



Curriculum Policy for Mulberry School for Girls

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1. Aims

Provision for pupils' learning in schools within the Mulberry Schools Trust is framed by a formal curriculum and extra-curricular offer known as 'Mulbacc' (the Mulberry Baccalaureate) – the hallmark of a Mulberry education. The development of confidence, creativity, leadership skills and a love of learning underpin every stage of the provision. The Mulbacc was developed at Mulberry School for Girls and the focus is on ensuring outstanding achievement for all through a broad and balanced curriculum that offers traditional and academic rigour and in particular supports the achievements and success of girls.

The percentage of students eligible for pupil premium at Mulberry School for Girls is nearly twice as high as the national average. We are inclusive but ambitious and we work hard to be the best regardless of circumstances.

Our curriculum reflects these intentions and so every pupil is given an education within this context that:

1. Engenders high levels of ambition in academic scholarship and technical learning
2. Provides rich personal development (character education)
3. Enables the development of high aspirations, self-determination and self-actualisation

The Mulbacc is characterised by rigour and high expectations at all levels. It is a seven year sequential learning journey with an emphasis on high quality subject teaching reinforced by high quality support for learning and intervention. At KS4, the Mulbacc includes the EBacc curriculum plus a compulsory arts subject. Inclusion services support personal development and there is excellent pastoral care. Leadership is strong with high levels of expertise in education supported by knowledgeable, committed and challenging governance. There is a strong VLE platform, Mulberry Learn, which has facilitated remote learning during periods of school closure.

The experience of learning, teaching and curriculum at Mulberry provides:

1. Curriculum pathways appropriate to high levels of academic challenge in the traditional curriculum and intellectual rigour in the applied learning curriculum and will consist of across KS3, 4 and 5:
 - Subject mastery with academic voice and love of number
 - High quality, confident writing and speaking
 - Computing and the creative use of technology to support knowledge, innovation and invention
 - Confidence gained from performance, self-expression and public speaking

- Creative and artistic skills as well as development of cultural capital and critical thinking
 - Collaborative learning and purposeful group work
 - SMSC dimensions of learning and sense of identity which includes Britishness and global citizenship
 - Physical fitness and motor skills
2. Preparation for and fostering of a love of learning in subject / technical disciplines in all phases and will consist of:
- The National Curriculum
 - Skills in scientific and technological enquiry
 - Proficiency in at least 1 other modern foreign language other than mother tongue
 - Understanding of the globe and the chronology of human history
 - Citizenship, politics, religious education, PSHEE and RSE
 - The arts, sport and culture
3. Academic intervention programmes and support for learning at all levels, consisting of:
- Prep
 - Y11 Intervention for GCSE
 - Literacy and numeracy catch-up
 - Voice work
 - Specialist intervention including withdrawal where appropriate, speech and language therapy, educational psychology, counselling and other specialist support for learning
 - Complementary education provision for ESMH needs
 - Family learning programmes
4. Entitlement to curriculum enrichment in all key stages, consisting of:
- Sports coaching in particular cricket, football, martial arts, trampoline, rock climbing, gymnastics, rounders and basketball
 - Arts and cultural visits including art galleries, museums, theatre and places of religious significance
 - Visiting lecturers and speakers
 - The Duke of Edinburgh's Award
 - Outdoor education
 - Model United Nations
 - The Women's Education programme
 - Peripatetic music lessons
 - A full offer of clubs and after school activities including choir, orchestra and dance

All subjects have a clear, shared curriculum rationale that reflects these whole school curriculum principles and values and supports an ambitious programme of study which is inclusive of all pupils. Middle leaders take

ownership of this development, working with subject teams to plan the curriculum they deliver. Many subject leaders are involved with local primaries at KS2 so that we plan effectively for primary transition in our curriculum.

Love of subject characterises all teaching and learning, with careful and thoughtful planning of lesson content, assessment and activity seeking to fulfil the intention for pupils to leave us as confident, creative leaders with a love of learning. The curriculum in each subject intentionally provides pupils with the qualifications and cultural capital that they need to be successful in life and is sequenced towards cumulatively sufficient knowledge and skills for future learning and employment so they can be economically self-sufficient and independent women. Pupils are taught to be independent learners who are resilient about their learning.

It is intended that pupils should leave Mulberry well-qualified and able to take up destinations at university or in high quality apprenticeships. Key Stage 3 (which is commensurate with the national curriculum and follows the local agreed syllabus for RE) is an important foundation for the GCSEs, A' levels and technical qualifications to come. Thus, all pupils in Y7 - 9 study physical and religious education alongside English, maths, science, computing, modern foreign languages, humanities, citizenship, art, dance, drama, music, food technology, textiles, resistant materials and graphics. Teaching is in subject disciplines. Teachers are passionate about their subject and convey this to pupils, drawing pupils in to share their enthusiasm for the content and skills they are teaching.

At Key Stage 4, at least 94% of pupils study 10 GCSE subjects which include the EBacc plus a compulsory art and compulsory full course RS. At least 25% of pupils study triple science (sometimes it has been as high as 50%), depending on the cohort. All pupils study PE for enjoyment and physical fitness. The post-16 curriculum comprises of A' levels or either the extended diploma or level 2 in health and social care. The majority of sixth form students study subjects at level 3, usually 3 or 4 A' levels offered in many subjects including English literature, maths, the sciences including physics, MFL, the humanities, social sciences, economics, the arts and technology.

It is intended that pupils should leave Mulberry with strong knowledge and skills in how to stay safe and emotionally and physically healthy, as well as the capacity and desire to promote inclusion and diversity in society. PSHEE is taught at all key stages, covering relationships and sex education as well as personal finance, personal care and anti-racism and anti-bullying education. The rights of LGBTQ+ people, those with disabilities, women and others who experience discrimination are promoted.

Our intention is that all pupils achieve outstanding progress, regardless of their starting point, within a rich curriculum experience that is personalised to individual need. For example, pupils with severe and complex needs, those

with serious ESMH needs and those with EHCPs are supported to have full access to curricula appropriate to need. For almost all pupils, this is our mainstream provision with differentiation or adaption. For a small number working below the expected national standard, a rich alternative curriculum is offered that mirrors the broad balance of the mainstream curriculum, whilst maintaining full integration. Careful planning in discussion with pupils, families and specialists underpins thoughtful teaching and pastoral support.

The arts provide a principal channel for developing pupils' confidence, creativity and leadership. Through self-expression and performance, pupils are taught to take risks, overcome challenge, find their voice and learn to work as a team and during KS3, they build sequentially these capacities through dance, drama, art and music. The Y9 arts project brings all 4 arts disciplines together into a public performance. This project is formative for pupils. Every pupil in the year group must speak lines, devise and perform dance and music and create the set, props, costumes and script. Pupils' arts experience is enhanced through extra-curricular visits to the theatre, concert venues and dance productions. Pupils are encouraged to take instrument lessons and to be involved in the Mulberry Theatre Company and Mulberry Dance Company.

The curriculum continues to be reviewed, developed and changed according to the needs of the school community and to ensure it remains fit for purpose in relation to our curriculum intention.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Heads of Department and Faculties are responsible for implementing the curriculum in their subject areas. They are overseen by senior leader line managers and the Assistant Headteacher and Acting Headteacher in charge of Curriculum.

4. Organisation and planning

Key Stage 3:

In Key Stage 3 the following curriculum periods are offered each week:

	Year 7	Year 8	Year 9
English	4	4	4
Maths	5	5	4
Science	4	4	4
Expressive and Performing Arts (Music, Dance, Drama and Art)	4	4	4
Technology (Textiles, Graphics, Food and Resistant materials)	2	2	2
RS	1	1	2
Geography	1	2	2
History	1	2	2
MFL	4	3	3
Citizenship	1	1	1
Computing	1	1	1
PE	2	1	1
Total	30	30	30

PSHE is also offered for 50 minutes a week taught across two morning registration periods.

Key Stage 4:

At Key Stage 4 the following curriculum periods are offered each week with options in Arts subjects, Golden time and between languages and Geography or History.

	Year 10	Year 11
English	4	4

Maths	4	4
Science	6	6
RS	2	2
Geography/History	3	3
MFL	3	3
PE	2	2
Golden Time Option	3	3
Art Option	3	3
Total	30	30
Subjects offered in Golden time	Triple Sci Citizenship Computing Film Studies Sociology BTEC Sport Science	Triple Sci Citizenship Computing Film Studies
Subjects offered in Art Block	Music Art Drama Art Textiles Food	Music Art Drama Art Textiles Food Dance

PSHE is also offered for 50 minutes a week taught across two morning registration periods.

Key Stage 5:

The majority of sixth form provision is at Level 3, and students study three A level subjects from: Art, Graphics, Textiles, Drama, English, Film Studies, Sociology, Criminology, Psychology, Politics, History, Geography, Religious Studies, Philosophy, Economics, Computing, Biology, Chemistry, Physics, Maths and Further Maths. Students can also study a Level 3 qualification in Criminology, Level 3 Diploma or Extended Diploma in Health and Social Care. At Level 2 Health and Social care is also offered, alongside GCSE re-sit maths or English as required. A number of students progress in Year 12 to Mulberry University Technical College where there is a wider range of Level 2 subjects and more specialist Level 3 technical provision.

PSHE is also offered for one period a week on a rotating basis and Year 12 and 13 students have supervised independent study on most days.

5. Inclusion

An inclusive provision is an essential part of the ethos that underpins the curriculum. Provision is comprehensive and Mulberry School for Girls has a mixed ability intake that follows the Tower Hamlets admissions policy and the DfE's Admissions Code.

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

As far as possible, pupils with severe and complex needs are accommodated in the mainstream. Where (on rare occasions) the standard curriculum is not appropriate for a child, this is discussed with parents, the child and senior leaders to agree a rigorous alternative with challenging progress milestones. Pupils with special educational needs and disability (SEND) and pupils with EAL (English as an additional language) have access to specialist assistance to ensure that their needs are fully met. Specialist teachers carry out reviews and update Education and Healthcare Plans (EHCs). At times, pupils may be referred to specialists in the Inclusion team or they may be referred to external services such as CAMHS or social services.

Pastoral care is essential to support pupils' achievement and it is an area of professional expertise that is closely tied to Inclusion. Heads of Year take responsibility for pupils' personal development and well-being. They oversee teams of form tutors and contribute to the development of PSHE (Personal, Social and Health Education). They use the Inclusion service to support their work and they have a multi-agency panel meeting monthly to ensure that pupils causing concern in relation to their personal needs are properly supported.

The multi-agency elements of the Inclusion service include:

- A school counsellor
- A learning mentor
- An attendance and welfare officer
- Child protection officers
- A school social worker
- A police liaison officer
- A parent liaison officer

- Educational psychology and speech therapy services

Safeguarding of pupils is a priority and so the pastoral care team in each school works alongside this multi-agency team to promote pupils' well-being and safety.

Parent liaison and support is critical and Mulberry has a dedicated centre for parents – the Mulberry and Bigland Green Centre – with a Children's centre and extensive offer of classes in basic skills, advice and support workshops on such issues as breast cancer, drugs addiction, safety on the internet and prevention of extremism.

Further information can be found in our Equality Policy and Teaching and Learning Policy.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a broad and balanced curriculum which includes the required subjects through regular updates at Governing Body and Trust Board meetings, schools visits and meetings with school leaders.

Heads of Department and Faculties monitor the way their subject is taught throughout the school by regular learning walks, book scrutinies, pupil voice, assessment review, lesson observations, department meetings and self-evaluation cycles. There is also regular curriculum review to ensure that the curriculum remains fit for purpose and reflects the principles of the school.

Heads of Department have responsibility for monitoring the way in which resources are stored and managed.

7. Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- SEN and Inclusion Policy
- Equality Policy
- RSE Policy