



**MAYVILLE  
HIGH SCHOOL**  
*Founded in 1897*

## The Curriculum 2023-24

This policy is applicable to all pupils, including those in the EYFS.

### ETHOS

The philosophy underlying Mayville's curriculum is that it is the happy child who will learn and the one with self-respect who will best meet his or her potential. Our initial aim, therefore, is to create an atmosphere for learning which is enjoyable, exciting, challenging and inclusive, but where each pupil feels secure and respected for what they bring as an individual to the school community. This is achieved by aiming to establish a good rapport with pupils based on mutual respect and high expectations.

### THE CURRICULUM

The core of Mayville's curriculum is based upon the national curriculum guidelines set down by the government. It is, however, adapted flexibly to enrich pupil experiences and to meet individual needs where practical.

The curriculum is broad and balanced to meet the various needs of the pupils at Mayville. We aim to identify and remove, where possible, barriers to learning for all our pupils.

We agree with the aims for the curriculum as set down by the government, that it should provide:

- full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- subject-matter appropriate for the ages and aptitudes of pupils, including those pupils with a EHC plan;
- that pupils acquire speaking, listening, literacy and numeracy skills.
- where a pupil has an EHC plan, an education which fulfils his/her requirements.
- personal, social, economic and health education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
- appropriate careers guidance for pupils receiving secondary education which is presented in an impartial manner and enables them to make informed choices about a broad range of career options and helps them to fulfil their potential.
- where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
- where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs.
- that all pupils have the opportunity to learn and make progress.

- effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society.
- an assembly and PSHEE programme that actively promotes Fundamental British Values.

In addition the school provides pupils access to the areas of experience listed below:

- Linguistic – the four dimensions of language and communication; listening, reading, speaking and writing
- Mathematical – numerical, spatial, scientific and practical; the relationships between patterns and numbers in space. Focusing on logical thinking and clear expression of responses
- Physical – coordination of mind and body and knowledge and understanding of the basic principles of fitness and health
- Scientific – observation, enquiry, forming hypotheses, conducting experiments and recording findings, technology and environment
- Technological – The use of ICT for developing, planning and communicating ideas. Working with other tools to produce good quality products (DT / ART)
- Social and political – society and its institutions
- Spiritual – values of society, religion and school
- Aesthetic and Creative – Art, Music, Dance, Drama and other areas calling for imaginative and practical responses
- Ethical – values and relationships

Please refer to individual policies and schemes of work for further details. All policies and schemes of work aim to offer breadth, balance, coherence, relevance, differentiation and progression in accordance with the principles underlying the National Curriculum and / or those of examination boards. Written plans, schemes of work and the curriculum policy will not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Teaching groups are small and Learning Support Assistants are deployed in the junior school according to need and depending on the balance of ability within the group. (Please see the grid below for class names and sizes.)

The potential ability of pupils is assessed using CAT4 as well as a number of standardised assessments.

Differentiation in all subject areas is important to ensure that the individual educational needs of all abilities are properly catered for. It is the responsibility of teaching staff to ensure that work is appropriate for the pupils they are teaching and that progression is evident.

## **ASSESSMENT AND REPORTING**

Pupil progress is assessed in a variety of ways:

Standardised reading testing, New Group Reading Test (NGRT) from GL Assessment, takes place annually from Key Stage 2 and is continued into Key Stage 4. KS1 & KS2 pupils also use termly standardised English assessments PIRA to track progress.

Termly standardised testing in mathematics takes place in Key Stage 2 via PUMA and End of Key Stage 1 tests. The potential ability of pupils is assessed using Cognitive Ability Tests (CAT 4) in U11, Middle III Remove and Upper IV (Y3, Y5, Y7 and Y9) and these help monitor and track progress, identify pupils with Learning Difficulties, screen for Gifted and Talented pupils and aid GCSE predictions.

Class and homework in all subjects are monitored and assessed for progress. Teachers note progression through their mark book (paper-based or electronic) and complete academic data on tracking sheets termly for KS1-3, KS4 every half term. Progress is monitored and compared to their minimum expected progress. Any underachievement is investigated with various intervention programmes used. Action Plans are written to inform both pupil and parents of the concern and how it can be resolved. Teachers set academic targets to ensure future progression.

KS1 pupils sit End of Key Stage Tests at the end of Lower II (Y2). Upper III (Y6) Teacher Assessment is used based on the criteria from the DFE. KS3 & 4 pupils sit end of year exams in the Summer Term.

The outcomes of these tests assist teaching staff in the setting of appropriately differentiated work, so that progress can be made. Furthermore, the ability grouping of pupils at Key Stages 3 and 4 will ensure that the learning targets are appropriate to the level of ability.

KS1 & 2 pupils receive termly reports.

KS3 pupils receive termly grades, with targets in the autumn term, termly grades in the spring term and full written reports in the summer term following end of year exams.

Lower V (Y10) pupils receive half - termly grades (Working & Predicted), with targets in the autumn term and a full written report in the spring term, with exam and predicted grades reported following end of year exams in the summer term.

Upper V (Y11) pupils receive a half term working & predicted grades report in the Autumn term and a report with predicted and mock grades in the spring term following mock GCSE exams in December. They receive a final full written report during the first half of the summer term.

These reports indicate current academic progress, effort and at KS4 their Predicted Grade. They will often include subject based targets for further progress and improvement.

Please also see Policy on Assessment for Learning.

### **SPECIAL ARRANGEMENTS FOR DYSLEXIC AND SEND PUPILS AND ANY PUPIL WITH AN EHC PLAN**

In all areas of the school pupils requiring 1:1 support to enhance their literacy or numerical skills are withdrawn from lessons. In the Pre-prep and Junior Departments, discussions on which lessons are missed are undertaken with the pupil's form teacher, parents and the pupil.

It is essential that a pupil is not taken out of their 'favourite' or 'most successful' lesson for support, or from core subjects where possible.

In the Senior School one subject is normally dropped in Remove (Y7) to facilitate lessons within the Dyslexia Unit. Again discussions take place with teachers, parents and the pupil concerned before decisions are taken on which subject should be dropped. Traditionally this has been languages.

Access Arrangements are organised as appropriate for KS4 and GCSE examinations with all pupils in Upper IV (Y9) being screened in house.

Classroom support is available in the Junior School, with TAs being deployed as appropriate.

Some lessons take place in small teaching groups where appropriate or helpful to the pupils concerned.

Please also see DLEU Handbook and Policy for the Teaching of Dyslexic Pupils – Staff Handbook.

Intervention of pupils who are not making expected progress takes place in all key stages.

Tracking sheets for every year group indicate all pupils with SEN, AG&T or EAL. This ensures all staff read any support details on the SEN register, for every pupil in their class and use the information to ensure lessons are planned appropriately and progress is maximised.

## SPECIAL ARRANGEMENTS FOR GIFTED AND TALENTED PUPILS

Pupils are identified for placement on the register of Gifted and Talented in a variety of ways.

The academically gifted would need to achieve a score of 128+ in CAT testing for Verbal, Non-Verbal or Numerical reasoning to be considered for the G&T register. NGRT scores may also be used, as will performance in End of Key Stage Tests, Standardised tests and internal examinations. These scores need to be supported via teacher recommendation regarding their performance in class.

The talented pupil will normally receive a recommendation from a member of staff or a coach when the activity takes place out of School.

The provision for Gifted and Talented is overseen by the Gifted and Talented Coordinators in the senior school and by the Deputy Head of the Junior School who are also available to provide advice for staff.

### Extending the Gifted and Talented.

Most extension is carried out in class. Teachers are informed of the requirements of able children in their classes and will provide suitable materials/extension opportunities. Whilst this may often result in extension by outcome, schemes of work and published material provide targeted exercises. There is also setting as described within individual departments. In addition, special events are organised such as -

Junior School	Spelling Competition Tables Challenge Poetry Recitation Competition Sports Teams Clubs House Quiz Competition Talent Show Competition Homework Projects MENSA testing Enrichment Trips / Speakers
Senior School	Youth Speaks Extra-Curricular GCSEs such as Additional Maths and Latin UK Mathematics Trust Competitions Duke Of Edinburgh Award Scheme Inter-house Creative Arts Competition Entry into various competitions, eg, STEM, debating Sports Teams. Clubs Dance Live Visiting speakers & off-site visits University visits - Oxbridge and Russell Group Debate club MENSA Testing General knowledge and literature quizzes

Termly review sheets providing evidence of provision for the Gifted and Talented are used in the Senior School and will involve a review meeting between the pupil and the Gifted and Talented Coordinator. Letters are sent to parents informing them of their child's name being on the G&T Register.

**Please see our G&T policy. There is an enrichment programme for all year groups which is regularly updated by the G&T co-ordinators.**

## EYFS

The EYFS curriculum covers the 7 Early Learning Goals and this leads to assignment against the EYFS Profile at the end of Reception Year (Lower 1.) and applies to all children from birth to the end of the August following their fifth birthday and therefore encompasses the children in Swans, Kestrels and Lower I (Reception).

## Pre-Prep

In Upper I and Lower II pupils follow the curriculum for Key Stage 1.

In addition, pupils learn French and there is considerable focus upon creative development. Art, music, dance and drama are highly regarded as tools to develop all areas of the child. Physical Education is seen both as a way to develop physical dexterity and social relationships.

Specialist music lessons are provided and there is a Pre-Prep choir.

## Junior School

Pupils in the Junior School follow the curriculum guidelines for Key Stage 2.

In addition, they receive instruction in French, German, Spanish and Latin. They have an enrichment programme (SHINE) which covers a variety of activities and skills. Physical education in this department has a key role with pupils participating in a range of sports including soccer, rugby, badminton, basketball, tennis, swimming, rounders, netball, dance and swimming. There is an annual sports day, swimming gala and inter-house competitions for other sports. Teams represent the school in inter-school competitions and competitive fixtures and tournaments with local schools.

Creative aspects of the curriculum have a strong focus with older pupils taking the lead in the Christmas play. The Junior choir is popular and performs at school and external functions. All pupils in Y4 are provided with the opportunity to learn an instrument.

Dance is offered as part of the curriculum and via an after-school club.

Residential visits are offered in Lower III, Middle III and Upper III.

## Senior School

### Curriculum Plan

The day is divided into 6 lessons of 50 or 55 minutes giving 30 lessons in a week.

**Remove (year 7):** English 4, Maths 4, Science 3, PSHEE 1, PE 4, French 1, Spanish 1, Geography 2, History 2, ICT 1, RE 1, Creatives 5, Assembly 1 = (30)

**LIV (year 8):** English 4, Maths 4, Science 3, PSHEE 1, PE 3, French 2, Spanish or German 2, Geography 2, History 2, ICT 1, RE 1, Creatives 4, Assembly 1 = (30)

**UIV (year 9):** English 4, Maths 4, Science 3, PSHEE 1, French 2, Spanish or German 2, Geography 2, History 2, ICT 1, PE 3, RE 1, (Creatives: choice of 4 out of 6 Music, Art, DT, Drama, Dance, PE = 4, Assembly 1 = (30)

Additionally, all pupils in UIV will work towards a qualification in ICT

**Lower V & Upper V:** All pupils take English, English Literature, Mathematics, Combined Science Trilogy, PSHEE and Core PE.

More able pupils may take 3 separate Sciences in UV.

**Pupils then choose 4 subjects from options blocks. The GCSE subjects they choose from are:**

Art, Business, Computer Science, Dance, Drama, DT-Textiles, DT-Timbers, French, Geography, German, History, Music, PE, RE, Sociology, Spanish, Statistics, Study skills.

**Level 2 qualification subject choices include:**

Dance, Music, PE/Sport and Business and Enterprise.

**Lessons are allocated as follows:**

English (5), Maths (5) Science (5), Four Option subjects (3 periods each), PE(1), PSHEE (1), Assembly (1) = 30

Pupils follow the curriculum guidelines for KS3 and KS4.

Pupils are given Study/Revision Skills and lessons in Thinking Skills led by Elevate given to selected year groups.

Mathematics are set by ability in Remove (Y7) onwards whilst an element of streaming occurs in some subjects depending on numbers and needs within each year group. Most subjects are usually taught in 'half' class groups providing a ratio of approximately 1:12 allowing targeted extension and support.

**Key Stage 3**

Pupils take all subjects until the end of Upper IV when GCSE option choices are made. French is the core modern foreign language but in Remove, LIV & UIV they also study Spanish or German.

In 2011 we ran a Film Festival where pupils created 3 minute films to enter into the competition. The 2012 topic was marine conservation. In 2014 KS2 and 3 put on a production of Peter Pan at the King's Theatre. There were 4 performances over 2 days with 2 casts of children. The same happened in 2018 when High School Musical was performed. In 2021 the focus was 'Urban' and in summer 2022 the entire school took part in the 125 year anniversary celebration of the school with a variety show performance at the New Theatre Royal.

Again creative subjects have a strong focus. All KS3 pupils study art, music drama DT and dance. There is a high quality choir, a music group and a 'pop band'. Every year the school enters 'Dance Live', an interschool dance competition. Pupils assist with choreography, lighting, set and costume design as well as acting as the backstage crew. This activity has become a major focal point of the year. There is also, every summer term, an inter-house Creative Arts Competition organised by Lower V (Y10) pupils.

Sport again has a high focus: Inter-house competitions are held as for the Junior School. The school competes against other local schools in a number of sports. The school now has a 20 acre playing field which has become the home for all our grass-based sports and a new multi-surface area became available in 2016.

I.T. skills are supported through specialist teaching. All buildings are connected to the school's network and there is a PC in each teaching room (1 in the Nursery). There are also laptops and chromebooks available to use for lessons. All teaching rooms are equipped with IWBs. The junior school has wireless access points throughout and iPads and chromebooks are used to enhance learning. From September 2022 all pupils with a specific access arrangement are required to have a chromebook and it is highly recommended that all pupils have their own chromebook for use in lessons.

During the spring term for UIV (Y9) a GCSE options evening is arranged.

## Key Stage 4

Core subjects at GCSE are English Language, English Literature, Mathematics and the Combined Science Trilogy.

The current list of GCSE options offered at Mayville is:

Additional Mathematics  
Art & Design  
Business  
Computer Science  
Dance  
DT: Resistant Materials (Timbers)  
DT: Textiles  
Drama  
French  
Geography  
German  
History  
Latin  
Music  
Physical Education  
Religious Education  
Sociology  
Spanish  
Statistics

Vocational Level 2 Certificates are also offered in Dance, Drama, Music, PE & Business.

In Lower V (Y10) pupils are encouraged to be responsible for raising money for the charities selected by the Senior School Houses. In the last term of Lower V and first two terms of Upper V (Y11) pupils act as prefects and assist in running the school. They form part of the School Council. The School Council is made up of the Head and Assistant Head of School, the Heads and Deputy Heads of the three Houses (Austen, Nelson and Cavell) who are joined by the Form Captains for full School Council Meetings.

PSHEE: the curriculum is delivered during one period a week in KS3 and KS4, plus whole or half-days when the relevant cohort (s) is taken off timetable. The programme encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. We teach citizenship, healthy lifestyles, sex and relationships education, drugs awareness and substance abuse, e-safety, mindfulness, addiction, awareness of mental health issues, bereavement and there is always a discussion of topical issues.

**PSHEE at KS3 and KS4** is overseen by the PSHEE Co-ordinator and is supplemented by presentations in assemblies and by visiting speakers. Most recently this has included workshops on safety in cars and as pedestrians, on drugs and alcohol abuse and body image and manipulation by the media, FAKE knife crime, CEOP internet safety, safe use of social networking sites, Samaritans, Fire & Rescue, Finance and budgeting and RSE. In 2019 we held a mock election.

*Please see separate PSHEE Policy.*

LV / Year 10 undertake work experience during the October half term or once their end of year exams are over. Interview experience is also given via EBP.

**Pre-school, After School and Holiday care:** These are provided for pupils from ages 2 years 9 months - 11 years and the provision is registered with OFSTED.

Holiday weeks activities in the creative arts and sports are offered in the Senior School.

### After School Clubs

Additional activities which extend and enrich the curriculum are available for pupils through After School Clubs. These alter termly. There are after school practices when required for concerts, dramatic performances, Dance Live etc.

Senior after school Prep/Study is offered to all pupils from Monday – Friday in the school library until 5.00pm.

Please also see The PSHEE Policy and SMSC Policy

### Mayville's Class Names and Sizes

NC Year	Mayville	Recommended Class Size
YR	Lower I	16
Y1	Upper I	16
Y2	Lower II	16
Y3	Upper II	18
Y4	Lower III	18
Y5	Middle III	20
Y6	Upper III	20
Y7	Remove	20
Y8	Lower IV	20
Y9	Upper IV	20
Y10	Lower V	20
Y11	Upper V	20

This policy should be read in consultation with the PSHE, SMSC and Careers policies.

This policy is on annual review

*August 2014*

*Approved by the Trustees September 2014. Revised January 2015. Revised and approved by the Trustees October 2015. Amended January 2017. Updated August 2019. Updated August 2020, CM. Updated July 2021. Updated August 2022, CM. Updated Sept 23, JWIL.*