



CURRICULUM POLICY

Our aim is to provide a curriculum which:

1. encourages high academic standards and enjoyment of learning.
2. continues our pupils' education in the main academic and practical-aesthetic subjects, so that they gain confidence and acquire experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative areas of education.
3. makes pupils aware of the links between subjects.
4. introduces pupils to a wide range of cultural and academic experience and stimulate intellectual curiosity.
5. enables pupils progressively to choose subjects at which they are most proficient and which interest them most, while maintaining their general education.
6. develops in pupils such attitudes, working habits and independence of thought as will serve them well both in their present work and in the future.
7. gives pupils a suitable range of qualifications and prepares them for the future in the subjects relevant to their careers or Higher Education.
8. promotes the safeguarding and well-being of all pupils.
9. equips pupils with the knowledge, understanding and skills required for responsible citizenship and for personal development
10. provides effective careers and university guidance.

Pupils with Specific Learning Difficulties or with an Educational and Health Care plan

Malvern College seeks to provide equal access to the curriculum to all of our pupils, of whatever ability, including those with special educational needs or an Educational and Health Care plan. To that end procedures and mechanisms are in place to detect the presence of a specific learning difficulty, to enable a pupil with a special educational need to access the curriculum and public examinations, and to help the pupil improve his/her academic skills and learning strategies, take responsibility for their own learning and understand his/her learning profile. An IEP (an Individual Education Plan) is prepared in order to provide teaching staff with information and guidance about the special educational needs of the pupil and to offer suggestions and recommendations for supporting classroom strategies across the curriculum.

Malvern College works with Local Education Authorities to provide effective SEN provision for any children attending the school with an LEA statement. Malvern College Learning

Support department will, in these circumstances, liaise with the LEA to ensure that such children make progress and that the provisions specified in the statements and which refer to educational provision, are accommodated and are effective.

Curricular provision for 'able and talented' pupils

Subject teachers are made aware of those pupils on the 'Stretch and Challenge' register and are required to differentiate for them in their teaching. Heads of Department advise colleagues within their department on subject specific strategies to challenge pupils in need of academic stretch. The Director of Teaching and Learning advises colleagues of general strategies in the teaching of this cohort. The College seeks to offer learners a wide variety of opportunities, both within and outside the curriculum, and to expose them to experiences not usually encountered as part of the standard curriculum. Within the standard curriculum, the College aims to help them develop a deeper understanding through encountering more complex materials, tackling more challenging questions and tasks, demonstrating higher levels of thinking, and presenting increasingly sophisticated responses.

THE ACADEMIC CURRICULUM (AS AT SEPTEMBER 2017)

Life Skills & Key Skills

- Life Skills are delivered in Years 9, 10 and 11 through the Lower School tutorial programme, and in Years 9 and 10 also through discrete timetabled Life Skills lessons. The Philosophy and Ethics Department also delivers an Ethics programme to all of the Remove. In the Sixth Form, Life Skills, known as Key Skills, are delivered in a weekly timetabled slot and by Sixth Form tutors and through a programme of visiting speakers, Chapel and the academic curriculum and co-curricular activities. Among the themes explored in Life Skills in both the Lower School and the Sixth Form are core British values such as the Rule of Law, Democracy and Citizenship, Rights and Responsibilities, mutual respect and tolerance of those with different faiths and beliefs within society and human rights.
- Life Skills reinforce the College's aim to develop happy, well-balanced, informed individuals who are aware of the responsibilities, risks and challenges faced by young people and adults in the global community and is designed to complement and deepen each pupil's understanding of themselves and the contemporary world. Life Skills should help each pupil to develop qualities of tolerance and understanding. They should be able to make independent judgements and have the confidence and integrity to support a view they believe to be right, whilst respecting the rights and opinions of others. Life Skills also aid the development of the skills that are helpful in academic subjects: study skills, self-esteem, confidence in verbal and non-verbal communication, group work, responding to ideas different to their own and encourages flexibility of mind.

Careers and University Applications

The principal aim of the Careers Department at Malvern is to guide and support pupils who are making important decisions about their future. Careers guidance is provided through the tutorial system and Life Skills, as well as through a range of services provided by the Careers Department. All pupils in the Hundred (Year 11) and all new pupils entering the school in the Lower Sixth (Year 12) take the Independent Schools' Careers Organisation Morrisby Profiling tests. These tests are followed by an in-depth interview with a qualified Careers Advisor and the resulting Careers Guidance Report provides a clear picture of a pupil's strengths, aptitudes and interests. Pupils are then in an informed position to make sensible decisions about AS/A2 Level and IB subject choices for higher education and careers. Every year in the Lent Term, the Careers Department in conjunction with the Parents' Society organises a Careers Forum or Careers Seminars which give all pupils in the school the chance to speak to people about their own career-paths and to find out what qualifications and skills are required for specific careers. At all stages, the aim of the Careers and Higher Education Department is to help pupils make informed and sensible decisions about their future. Malvern College encourages Work Experience which introduces young people to the world of work.

The great majority of pupils at Malvern decide to continue their education at university. In the increasingly competitive environment of higher education we believe it is critical to manage the university application process effectively as well as provide thorough and comprehensive advice about what courses and institutions might suit a particular student. Throughout the Lower and Upper Sixth years a carefully managed programme of information and advice is provided by the Careers Department in tandem with Sixth Form tutors.

Physical Education

In order to promote their physical and emotional well-being, all pupils in Years 9 & 10 have timetabled PE lessons. All pupils have timetabled Games three times each week.

Foundation Year (Year 9)

The aim here is to allow pupils to continue the wide variety of subjects they have studied at their previous school and, if possible, offer them additional subjects.

All pupils study English, Mathematics, French (or English as an Additional Language), Science (studied as Biology, Chemistry and Physics), Geography, History, Religious Studies, Design & Technology, Art, Drama, Music, Physical Education, Debating, Life Skills, Coding and Information Technology. Pupils choose one or two languages from Latin, German, and Spanish (in the first term pupils have half a term of both Spanish and German before deciding on which to continue for the rest of the year). The top Latinists take a Level 1 Latin qualification at the end of the year.

Remove and Hundred (Years 10 and 11)

Here, pupils select the subjects they will be taking for GCSE/IGCSE at the end of the Hundred.

Compulsory subjects are: English (leading to English Language & English Literature IGCSEs), Mathematics, Biology, Chemistry, Physics (Dual Award or Separate Science), Physical Education, a Modern Foreign or Classical Language (except for those in the lowest French or Spanish FY set who may opt not to continue with a language) and Life Skills & Ethics. Foreign language IGCSEs taken by native speakers and Latin are the only GCSEs taken in the Remove.

Optional subjects: Pupils choose four or five of these, making nine or ten GCSEs at the end of the Hundred:

Languages: French, German, Greek, Latin, and Spanish

Humanities: Geography, History, Religious Studies

Practical Aesthetic Art, Drama, Music, PE (GCSE), Design & Technology

Computer Science

It is also possible to extend Double Award Science to the Separate Sciences by using one of the option blocks.

Pre-Sixth Form

Pupils in the pre-Sixth Form will study two of the three sciences (Separate Science IGCSE), Mathematics, English, EAL (where appropriate), and Geography or History and have the option of studying French or Latin or Spanish.

SIXTH FORM

IB Curriculum

Pupils choose SIX subjects to match the IB requirements, i.e. one from each area except “Electives” apart from those doing German A or Italian A may choose two from Group 1 and no subject from Group 2. The sixth subject can be from “Electives” or another area (except Maths or English). Environmental Systems can be counted as both a Group 3 or Group 4 subject. Along with a 4000-word Extended Essay, as part of the IB ‘Core’ and underpinning all IB subjects, all pupils study the Theory of Knowledge, which reflects on the nature of knowledge.

	P	Q	R	English	Maths	U	V
LANGUAGE A (GROUP 1)		GERMAN A German A	ITALIAN A	ENGLISH Lit A * English Lang & Lit A English Lit A			
LANGUAGE B (GROUP 2)	FRENCH B	GERMAN B German B LATIN Latin	LATIN Latin SPANISH B			French B Spanish (ab initio) Spanish B German A Italian (ab initio)	
INDIVIDUALS & SOCIETY (GROUP 3)	BUSINESS MANAGEMENT HISTORY ECONOMICS PHILOSOPHY Philosophy	ECONOMICS GEOGRAPHY Geography	ECONOMICS HISTORY			Economics History	
SCIENCE (GROUP 4)	BIOLOGY TECHNOLOGY Technology SPORTS EXERCISE & HEALTH	CHEMISTRY PHYSICS	BIOLOGY CHEMISTRY PHYSICS				Chemistry Physics Biology Environmental Systems
MATHS (GROUP 5)					MATHS* Maths studies Maths		
ELECTIVES	VISUAL ART Visual Art		MUSIC Music				

Higher subjects are in CAPITAL LETTERS. Standard subjects are in small letters

* Higher ENGLISH and Higher MATHS cannot be taken together

Date of Policy: 01/09/17

Next review: 01/06/19

Owner: JAG



A-level curriculum

Most pupils will take three subjects in the Lower Sixth and carry them through to A Level at the end of the Upper Sixth. All of the reformed A Level subjects will be taken in a linear fashion, with all examinations taken in the Summer Term of the Upper Sixth. In addition, most pupils during the Lower Sixth will choose one course from our Enrichment Programme. The Enrichment Programme is designed to enhance the studies of our A Level pupils. The courses we are offering include the Extended Project, Italian ab initio, Maths for A Level Science and Classical Civilisation AS Level. Pupils are able to pursue their own course of Enrichment, for example, by taking up Mandarin by private tuition.

Lower Sixth A Level Blocks for September 2017:

*Note that Economics and Business cannot be chosen together
Greek and Music Technology “float”