



# Curriculum

August 2025

# Document Quality Control

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# Policy

## 1.0 Aims

- 1.1 The aim of the Curriculum Policy is to:
  - 1.1.1 Provide an appropriately broad and balanced curriculum for students that is age appropriate, well-planned and focused upon developing the skills and knowledge for life-long learning and accessing leading universities;
  - 1.1.2 Promote a positive attitude to learning within a culture of high academic standards;
  - 1.1.3 Promote high expectations for all students and appropriate levels of challenge and support;
  - 1.1.4 Enable students to develop their knowledge, understanding and skills in order to be able to apply these to relevant situations;
  - 1.1.5 Support the spiritual, moral, social and cultural development of students;
  - 1.1.6 Support the physical development of students and enable them to take responsibility for their own health and wellbeing;
  - 1.1.7 Equip all students with high levels of knowledge, cultural literacy and intellectual curiosity;
  - 1.1.8 Offer subject choices that support students' learning, progression and ambitions;
  - 1.1.9 Develop independent learning skills, resilience and the aptitudes required for success in public examinations and in Higher Education;
  - 1.1.10 Enrich the learning experiences of all students through appropriately planned activities.

## 2.0 Values

- 2.1 The aims of this policy are underpinned by the following values:
  - 2.1.1 We Love Learning: Every member of the Cardiff Sixth Form Community is committed to life-long learning, intellectual development and continuous improvement;
  - 2.1.2 We are a Team: Students and staff learn collaboratively and are committed not just to their own success and development but to supporting the successes and development of each other;
  - 2.1.3 We Lead with Heart: The College is committed to ensuring the very best provision for all students and values the importance of diversity, respect and inclusion.
  - 2.1.4 We do it well: In every aspect of planning and delivery, we intend to deliver the highest quality and the highest standards.

## 3.0 Roles and Responsibilities

- 3.1 **Governors** will:
  - 3.1.1 Monitor the effectiveness of this policy and hold the Principal to account for its implementation;

- 3.1.2 Ensure that a robust framework is in place for setting curriculum priorities and aspirational targets;
- 3.1.3 Ensure that the school has the required resources to deliver its curriculum promise;
- 3.1.4 Ensure that appropriate provision is in place for learners with Additional Learning Needs;
- 3.1.5 Ensure that the courses offered by the school are appropriate and approved by the relevant awarding body;
- 3.1.6 Monitor the academic performance of the college;
- 3.1.7 Ensure that robust measures are in place to oversee the quality of teaching & learning.
- 3.2 The **Principal** will:
  - 3.2.1 Ensure that this policy is adhered to by all staff;
  - 3.2.2 Ensure that the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
  - 3.2.3 Approve strategic curriculum reduction decisions which may benefit students;
  - 3.2.4 Ensure that the progress of all students is carefully monitored and that timely and appropriate interventions are in place, as required;
  - 3.2.5 Ensure that there are appropriate measures in place to monitor the effectiveness of the teaching and learning;
  - 3.2.6 Ensure the school's processes for assessment meet all legal requirements;
- 3.3 **Senior Leaders** will:
  - 3.3.1 Ensure that all elements of the curriculum, including all subjects offered, have aims and objectives which reflect the aims of the school and the learning needs of the students;
  - 3.3.2 Manage requests for subject changes or reduction of subjects and advise the Principal over strategic curriculum reduction decisions which may benefit students;
  - 3.3.3 Monitor the progress of students, ensuring appropriate interventions;
  - 3.3.4 Oversee the quality assurance of teaching & learning;
  - 3.3.5 Oversee the provision of students with Additional Learning Needs;
  - 3.3.6 Ensure that all students receive appropriate advice over subject choices, including selecting university courses
  - 3.3.7 Support the Heads of Department in fulfilling their responsibilities
- 3.4 **Heads of Department** will:
  - 3.4.1 Ensure that the Curriculum Policy is followed;

- 3.4.2 Ensure that all other relevant policies and procedures, including (but not exclusively) the Behaviour, Rewards & Sanctions Policy and the Teaching & Learning Policy are followed;
  - 3.4.3 Monitor and oversee the quality assurance of teaching & learning within their department; Design and review appropriate schemes of work and learning resources;
  - 3.4.4 Ensure timely and appropriate interventions are in place for all students to achieve their full potential;
  - 3.4.5 Set high standards and expectations for teachers and students;
  - 3.4.6 Ensure that lessons are allocated according to the needs of the department, balancing the skills and developmental targets of individual teachers;
  - 3.4.7 Liaise with colleagues in their department throughout the school year to ensure that they are able to contribute to planning for the following year in terms of developing the curriculum; resources; preparing for delivering different courses/specifications or parts of specifications; allocation of part-time roles including preferred days. All requests will be carefully considered and every effort will be made to fulfil them but this cannot be guaranteed and the Principal will make decisions that meet the needs of the college.
- 3.5 **Teachers** will:
- 3.5.1 Follow the Curriculum Policy and all related policies and procedures;
  - 3.5.2 Design and deliver exceptional lessons which achieve the aims of this policy;
  - 3.5.3 Work hard to ensure that every student reaches his or her full academic potential;
  - 3.5.4 Set high standards and expectations for students;
  - 3.5.5 Part-time teachers will notify their Head of Department and the Principal in writing, at the earliest opportunity, of any request to increase, decrease or alter the days/proportion of FTE that they work. All requests will be carefully considered and every effort will be made to fulfil them but this cannot be guaranteed and the Principal will make decisions that meet the needs of the college.

## 4.0 The Curriculum

### 4.1 Two Year GCSE

4.1.1 **The Core Subjects.** In Years 10 and 11 students study the following subjects to IGCSE/GCSE level:

- Biology
- Chemistry
- English Language
- Mathematics
- Physics

4.1.2 **The Enhanced Core.** In addition, they study English Literature and Further Mathematics although these are not taken by all students.

4.1.3 **Optional Subjects.** Students opt to study three subjects from the following list:

- Art
- Business Studies
- French
- Geography
- History
- Psychology
- In addition, students may opt to study a GCSE in Mandarin, Cantonese or Russian, if a native speaker.

4.1.4 **The Pastoral Curriculum.** Students receive the following:

- 4.1.4.1 PSE: PSE sessions are non-examined tutorials covering personal, social, health, economic education and citizenship.
- 4.1.4.2 PPE: The Politics, Philosophy, and Ethics (PPE) course is an interdisciplinary course that explores key ideas, debates, and concepts from political science, philosophy, and ethics. It encourages critical thinking, moral reasoning, and an understanding of how political and ethical systems shape society.
- 4.1.4.3 PE: The Lower School PE programme aims to provide students with the opportunity to develop an array of crucial soft skills through participation in a variety of sports and activities while promoting lifelong well-being and participation in physical activity.
- 4.1.4.4 Enrichment: The Lower School Enrichment programme enhances student learning, personal development, and engagement beyond the core curriculum. It provides opportunities for students to develop critical thinking, creativity, independence, and real-world skills through diverse experiences.

4.1.5 **Individual Curriculum Adjustments**

- 4.1.5.1 Students are assessed at various stages of the Two Year GCSE course (Exam Practices/Mock Exams) and these assessments are used to determine whether they continue with their current diet of subjects, reduce the number of subjects taken or increase the number of subjects taken.
- 4.1.5.2 Year 10 – At the start of the second term (January) of Year 10, some students are advised to discontinue English Literature (enhanced core) GCSE in order to focus on developing their English skills and on their English Language (core) GCSE. They receive enhanced EAL (English as an Additional Language) tuition as part of their English lessons. At the same time, some students are advised to discontinue Further Maths (enhanced core) to focus on securing a good grade in Maths (core) GCSE.
- 4.1.5.3 Year 11 – At the start of the second term of Year 11, some students are advised to discontinue one or more optional subjects in order to focus on their core GCSE subjects.
- 4.1.5.4 These decisions are approved by the Principal.

## 4.2 One Year GCSE

**4.2.1 The Core Subjects.** In the One Year GCSE (OYG) students study the following subjects to IGCSE level:

- Biology
- Chemistry
- English Language
- Mathematics
- Physics

**4.2.2 The Enhanced Core.** In addition, they study English Literature and Further Mathematics although these are not taken by all students.

**4.2.3 Optional Subjects.** Students opt to study one subject from the following list:

- Art
- Economics
- French
- Geography
- History
- In addition, students may opt to study a GCSE in Mandarin, Cantonese or Russian, if a native speaker.

**4.2.4 The Pastoral Curriculum.** In addition, students receive the following:

- 4.2.4.1 PSE: PSE sessions are non-examined tutorials covering personal, social, health, economic education and citizenship.
- 4.2.4.2 PE: The Lower School PE programme aims to provide students with the opportunity to develop an array of crucial soft skills through participation in a variety of sports and activities while promoting lifelong well-being and participation in physical activity.

### 4.2.5 Individual Curriculum Adjustments

- 4.2.5.1 Students are assessed at various stages of the One Year GCSE course (Exam Practices/Mock Exams) and these assessments are used to determine whether they continue with their current diet of subjects; reduce the number of subjects taken or increase the number of subjects taken.
- 4.2.5.2 Where required, some students also receive EAL support. Students are assessed on entry to the college to determine whether they will study English Literature (enhanced core) GCSE, in addition to English Language (core) GCSE. Those who study the core English Language GCSE only, will receive enhanced EAL (English as an Additional Language) tuition as part of their English lessons, if they require it.



- 4.2.5.3 Some students may pursue the English as a Second Language qualification where appropriate. Parents and students will be consulted and notified of such changes.
- 4.2.5.4 At the start of the second term, some students are advised to discontinue their optional subject in order to focus on their core GCSE subjects.

### 4.3 Two Year A Level

4.3.1 **AS/A Levels.** Students usually study four subjects to AS Level and many continue with four subjects to A Level. All students study between 3-6\* subjects and can take an Extended Project Qualification.

4.3.2 Subjects available are:

Art	Biology	Chemistry	Economics
English Literature	French	Further Mathematics	Geography
Government & Politics	History	Mathematics	Physics
Psychology			

\*A student can study a maximum of five subjects in the regular school timetable, which would include mathematics and further mathematics. A sixth subject could only include a qualification in a native language (Mandarin, Cantonese or Russian).

4.3.3 **Personal, Social, Health & Economic Education (PSE).** PSE sessions are non-examined tutorials covering personal, social, health, economic education and citizenship.

4.3.4 **Enrichment:** The Careers and Higher Education team, along with guest speakers, provides weekly workshops on topics such as UCAS, personal statements, Unifrog, and applying to the USA.

4.3.5 **English for Academic Purposes (EAP).** EAP sessions support students in Year 12 and 13 with the development of their academic English skills (reading, writing, speaking and listening). The sessions support students in preparing to sit the qualifications required to meet the English language requirements for university courses. Students who have achieved the necessary English language levels for Higher Education destinations are permitted to discontinue EAP.

4.3.6 **The Extended Project Qualification (EPQ).** The EPQ is designed to develop skills in research, problem solving, critical thinking and academic writing. Completion of the EPQ is optional, however, all Year 12 students start the EPQ course. After introductory sessions on research and self-evaluation, students are invited to submit a proposal outlining the intended focus for their EPQ.

4.3.7 **Critical Speaking.** The Critical Speaking course is a compulsory course for all Year 12 students and is designed to develop oracy and interview skills.

## 5.0 Curriculum adjustments

### 5.1 Subject changes by request

5.1.1 Students may request to change an A Level subject within the first three weeks of the start of the school year. After that, changes may be made in exceptional circumstances but would need the approval of the Principal.

5.1.2 A student requesting a change of subject would make the request via the Head of House or Director of Lower School;

- 5.1.3 The request is considered by the Vice Principal or the Director of Lower School, who consults the relevant Heads of Department, the Academic Data Manager, and the student's family. The Careers & Higher Education team are also consulted in Years 12 and 13 to mitigate risks to university applications.
- 5.1.4 If approved, the student and parent(s) are informed and the student is monitored by the subject teacher and Head of House/Lower School leadership team;
- 5.1.5 If not approved, the parent(s) and student are written to, explaining the reasons.

## **5.2 Curriculum Reduction by request**

- 5.2.1 Students in the sixth form who request to reduce the number of subjects they are studying, either on completion of the AS course or following mock examination results which demonstrate they are not coping with four subjects, will make the request through their Head of House.
- 5.2.2 The request is considered by the Vice Principal and the Head of House, in consultation with the Careers & Higher Education team, the relevant Heads of Department, and the student's family.
- 5.2.3 If approved, the student and parent(s) are informed;
- 5.2.4 If not approved, the parent(s) and student are written to, explaining the reasons;
- 5.2.5 Students following the one or two-year GCSE courses may not request to reduce the number of subjects they are studying.

## **5.3 Curriculum Reduction on advice of the school**

- 5.3.1 A student in the sixth form may be advised by the school to reduce the number of subjects that they are studying during Year 12, on completion of the AS course or after a mock exam session in Year 13.
- 5.3.2 The Vice Principal, in dialogue with the Head of House and the relevant Heads of Department, will approve the advice and the Head of House will offer the advice to the student in the first instance;
- 5.3.3 If the student does not accept the advice, the Principal will write to the parent(s) outlining the reasons for the advice and the potential jeopardy. In line with the terms and conditions of the college the Principal reserves the right to withdraw a student from an examination on clear grounds, communicated in writing to the parents, who have the right to appeal the decision.
- 5.3.4 A student in Year 11, following the two year GCSE course, may be advised to reduce the number of subjects taken, following the second Exam Practice (EP) of the academic year;
- 5.3.5 The Director of Lower School, in dialogue with the relevant Head of Department, will offer the advice to the student and their parent, in the first instance;
- 5.3.6 If the parent/student does not accept the advice, the Principal will write to the parent(s) outlining the reasons for the advice and the potential jeopardy. In line with the terms and conditions of the college the Principal reserves the right to withdraw a student from an examination on clear grounds, communicated in writing to the parents, who have the right to appeal the decision;

- 5.3.7 Alternative arrangements for the student to ensure progress in other subjects will be put in place by the Director of Lower School and communicated to the parent(s).

## 6.0 Organisation and planning

### 6.1 GCE and GCSE timetable 2025/26

#### 6.1.1 GCE AS Timetable

	AS	Drop-ins				
0845 - 0930	1	E	A	D	C	B
0930 - 1015	2	E	A	D	C	B
1015 - 1030	Break					
1030 - 1115	3	D	PSE	Assembly	E	C
1115 - 1200	4	D	B	E	E	C
1200 - 1245 1	5	A	B	E	PSE	A
1245 - 1330 2	6	A		C		
1330 - 1415 3	7		E		B	D
1415 - 1500	8	C	E	B	A	D
1500 - 1545	9	C	D	B	A	Enrich
1545 - 1600	Break					
1600 - 1645	10	B	C	A	D	E
1645 - 1730	11	B	C	A	D	
1730 - 1830		Societies				

#### 6.1.2 GCE A2 Timetable

	A2	Drop-ins				
0800 - 0845	A2	Drop-ins				
0845 - 0930	1	E	A	D	C	B
0930 - 1015	2	E	A	D	C	B
1015 - 1030	Break					
1030 - 1115	3	D	E	E	D	C
1115 - 1200	4	D	E	Assembly	D	C
1200 - 1245 1	5	A	B	C	B	A
1245 - 1330 2	6		PSE		B	A
1330 - 1415 3	7	Enrich		PSE		
1415 - 1500	8	C	D	B	A	E
1500 - 1545	9	C	D	B	A	E
1545 - 1600	Break					
1600 - 1645	10	B	C	A	E	D
1645 - 1730	11	B	C	A	E	
1730 - 1830		Societies				

### 6.1.3 One Year GCSE Timetable

OYG GCSE Blocks						
		Monday	Tuesday	Wednesday	Thursday	Friday
0800 - 0845		Drop-ins				
0845 - 0930	1	Option	Chem 1 / Phys 2	Sport	Bio x2	Maths x3
0930 - 1015	2	Option	Chem 1 / Phys 2	Sport	Bio x2	Maths x3
1015 - 1030		Break				
1030 - 1115	3	Maths x3	Option	Sport	Phys 1 / Chem 2	English x3
1115 - 1200	4	Maths x3	Option	Sport	Phys 1 / Chem 2	English x3
1200 - 1245 1	5	Lunch	Lunch	Lunch	Lunch	Lunch
1245 - 1330 2	6	Chem 1 / Phys 2	Assembly	Maths x3	Chem 1 / Phys 2	Phys 1 / Chem 2
1330 - 1415 3	7	Chem 1 / Phys 2	English x3	Maths x3	Chem 1 / Phys 2	Phys 1 / Chem 2
1415 - 1500	8	English x3	English x3	English x3	Option	Bio x2
1500 - 1545	9	English x3	PSE x2	English x3	Option	Bio x2
1545 - 1600		Break				
1600 - 1645	10	Bio x2		Phys 1 / Chem 2	Maths x3	
1645 - 1730	11	Bio x2		Phys 1 / Chem 2	Maths x3	
1730 - 1830		Societies				

### 6.1.4 Two Year GCSE Timetable (Year 1)

2YG GCSE Blocks (1st Year)						
		Monday	Tuesday	Wednesday	Thursday	Friday
0800 - 0845			Drop-ins			
0845 - 0930	1	Chem 1 / Phys 2	Option 2 BS, Geog, Psych	Maths x2	Sport	Phys 1 / Chem 2
0930 - 1015	2	Chem 1 / Phys 2	Option 2 BS, Geog, Psych	Maths x2	Sport	Phys 1 / Chem 2
1015 - 1030		Break				
1030 - 1115	3	English x3	English x3	English x3	Sport	PSE
1115 - 1200	4	English x3	English x3	English x3	Sport	PPE
1200 - 1245 1	5	Lunch	Lunch	Lunch	Lunch	Lunch
1245 - 1330 2	6	Option 1 BS,Art,Hist	Assembly	Bio x2	Phys 1 / Chem 2	Bio x2
1330 - 1415 3	7	Option 1 BS,Art,Hist	Maths x2	Bio x2	Phys 1 / Chem 2	Bio x2
1415 - 1500	8	French /German	Maths x2	Chem 1 / Phys 2	Maths x2	Option 1 BS,Art,Hist
1500 - 1545	9	French /German	French /German	Chem 1 / Phys 2	Maths x2	Option 1 BS,Art,Hist
1545 - 1600		Break				

1600 - 1645	10	Option 2 BS, Geog, Psych	French /German		Enrichment	
1645 - 1730	11	Option 2 BS, Geog, Psych			Enrichment	

### 6.1.5 Two Year GCSE Timetable (Year 2)

2YG GCSE Blocks (2nd Year)						
		Monday	Tuesday	Wednesday	Thursday	Friday
0800 - 0845			Drop-ins			
0845 - 0930	1	Bio, Chem, Phys 1	Sport	Bio, Chem, Phys 3	Maths x3	English x3
0930 - 1015	2	Bio, Chem, Phys 1	Sport	Bio, Chem, Phys 3	Maths x3	English x3
1015 - 1030		Break				
1030 - 1115	3	Option 2 BS, Geog, Psych	Sport	French /German	French /German	Bio, Chem, Phys 2
1115 - 1200	4	Option 2 BS, Geog, Psych	Sport	French /German	French /German	Bio, Chem, Phys 2
1200 - 1245 1	5	Lunch	Lunch	Lunch	Lunch	Lunch
1245 - 1330 2	6	English x3	Assembly	Option 2 BS, Geog, Psych	Bio, Chem, Phys 3	Option 1 BS,Art,Hist
1330 - 1415 3	7	English x3	Option 1 BS,Art,Hist	Option 2 BS, Geog, Psych	Bio, Chem, Phys 3	Option 1 BS,Art,Hist
1415 - 1500	8	Bio, Chem, Phys 2	Option 1 BS,Art,Hist	PSE	Bio, Chem, Phys 1	Maths x3
1500 - 1545	9	Bio, Chem, Phys 2	Maths x3	PPE	Bio, Chem, Phys 1	Maths x3
1545 - 1600		Break				
1600 - 1645	10		Maths x3	Enrichment	English x3	
1645 - 1730	11			Enrichment	English x3	

### 6.1.6 Organisation

- 6.1.6.1 The College offers students 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.
- 6.1.6.2 Students have access to accurate, up to date and impartial Careers and UCAS guidance, through the College's specialised Careers and Higher Education Team.
- 6.1.6.3 For all subjects, at AS Level, A2 Level and GCSE, schemes of work are available that offer guidance about timing of delivery of content, teaching strategies, learning activities, resources, methods of assessment and differentiation.
- 6.1.6.4 The SLT organise the timetable and then liaise with Heads of Department to ensure that lessons are allocated appropriately.
- 6.1.6.5 The Principal will notify individual members of staff at the earliest possible opportunity if the college needs to request and increase or reduction in teaching allocation.

## **7.0 Inclusion**

- 7.1 Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
- more able students
  - students with low prior attainment
  - students with additional learning needs (ALN)
  - students studying in English as an additional language (EAL)
- 7.2 Teachers will plan lessons so that students with ALN and/or disabilities are able to access the curriculum, and ensure that there are no barriers to learning.
- 7.3 Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to engage in all subjects.
- 7.4 Further information can be found in the ALN and Access Arrangements Policy and within the College's Equality, Diversity and Inclusion Policy.

## **8.0 Assessment**

- 8.1 Please refer to the Assessment Policy

## **9.0 Links with other policies**

- 9.1 This policy links to the following policies and procedures:
- Assessment Policy
  - ALN and Access Arrangements Policy
  - Equality, Diversity and Inclusion Policy
  - Behaviour, Rewards and Sanctions Policy
  - Teaching & Learning Policy