



MAYVILLE
HIGH SCHOOL
Founded in 1897

Curriculum Policy

This policy is applicable to Pre-Prep, Junior and Senior pupils.

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 their potential. Therefore, our initial aim is to create an atmosphere for learning which is enjoyable, exciting, challenging and inclusive, Where each pupil feels secure and respected for what they bring as an individual to the school community. This is achieved by establishing 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. However, it is adapted flexibly to enrich pupil experiences and meet individual needs where practical.

The UK Government's curriculum policy, as reflected in England's National Curriculum and the current Curriculum and Assessment Review (2025), is designed to provide every child with a comprehensive, balanced education that prepares them for both personal success and active participation in society. Its key objectives include:

- Life and Work Readiness.
- Core Foundations.
- Broad Education.
- Holistic Development.
- Inclusivity
- Lifelong Learning
- Citizenship
- High Standards

At the time of writing the review findings have not been published. The focus of the ongoing Government Curriculum and Assessment Review (2025) is on maintaining high standards while broadening learning, ensuring every child develops the knowledge, skills, and attributes needed for future success.

Our 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, aesthetic and creative education.
- Subject matter appropriate for the ages and aptitudes of pupils, including pupils with an EHC plan.
- Where a pupil has an EHC plan, an education which fulfils his/her requirements.
- That pupils acquire speaking, listening, literacy and numeracy skills.
- A broader PSHE (Personal, Social, Health, and Economic) education curriculum that 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 career 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, helping them to fulfil their potential.
- Opportunities for all pupils 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 pupil 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.

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 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..)

| Key Stage | Year | Mayville Year Name |
|----------------|------|--------------------|
| KS1 – Pre-Prep | 1 | Upper I (UI) |
| KS1 – Pre-Prep | 2 | Lower II (LII) |
| KS2 – Junior | 3 | Upper II (UII) |
| KS2 – Junior | 4 | Lower III (LIII) |
| KS2 – Junior | 5 | Middle III (MIII) |
| KS2 – Junior | 6 | Upper III (UIII) |

| | | |
|--------------|----|----------------|
| KS3 – Senior | 7 | Remove (R) |
| KS3 – Senior | 8 | Lower IV (LIV) |
| KS3 – Senior | 9 | Upper IV (UIV) |
| KS4 – Senior | 10 | Lower V (LV) |
| KS4 –Senior | 11 | Upper V (UV) |

In Pre-Prep we have one form of entry and in the Junior School, we have two forms of entry per cohort. Class sizes are no more than the maximum form size. In the Senior School we have three to four forms of entry per cohort. At KS3 we aim to limit our class size to 15. KS4 class sizes range from five to fifteen pupils depending on the optional examination subjects chosen. We aim to limit core class sizes to fifteen pupils.

The potential ability of pupils is assessed using CAT4, in addition to several 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, the New Group Reading Test (NGRT) from GL Assessment, takes place annually from Key Stage 3 and is continued into Key Stage 4. KS1 & KS2 pupils also use termly standardised PIRA English assessments to track progress.

Termly standardised testing in mathematics takes place in Key Stage 1 & 2 via PUMA. The potential ability of pupils is assessed using Cognitive Ability Tests (CAT 4) in Upper II, Middle III, Remove and Upper IV (Year 3, Year 5, Year 7 and Year 9) and these help monitor and track progress, identify pupils with learning difficulties, screen for Gifted and Talented pupils and aid GCSE predictions. Pupils who join the school midway through an academic year will be assessed using a variety of assessments during their first few weeks.

Classwork 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 and KS4 every term. Progress is monitored and compared to their minimum expected progress. Any underachievement is investigated with various intervention programmes used.

Plans are written to inform both pupils and parents of the concern and how it can be resolved. Teachers set academic targets to ensure future progression.

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 setting 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 & 4 pupils receive termly reports. Pupils will receive a grade report, an interim report with targets and a full written report in the summer term following end-of-year exams. KS4 pupils receive reports showing their current attainment and predicted grades. UV (Y11) pupils receive a mock grade report at the start of the Spring term with the results of their mock exams.

All reports indicate current academic progress, effort and at KS4 their Predicted Grade. They will often

include subject-based targets for further progress and improvement.

SPECIAL ARRANGEMENTS in the main school

-SEND pupils

-pupils needing support

-pupils with an EHC plan

In all areas of the main school, pupils requiring 1:1 support and are taken out of time-tabled lessons to access support lessons in the DLU. Support sessions can range between one and three support lessons per week. In the Pre-Prep and Junior Departments, pupils have in-class support from LSA's and 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 lessons, or from core subjects where possible.

In the Senior School, one non-core subject is normally dropped in Remove (Y7) to facilitate support lessons. Discussions take place with teachers, parents and the pupil concerned before deciding which subject should be dropped.

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

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

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

Tracking sheets for every year group indicate all pupils with SEN, AG&T or EAL. This data is also highlighted: in the school MIS system, displayed on all class registers, ensuring all staff are aware of and read relevant support details for every pupil in their classes 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 recommendations 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 outside of School.

The provision for Gifted and Talented is overseen by the Gifted and Talented Coordinators in the Senior School and by the Gifted and Talented Coordinator in 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 -

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|---------------|---|
| Junior School | Spelling Competition |
| | Tables Challenge |
| | Poetry Recitation Competition |
| | Sports Teams |
| | Clubs |
| | House Quiz Competition |
| | Talent Show Competition |
| | Homework Projects |
| | Enrichment SHINE |
| | 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 |
| | Mayville Think Bulletin |
| | 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 MAG&T policy. There is an enrichment programme for all year groups which is regularly updated by the AG&T co-ordinators.

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 on 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, Spanish and Latin. (Latin in MIII & UIII only). 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 football, rugby, badminton, basketball, tennis, swimming, rounders, netball, dance and swimming. There is an annual sports day 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.

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 2, 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 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 2, Geography 2, History 2, ICT 1, PE 3, RE 1, (Creatives: 4, Assembly 1 = (30)

Additionally, all pupils in UIV will work towards the iDEA Bronze and Silver Digital Certificates.

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 LV

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

Art, Business, Computer Science, Dance, Drama, Design Technology, French, Geography, History, Music, PE, RE, Separate Science, Spanish, Statistics, Study Skills.

Level 2 qualification subject choices include:

Dance, Music, Sport Studies.

Lessons are allocated as follows:

English (5), Maths (5) Science (5), Four Option subjects (3 periods each), Core 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 is 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 and Spanish are the core modern foreign languages from Remove to UIV. Pupils also have the option to study Latin, working towards the GCSE examination.

Creative subjects have a strong focus; all KS3 pupils study Art, Music, Drama, DT and Dance. There is a school choir, a music group, a rock band and also 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.

Sport again has a high focus: Inter-house competitions are held for the Junior and Senior Schools.

The school competes against other local schools in several sports. The school has a multi-surface area and a 20-acre playing field which has become the home for all our grass-based sports.

I.T. skills are supported through specialist teaching. All buildings are connected to the school's network with a PC in each teaching room and access to laptops and Chromebooks for lessons. All teaching rooms are equipped with IWBs. The Junior school has wireless access points throughout, 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 Autumn term for UIV (Y9), a GCSE options evening is arranged.

Key Stage 4

The 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

Design Technology

Drama

French

Geography

History

Latin

Music

Physical Education

Religious Education

Separate Science

Spanish Statistics

Vocational Level 2 Certificates are also offered in Dance, Music and PE.

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 the first two terms of Upper V (Y11), pupils act as prefects and assist in running the school. They form part of the School Council, which is comprised of the

Head and Assistant Heads of the School, the Heads and Deputy Heads of the three Houses (Austen, Nelson and Cavell), and the Form Captains for full School Council Meetings.

The PSHEE 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 the 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, drug 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.

Please see the separate PSHEE Policy.

LV / Year 10 undertake work experience during the Summer term once their end-of-year exams are over. Pupils use Morrisby during PSHEE lessons to learn about potential career pathways and undertake Interview experience prior to going on work experience.

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 Sports are offered in the Senior School.

Please also see The PSHEE Policy and SMSC Policy

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

This policy is on annual review