the subject, offering help and guidance where necessary.
- Hold formal subject meetings, submitting minutes to the Senior Deputy Head at least once a fortnight.
- Manage the subject budget effectively and ensure that the subject is appropriately resourced.
- Design, implement and evaluate annual subject development plans.
- Keep abreast of the subject and strategies for teaching it, ensuring that relevant information is disseminated to the subject staff.
- Ensure that there is an appropriate subject assessment policy and that subject staff implement regular and effective assessments including, where necessary, formal examinations.
- Monitor standards of teaching and learning in accordance with our assessment policy.
- Publish the above information in a faculty handbook and ensure that all copies of this handbook are regularly updated, both in hard copies and on the K drive and Teams.
- Attend Heads of Faculty meetings.
- While responsibility for these areas lies with the Head of Faculty, it should be recognised that good practice requires consultation and collaboration with subject staff about all matters that influence their work.

Expectations

Teachers are:

Expected actively to promote and seek to secure the curriculum aims and principles above and, in particular, to:

- have high expectations of students;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, the curriculum is made accessible to students, and they are given opportunities to succeed;
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity;
- provide work which meets their needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- catch up any missed lessons;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging students to evaluate their own achievements;
- track student progress;
- develop students' skills to become independent learners;

- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work with other staff in a manner that builds upon the strong collegiate and creative ethos;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly informed about the progress and achievements of their children, and contribute to the yearly curriculum booklets;
- treat all members of the school community with respect.

Students will:

- be treated as partners in their learning, contributing to the design of the curriculum.
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5.

Parents will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

Further guidance is available in the Teaching and Learning Policy

Curriculum structure

The school operates a 2 week and 60 period timetable with 6 periods per day (4 in the morning and 2 in the afternoon). Each period lasts 55 minutes periods.

The school produces a detailed annual curriculum analysis which includes staff deployment and curriculum plans for each year group. This analysis is distributed to the Directors and is reviewed by them.

Curriculum matters

Principles of teaching and learning

In order to achieve an effective and enjoyable learning experience for our students we need to ensure that they are actively involved and are able to organise themselves independently. We plan the curriculum so that it provides a framework in which active and independent learning can develop skills which, once acquired, provide a basis for lifelong learning. This aim is also reflected in teaching styles and classroom organisation.

We believe that learners are entitled to a differentiated curriculum which meets their learning needs and builds on their existing knowledge, experience, concepts and skills. To deliver a differentiated

curriculum – that is one suited to the needs of individuals – staff recognise that in any of their teaching groups, learners:

- acquire competence and understanding in different ways;
- have different speeds of learning;
- are at different stages of self-confidence;
- have varying competency in literacy and numeracy;
- have different degrees of motivation, interest in, and commitment to learning;
- vary in terms of their manual and physical dexterity and control.

In planning work to support the learning, staff ensure that;

- The lesson should have a structure which will typically be based around the core learning habits of engagement, challenge for all, independent learning and active feedback. Starters and plenaries would be natural parts of most lesson structures as well as the chance to discuss and write.
- Data and information gained from previous lesson and assessment should inform planning.
- Teachers should be confident in the material being explored.
- Planning should reflect the departmental scheme of work although the emphasis and individual lesson plans may vary between teachers.
- Teachers should use a variety of learning styles and encourage individual, small group and whole class activities; all of which promote independent learning.
- Questioning of all students and opportunity for students to ask questions of teacher and each other should be planned for.
- Both short- and medium-term planning should ensure that exam specifications are met with both knowledge and skills/application explicitly considered.
- All teachers should plan lessons that allow all students to feel challenged and progress in their learning.
- Resources should be used to support the planning, including ICT, with learning governing the process. If a particular resource or ICT use is not the best to ensure progress, then it should not be used.
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement.
- Learning objective and where appropriate success criteria shared with students.
- Given space for plans to adapt to the progress of the class is an important consideration as part of the preparation as well as within lessons themselves.
- High expectations for the level, quality, and quantity of work, including presentation in their learning and to improve through the activities and through reflection.
- All support staff aware of what they are doing and how they are contributing to student progress.
- Homework set accordance with the homework policy. It should be meaningful and flipped learning is encouraged.
- Planning should have an emphasis on development of soft skills and careers enhancement where appropriate
- Planning should ensure that a diverse range of resources and perspectives are used.
- Time is allocated for improvement of homework or classwork following feedback from the teacher.

The groupings in which learning activities take place should vary. Learners should experience working as individuals, in pairs, in small groups, whole classes, whole year groups or even larger groups and mixed age groups. How students are selected for particular groups should be clearly communicated.

To take account of these differences and the range of ability in any class, all staff have a responsibility when planning work, to meet the needs of all students. This will involve, at different times; adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

Our policy on assessment, recording and reporting recognises that formative assessment is very important to the management of learning in terms of responding to individual needs. This policy relates to the aims and objectives of the whole curriculum, its planning and delivery and the process by which we track student progress. It also supports consistent practice in every faculty.

The learning environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulating materials and appropriate resources are very important in setting high standards and raising expectations. All faculties are expected to provide good displays in their areas and contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and faculties, it is expected that classrooms are orderly environments where students can work effectively and in comfort, that adequate resources are provided and are accessible, and that students treat classrooms, workshops, labs and the LRC with respect.

Schemes of work and lesson planning

Each faculty is required to have schemes of work for all of its courses and programmes related, where appropriate, to the national curriculum or examination board regulations; every member of staff must be familiar with and follow the examination rubrics. These schemes of work are followed by all staff and their delivery monitored by Heads of Faculty. Schemes of work set out how the content of the course is structured so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by formative and summative assessment strategies and methods for ensuring standardisation of expectations. Faculties also follow the school marking policy. Within the schemes of work framework teachers plan individual lessons, or sequences of lessons, in different ways.

The school does not prescribe a single method for short-term or long-term planning. It expects such planning to take place and in sufficient detail to ensure that students achieve high standards and fulfil their potential.

Cross-curricular links

We recognise the value of cross-curricular links and actively encourage cross-curricular links. Feedback and review take place at Heads of Faculty meetings.

Homework

We recognise the importance and value of homework as an extension of classwork and a vehicle to practise skills, acquire new ones and develop good study habits. It is also a very important means by which students can communicate their knowledge, skills and understanding of a subject with their

teacher and it sets up a good partnership with parents by encouraging parents and students to collaborate and learn together. Homework promotes the need to take personal responsibility for good organisation, timekeeping and commitment to a set task when working alone.

Homework is set in every year according to the homework timetables published at the beginning of each academic year. Setting of homework is monitored by the Heads of Faculty. Homework can take a variety of forms, including written work, research, reading, planning and evaluating as well as revision for tests.

Full details can be found in the *Faculty Homework Policies*.

Subject alteration requests

At times students may wish to alter their options for GCSE and Sixth Form study. We aim to make these alterations within the first month of any course, and certainly by the first half term. Should a subject change or removal be requested then the relevant form needs to be circulated and agreed by the staff and parents as indicated on the “curriculum adjustment form”.

It may be that a student will benefit from an adjusted timetable for educational, SEND, EAL, or pastoral purposes. Should the school advise of any alterations then a student’s curriculum this will be discussed with the student and parents before the alteration is made.

Special Education Needs

The role of the Special Educational Needs Co-ordinator (SENCO) is to support the right which all students have to access the curriculum, regardless of their ability. Students with special educational needs are encouraged to become independent and take responsibility within the school.

The school co-ordinates the identification of provision for students with special educational needs and the advice of specialists is taken at all stages.

Access to the full curriculum of the school, including the national curriculum, is achieved by careful differentiation of classwork for the subject learner. Through careful planning, the teacher will define what the student is expected to learn. Once the learning objective is defined, a subject teacher can seek advice from the Inclusion Manager on strategies which might be used to help a student achieve the learning objectives. It is the responsibility of the subject teacher to assess whether the objective has been achieved. Schemes of work take account of the need for teachers to plan individual programmes of appropriate content and pace, using a variety of teaching methods and materials.

All those who teach students with special educational needs are informed of their needs by the SENCO. The SENCO will ensure that all who are likely to come into contact with the student are updated regularly with appropriate information. Where students have a very specific problem, a meeting will be convened of all subject teachers concerned, to disseminate available information.

Able/ Talented students

A number of students display special talents, skills, expertise and understanding in particular areas. These include levels of ability both in subject disciplines and in activities beyond the curriculum – sporting prowess, artistic flair and musical excellence, for example. It is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them.

Such provision includes planning classroom-based work which genuinely stretches such students, and additional challenges and experiences offered through clubs, discussion groups, interest and support groups, and co-curricular activities. All staff contribute to a programme of additional activities such as attendance at lectures and conferences, opportunities to participate with external groups in special

projects, extension classes and visits from practicing vocational professionals; this then falls within the remit of individual faculties. Especially high standards are recognised through display, assemblies, Student of the Week Certificates and at Prize-Giving.

English as an Additional Language (EAL)

There are some students at Mount House School for whom English is an additional language. Provision exists for the delivery of EAL to these students. This subject is delivered through, and is monitored by, the Literacy Co-ordinator.

Lessons are allocated to each year group and students are either taught in small groups or individually, depending upon both need and availability. Further support sessions can be offered by staff during lunch times and after school.

Excellent communication with students, teachers and parents is maintained in several ways. Individual education plans (IEPs) are written for each EAL student during the academic year and these outline his/her current level of linguistic ability as well as strategies for both students and subject teachers to employ in order to improve overall language development and academic performance. Subject teachers routinely refer to IEPs for all EAL students whom they teach. The IEPs are also sent to parents and guardians, so they are made aware of this information. In addition, teaching staff are informed about students at staff meetings, via emails and in preparation for Parent Evenings.

The Literacy Co-ordinator also liaises closely with the Exams Office, particularly with regard to establishing which EAL students are entitled to extra time in public examinations and entitled to use bilingual dictionaries.

EAL students can sit the IELTS (International English Language Testing System) in the Sixth Form.

Examinations

It is expected that all students who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfil the examination board's requirements in relation to controlled assessment tasks, attendance or other criteria. Faculties are expected to identify, at an early stage, students who are in danger of failing to meet these requirements, so that they can be supported, guided and encouraged. To this end tutors as learning managers work with students at all key stages.

Decisions about entry are made after careful consultation between students, staff and parents/carers.

The following rules apply to specific year groups:

- GCSEs will be taken at the end of their Year 11. It is however possible that high achieving students might be entered for language subjects at the end of Year 10.
- Lower 6th form students wishing to retake Year 11 modules are permitted to do so only following an interview with the Head.
- IBCP courses (those drawn from IBDP curriculum) will be linear and therefore examined at the end of the 2-year course. All courses both IBDP subjects and IBCP core include coursework (IAs) and therefore have deadlines within the academic year. The Level 3 courses opted for as CRS are assessed through a variety of means, primarily coursework that is conducted across the 2-year course. Exams here are also not necessarily linear in nature.
- A level courses will be linear and therefore examined at the end of the 2-year course
- Level 3 courses are assessed through a variety of means, primarily coursework that is conducted across the 2-year course.

Spiritual, moral, social and cultural development

The SMSC programme at Mount House actively promotes Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Principles are actively promoted to develop students' self-knowledge, self-esteem, self-confidence. Full details of the SMSC curriculum is available in the SMSC policy.

Personal, Social, Health, and Economic Education

Personal and Social education is an integral part of the philosophy and ethos of the school. Across the whole curriculum, we aim to develop students' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in British Society. PSHEE is delivered through the curriculum reflecting the school's belief that developing active, engaged citizens is an ongoing process rather than something achieved in a standalone lesson. Many aspects of the school and its work contribute to personal and social education, notably the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many co-curricular activities in sport, drama, music and our very wide range of day trips and residential school journeys.

The PSHEE curriculum contributes to a number of cross curricular areas including personal organisation and study skills, health education (including drugs education, sex and relationships education and personal safety), citizenship, environmental education, careers advice and guidance. The PSHEE curriculum is mostly taught by subject teachers, supported by specialist staff, outside speakers and theatre groups. This programme is co-ordinated and supported by the Deputy Head (Pastoral) together with the PSHEE coordinator. Form time, assemblies, resources such as The Day and school elections are key to the effective delivery of PSHEE.

In relationships and sex education lessons, students will be:

- encouraged to appreciate the values of a stable and loving family life, and to consider carefully the responsibilities of parenthood and the nurture of children.
- given clear and factual information about the processes of biological development and the functions of the human body.
- given clear guidelines regarding the implications of emotional development.
- helped to reflect upon the importance of self-restraint, dignity, self-respect, respect for others, sensitivity, loyalty, fidelity, love and care.
- helped to develop a sense of responsibility and an understanding that both sexes must behave responsibly.
- enabled to understand the physical, emotional and moral implications of certain types of behaviour, and to assess the risk involved in such behaviour.

Relationships and sex education is delivered through Religious Education, Science, Geography and PSHEE. The subject policy documents contain an audit of where the programme is delivered.

Careers Education and Guidance

The school has a Careers Code of Conduct which details the role of careers education across the curriculum and beyond. Within the curriculum the core aims of careers education is to:

- To provide up-to-date and relevant information on further and higher education choices and alternatives to UK universities and work-based learning opportunities in a broad and impartial way.
- To broaden students' knowledge of career possibilities in the changing workplace.
- To help in the decision-making process for GCSE, A-level, IBCP and additional qualifications and Higher Education courses and work-based options in order that the students make appropriate choices and reach their full potential.
- To introduce the students to the importance of developing their key/transferable/employability skills.
- To encourage teaching staff to promote careers education within their subject areas.

Co-Curricular Activities

As a school, interested in educating the whole person, Mount House offers a varied programme of activities that take place in addition to the formal curriculum. These opportunities are usually provided in the lunch break and after school on Tuesdays, Wednesdays and Thursdays to ensure their accessibility to all the students. All students are expected, in consultation with their tutor to take part in such activities. Our co-curricular policy frames the guiding principles behind our provision.

Line Management system to monitor the work of subject areas

All faculties (along with other aspects of the school's work) are line managed by the Senior Deputy Head or the Assistant Head (Academic); their role comprises supporting, helping, informing and advising on the one hand, and quality assurance on the other.

Foci for the discussions during the year typically include:

- reviewing examination results;
- progress on achieving improvement plan targets;
- curriculum planning and development;
- examinations and specifications;
- the development of schemes of work;
- assessment and homework;
- budget and use of resources;
- staffing and INSET;
- student progress and target setting.

Heads of Faculty meet with the Directors once a year to report back on their area of responsibility.

Jon Cooper

June 2023

Appendix 1

Guidance on Faculty Handbooks

Each faculty is to have a faculty handbook including at least the following items:

1. WELCOME AND INTRODUCTION

2. THE FACULTY

- a. Faculty Aims and Objectives
- b. Faculty timetables
- c. Marking policy
- d. Assessment Policy

3. CURRICULUM

- Course organisation:
 - Key stage 3 – Year 7 to Year 9
 - Key stage 4 – Year 10 and Year 11
 - Key Stage 5 – L6th and U6th
- Schemes of work:
 - Annual overview
 - Detailed schemes of work for each year group
- Homework policy
- Stock Procedures / Resources
- Educational visits
- Co-curricular activities
- Cross-curricular-links

Appendix 2

Academic subjects offered 2023-2024

Subjects	Yr7	Yr8	Yr9	Yr10	Yr11	Sixth Form
Business				✓	✓	✓
Computer Studies	✓	✓	✓	✓	✓	✓
Textiles				✓	✓	✓
Product Design	✓	✓				✓
Art	✓	✓	✓	✓	✓	✓
Photography						✓
English	✓	✓	✓*	✓*	✓*	✓
HPQ/EPQ			✓	✓		✓
Drama	✓	✓	✓	✓	✓	✓
Music	✓	✓	✓	✓	✓	✓
Classics	✓	✓	✓	✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓	✓
Global Studies			✓			
Government & Politics						✓
Sociology						✓
RE	✓	✓	✓	✓	✓	
French	✓	✓	✓	✓	✓	✓
Spanish	✓	✓	✓	✓	✓	✓
Latin			✓	✓		
Criminology						✓
Mathematics	✓*	✓*	✓*	✓*	✓*	✓
Further Maths						✓
Biology	✓	✓	✓*	✓*	✓*	✓
Chemistry	✓	✓	✓*	✓*	✓*	✓

Physics	✓	✓	✓ *	✓*	✓*	✓
Psychology						✓
Games	✓	✓	✓	✓	✓	✓
PE	✓	✓	✓	✓	✓	✓
Food	✓	✓	✓	✓		✓
PSHE	✓	✓	✓	✓	✓	✓

All teaching is mixed-ability unless indicated by a *.

Key stage 4: Year 10 and Year 11: students take GCSE courses from a choice within a common core, and then make four further choices from a list of about twelve options. A support option is offered to students who are following a GCSE curriculum but for whom eleven subjects would be too demanding; these students can reduce their overall package of subjects and receive an individual plan from the SENCO.

Key Stage 5: Lower Sixth and Upper Sixth: Mount House offers an academic curriculum in the sixth form through 2 pathways (IBCP or A Levels). Enrichment studies are a significant feature of the sixth form and are designed to broaden all students' post-16 experience including expectation of volunteering (within the school community or beyond), and a Futures Programme (focused on studies in personal and professional).