



MARLBOROUGH COLLEGE

Curriculum Policy

Michaelmas Term 2023



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Contents

1.	Introduction	3
2.	The Curriculum: an Overview	3
3.	The Curriculum: Key Principles	3
4.	The Shell Curriculum	4
5.	The GCSE Curriculum	6
6.	The Upper School Curriculum	6
7.	The Personal, Social, Health & Economic Education Curriculum.....	7
8.	University and Careers Guidance	8
9.	Core Educational Coverage.....	8
10.	Version Control.....	9

1. Introduction

- 1.1 The Curriculum at Marlborough College 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 and promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 1.2 The curriculum is designed to achieve the College's academic aims.

2. The Curriculum: An Overview

- 2.1 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.
- 2.2 There are five year groups in the College split between Lower School and Upper School:

Lower School

Shell	Year 9
Remove	Year 10
Hundred	Year 11

Upper School

Lower Sixth	Year 12
Upper Sixth	Year 13

- 2.3 The College has an excellent and active Academic Support Department which supports a large number of pupils with a range of learning needs, whether officially documented or not.
- 2.4 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.

3. The Curriculum: Key Principles

- 3.1 The Marlborough College Curriculum is designed to ensure that every individual maximises their potential – something which is monitored annually using Centre for Evaluation & Monitoring (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).
- 3.2 Time is allocated 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.

- 3.3 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.
- 3.4 In the **Remove** (Year 10) and **Hundred** (Year 11), pupils study a core of compulsory subjects to (I)GCSE level, and choose four optional subjects. They also continue to have lessons in Physical Education.
- 3.5 In the **Upper School**, current pupils study for a combination of A levels, alongside a range of other externally validated courses. The College does not offer AS levels in any subject.
- 3.6 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 dedicated departmental libraries where pupils can find more specialised, in-depth resources. All resources are catalogued centrally and searchable through the College's library management system – Oliver. 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.
- 3.7 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.
- 3.8 This Curriculum Policy is subject to annual scrutiny by the Academic Committee of the Council.

4. The Shell Curriculum

- 4.1 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.
- 4.2 The breadth of subjects studied allows pupils to pursue linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative opportunities.

- 4.3 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.
- 4.4 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. Where a pupil has a SEND diagnosis, they may have a programme of Personalised Learning in the Academic Support Department in place of a second language.
- 4.5 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.
- 4.6 During the Shell year pupils embark upon the PSHEE course, both in the classroom and the boarding house, which is delivered in small groups to facilitate honest and open discussion and supportive guidance. In the classroom, they explore topics such as ‘Healthy Boarding’, ‘Positive Relationships’ and ‘The Equality Act’. In addition, the Shell commence the ‘Marlborough Mindset’ programme which supports their curriculum learning. In the boarding house, they explore topics such as ‘Families and Respectful Relationships’, and ‘Intimate and Sexual Relationships’. The course teachers and tutors are experienced and undergo regular training and updates.

4.7 Timetable by Subject in Shell

Subject	Periods per Fortnight
Form	9
Mathematics	5
Science	12
Modern Language 1	4
Modern Language 2	4
Geography	3
Art	2
Design Technology	2
Physical Education	2
Music	2
Latin/Greek	4
Information Technology	2
PSHEE	1
TOTAL	52

5. The GCSE Curriculum

- 5.1 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 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.
- 5.2 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, History, Italian, Latin, Mandarin, Music, Physical Education, Russian and Spanish. Greek may be studied as a fifth option. Where a pupil has a SEND diagnosis, they may have a programme of Personalised Learning in the Academic Support department in place of one timetabled subject.
- 5.3 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
PSHEE	1
TOTAL	52 (Remove) or 51 (Hundred)

6. The Upper School Curriculum

- 6.1 In the Upper School, current pupils study for a combination of A levels. 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.
- 6.2 The College also offers the Extended Project Qualification (EPQ) which is taken up by a large number of its pupils. This is a highly valued qualification which empowers pupils to pursue an academic passion while preparing themselves well for the rigours of undergraduate study.
- 6.3 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. The academic curriculum is supported and enriched by a wide range of academic societies, clubs and visits, each of which is aimed at stretching the most able and fostering enthusiasm and academic ambition. Pupils with SEND have support by

arrangement with the Academic Support Department.

6.4 Pupils are able to make an unstructured choice of courses and each year almost all combinations are delivered.

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

- Extended Project Qualification
- Apprentice of Fine Arts (AFA) in Creative Writing
- Maths in Context – a level 3 Core Maths qualification with a UCAS point equivalent to AS
- A GCSE (or course of an equivalent standard) in a modern language they have not studied before
- Extension courses in French, German, Spanish

6.6 Timetable by qualification

Subject	Periods per Fortnight
A Level	11 (Lower Sixth) or 12 (Upper Sixth) EPQ
EPQ	5
Level 3 Maths in Context	5
AFA Creative Writing	6

7. The Personal, Social, Health & Economic Education Curriculum

7.1 The PSHEE (Academic) course, which reflects the College's aims and ethos, is delivered in timetabled sessions in Form groups. The programme covers a wide range of topics, including physical health, relationships, perspective, global issues and awareness and study skills. Lessons are planned to give pupils the opportunity to reflect on their learning at the conclusion. The learning carried out in PSHEE (Academic) sessions is supplemented by learning across the curriculum, lectures and discussion groups and the chapel programme.

7.2 The PSHEE (Artemis) course also reflects the College's aims and ethos. It is delivered in topic blocks in boarding house groups. The programme focusses on the key themes of relationships and sex education (RSE), families, respectful relationships, online and media, being safe and intimate, and sexual relationships. The learning carried out in PSHEE (Artemis) sessions is also supplemented by whole school talks on a wide range of topics covering issues such as consent, RSE, bullying, alcohol and drugs.

7.3 A spiral education approach is applied to PSHEE, with key topics, such as relationships and sex education (RSE), being revisited and developed as the pupils progress through their five years. The programme evolves from personal development in the Shell to preparing the Upper Sixth for life after Marlborough.

7.4 PSHEE enables an individual to take their rightful place in their community as a local, national and global citizen. Diversity, equity and inclusion (DEI) is an important aspect of PSHEE and is founded on the principle that all pupils can thrive personally and

professionally as they progress through the College.

- 7.5 Economic education is provided to some extent in Maths lessons 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), the College 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.
- 7.6 More information can be found in our separate PSHEE, RSE and Spiritual, Moral, Social and Cultural (SMSC) Policies, available on the College website.

8. University and Careers Guidance

- 8.1 The College aims, through the specialist work of the Futures Department and the curriculum more broadly, 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
- 8.2 All pupils see specialist teachers in the Futures Department 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 the Head of Oxbridge and the Head of International Applications in tandem with the departments.
- 8.3 A detailed programme is also in place to help Hundred (Year 11) pupils and their parents make the best choices for A level study in Sixth Form.
- 8.4 More information on the Futures programme at the College can be found on the Futures Department pages of the College website.

9. Core Educational Coverage

- 9.1 Linguistic. A very wide range of languages is on offer, and all pupils pursue a modern language to GCSE level, save in cases where there is an identified SEND need. All Shell pupils take Latin, and both Latin and Greek are available through to A level. Additional qualifications in languages, including DELE (French), DELF (Spanish) and Goethe Zertifikat (German), are available to the most talented linguists.

- 9.2 Mathematical. All pupils take Mathematics from Shell to IGCSE in Hundred. Numeracy and mathematical skills are a key part of the delivery of sciences, Computer Science, Design and Technology, Business and Economics.
- 9.3 Scientific. All pupils undertake three years of science education, with each science subject taught separately. At the end of Hundred, pupils may be entered for either the double-award qualification or the separate sciences qualification.
- 9.4 Technological. All pupils are taught Design and Technology in Shell, alongside Computer Science. ICT skills are developed across the curriculum.
- 9.5 Human and Social. In Shell, Geography lessons focus on the development of students' understanding of the complex interactions and geographical patterns within and between physical and human processes. History lessons are characterised by students' development of written explanations, evaluation of arguments, making well-supported judgements and evaluation of source material using provenance and their own knowledge. All pupils take a compulsory GCSE in Religious Studies, which covers key social, philosophical and ethical questions, including matters of life, crime and punishment and violence.
- 9.6 Aesthetic and Creative. All pupils in Shell take courses in Art and Music, and both are available to pupils through to GCSE and A level. Drama is taught through Form in Shell, and is available as an option in the curriculum through to A level.

10. Version Control

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