

MAGDALEN COLLEGE SCHOOL

CURRICULUM POLICY

Non-statutory Policy – Annual review

GOVERNORS' EDUCATION & WELFARE COMMITTEE

Date next due for review by committee	Reviewed by committee	Any Changes YES/NO	Adopted by Committee
January 2007	19 June 2007		5 July 2007
November 2008	11 June 2009	Yes	7.7.09
June 2010	8 June 2010	No	
June 2011	14 June 2011	No	
June 2012		Yes	26 March 2013
November 2013	19 November 2013	No	N/a
November 2014	18 November 2014	No	N/a
November 2015	13 October 2015	No	N/a
November 2016	27 September 2016	Agreed to revise policy	
November 2017	17 October 2017	Yes – revised policy	Adopted by committee 17 October 2017
October 2018	16 October 2018	No	Adopted by committee 16 October 2018
October 2019	15 October 2019	No	Adopted by committee 15 October 2019
October 2020	13 October 2020	No	Adopted by committee 13 October 2020
October 2021	26 January 2021	Yes	Adopted by committee 26 January 2021
January 2022	7 February 2023	Yes - minor	7 February 2023 by committee
February 2024	24 September 2024	Yes – updated	Adopted by committee 24 September 2024
September 2025	23 September 2025	Yes - updated	Adopted by committee 23 September 2025
September 2026			

Curriculum Policy

Curriculum Aims

Our curriculum aims to provide a universal curriculum for all pupils to age 18 which:

- provides appropriate breadth, irrespective of pupils' individual subject choices
- supports their character development and their personal skills as well as the academic
- provides pupils with an understanding of the relationship between their lives and those of others in the world – past, present and future
- encourages an appreciation of all curricular disciplines

The design of our curriculum is arranged into Academic and Personal Development. These are both guided by our Curriculum Principles:

- The purpose of our curriculum is to equip every student with the knowledge, skills and understanding to take their place in society
- Every student is entitled to study the full breadth of the curriculum
- Our curriculum design must enable students to reflect on their learning, take stock and review their development over time
- Students gain knowledge, skill competence and understanding as the result of structured opportunities to *think hard* about information and to *practise* skills
- Over time the curriculum must provide opportunities to revisit prior learning and develop this further
- The curriculum encompasses all aspects of the school experience – the academic curriculum is delivered explicitly through timetabled lessons and associated work for students; the personal development curriculum is delivered through these lessons, tutor time, assemblies, extended learning days and other opportunities

Organisation and Planning

The Academic Curriculum is organised within subject disciplines. Each of these subjects presents a particular hierarchy of knowledge, understanding and skills. Individual subject design ensures:

- Carefully thought-out content
- Appropriate sequencing to maximise pupils' ability to acquire new knowledge and skills
- It is clear how the knowledge and skills learned interrelate with other subject areas and material learned at previous key stages

In Years 7, 8 & 9 all students are entitled to study the full suite of subjects in our curriculum which match those specified in the National Curriculum. Students learn two languages (French and German) in parallel throughout Y7 and Y8 and then specialise in Y9; for GCSE, students can choose one language or both or neither. We deliver the

Citizenship curriculum through PCSHE lessons and provide students with Drama as a discrete subject.

In Years 8 to 11 the Academic Curriculum provides 10 GCSE level courses for the vast majority of students. These courses build on the subjects taught in Year 7, 8 & 9 with the addition of Business Studies and Sociology. An identified group of students are offered a place on the 'Study Support' programme which provides additional learning support and takes the place of one academic subject option.

When making decisions about their subject choices for GCSE students are required to take at least one of: French, German, History, Geography, Triple Science and Computer Science in addition to the core of English Language, English Literature, Mathematics, Combined Science and RE. Students are encouraged to maintain a breadth of subjects to ensure a broad base of knowledge and skills by the end of their compulsory schooling. All students have access to the full choice of GCSE level courses whatever their starting point and current performance.

In the Sixth Form, all students study for at least 3 qualifications to Level 3 award. In addition to these courses, most students are expected to study an additional academic course including the Extended Project Qualification (EPQ) or the Magdalen Scholarship.

If a student is resitting either English and/or Maths GCSE, it is unlikely that they will follow the EPQ course.

On occasion it may be necessary to make a temporary reduction to the range of subjects offered for GCSE and/or A Level in response to staffing or financial restrictions.

All students have an entitlement to the overall Academic Curriculum, and it is important this is not reduced. Where a student needs additional support to achieve their potential this is most often provided in the context of the subject lesson. Where a specific intervention is required to support broader learning or development aims, this will be scheduled in a way that maintains access to all subjects over time. Magdalen College School does not disapply students from subjects in their Academic Curriculum.

RE is compulsory for all pupils in academies and free schools as set out in their funding agreements. This is a contractual responsibility. In the UK, parents have the right to withdraw their children from RE on the grounds that they wish to make their own provision. This alternative will be the parents' responsibility. A parent making a withdrawal from RE at Magdalen College School must do so in writing addressed to the Deputy Head (Curriculum). If a pupil is withdrawn, the school has a duty of care to look after them, but not to provide alternative education. It is our practice to provide a safe space for independent study in the school library. This time is not to be used for other curriculum subject area, such as extra maths or other lessons.

As of September 2021, all students in Years 7 to 11 have 1 lesson per fortnight of PCSHE. This includes Citizenship, RSE and CIAGS education. From September 2022 this fortnightly PCSHE provision has been included for Sixth Form students.

Parents have the legal right to withdraw their daughter/son from RE and the Sex Education aspects of Relationships and Sex Education (RSE).

Additional threads, including 'the Historical Context' and 'Sustainable Development Goals' and 'Extended Thought' are used to support students in linking together learning and ideas beyond the boundaries of specific subjects or years.

The Personal Development Curriculum is a coherent programme across all year groups which supports pupils' wider development by:

- Improving pupil's wider development through the fostering of personal skills and qualities
- Delivering a coherent personal development curriculum from Years 7 to 13 which supports development of attitudes and behaviours appropriate for life in modern Britain and beyond
- Developing a culture where pupils feel empowered and able to drive their own development and that of the school
- At the start of every academic year, the curriculum leader for PHSCE will share the outline of the RSE curriculum with parents/carers and invite feedback

Monitoring and Evaluation

The implementation of this policy is reviewed by the governors' Education and Welfare Committee. Senior staff report against specific development steps in the School Improvement Plan and any changes or modifications to the curriculum.