MOUNT HOUSE
SCHOOL

SCHOOL POLICIES

CURRICULUM

Review	Date	By
Current Review	2nd September 2026	Rob Cawley
Next Review	September 2027	

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Introduction

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 school's values are the foundation of the curriculum and the context within which learning happens. As all students 'Be you, Belong and Become' they feel safe to take risks in their learning. 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) Schemes of Work*);
- Appropriate careers guidance for students receiving secondary education (*ref: Careers Code of Conduct; RSE Policy*)
- At sixth form, students follow A Level, or Level 3 studies (which can be through the Enterprise pathway or as part of A Level pathway) which are supplemented with an enrichment programme known as Futures, Games, Careers Guidance, and EPQ.
- Equal opportunities for all students to learn and make progress; (ref: to Equality, Diversity and Inclusion Policy
- Effective preparation of students for the opportunities, responsibilities and experiences of adult life (*ref: RSE 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 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 SharePoint K drive 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. This is guided by our curriculum statement:

> "The curriculum at Mount House School aims to generate an enthusiasm for life-long learning and to stimulate intellectual curiosity in all our students. Our inclusive curriculum is nurturing, relevant and innovative, full of creativity and challenge. We seek to develop an understanding of and an appreciation for diversity in every sense, and use local, national and global contexts to help achieve this aim. It offers variety and provides opportunities for all students to find their passion and to develop their skills to realise their potential, so that they can pursue individual and collective ambitions for their futures."
>
> Mount House is an inclusive school and, in a family atmosphere, builds up each student's awareness of their own personal worth. This is the school's ethos and is the driving force behind the curriculum, which is designed to promote an intrinsic love of learning. We expect our students to be self-reflective, to think, and hear other perspectives."

Mount House expects students to be the very best they can be. Mount House has a 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 a strong 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.

We aim for Mount House students to grow the following learning attributes through the curriculum:

- Exploration: Curious questioners
- Research: Careful crafters
- Mastery: Creative & critical thinkers
- Resilience: Courageously committed
- Oracy: Confident communicators
- Solutions: Collaborative problem solvers

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 to prepare each student 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, which is being enhanced from September 2026 through a newly introduced Oracy Pathway
- 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 wellbeing
- 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

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 Head and Chair.

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

- Careers Code of Conduct
- SEND Policy
- Accessibility Policy
- Educational visits Policy
- EDI Policy
- RSE Policy
- Academic Integrity (including use of AI) Policy
- EAL Policy
- Monitoring and Assessment Policy

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, 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 Assistant Head (Wellbeing) who acts as 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 professional development 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 and regular minuted faculty meetings.
- Manage the faculty budget effectively and ensure that the faculty is appropriately resourced.
- Design, implement and evaluate annual faculty development plans.
- Keep abreast of the subject areas and strategies for teaching it, ensuring that relevant information is disseminated to the subject staff.
- Ensure that there is an appropriate faculty assessment policy and that faculty staff implement regular and effective assessments including, where necessary, formal examinations.
- Monitor standards of teaching and learning in accordance with our Monitoring, Assessment and Feedback 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 of 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;
- foster Mount House Learner attributes;
- 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 and knowing that their voice is heard.

- 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.

Curriculum structure

The school operates a two-week and 60-period timetable with six periods per day (four in the morning and two in the afternoon). Each period lasts 55 minutes.

Curriculum matters

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, Sixth Form Study, and the library 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 Monitoring, Assessment and Feedback policy. Within the schemes of work framework teachers plan individual lessons, or sequences of lessons, in different ways, allowing for the individuality and expertise of our teaching staff.

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.

Prep (Homework)

We recognise the importance and value of prep as an extension of classwork and a vehicle to practise skills, acquire subject mastery 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. Prep promotes the need to take personal responsibility for good organisation, timekeeping and commitment to a set task when working alone.

Prep is set in every year according to the Prep timetables published at the beginning of each academic year. Setting of prep is monitored by the Heads of Faculty. Prep 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 Prep (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 adaptive teaching and differentiation of classwork for the 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 SENCO 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. We would affirm the objective of NACE that 'all young people, including the more able, can develop their abilities without limits – no matter what barriers to learning they may face.'

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 students and especially those identified as able/talented are also encouraged to undertake a HPQ in year 10 and EPQ in sixth form. The School's Academic Enrichment Coordinator supports all

staff in their contributions to a programme of additional activities such as attendance at lectures and conferences, opportunities to participate with external groups competitions, delivering masterclasses (e.g. to primary school students), 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.

The schools newly introduced Year 10 enrichment programme (from September 2026) enhances this provision. The core learning to learn programme ensures that students have the requisite metacognitive skills to progress effectively as learners, with time also being allowed for small group pastoral, SEND and able/gifted interventions. Additionally, time is given for students to pursue enrichment electives which ensure that students are stretched beyond the traditional curriculum and are encouraged to enjoy learning as an end in itself.

Service Learning

Students are encouraged to develop soft skills and reflective learning through our commitment to the principle of service learning. Service learning is especially an integral part of our student sixth form curriculum. Through being involved in service learning projects our students gain skills such as communication, teamwork, leadership and problem-solving.

Students are encouraged to reach out to local community organisations related to their chosen area of service and aim to establish important links. By way of example, these have included volunteering at the local Foodbank and a local primary school.. Growing a stronger community within the school is also enhanced by our service learning students. Through helping younger students with prep or taking part in lesson activities, strong bonds are formed. Students also take part in running clubs or assisting staff where an extra pair of hands may be needed, these include the House of Equality and Retro Gaming clubs.

Students are encouraged to regularly reflect and discuss their experiences, challenges and achievements through their various projects, with both group and 1:1 reflection sessions with the Head of Service Learning. As well as evaluating the projects impact on the community, both short-term and long-term effects will be reflected on.

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.
- Year 12 students wishing to retake year 11 modules are permitted to do so only following an interview with the Head.
- A Level courses will be linear and therefore examined at the end of the two-year course
- Level 3 courses are assessed thought a variety of means, primarily coursework that is conducted across the two-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 and self-confidence. The concepts and principles of Religious Education are taught through English and History curriculum in KS3.

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) and Assistant Head (Wellbeing) who is the PSHEE coordinator. Form time, assemblies, resources such as The Day and school elections are key to the effective delivery of PSHEE.

For Relationships and Sex Education please cf the RSE Policy

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 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, Level 3, 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 prep (homework);
- budget and use of resources;
- staffing and professional development, including development days;
- student progress and target setting.

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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 – year 12 and 13 (sixth form)
   - Schemes of work:
     - Annual overview
     - Detailed schemes of work for each year group
   - Prep (Homework) policy
   - Stock Procedures / Resources
   - Educational visits
   - Co-curricular activities
   - Cross-curricular-links.

Appendix 2

Academic subjects offered 2026-2027

Subjects	Yr7	Yr8	Yr9	Yr10	Yr11	Sixth Form
Business and Enterprise				Y	Y	Y
Computer Science	Y	Y	Y	Y	Y	Y
Product Design	Y	Y	Y	Y	Y	
Art	Y	Y	Y	Y	Y	Y
English	Y	Y	Y*	Y*	Y*	Y
HPQ/EPQ			Y	Y		Y
Drama	Y	Y	Y	Y	Y	
Music	Y	Y	Y	Y	Y	
Classics	Y	Y	Y	Y	Y	Y
Geography	Y	Y	Y	Y	Y	Y
History	Y	Y	Y	Y	Y	Y
Global Studies			Y			
Government & Politics						Y
Sociology						Y
French	Y	Y	Y	Y	Y	Y
Spanish	Y	Y	Y	Y	Y	Y
Criminology						Y
Mathematics	Y*	Y*	Y*	Y*	Y*	Y
Further Maths						Y
Biology	Y	Y	Y*	Y*	Y*	Y
Chemistry	Y	Y	Y*	Y*	Y*	Y
Physics	Y	Y	Y*	Y*	Y*	Y
Psychology						Y
Games	✓	✓	✓	✓	✓	✓
PE	✓	✓	✓	✓	✓	✓
Food	✓	✓	✓	✓	✓	

PSHE	✓	✓	✓	✓	✓	✓
Futures						✓

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

Key stage 4 (year 10 and 11): students take GCSE courses from a choice within a common core, and then make three further choices (from September 2026) from a list of further options. A support option is offered to students who are following a GCSE curriculum but for whom 11 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 (year 12 and 13 / sixth form): Mount House offers an academic curriculum in the sixth form through two pathways (A Levels or Enterprise). 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).