



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 experiences and stimulates intellectual curiosity.
5. enables pupils to choose subjects at which they are most proficient and which interest them most, while maintaining their general education.
6. develops in pupils the attitudes, working habits and independence that will serve them well in their present work and in the future.
7. gives pupils a suitable range of qualifications and prepares them for the future by giving them access to subjects relevant to their future 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.
11. promotes fundamental British values.

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

Malvern College seeks to provide equal access to the curriculum for all pupils, whatever their abilities and 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 specific learning difficulties. These procedures are designed to enable pupils with a special educational need to access the curriculum and public examinations, help pupils improve their academic skills and learning strategies, take responsibility for their own learning and understand his/her learning profile. Learning Profiles and/or Individual Education Plans are prepared 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 Authority to provide effective SEN and Disability provision for any children attending the school with an EHCP. Malvern College's Learning Enhancement department will, in these circumstances, liaise with the LA 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 'more able' pupils

In order for very able pupils to receive a coherent approach, the Director of Studies, in conjunction with each Head of Year, oversees and co-ordinates the provision of academic stretch and challenge for this particular cohort. More able pupils are identified through the use of baseline tests, the scholarship application process, and subject identification. Each faculty is asked to nominate pupils, to consider their provision for this cohort, and to monitor and develop that provision in line with curriculum developments and other school policies. It is necessary for all staff to provide a consistent approach in line with this policy and to ensure that the more able pupils in their classes are appropriately stretched and challenged to ensure that they are able to meet their potential.

Heads of Subject advise colleagues on subject specific strategies to challenge pupils in need of academic stretch. The Director of Studies and relevant Heads of Year, advise 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. In some cases pupils may be accelerated through the curriculum by being offered the opportunity to do courses that are designed for older pupils.

The wider curriculum offers many opportunities for more able pupils to extend and enrich their education. Academic societies such as the Aston (Lower School) and Wheeler-Bennett (Sixth Form) provide opportunities for pupils to develop independent research and presentation skills while encouraging critical thinking and questioning. The Curiosity and Change-Maker curriculum offers opportunities for pupils to establish and lead academically focused societies that give them the opportunity to pursue areas of academic interest and individualise their own curriculum. The Co-curriculum also offers opportunities for the more able and talented to develop knowledge and skills through a wide range of societies and groups. In addition to these, many subjects arrange visits by outside speakers that again offer the opportunity for pupils to extend their knowledge beyond the bounds of exam board specifications.

THE ACADEMIC CURRICULUM (AS AT SEPTEMBER 2026)

Life Skills

- Life Skills lessons are delivered in Years 9, 10 and 11 timetables. In the Sixth Form, Life Skills is delivered over five dedicated days by a combination of specialist teaching staff and visiting speakers. Among the themes explored in Life Skills 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 lessons 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 aids 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.

- The College's Malvern Qualities aim to re-enforce kindness, resilience, integrity, open-mindedness, risk-taking, curiosity, ambition, independence, self-awareness, humility and collaboration. These qualities are grouped into the five pathways (communicators, change makers, team builders, free thinkers and path finders). Teachers, tutors and coaches are encouraged to award merits to pupils who display these qualities in their areas and to discuss how the work they are doing develops these qualities.

Careers and University Applications

Careers and University Applications

The principal aim of the Careers and Higher Education Department at Malvern is to guide and support pupils who are making important decisions about their futures. Careers guidance is provided through the tutorial system and Life Skills programme, as well as through a range of services provided by the Careers Department. All pupils have access to the Unifrog platform. All pupils in the Hundred (Year 11) and all new pupils entering the school in the Lower Sixth (Year 12) take the Unifrog profiling questionnaire. This is followed by an in-depth interview with a qualified independent Careers Advisor, and the resulting Careers Guidance Report provides a clear picture of a pupil's strengths, aptitudes and interests. Pupils have then acquired the skills and knowledge to make sensible decisions about IB, A Level and BTEC choices for higher education and careers. In the Spring Term, the Careers Department invites current parents and former pupils (OMs) to speak at a Careers and Futures Evening about their own career-paths and the qualifications and skills 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 to introduce young people, via parents or former pupils, to the world of work.

The great majority of pupils at Malvern decide to continue their education at university, with most going to UK universities and around 30 pupils applying to US, Canadian, European and Asian universities. 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 Sixth Form a carefully managed programme of information and advice is provided by the Careers Department in tandem with Sixth Form tutors. There is a dedicated team of US university counsellors, in some cases provided by an external partner, to help our pupils who are applying for US universities and we operate as a SAT centre. A small but increasing minority of our pupils choose not to go to university and, for them, we offer advice on a range of alternatives such as degree-apprenticeships, professional sport, training programmes and employment.

Physical Education

To promote their physical and emotional well-being, all pupils have designated Curriculum Sports three times per week. There are many sporting and outdoor education co-curriculum activities offered in addition to this. There is also a carousel for the Year 9 which introduces pupils to Outdoor Pursuits and Fives, amongst other activities.

Foundation Year (Year 9)

The aim of the Foundation Year 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, Science (studied as Biology, Chemistry and Physics), Classics (Classical Civilisation, Greek and Latin, or Latin, Computer Science, Geography, History, Religious Studies, Visual Arts, Drama, Music, Life Skills).

In the FY, pupils should select 2 modern language options from the list below:

- French (previously studied)
- German (classes for beginners & previously studied)
- Spanish (classes for beginners & previously studied)

English as an Additional Language (EAL) is also provided for those who would benefit from it.

Remove and Hundred (Years 10 and 11)

Pupils select the subjects they will be taking for GCSE/IGCSE at the end of the Hundred. Pupils follow an 8+1 model giving them the opportunity to design pathways that best suit their needs. The model is based on pupils selecting at least 8 GCSE courses with a further two courses that might include:

- GCSE Courses giving pupils the opportunity to do a total of up to 10 GCSEs (9 + Further Mathematics)
- Non-examined courses offered by academic departments
- Skills based courses
- Extra academic support

Compulsory subjects are: English Language, Mathematics, Biology, Chemistry, Physics (Dual Award or Separate Science), Curriculum Sport and Life Skills.

Some GCSEs are taken at the end of the Remove (year 10) or in November of Year 11. Foreign language IGCSEs are taken by native speakers and Foundation Tier Maths is taken by our lowest Maths set.

Optional subjects: Pupils usually choose four of these, making up to nine GCSEs at the end of the Hundred:

<i>Languages:</i>	French, German, (Ancient) Greek (taught with Latin), Latin, and Spanish
<i>Humanities:</i>	Geography, History, Religious Studies, Classical Civilisation
<i>Practical Aesthetic</i>	Art, Drama, Music, PE, Design & Technology (Textiles, Graphics, Resistant Materials), Photography
<i>Science</i>	Computer Science

It is possible for some students to take Combined Science, which is the equivalent of one GCSE, if the Dual Award is deemed inappropriate for an individual pupil.

Pre-Sixth Form

Pupils in the pre-Sixth Form will study English (EAL where appropriate), Mathematics, and any three subjects from: Geography, History, Biology, Chemistry, Physics and Art and Design. Either French, Spanish or Latin (if they have previously been studied for at least two years). If a pupil does not have sufficient language experience, they may complete the HPQ which is an in-depth project. This encourages students to develop essential future skills such as independent learning, and prepare them for their next steps. Pupils may also study for a GCSE in their own native language where a GCSE is available.

Pre-Sixth pupils also have Life Skills lessons as a compulsory element of their course.

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 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.

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 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, Maths in Context and Further Maths AS. Pupils are also able to study for an additional A or AS level qualification through the Malvern Global Academy Online learning programme. Pupils may choose to pursue their own course of Enrichment, for example, by taking up Mandarin by private tuition.

BTEC

The college offers BTEC Sport Leadership and Coaching and BTEC Sport and Outdoor Activities. This has broadened the range of courses on offer in the Sixth Form.

The Co-curriculum and Curiosity and Change-Maker Curriculum

The role of the Co-curriculum and Curiosity and Change-Maker Curriculum (CCM) is to compliment the academic offer and to give the pupils the opportunity to further develop knowledge, skills and attitudes through engagement in a wide range of activities, clubs and societies that run outside the normal timetable.

The Co-curricular programme consists of at least 100 different clubs, groups and societies that cross a range of different areas including sport, visual arts, design, outdoor pursuits, craft, music, drama and academic interests.

The CCM consists of mainly student-led groups and societies focusing on academic, cultural and social areas. In the Lower School the principle academic CCM group is the Aston Society, while for the Sixth Form it is the Wheeler-Bennett Society. Both of these societies are long running and focus on pupils developing their knowledge and skills through deeper research into areas that are of particular interest to the individual pupil. Pupils then present their findings to the staff and their peers during open meetings of the Wheeler-Bennett Society. For The Aston Society, at the end of the year, pupils present to parents, staff and other pupils in the form of lectures, academic research posters and podcasts.

Our Economists and Business pupils have the opportunity to stretch themselves through the Meade Read Society (James Meade OM, Nobel prize 1977). Our Mathematicians, Philosophers, Geographers, Scientists (Lucretian Society) and Psychology pupils each have their own societies. Many subjects have a range of national competitions which they can enter (QinetiQ Young Engineers, Royal Economic Society and the full range of Maths, Science and Language Olympiads)

Pupils can add breadth and depth to their academic interests through a wide range of groups and clubs that enable them to individualise their curriculum. Often these groups have a charitable

purpose and pupils gain leadership and teamwork experience from involvement in them. These include the Environmental Action Group, Robotics, Lit Soc, Model United Nations, Amnesty and MIND. A number of clubs, societies have a further education and career focus these include Medical and the Engineering and Politics and Foreign Affairs societies.

Click [here](#) for further publications on curriculum information.