



Curriculum Policy

September 2022

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1.0 Vision Statement

- 1.1 As a centre of excellence, all pupils at Cardiff Sixth Form College Cambridge will be given an equal opportunity to learn in order to achieve their full potential.
- 1.2 It is the aim of the school to create a desire to excel in an environment where expectations are high and training is rigorous.
- 1.3 A variety of teaching styles are employed and pupils' performance is monitored and enhanced
- 1.4 It is the overall responsibility of all staff and pupils to evaluate their own performance, by knowing and understanding how they are performing. Staff at all levels can enhance and share their strengths and identify potential for improvement.

2.0 Policy Aim

- 2.1 The aim of this policy is to outline the school's approach to the provision of academic programmes and the pupil cohort for which they have been developed.
- 2.2 The policy also includes outline information about each academic programme.

3.0 General principles underlying this policy

- 3.1 The school's academic staff share and uphold the values and principles set out in the school's Teaching and Learning Policy.
- 3.2 Academic staff receive training, guidance and support, enabling them to contribute to the provision of outstanding teaching and learning at the school, (through inset, CPD and the PDR system), as set out in the group of policies and procedures that support teaching and learning practices.

4.0 Pupils

- 4.1 The school's pupils are international, entering the UK from a vast range of countries and educational systems, where they follow a range of different national curricula. They are also on a range of visas. In the main, the school's pupils enter the UK on Child Student visa. As a consequence, many of our pupils are not permitted to work. In general, the pupils are intensely focused on university progression.

5.0 Curriculum Aims

5.1 Support

The school aims to:

- provide a safe and stimulating learning environment for all pupils and teachers
- support each of our pupils in their academic preparation for progression to Higher Education
- individually support pupils with Special Educational Needs (SEN) where and when identified, drawing on internal and external contacts to ensure pupils' needs are appropriately supported.
- provide a broad, balanced and relevant curriculum in line with exam board specifications at and A-level (WJEC & Edexcel) that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving school
- allow pupils to develop as well rounded, balanced individuals, supported in their learning and academic curriculum through the school's pastoral programme (CREATE©)

5.2 Development

The school aims to:

- provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- develop their English and study skills required to access and succeed in their progression to Higher Education.
- develop pupils' independent learning skills and resilience, to equip them for Higher Education and employment
- provide pupils with opportunities to develop further knowledge, skills and understanding through participating in extra-curricular and super-curricular activities
- stretch and challenge the enquiring minds of our pupils and to encourage them to strive for excellence.
- enable pupils to achieve their full potential by learning in a variety of ways and through providing a challenging learning experience

5.3 Attitude and Outlook

The school aims to:

- set high expectations for all pupils in order to raise their aspirations
- promote a positive attitude towards learning
- ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- promote a positive attitude towards learning so that all pupils enjoy coming to school and participating in the school community.
- to teach pupils respect for the world and each other through the curriculum, extra-curricular, super-curricular, enrichment and volunteering / charity organisation.
- promote inclusion and harmony between pupils of different cultures and to engender respect for cultural and spiritual beliefs and values, including the opportunities, responsibilities and experiences of life in British society.

6.0 Roles and responsibilities

6.1 Head

The Head 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
- The school's procedures for assessment meet all legal requirements
- They are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- They are 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 SEN

6.2 Deputy Head (from September 2023)

6.2.1 The Deputy Head is responsible for ensuring that this policy is adhered to, and:

- Manages requests to transfer or withdraw pupils from curriculum subjects, where appropriate
- Ensures that pupils are given the correct advice on subject choice relating to their career progression
- Monitors performance of all students

6.3 Other staff

6.3.1 Other staff will ensure that the school curriculum is implemented in accordance with this policy and other policies that link with it, such as the Teaching and Learning Policy and Assessment policy.

7.0 Organisation and planning GCE timetable 2022/2023

	Monday	Tuesday	Wednesday	Thursday	Friday
0800 - 0845					
0845 - 0930	Chem 2 (R6), Phys 1 (R1), Ma1 (R4)	Chem 2 (R6), Phys 1 (R1), Ma1 (R4)	Phys 2 (R1), Bio 1 (R6)	Chem 1 (R6), Comp Sci (R2)	Chem 2 (R6), Phys 1 (R1), EPQ 2 (R7)
0930 - 1015	Chem 2 (R6), Phys 1 (R1), Ma1 (R4)	Chem 2 (R6), Phys 1 (R1), Ma1 (R4)	Phys 2 (R1), Bio 1 (R6)	Chem 1 (R6), Comp Sci (R2)	Chem 2 (R6), Phys 1 (R1), EPQ 2 (R7)
1015 - 1030	Break		Break		
1030 - 1115	Chem 1 (R6), EPQ 1 (R7)	EAP 2 inc PSE (R7)	Chem 1 (L1), Comp Sci (R2)	F Ma (R4), EAP 1 (R7)	Chem 1 (R6), Comp Sci (R2)
1115 - 1200	Chem 1 (R6), EPQ 1 (R7)	EAP 2 (R7)	Chem 1 (L1), Comp Sci (R2)	F Ma (R4), EAP 1 (R7)	Chem 1 (R6), Comp Sci (R2)
1200 - 1245	F Ma (R4)	F Ma (R4), EAP 1 (R7), inc PSE	Chem 1 (L1), Comp Sci (R2)	Econ (R7), Ma 2 (R4)	Econ (R7), Ma 2 (R4)
1245 - 1330	Lunch		Lunch		
1330 - 1415	Phys 2 (R1), Bio 1 (R6)	FMa (R4), EPQ 3 (R7)	Chem 2 (L1), Phys 1 (R1), Ma1 (R4)	Econ (R7), Ma 2 (R4)	Econ (R7), Ma 2 (R4)
1415 - 1500	Phys 2 (R1), Bio 1 (R6)	FMa (R4), EPQ 3 (R7)	Chem 2 (L1), Phys 1 (R1), Ma1 (R4)	Econ (R7), Ma 2 (R4)	Econ (R7), Ma 2 (R4)
1500 - 1545	Phys 2 (R1), Bio 1 (R6)	1500-1515: Break	Chem 2 (L1), Phys 1 (R1), Ma1 (R4)	1500-1515: Break	1500-1515: Break
1545-1600	15.45: Break	15.15: Phys 2 (R1), Bio 1 (R6)	15.45: Break	15.15: Phys 2 (R1), Bio 1 (R6)	Econ (R7), Ma 2 (R4)
1600 - 1645	EAP 2 (R7)	Phys 2 (R1), Bio 1 (R6)	F Ma (R4)	Phys 2 (R1), Bio 1 (R6)	
16.50 - 17.10	House assembly (R4)	Full School assembly (R4)	House assembly (R4)	Full School assembly (R4)	4.10: Occasional full school assembly
17.30	Supper at Sancton Wood School	Supper at Sancton Wood School	Supper at Sancton Wood School	Supper at Sancton Wood School	Supper at Sancton Wood School
Teachers	A	B	C	D	E
	Chem 1: Sarah-Jane Hilton Comp Sci: Dilek Howe EPQ 1: Mrs Payne-Wheeler	Chem 2: Sarah-Jane Hilton Phys 1: Jem Pearson Ma 1: Rob Stuart EPQ 2: Jennifer Payne-Wheeler	Bio 1: Julian Davies Phys 2: Jem Pearson	Ma 2: Rob Stuart Econ	F Ma: Rob Stuart (Mon-Wed) F Ma: Dilek Howe (Thurs) EAP 1, inc PSE: Jennifer Payne EPQ 3, inc PSE: Jennifer Payne
Rooms					
	Room name	Location of room	Position in building	Usage	F
	R1	Regent Street	Basement - front	Physics	
	R2	Regent Street	Basement - front	Computer Science	
	R3	Regent Street	Basement - rear	Store	
	R4	Regent Street	Ground floor - front	Maths, F Maths	
	R5	Regent Street	Ground floor - rear	Student quiet study	
	R6	Regent Street	First floor - front	Biology, Chemistry	
	R7	Regent Street	First floor - front	Economics, EAP, PSE	
	R8	Regent Street	First floor - rear	Not in use by CSFC	
	R9	Regent Street	First floor - rear	Not in use by CSFC	
	R10	Regent Street	Second floor - front	Not in use by CSFC	
	R11	Regent Street	Second floor - front	Not in use by CSFC	
	L1	Glisson Road	first floor lab	Biology, Chemistry	

7.1 Subjects and Activities available

Subject	Level	Exam Board
GCE		
Biology	AS and A2	WJEC Eduqas
Chemistry	AS and A2	WJEC Eduqas
Computer Science	AS and A2	WJEC Eduqas
Physics	AS and A2	WJEC Eduqas
Maths	AS and A2	Edexcel
Further Maths	AS and A2	Edexcel
Economics	AS and A2	WJEC Eduqas
Non – Qualification Activities		
EAP (English for Academic Purposes)		
EPQ (Extended Project Qualification)		
UAP (University Application Preparation)		
Various societies		
Debate		
Public speaking		
Sport		

7.2 Organisation

- 7.2.1 The school offers a range of educational programmes that enable them to acquire vital skills in literacy, numeracy, speaking, listening, research and presentation through a curriculum delivered in an inclusive way.
- 7.2.2 Pupils have access to accurate, up to date and impartial Careers and UCAS guidance, through the school's specialised University Admissions and Work Experience Team.
- 7.2.3 For all subjects there is a scheme of work, both as a hard copy and on the school's Google Drive. The schemes of work are meant to offer guidance about timing of delivery of content, teaching strategies, learning activities, resources, methods of assessment and differentiation that all subjects have to offer.

8.0 Inclusion

- 8.1 Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
- More able pupils
 - Pupils with low prior attainment
 - Pupils with SEN
 - Pupils with English as an additional language
- 8.2 Teachers will plan lessons so that pupils with SEN and/or disabilities can study all subjects offered at the school, wherever possible, and ensure that there are no barriers to every pupil achieving.
- 8.3 Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.
- 8.4 Further information for both staff, pupils and parents can be found in the SEN Policy and within the school Equality and Diversity Policy.

9.0 **Assessment**

9.1 Please refer to the Assessment Policy

10.0 **Links with other policies**

10.1 This policy links to the following policies and procedures:

- Assessment policy
- SEN Policy
- Equality and Diversity Policy
- Good Behaviour and Sanctions Policy