



Maidstone Grammar School
for Girls

Non sibi sed omnibus

Curriculum Policy Governing Body Policy 2026 - 2027

History Log

LAST REVISED	REVISED BY	RATIFIED BY GOVERNORS	NEXT REVIEW	TIME SCALE
September 2023	B White	20th Sept 2023	September 2024	Annually
September 2024	N Walker	25th Sept 2024	September 2025	Annually
September 2025	N Walker		September 2026	Annually
September 2026	N Walker	30th September 2026	September 2027	Annually

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Defining the Curriculum

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and skills pupils have gained against expectations (impact/achievement).

Curriculum Philosophy

Our curriculum is underpinned by a broad set of common values and purposes. These are:

- encouraging a deeper knowledge and understanding of key ideas and concepts through an approach informed by research relating to thinking and long-term learning.
- giving sufficient time to each Key Stage so that opportunities are made available for significant **enrichment** and **extension** to ensure that all students are intellectually challenged and develop as independent learners and thinkers
- providing flexibility in curriculum design and subject choice so that students are, wherever practicable, able to personalise their learning with regard to their ability and interests whilst retaining breadth in their studies
- ensuring that learning and teaching is of the highest quality and utilises technology to enhance this where possible
- developing thinking and learning skills and a positive mindset in all students to ensure they are able to meet the increasingly challenging nature of academic and career demands.
- enquiry, enrichment and extension form the basis of our 'Curriculum and 6th Form Extra' programmes, and underpin our core curriculum and extra-curricular programme .

Curriculum Vision

At Maidstone Grammar School for Girls, our curriculum vision is to enable students to achieve academic excellence and develop awareness of wider social responsibilities, in preparation for life in the modern world, in a caring, forward thinking and supportive environment.

Curriculum Aims

At Maidstone Grammar School for Girls, our curriculum is planned with reference to the outcomes we seek to deliver for our learners. In common with national aims, we want all of the students at MGGS to be:

- **Successful learners** who enjoy learning, make excellent progress and achieve their full potential.
- **Confident and forward thinking individuals** who are able to lead safe, healthy and fulfilling lives and who are capable of leading others in the modern world.
- **Responsible citizens** who make a positive contribution to society and use their talents and abilities for the benefit of others as well as themselves.

We also want our students to be **resilient, independent learners and thinkers** who can, through their own efforts and persistence, adapt their knowledge, understanding and skills to pose key questions, research wisely, articulate solutions and provide novel answers to problems. In addition, we want to encourage all of our students to develop the capacity for lifelong learning, to have a love of learning and to make sure that the learning needs of all students, including the most able and those who are disadvantaged, are fully met. These aims are achieved through our commitment to our **MEGA** programme of **Mindset**, **Enrichment**, **Google** (G Suite for education) and **Advanced Thinking**.

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The Curriculum and Our Learners

Our curriculum structure provides all learners with:

- equality of access
- a broad and balanced curriculum which builds upon prior learning by giving students significant experience of activities and methodologies that develop knowledge, personal learning, positive Mindset, meta-cognition, the modern world and associated key skills, understanding, values and attitudes
- a coherent curriculum which has consistent and complementary approaches to learning and teaching, allows learners to see how different parts of the curriculum underpin and complement each other, and how acquired skills and knowledge can be applied across a wide range of contexts and situations
- a strategically planned and sequenced curriculum where new knowledge and skills build on what has been taught before, and towards defined end-points
- a cohesive, progressive and ambitious subject curriculum which is appropriate and challenging for all, builds on what has gone before and prepares pupils for what comes next. Learners have challenging but attainable targets and the opportunity to follow a course of study at an appropriate level using materials, resources and methodologies appropriate to learners' needs and levels of maturity.

Literacy, Numeracy and Oracy across the Curriculum

At Maidstone Grammar School for Girls we recognise the importance of literacy, numeracy and oracy education across the whole curriculum and not just within the subject areas of English and Mathematics respectively. We want all of our students to be highly literate and numerate individuals with the skills and confidence to express themselves clearly and to listen and respond well using spoken language. This will allow them to fully engage with their learning at school and be prepared for the world of higher education and employment.

Curriculum Structure

The school has a mostly conventional Key Stage model (Key Stage 3 starts in September of Year 7, Key Stage 4 starts in term 6 Year 9 and Key Stage 5 starts in September Year 12). Our Key Stage 3 students follow the National Curriculum and also include significant amounts of additional enrichment work beyond the programmes of study. The curriculum is horizontally organised with a guided choice structure operative at GCSE. Students will be able to change their option choices only during Year 9 term 6 and where timetabling and class sizes permit. Our Key Stage 5 students will study either 3 or 4 A-Level (or Level 3 equivalent) courses from our current Sixth Form curriculum booklet, providing they meet the subject entry criteria and if timetabling and class sizes permit. Students will be able to change their choices during the first three weeks of September in Year 12 and where timetabling and class sizes permit.

In addition to the 'Curriculum and 6th Form Extra' programmes of enquiry, enrichment, extension, and extra-curricular provision, the curriculum has also been organised to accommodate the needs of very able students by:

- Providing designated enrichment lessons in Years 7,8 and 9 where 'Big Questions' are explored by students.
- Setting in Mathematics
- Providing Science courses leading to three qualifications in GCSE Science for the majority of students
- Enabling students in the GCSE Mathematics extension set to also study aspects of higher level Mathematics
- Providing opportunities for some Sixth Form students to follow a four A level subject route

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- Providing Sixth Form students with opportunities to complete an Extended Project Qualification

Decisions regarding access to the above opportunities will be made by the school on the basis of student attainment data, attitude to learning and the professional judgment of our staff. Decisions regarding choice of examination boards and specifications, plus level of entry for an examination, are curriculum decisions and will be determined by the Head of Department for that subject in consultation with their LT line manager. Curriculum diagrams which summarize the number of classes and frequency of lessons for subjects at Key Stages 3 to 5 are available upon request.

For current curriculum outlines, please see curriculum booklets available for each Key Stage on the MGGS website:

<https://www.mggs.org/your-journey/years-7-9/curriculum-in-years-7-9/>

<https://www.mggs.org/your-journey/years-10-11/curriculum-in-years-10-11/>

<https://www.mggs.org/your-journey/sixth-form/sixth-form-curriculum/>