

## Mougins School Curriculum Policy

### Aims of Mougins School

Mougins School Curriculum Policy supports the aims, vision and values of the school to:

- encourage pupils to develop morally, emotionally, culturally, intellectually and physically;
- create a way of life characterised by caring, tolerance, security, praise and high expectations;
- enable pupils to learn best by being encouraged, valued, trusted and respected;
- help pupils develop continuously by providing conditions and experiences that sustain and encourage this development.

### Aims of the Curriculum

Mougins School is unique on the Côte d'Azur, offering the British curriculum, adapted to an international community. The number of pupils in school is large enough to provide a stimulating environment and small enough to retain a caring family atmosphere. With thirty-eight nationalities, the School is culturally rich and its philosophy is designed to encourage pupils to achieve.

In addition to supporting the aims of Mougins School, the curriculum meets the three key aims of the UK National Curriculum. The curriculum of Mougins School should enable all young people to be:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

## The School Day

Students attend school from Monday to Friday. There are no lessons on Saturdays and Sundays. School begins at 08h45 each morning. Children in the first year (Early Years Class) attend School for mornings only. On Monday the Primary School finishes at 15h30 and Secondary School finishes at 15h50. On Tuesdays and Thursdays School finishes at 16h10, on Fridays at 15h30 and, on Wednesday afternoons, School finishes at 13h10 to enable all our students to participate in activities in their local community. The curriculum timetable is therefore formed on a weekly basis in a total of 40 periods per week.

## Curriculum Organisation

Within Mougins School, Early Years and Reception are referred to as the Foundation Stage. From Forms 1 to 11 the programme is divided into Key Stages One to Four, Form 12 to 13 being the Sixth Form.

## Primary

Within the Primary Department our curriculum is mostly delivered through topics and is largely skills-based. By placing learning in a context we aim to help the children to see that learning is something, which has real value and is relevant to the world around us. However, some aspects of the curriculum areas don't always easily fit into topics and so we teach these areas alongside our topics. A good example of this is some of the number aspects of Mathematics. As children progress through the school subject areas become more defined so that the children begin to understand that each subject has its own special value and contribution to make to our world.

As we believe that we should try and place learning in a relevant context, the children have the opportunity to go on educational visits. The visits are very varied but they are always relevant to work in school. In Year 4 the children have the opportunity to go on a residential adventure trip.

We also invite people with specialist skills and knowledge in to school to share with us their expertise and to help us make our teaching and learning stimulating and exciting.

## EYFS

Our curriculum planning for the Foundation Stage focuses on the Early Learning Goals set out in the British curriculum for the Early Years and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. During the children's first term in the nursery or reception class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

The Foundation Stage Profile is used to assess children's progress during the year. We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

## Years 1 & 2 (Key Stage 1)

All children follow a broad and balanced curriculum. We have single classes in both year groups. Within classes teachers deliver lessons in English, Maths, Science, Topic and Art. The children then go to specialist teachers for P.E, Music and French. Some subjects are intergrated such as ICT, DT and PSHE. After school activities, opportunities provided by peripatetic teachers and many school trips enhance children's learning.

Throughout their time in Key Stage 1 children are assessed and monitored so that teachers are aware of their development. At the end of key stage one children are assessed using the British KS1 SATS system as well as ongoing teacher assessments which are then passed to the year three teachers.

## Years 3, 4, 5, 6 (Key Stage 2)

All children follow a broad and balanced curriculum. We have double classes in all four year groups. Within classes teachers deliver lessons in English,

Maths, Science, Topic and Art. The children then go to specialist teachers for P.E, Music and French. Some subjects are intergrated such as ICT, DT and PSHE. After school activities, opportunities provided by peripatetic teachers and many school trips enhance children's learning.

Children's devlopment and progress is regularly monitored and at the end of each year children will be given Optional SATS papers. Children in year 6 will take the SATS papers in line with the British system. Results are analysed and used to inform the next year's teachers of children's progress.

### Years 7, 8, 9 (Key Stage 3)

All students in Key Stage 3 follow a curriculum that not only builds upon the work followed in the Primary School but also prepares students for study at Key Stage 4. The curriculum is rigorous and demanding, whilst being accessible to all students, to ensure that students can achieve their academic potential.

In addition to the taught timetable, there are a number of opportunities for students to enhance their learning through specific activities organised throughout the school year. For supplementary information, please refer to the Secondary School Guide.

<b>Year 7</b>	<b>Periods</b>	<b>Year 8</b>	<b>Periods</b>	<b>Year 9</b>	<b>Periods</b>
Art	2	Art	2	Art	2
Drama	1	English	6	Drama	1
English	6	French	4	English	5
French	4	Geography	2	French	4
Geography	2	History	2	Geography	2
History	2	I.T.	2	History	2
I.T	2	Mathematics	6	I.T	2
Local Studies	3	Music	2	Mathematics	6
Mathematics	6	PE	4	Music	2
Music	2	PSHE	1	PE	4
PE	4	Science	5	PSHE	1
PSHE	1	Spanish	4	Science	5
Science	5			Spanish	4
<b>Total</b>	<b>40</b>	<b>Total</b>	<b>40</b>	<b>Total</b>	<b>40</b>

## Years 10 and 11 (Key Stage 4)

Students in Year 10 and 11, having followed a two-year course, take external examinations in at least 8 subjects. The examinations taken are either International General Certificates in Education (IGCSE) or General Certificates in Education (GCSE) designed for the international market and administered by Examination Boards in the United Kingdom. Personal, Social, Health Education is delivered within Monday Tutorial time in Year 10 but is offered as a discreet subject in Year 11.

All students follow the core subjects of English Language, English Literature, Mathematics, Co-ordinated Science and French and supplement their programme with up to three option choices. The options are designed in a block formation which differs each year according to student demand. Students may choose three subjects from: Art, Business Studies, Computer Studies, Drama, Geography, History, Music, Physical Education, and Spanish.

A structured guidance programme in partnership with tutors, parents and subject teachers ensures that the option choices meet the needs of the student. Further information can be found in the Mougins School GCSE Guide.

<b>Year 10</b>	<b>Periods:</b>	<b>Year 11</b>	<b>Periods:</b>
English Language (inc Literature)	6	English Language (inc Literature)	6
Mathematics	6	Mathematics	6
Co-ord Science	8	Co-ord Science	8
French	4	French	4
PSHE	Tutorial	PSHE	1
P E	4	P E	3
Option 1	4	Option 1	4
Option 2	4	Option 2	4
Option 3	4	Option 3	4
Total	40	Total	40

## Years 12 and 13 (Sixth Form)

After their IGCSE examinations, students who have gained at least 5 A\* - C grades may enter the Advanced International Programme. In the first of these two years (Year 12) students normally study 4 or 5 subjects to prepare for external AS examinations. In the second year (Year 13) they prepare for external A levels. AS and A level are, once again, administered from the United Kingdom. The subjects studied are chosen from a wide range, giving students the chance to create a course with both breadth and depth. Students are guided by Senior Tutors when making their university applications and assistance is given in careers guidance. The majority of our students go on to Higher Education throughout the world.

At the discretion of SMT, Senior Courses may be offered to students who have not achieved 5 A\*-C grades. In this case, students may follow the AS curriculum areas in order to fulfill the transcript requirements of US Universities.

One year GCSE courses are also offered to all and are designed for students who wish to improve on existing grades or to gain further qualifications.

In Year 12, optional AS subjects are taught in 6 periods per week (excepting Mathematics, which is taught in 8 periods, 3 of Statistics and 5 Pure). In Year 13, all A2 Level subjects are taught in 8 periods per week.

Subjects which are currently offered at AS and A2 are: Art and Design, Biology, Business Studies, Chemistry, Computing, English Literature, French, Geography, History, Mathematics, Music, Physical Education, Physics, Spanish. Further Mathematics is offered in Year 13 as an additional AS level to students who have performed exceptionally in AS Level Mathematics and wish to further extend their studies.

In addition to the academic courses, students are expected to participate in Health and Fitness Programmes and a variety of Community Service Activities spread over the two year period. Further information on all aspects of the curriculum can be found in the Sixth Form Guide.

Average Curriculum Study is generally therefore:

<b>Year 12</b>	<b>Periods:</b>	<b>Year 13</b>	<b>Periods:</b>
Option 1	6	Option 1	8
Option 2	6	Option 2	8
Option 3	6	Option 3	8
Option 4	6	Physical Ed.	3
Physical Ed.	3	Personal Study	13
Personal Study	13		
Total:	40	Total:	40

### Curriculum Development

Curriculum Policies are regularly reviewed to ensure that they are up to date and that effective teaching and learning is being delivered. It is the responsibility of Subject Leaders to plan and manage the curriculum and assessment requirements for their subject areas.

Subject Leaders meet with their staff and the SMT in scheduled meetings, where feedback can be given on a regular basis.

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