

Curriculum Policy

The Framework

Curriculum Time

In designing the school day it was felt important to ensure that the school day was not over long and yet there was still sufficient time for the teaching curriculum. Day students travel a long way and a long teaching day was felt to be unproductive. Similarly terms are intense and busy and lengthening them reduces effectiveness.

Lesson Length

In deciding lesson length there needs to be a compromise between having lessons long enough for good teaching time and yet still allow frequent contact with the students. The length of lesson was also important to ensure that there was sufficient flexibility in week to prevent the need for a more than 1 week timetable. 50 minutes was settled on as the optimum length balancing the needs for length and flexibility. This was then reduced by 5 minutes travelling time in order to guarantee 45 minutes teaching time per lesson.

Timings of the day

It is important to ensure that every session of the day, start, after break and lunch is started punctually. Staff are expected to crack down on any tardiness.

Curriculum

Core and Compulsory elements.

Mathematics	for essential numeracy skills
English	for essential communication skills
Science	to provide understanding of world around
Foreign Language	to enable communication and understanding of other cultures
Religious studies	to provide an ethical and philosophical framework.
PE and Games	for essential physical fitness
IT	for essential workplace skills

The options need to provide further opportunities for the Humanities (Classical Civilisation, Geography, History and Religious Studies) , as well as for Creativity (Art, Design Technology, and Information Technology) and Performance (Dance, Drama, Music and PE).

For some students, because of LDD or SEN, this provision is too demanding. In such instances the pupil, their record and needs are taken into consideration to plan a suitable curriculum. In a few cases boys and girls who have dyslexia may not do a foreign language. Instead they might have an organised learning support class or individual tuition to meet their specific needs during this timetabled block.

The crucial curriculum is KS4. KS5 follows on from this and the shape of KS3 one is dictated by what is necessary for the KS4 study program.

KS4 Curriculum

Core Compulsory

Mathematics	4 periods
English	4 periods
Science	6 periods (3x2)
PE, IT, RS	3 periods (3x1)
Games	2 periods

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Options	5 blocks	15 periods (4x3 and MFL block 1x4)
	Rules for selection:	5 choices
Must chose at least	1 foreign language	(Fr, Sp, Gm)
Suggest chose	1 from "Creative" or "Performance"	(Ar, Da, DtG, DtR, DtT, PeS, Dr, Mu, IT)
	1 from "Humanities"	(Cc, Ge, Hi, Rs)
Further 2 free choices from the above list including Latin and Triple Award Science		

KS3 Curriculum

This must provide a proper foundation for the study of subjects at KS4. It must also provide sufficient opportunity for students to make an informed choice about their subjects. Therefore all subjects of the KS4 curriculum should be represented to some extent. All students study Latin in Year 7. Whilst a useful subject in itself its early introduction helps with the rules and disciplines of English and Modern Foreign Languages further up the school. Following this, in year 8, students study Latin as an option against Design Technology and IT.

KS5 Curriculum

This follows on from the KS4 curriculum allowing a choice of 4 subjects, 1 from each block. The range of subjects to be looked at is:

Subjects Available	Ar	Bi	Bs	Cc	Ch	Dr	DtG	DtR	Ec	En	Fm	Fr	Ge	Gm	Hi	It	La	Ma	Ms	Mt	Mu	PeS	Ph	Ps	Rs	Sp
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4 Blocks in Y12 continue through into Y13 making the business of opting and the blocking of timetable easier and allowing the possibility to continue through to the end of Y13 with four subjects

As well as their 4 main courses students take courses in Careers in Y12. General Studies is an aspect of the Sixth form provision which is under review with the intention that, alongside the Activities programme and the Careers programme, a thorough preparation is given students for life outside school. Students who need to gain a GCSE in English or Mathematics may find that they do this in this slot. (2010 to 2011 General Studies is not being offered whilst a detailed review of these courses takes place).

Banding and Setting

On entering the school students are banded by ability based on the entrance test results and social grouping. In Year 7 and 8 there is one top academic band or form and two parallel mixed ability forms. In Years 9 and 11 there are two parallel top academic forms and two parallel mixed ability groups. In Y10 there are two parallel top academic forms, and 3 broadly parallel forms. Factors considered under "social grouping" are the number of girls in the class, previous friendship groups, feeder school advice and parental wishes. These forms are rarely changed once a student has joined the school.

Setting is carried out in certain core subjects. This is based on more specific subject based evidence. Setting will change following testing or internal exams. The amount of change will diminish as public exams approach.

Ideally the number of girls in a class is between 25 and 50% of the whole group. Option subjects may have a much smaller proportion because of the choices made by the students. In

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some instances departments have taken the step of deliberately putting all the girls in one of a number of parallel classes.

Gifted and Talented, EAL and SEN

Information about pupils is drawn from a number of sources to identify students who may be Gifted and Talented, or have other specific learning needs. These sources will include interview, testing, previous school or specialist reports and family.

Once here students, if not already identified, may be identified through baseline testing, entrant screening and teacher referral.

Such a student has their need assessed and a suitable program of provision is put in place. For students who are gifted and talented this may involve extra lessons or further opportunities in the area of talent. It will also involve extension work and activities. For students who have a specific learning need they may take a reduced or more directed range of subjects. Many students from overseas will take an English qualification as well as doing appropriate qualifications in their mother tongue. This may necessitate specific preparation for oral exams as an extra.

PSHE

Students receive PSHE from a variety of sources. Some academic subjects and some topics within these subjects provide opportunity for debate and reflection. Major themes are dealt with through presentations that might be for whole or part of a day. These can then be used as an impetus for further discussion and action within the dedicated tutor time each week.

Careers Guidance

Students receive advice from a variety of sources on what subjects to take at each stage. Some of these sources are more expert and informed than others. An agreed subject choice is arrived at by conversation with tutor, teachers, pupil and parents. Housemasters, Head of Sixth form and the Director of Studies are also involved in these discussions as appropriate.

In the summer term of year 10 students do the ISCO test which is followed by an interview in the Christmas term of Y11.

In Y12 students have a course of lectures on various forms of employment in the professions and services as well as go on a week of work experience. Towards the end of Y12 the students begin the UCAS process, receiving guidance from many different sources.

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Curriculum Plan for 2010

As changes to the Modern Foreign Language take place the curriculum plan for 2010 is

Curriculum Shape

	English				Mathematics				Science				Languages				Core				Humanities				Performance		Creative									
Y7	1 En	2 En	3 En	4 En	5 Ma	6 Ma	7 Ma	8 Ma	9 Bi	10 Bi	11 Ch	12 Ch	13 Ph	14 Ph	15 Mfl	16 Mfl	17 Mfl	18 La	19 Ga	20 Ga	21 Pe	22 It	23 Rs	24 Rs	25 Ge	26 Ge	27 Hi	28 Mu	29 Mu	30 Dr	31 Ar	32 Ar	33 Dt	34 Dt		
Y8	1 En	2 En	3 En		4 Ma	5 Ma	6 Ma	7 Ma	8 Bi	9 Bi	10 Ch	11 Ch	12 Ph	13 Ph	14 Mfl	15 Mfl	16 Mfl	17 Mfl	18 Ga	19 Ga	20 Pe	21 It/La	22 It/La	23 Rs	24 Rs	25 Ge		26 Hi	27 Hi	28 Mu	29 Mu	30 Dr	31 Ar	32 Ar	33 Dt	34 Dt
Y9	1 En	2 En	3 En	4 En	5 Ma	6 Ma	7 Ma	8 Ma	9 Bi	10 Bi	11 Ch	12 Ch	13 Ph	14 Ph	15 Mfl	16 Mfl	17 Mfl	18 Mfl	19 Ga	20 Ga	21 Pe	22 It/La	23 Rs	24 Rs	25 Ge	26 Ge	27 Hi	28 Hi	29 Mu	30 Dr	31 Ar/Dt	32 Ar/Dt	33 Dt	34 Dt/Ar		
Y10	1 En	2 En	3 En	4 En	5 Ma	6 Ma	7 Ma	8 Ma	9 Bi	10 Bi	11 Ch	12 Ch	13 Ph	14 Ph	15 Opt	16 Opt	17 Opt	18 Opt	19 Ga	20 Ga	21 Pe		22 Rs	23 Opt	24 Opt	25 Opt	26 Opt	27 Opt	28 Opt	29 Opt	30 Opt	31 Opt	32 Opt	33 Opt	34 Opt	
Y11	1 En	2 En	3 En	4 En	5 Ma	6 Ma	7 Ma	8 Ma	9 Bi	10 Bi	11 Ch	12 Ch	13 Ph	14 Ph	15 Opt	16 Opt	17 Opt		18 Ga	19 Ga	20 Pe	21 It	22 Rs	23 Opt	24 Opt	25 Opt	26 Opt	27 Opt	28 Opt	29 Opt	30 Opt	31 Opt	32 Opt	33 Opt	34 Opt	
Y12	1 Opt	2 Opt	3 Opt	4 Opt	5 Opt	6 Opt	7 PS		8 Opt	9 Opt	10 Opt	11 Opt	12 Opt	13 Opt	14 PS	15 Opt	16 Opt	17 Opt	18 Opt	19 Ga	20 Ga	21 Pe	22 It	23 Rs	24 Opt	25 Opt	26 Opt	27 Opt	28 Opt	29 Opt	30 PS	31 Ga	32 Ga	33 Ps	34 Ps	
Y13	1 Opt	2 Opt	3 Opt	4 Opt	5 Opt	6 Opt	7 Opt		8 Opt	9 Opt	10 Opt	11 Opt	12 Opt	13 Opt	14 Opt	15 Opt	16 Opt	17 Opt	18 Opt	19 Ga	20 Ga	21 Pe	22 It	23 Rs	24 Opt	25 Opt	26 Opt	27 Opt	28 Opt	29 Ga	30 Ga	31 Ps	32 Ps	33 Ps	34 Ps	

Space 5 lesson number Subject Compulsory subject Subject Lesson with element of choice

Beyond 2010 the shape is as follows

Curriculum Shape

	English				Mathematics				Science				Languages				Core				Humanities				Performance		Creative									
Y7	1 En	2 En	3 En	4 En	5 Ma	6 Ma	7 Ma	8 Ma	9 Bi	10 Bi	11 Ch	12 Ch	13 Ph	14 Ph	15 Mfl	16 Mfl	17 Mfl	18 La	19 Ga	20 Ga	21 Pe	22 It	23 Rs	24 Rs	25 Ge	26 Ge	27 Hi	28 Mu	29 Mu	30 Dr	31 Ar	32 Ar	33 Dt	34 Dt		
Y8	1 En	2 En	3 En		4 Ma	5 Ma	6 Ma	7 Ma	8 Bi	9 Bi	10 Ch	11 Ch	12 Ph	13 Ph	14 Mfl	15 Mfl	16 Mfl	17 Mfl	18 Ga	19 Ga	20 Pe	21 It/La	22 It/La	23 Rs	24 Rs	25 Ge		26 Hi	27 Hi	28 Mu	29 Mu	30 Dr	31 Ar	32 Ar	33 Dt	34 Dt
Y9	1 En	2 En	3 En	4 En	5 Ma	6 Ma	7 Ma	8 Ma	9 Bi	10 Bi	11 Ch	12 Ch	13 Ph	14 Ph	15 Mfl	16 Mfl	17 Mfl	18 Mfl	19 Ga	20 Ga	21 Pe	22 It/La	23 Rs	24 Rs	25 Ge	26 Ge	27 Hi	28 Hi	29 Mu	30 Dr	31 Ar/Dt	32 Ar/Dt	33 Dt	34 Dt/Ar		
Y10	1 En	2 En	3 En	4 En	5 Ma	6 Ma	7 Ma	8 Ma	9 Bi	10 Bi	11 Ch	12 Ch	13 Ph	14 Ph	15 Opt	16 Opt	17 Opt	18 Opt	19 Ga	20 Ga	21 Pe		22 Rs	23 Opt	24 Opt	25 Opt	26 Opt	27 Opt	28 Opt	29 Opt	30 Opt	31 Opt	32 Opt	33 Opt	34 Opt	
Y11	1 En	2 En	3 En	4 En	5 Ma	6 Ma	7 Ma	8 Ma	9 Bi	10 Bi	11 Ch	12 Ch	13 Ph	14 Ph	15 Opt	16 Opt	17 Opt	18 Opt	19 Ga	20 Ga	21 Pe	22 It	23 Rs	24 Opt	25 Opt	26 Opt	27 Opt	28 Opt	29 Opt	30 Opt	31 Opt	32 Opt	33 Opt	34 Opt		
Y12	1 Opt	2 Opt	3 Opt	4 Opt	5 Opt	6 Opt	7 PS		8 Opt	9 Opt	10 Opt	11 Opt	12 Opt	13 Opt	14 PS	15 Opt	16 Opt	17 Opt	18 Opt	19 Ga	20 Ga	21 Pe	22 It	23 Rs	24 Opt	25 Opt	26 Opt	27 Opt	28 Opt	29 Opt	30 PS	31 Ga	32 Ga	33 Gs	34 Gs	
Y13	1 Opt	2 Opt	3 Opt	4 Opt	5 Opt	6 Opt	7 Opt		8 Opt	9 Opt	10 Opt	11 Opt	12 Opt	13 Opt	14 Opt	15 Opt	16 Opt	17 Opt	18 Opt	19 Ga	20 Ga	21 Pe	22 It	23 Rs	24 Opt	25 Opt	26 Opt	27 Opt	28 Opt	29 Ga	30 Ga	31 Ps	32 Ps	33 Ps	34 Ps	

Space 5 lesson number Subject Compulsory subject Subject Lesson with element of choice

Preps

Prep is an important part of the educational programme for the students. However for it to be effective it is important to limit the number of preps to not more than 3 a night in the early part of the school and to further reduce the length of them to compensate for increased business of days in Martineau's. In KS4, 12 longer preps are used.

When more than 1 prep is set a week a written task should be set for at least one which can then be marked and feedback given to students. Telling students to read without offering some incentive and checking mechanism, like a test on the reading is not appropriate.

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	Years 7 and 8		Year 9			Years 10 and 11		
	Lessons	Preps		Lessons	Preps		Lessons	Preps
Duration	45	20 for Y7, 25 for Y8	Duration	45	35	Duration	45	45
Ma	4	2	Ma	4	2	Ma	4	2
En	4	2	En	3	2	En	4	2
Bi	2	1	Bi	2	1	Bi	2	1
Ch	2	1	Ch	2	1	Ch	2	1
Ph	2	1	Ph	2	1	Ph	2	1
Pe	1	0	Pe	1	0	Mfl 1	In Blocks	In Blocks
It	1	0	It	1	0	Pe/It/Rs	3	0
Rs	2	1	Rs	2	1	Block A	3	1
Mfl 1	3	1	Mfl 1	2	1	Block B	3	1
2nd MFL	0	0	2nd MFL	3	1	Block C	3	1
Latin	1	1	Latin	<i>IN ABOVE</i>	<i>IN ABOVE</i>	Block D	3	1
Ge	2 then 1	1	Ge	2	1	Block E	3	1
Hi	1 then 2	1	Hi	2	1	Ga	2	0
Dr	1	0	Dr	1	0	Total	34	12
Dt	2	1	Dt	2	1			
Mu	2	1	Mu	1	1			
Ar	2	1	Ar	2	1			
Ga	2	0	Ga	2	0			
Total	31	15	Total	34	15			

Shape of Week

In addition to the factors mentioned before, other factors shaping the timetable are:

Pastoral

There is a need for quality contact time for Houses with pupils. To facilitate this, the PSHE program will be dealt with in subject specific days for particular year groups. These will then be followed up by support activities in the dedicated tutorial slots

Use of Facilities

We aim to maximise the use of the school facilities without conflict between the various users.

Extra Curricula

CCF and the activities program are an essential element of the provision for pupils. Proper time needs to be given to these activities within the school week.

Games are equally important. Tuesday and Saturday fixtures happen for the senior school with timetabled games sessions at other times for year groups. In Martineau's there are Wednesday fixtures and Friday fixtures. Timetabled practices are linked in with Y5 and 6 games. This is to enrich the girls' provision in particular for these ages.

Some Music activities take place in lunchtimes. A full choir rehearsal happens on Tuesday afternoon.

Instrumental music Lessons are 40 minutes and therefore run across lesson timings.

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Departmental Detentions take place in lunchtime. Students are required to stay be in the department , doing or redoing work or some else of value to the department depending on the offence for which they have been detained.

As well as a rich and diverse activities program students take part in a varied program of events. House rivalry provides a powerful spur for Music, Drama, and Debating as well as sporting competition.

Martineau's enjoy a protected start to lunch time going in at 1pm, 5 minutes before the main school. They are accompanied by the teachers from that final lesson before lunch.

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Martineau's Week 2009-10

45 min lessons x34

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time
8.30	Registration	Registration	Registration	Registration	Registration	8.30
8.40	P1	P1	P1	P1	P1	8.40
9.25						9.25
9.30	P2	P2	P2	P2	P2	9.30
10.15						10.15
10.20	P3	P3	P3	P3	P3	10.20
11.05	BREAK	BREAK	BREAK	BREAK	BREAK	11.05
11.30	P4	P4	P4	P4	P4	11.30
12.15						12.15
12.20	P5	P5	P5	P5	P5	12.20
1.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	1.00
1.55	Registration	Registration	Registration	Registration	Registration	1.55
2.15	P6	P6	P6 Games	P6	P6 Games	2.15
3.05	P7	P7	P7 Games	P7	P7 Games	3.05
3.50						3.50
3.55	P8	P8 Activities	P 8 and 9 House Time, Lifeskills and Chapel	P8 Activities	P8 Chapel	3.55
4.40						4.40
4.45	P9 Headmaster's Assembly and Chapel	P9 Activities		P9 Activities	Leave	4.45
5.30	Leave	Leave	Leave	Leave		5.30

Timetabled games on Friday periods 6 and 7 are done in conjunction with Y5 and 6 in the Prep School

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Senior School 2009-10

45 min lessons x34

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time
8.30	Registration	Registration	Registration	Registration	Registration	8.30
8.40	P1	P1	P1	P1	P1	8.40
9.25						9.25
9.30	P2	P2	P2	P2	P2	9.30
10.15						10.15
10.20	P3	P3	P3	P3	P3	10.20
11.05	BREAK	BREAK	BREAK	BREAK	BREAK	11.05
11.30	P4	P4	P4	P4	P4	11.30
12.15						12.15
12.20	P5	P5	P5	P5	P5	12.20
1.05	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	1.05
1.55	Registration	Registration	Registration	Registration	Registration	1.55
2.15	P6	P6 Games	P6	P6	P6	2.15
3.05	P7	P7 Games	P7	P7	P7	3.05
3.50						3.50
3.55	P8	P8 Activities	P 8 and 9 House Time, Lifeskills and Chapel	P8 Activities	P8 Chapel	3.55
4.40						4.40
4.45	P9 Headmaster's Assembly and Chapel	P9 Activities		P9 Activities	Leave	4.45
5.30	Leave	Leave	Leave	Leave		5.30

Timetabled games are in periods 4 and 5, Y9 on Monday, Seniors on Wednesday and Y10 on Friday