



Curriculum Policy

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Document Quality Control

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1.0 Vision Statement

- 1.1 As a centre of excellence, all students 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 college to create a desire to excel in an environment where expectations are high and training is rigorous.
- 1.3 A variety of teaching methods are employed in line with the Teaching and Learning Policy and students' performance is monitored and improved over time in line with the Assessment Policy.
- 1.4 It is the overall responsibility of all staff and students 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 in line with the Professional Development and Appraisal Policy.

2.0 Policy Aim

- 2.1 The aim of this policy is to outline the college's approach to the provision of academic programmes and the student cohort for which they have been developed.

3.0 General principles underlying this policy

- 3.1 The college's academic staff share and uphold the values and principles set out in the college'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 college, (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 Curriculum Aims

- 4.1 Support

The college aims to:

- provide a safe and stimulating learning environment for all students and teachers
- support each of our students in their academic preparation for progression to Higher Education and future professional pathways through a coherent programme of academic study, enrichment, super-curricular engagement and careers education.
- individual support students with Special Educational Needs and Disabilities (SEND) where and when identified, drawing on internal and external contacts to ensure students' needs are appropriately supported.

- provide a broad, balanced and relevant curriculum in line with exam board specifications at A-level that will motivate, engage and challenge students whilst also equipping them with the skills required on leaving college
- allow students to develop as well rounded, balanced individuals, supported in their learning and academic curriculum through the college's pastoral programme.
- support students in developing the knowledge, skills, character and dispositions associated with the Dukes Diploma through academic, pastoral, super-curricular and enrichment experiences.

4.2 Development

The college aims to:

- provide subject choices that support students' 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 students' oracy
- develop students' independent learning skills and resilience, to equip them for Higher Education and employment
- provide students 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 students and to encourage them to strive for excellence.
- enable students to achieve their full potential by learning in a variety of ways and through providing a challenging learning experience
- Support learning in college with appropriate, planned and assessed regular home learning activities.
- In relevant subjects, plan for the practical skills students require to meet respective assessment criteria.
- Develop student's creative and aesthetic understanding as part of the wider college programme, in a manner appropriate to their needs
- Include opportunities for sporting and physical activity
- Develop students' Social, Moral, Spiritual and Cultural awareness
- Educate students in Personal, Social, Health and Economic topics appropriate to their age and needs. The PSHE policy has more information on this point.

4.3 Attitude and Outlook

The college aims to:

- set high expectations for all students in order to raise their aspirations
- promote a positive attitude towards learning
- ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support
- promote a positive attitude towards learning so that all students enjoy coming to college and participating in the college community.
- to teach students respect for the world and each other through the curriculum, extra-curricular, super-curricular, enrichment and volunteering / charity organisation.
- promote inclusion and harmony between students 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.

- Develop student Oracy through its taught curriculum

5.0 The Dukes Diploma

The College participates in the Dukes Diploma framework. The Diploma complements the College curriculum and provides an overarching structure through which students can evidence the development of knowledge, skills, character and contribution beyond examination specifications.

The College's curriculum, pastoral provision, super-curricular programme, careers education, university preparation programme and wider enrichment opportunities contribute towards the Diploma. The Dukes Diploma does not replace the College's curriculum, but provides an additional framework through which students may recognise and evidence their development.

The Diploma is structured around four interconnected pillars, at Crown level for Key Stage 5 students:

- Digital Wisdom
- Critical Thinking
- Character
- Serving Global Society

These pillars support the development of criticality, collaboration, cognisance and creativity and align closely with the College's commitment to academic excellence, intellectual curiosity, service, leadership and preparation for life beyond school.

6.0 Roles and responsibilities

6.1 Principal

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

- All required elements of the curriculum, and those subjects which the college chooses to offer, have aims and objectives which reflect the aims of the college and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed
- The college'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-college targets in order to make informed decisions

6.2 Vice Principal Academic

6.2.1 The Vice Principal Academic is responsible for ensuring that this policy is adhered to, and:

- Manages requests to transfer or withdraw students from curriculum subjects, where appropriate
- Ensures that students are given the correct advice on subject choice relating to their career progression, working with the Head of Careers and Higher Education.
- Monitors performance of all students with relevant teaching staff and Heads of House
- Ensures proper provision is in place for students with different abilities and needs, including children with SEND

6.3 Heads of Department and Subject Coordinators

5.3.1 Heads of Department and Subject Coordinators should ensure that Schemes of Learning are in place which reflect the curriculum aims the college has identified.

5.3.2 Heads of Department and Subject Coordinators ensure that Schemes of Learning are resourced, followed, reviewed and modified as necessary.

6.4 Other staff

6.4.1 Other staff will ensure that the college 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.

6.4.2 In subjects where no Head of Department or Subject Coordinator has been appointed, teaching staff share responsibility for curriculum planning, resource development, quality assurance, review and improvement activities within their subject area. Members of the Senior Leadership Team will work alongside teaching staff to provide oversight, support and strategic direction as required.

7.0 Organisation and planning

7.1 The timetable is issued in draft form to teachers and middle leaders in the summer prior to the arrival of students.

7.2 The timetable is formulated by the Exams Officer and Data Manager with support from senior leaders.

7.3 The timetable is then stored in the ISAMS MIS.

7.4 Any member of staff with queries about the timetable should raise the issue with their line manager and the Exams Office and Data Manager.

7.5 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	OCR
Physics	AS and A2	WJEC Eduqas
Maths	AS and A2	Edexcel / Pearson
Further Maths	AS and A2	Edexcel / Pearson
Economics	AS and A2	WJEC Eduqas
Psychology	AS and A2	WJEC Eduqas
Non – Academic Qualification Activities		
EAP (English for Academic Purposes); IELTS		
PSHE		
EPQ (Extended Project Qualification) - Eduqas		
Cambridge Edge Super-Curricular Programme		
UAP (University Application Preparation)		
Various societies		
Debate		
Public speaking		
Sport		
The Cambridge Edge - Pathways		
Dukes Diploma Crown Award		
Careers and Work Observation Programme		

7.6 The Cambridge Edge

The Cambridge Edge refers to the entire curricular, supercurricular and careers offer at CSFC Cambridge. The Cambridge Edge is designed to support students in developing subject expertise, super-curricular engagement, career awareness and competitive university applications.

Within the Cambridge Edge, Pathways provide coherence between curriculum study, academic enrichment, super-curricular participation, work experience, university preparation and wider educational opportunities.

The College currently offers Pathways in:

- Life Sciences
- Engineering and Physical Sciences
- Finance and Law
- Mathematics and Computer Science

Pathways may include subject-specific admissions preparation, extension teaching, competitions, lectures, research opportunities, work experience, university outreach, leadership activities and other enrichment opportunities appropriate to each field.

Participation in pathway activities supports students in developing depth of understanding, intellectual independence and informed progression choices whilst complementing their academic studies.

7.7 Organisation

7.7.1 The college 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.

7.7.2 The College recognises the importance of super-curricular learning in developing intellectual curiosity, academic independence and readiness for Higher Education. Students are facilitated with opportunities to engage with lectures, reading programmes, competitions, research projects, societies, volunteering, leadership opportunities, work experience and other extension activities which complement their academic studies. Academic departments and teachers are responsible for signposting and providing these opportunities.

7.7.3 students have access to accurate, up to date and impartial Careers and UCAS guidance, through the college's specialised University Admissions and Work Experience Team.

7.7.4 For all subjects there is a scheme of work. 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. Heads of Department, subject coordinators and teachers are responsible for creating and maintaining these documents.

8.0 Inclusion

8.1 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 SEND
- students with English as an additional language
- Other needs, for example those identified by pastoral teams

8.2 Teachers will plan lessons so that students with SEN and/or disabilities can study all subjects offered at the college, wherever possible, and ensure that there are no barriers to every student achieving.

8.3 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 take part in all subjects.

8.4 Further information for both staff, students and parents can be found in the Teaching and Learning, SEND Policy and within the college 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
- SEND And Access Arrangements Policy
- Teaching and Learning Policy
- Equality and Diversity Policy
- Good Behaviour and Sanctions Policy
- Exams Policy