



MARLBOROUGH COLLEGE

Curriculum Policy

This policy addresses The Education (Independent School Standards) Regulations 2014, Part 1- Quality of education provided, paragraph 2.

The Curriculum at Marlborough is designed to help all pupils, regardless of ability, background and educational need, to discover and develop their talents in the broadest sense. Rigorous academic programmes and high-quality teaching allow our pupils to reach their academic potential, preparing them for the next stage of their educational journey, and for the opportunities, responsibilities and experiences of life in British society.

The curriculum is designed to achieve the College's Academic Aims, available on the College website.

The Curriculum: An Overview

The College's curriculum broadly follows and extends the National Curriculum to allow for a proper combination of breadth and specialisation. It is designed to stimulate, challenge and support pupils at all levels, and across the age range. The curriculum is inclusive, and fosters development of the key competencies of speaking, listening, literacy and numeracy, whilst taking great care to 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.

The College has an excellent and active Learning Support department which supports a large number of pupils with a range of learning, whether officially documented or not. Please refer to the separate Learning Support policy, available on the College website, for further details.

The curriculum is supported by a wide range of academic support, extension and enrichment activities through extra lessons, societies, lectures, theatre trips, museum and gallery visits, debates, poetry readings, conferences and concerts, creating a full co-curriculum which recognises that qualifications alone do not produce a broadly educated person.

Personal, Social, Health & Economic Education is delivered through the House-based Artemis Programme, while our Guidance department provides an active programme for informing pupils on university entrance and careers.

Personal, Social, Health & Economic Education

The Personal, Social & Health Education (PSHE) course, known as *Artemis*, which reflects the College's aims and ethos, is run through the boarding houses and is delivered in small groups by specially trained tutors. In addition to these discrete sessions, PSHE is also dealt with across the curriculum (eg Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through

History & RS – the latter of which is compulsory to GCSE). There are also centrally organised sessions which supplement the delivery in houses, dealing with issues such as bullying, alcohol, sexual relationships, and drugs.

In addition, all pupils except those explicitly excused on religious grounds, are required to attend one of the formal Sunday events, either a Chapel service or an evening talk, both of which challenge pupils to think about their place in local and global society and culture.

More information can be found in our separate PSHE Policy, available on the College website.

Economic education is provided to some extent in Maths lesson for all in the Lower School (Years 9 – 11), and in Business and Economics lessons for those who choose it in the Sixth Form. In the Upper Sixth (Year 13), we provide a programme of talks and seminars on Life beyond Marlborough, which specifically includes a session on understanding finances, as well as sessions on personal safety, mental health, charities and gap years.

University & Careers Guidance

The College aims to provide pupils with a framework for making proper decisions about their future development; its components are:

- a realistic analysis of academic interests, strengths and weaknesses, and life skills acquired;
- accurate awareness of the nature of particular areas of study and work, and of the range of choice available;
- access to information on courses, institutions and careers, and the qualifications required to enter them;
- access to guidance which is supportive and impartial, and helps the individual to become aware of the options open to him or her, and evaluate the advantages and disadvantages of particular choices.

All pupils see specialist Guidance teachers for one-to-one sessions to discuss aims and ambitions, results of universities and careers questionnaires, and anything else of relevance to their aspirations. Oxbridge applications and applications to overseas universities are coordinated by experts within the department.

A detailed programme is also in place to help Hundred (Year 11) pupils and their parents make the best choices for A level and Pre-U study in our Sixth Form.

More information on the Guidance programme at the College can be found on the Guidance department pages of the College website.

The Structure of the Curriculum

The Marlborough College curriculum is designed to ensure that every individual maximises their potential – something which is monitored annually using CEM value-added data. There is a clear focus placed upon success in public examinations, but the College also takes seriously its responsibility in preparing pupils to succeed beyond the College, at University, in their subsequent career, and for life in British society more generally (or those societies around the world which share similar values).

Time is allowed in the curriculum for extra-curricular activities, and on occasions the timetable is suspended or modified to allow activities to occur, such as CCF/OA field days, sports fixtures and subject-specific day trips

There are five year groups in the College split between Upper and Lower Schools:

Lower School		Upper School	
Shell	Year 9	Lower Sixth	Year 12
Remove	Year 10	Upper Sixth	Year 13
Hundred	Year 11		

During the **Shell** (Year 9), pupils maintain the broadest possible curriculum in order to introduce them to the range of subjects available at Marlborough and options are kept to a minimum.

In the **Remove** (Year 10) and **Hundred** (Year 11), pupils study a core of compulsory subjects to (I)GCSE, and choose four optional subjects. They also continue to have lessons in Information Technology and Physical Education.

In the **Upper School**, current pupils study for a combination of A levels and Cambridge Pre-Us. The College does not offer AS levels in any subject.

Subjects are taught in departmental areas to give all pupils the advantage of specialist facilities such as laboratories, art studios, computer suites, design technology workshops and modern language suites. The Memorial Library is located in the heart of the College and holds an extensive range of resources, both physical and (increasingly) digital, with three expert full and part time staff on hand to help pupils. This provision is well supported by specialist departmental libraries where pupils can find more specialised, in-depth resources. All pupils undergo an induction programme in the library, and extensive use of the facility is made in the Shell through the Form course to inculcate study and research skills.

The curricular provision is regularly reviewed to ensure that it best serves the interests of all pupils, and departments are responsible for the development of their particular subject area. Schemes of work are reviewed annually and are designed to ensure that lessons are correctly focused and that all pupils, regardless of their particular needs, are able to make progress through the school.

The Shell Curriculum

Marlborough draws its pupils from a particularly wide range of feeder schools in which they will have followed subjects of the academic curriculum in very diverse ways. The Shell (Year 9) curriculum is therefore as broad as possible and keeps the number of option choices to a minimum. The breadth of subjects studied allows pupils to pursue linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative opportunities.

The most distinctive element of this first year is 'Form' which enables small groups of pupils (around 12) to work with a Form teacher in the investigation of three combined Humanities subjects: English, History and Religious Studies. Through this introduction to the development of human civilisation, its ideas, cultures, actions and beliefs, Form aims to provide a basis for intellectual growth and the sharing of ideas, by asking pupils to question discuss, debate and reflect.

Shell pupils study two modern foreign languages. At the start of the year, the Modern Languages department runs a ‘carousel’ during which each pupil will have some introductory lessons in French,

German, Italian, Mandarin, Russian and Spanish; after this they are able to make a more informed choice of languages to continue with.

All Shell pupils study Latin. Pupils who wish to study Greek will be able to do so during part of the time allocated to Latin. Drama is taught during part of the time allocated to Form. IT is developed across the curriculum, and is taught in two discrete lessons per fortnightly cycle, in which pupils familiarise themselves with the College IT infrastructure, gain experience in a number of useful software applications, and learn the basics of coding.

During the Shell year pupils embark upon a PSHE course (Artemis) which is run through the boarding houses. This course aims to reflect the College’s aims and ethos and is delivered in small groups to facilitate honest discussion and supportive guidance. The course tutors are experienced and undergo regular training updates.

Timetable by Subject

Subject	Periods per Fortnight
Form	9
Mathematics	5
Science	12
Modern Language 1	4
Modern Language 2	4
Geography	4
Art	2
Design Technology	2
Physical Education	2
Music	2
Latin/Greek	4
Information Technology	2
TOTAL	52

The GCSE Curriculum

In the Remove (Year 10) and Hundred (Year 11) pupils study a core of compulsory subjects to (I)GCSE: English Language and English Literature, a modern foreign language, Mathematics, Religious Studies, Biology, Chemistry and Physics. In addition they choose four optional (I)GCSE courses. They also continue to have lessons in Physical Education in the Remove year.

Subject Options

In addition to the core, pupils choose four subjects from a wide range of options: Art, Astronomy, Computer Science, Design & Technology, Drama, French, German, Geography, Greek, History, Italian, Latin, Mandarin, Music, Physical Education, Russian and Spanish.

(I)GCSE courses usually run for two years and pupils take the majority of their exams at the end of the Hundred year.

Timetable by Subject

Subject	Periods per Fortnight
English	6 (Remove) or 7 (Hundred)
Mathematics	6 (Remove) or 7 (Hundred)
Science	12
Religious Studies	5 (Remove) or 4 (Hundred)
Physical Education	2 (Remove only)
Option 1	5
Option 2	5
Option 3	5
Option 4	5
TOTAL	51 (Remove) or 50 (Hundred)

The Upper School Curriculum

In the Upper School, current pupils study for a combination of A levels and Cambridge Pre-Us. AS levels are not offered, so that all subjects will be studied in a linear fashion, with no external examination at the end of the Lower Sixth year.

The College also offers to large numbers of its pupils, the Extended Project Qualification, as a means of empowering pupils to pursue an academic passion while preparing themselves well for the rigours of undergraduate study.

The College expects pupils to undertake post-16 courses which are demanding and of sufficient breadth to enable them to differentiate themselves in a competitive university admissions market. Pupils are encouraged to stretch themselves and to develop their abilities to the fullest.

In addition to the main subject offerings pupils may elect to study:

- Extended Project Qualification
- Apprentice of Fine Arts in Creative Writing
- A GCSE in a modern language they have not studied before
- Extension courses in French, German, Spanish
- Electives – short, non-examined courses in teachers' areas of interest, with the express intention of broadening academic horizons and further igniting interest in learning for its own sake

Timetable by Qualification

	Periods per Fortnight
A2 and Pre-U	10 (Lower Sixth) or 11 (Upper Sixth)
EPQ	5
Level 3 Maths in Context	5
AFA Creative Writing	6

Authorship: Deputy Head (Academic)

Where Found: College Website

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